

Socio-cognitive approach in studying behavior disruptive to scholastic progress ;; Approche socio-cognitive des comportements perturbant la vie scolaire

Coslin PG.

Bulletin de psychologie

1997; 50(427):70-75

ARTICLE IDENTIFIERS

DOI: unavailable

PMID: unavailable

PMCID: not available

JOURNAL IDENTIFIERS

LCCN: not available

pISSN: 0007-4403

eISSN: not available

OCLC ID: 08660496

CONS ID: not available

US National Library of Medicine ID: 0140523

This article was identified from a query of the SafetyLit database.