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**Review of Barbara Winczura's book entitled  
"Emocje dzieci i młodzieży z trudnościami w rozwoju  
i zachowaniu", Oficyna Wydawnicza "Impuls",  
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"Emocje dzieci i młodzieży z trudnościami w rozwoju i zachowaniu" ("Emotions of Children and Youth with Difficulties in Development and Behaviour") is the most recent publication edited by Barbara Winczura. The book is a collection of articles pertaining to the period of adolescence, taking various types of difficulties into account. Childhood, as well as puberty, are associated with happiness and light-heartedness. Unfortunately, for many children and young people this is a difficult time, when they experience a lot of negative emotions. Authors of articles compiled in the publication draw attention to risk factors that may result in development difficulties.

The book was divided into two parts. The first part contains scientific articles pertaining to negative experiences in the life of children and youth which may result in emotional disorders. The article opening this part is entitled "Emocje, temperament i przywiązanie a procesy rozwoju zaburzeń psychicznych u dzieci" ("Emotions, Temper and Attachment vs. Processes of Development of Mental Disorders in Children") was written by Hanna Kubiak. The author presents, in an interesting manner, the way in which habits and emotional traits are created in children. Kubiak shows the way in which social experiences shape their temper. She discusses issues that are of vital importance for the development processes of the brain, such as the early experiences determining the manner in which the person will experience and understand the world surrounding him/ her.

Another important aspect that is discussed in the above-mentioned publication, penned by Urszula Bartnikowska, is entitled "Doświadczenia wczesnego dzieciństwa a zaburzenia regulacji emocji u dziecka" ("Early Childhood Experiences and Emotion Regulation Disorders in Children"). The author lists medical procedures (i.e. situations in which a child is subjected to operations or stays in hospital) as the most traumatising events. Other negative experiences include participation in a catastrophe or being a witness to such incident. Events that are highly damaging for children include situations when a person who is close to them betrayed them, i.e. neglected or abandoned them. In her article, the author distinguishes trauma resulting from a one-time incident (e.g. a car accident) from situations that recur over time (e.g. abuse by a parent). She also draws attention to the fact that a young person whose emotional traits are only being shaped, experiences negative incidents much more intensely than an adult person.

The next problem discussed in the book is "Emocjonalne oblicza zespołu stresu pourazowego u dzieci i młodzieży" ("Emotional Manifestations of Post-Traumatic Stress Disorder in Children and Youth") written by Małgorzata Przepióra. The clinical image of this disorder is presented here, along with its' potential sources. The author discusses her own studies, which are very interesting, including specific statements of children who survived a catastrophe, were beaten by parents or sexually abused. These statements are a unique source of knowledge for the readers with respect to emotions experienced by abused children and youth. Once again, attention was attracted to the fact that children whose cognitive structures are not yet mature, find it much more difficult to become reconciled with a negative experience, as well as handle stress related to it for a long time after the event.

A very interesting issue presented in the publication is the phenomenon of depression. Małgorzata Cichecka-Wilk has described it in her article entitled "Zaburzenia emocjonalne w przebiegu depresji u dzieci i młodzieży" ("Emotional Disorders in the Course of Depression in Children and Youth"). Depression is associated mainly with adult people; nevertheless, the author draws attention to the fact that even children who are younger than three years' of age can suffer from it. Cichecka-Wilk describes the clinical image of depression in various periods of life of a growing person. She divided them to a period up to 3 years' of age, pre-school period (3-6 years), early and middle childhood period (7-11 years), a quite similar period of early adolescence (10-12 years), youth in middle puberty stage (13-16 years) and

a period when depression appears most often, i.e. the period of late adolescence (17-19 years). In this division prepared by the author, the specific traits of depression at various stages of development are clearly perceptible. Subsequently, the author discusses the consequences that are carried by the state of depression and the factor that contribute to it.

The first part of the book also includes the issue of sexual harassment. The author, Anna Gulczyńska, presents an article entitled "Zaburzenia emocjonalne u dzieci po traumie molestowania seksualnego" ("Emotional Disorder in Children Suffering from the Trauma of Sexual Harassment"), where she shows detailed statistics pertaining to this phenomenon which occurred during childhood. She also describes mental and physical syndromes that are manifested in the victim. Gulczyńska presents a child that experienced harassment. She signals the child's negative experiences and, most importantly, a sudden drop in the feeling of security. Gulczyńska describes a situation where children are not mature enough to be able to evaluate the negative experiences in a realistic manner. They succumb to the lies of their harassers who say that what they do is good and normal. In reality, sexual harassment is never good and normal. The author presents syndromes appearing in a harmed child. To this aim, she uses a graph presenting psychical and somatic syndromes. The article was provided with numerous statements of patients, which allows for better understanding of the discussed issue.

Another issue tackled in the book, this time by two authors, bears the title "Parentyfikacja i jej rola w genezie zaburzeń obrazu własnego ciała w przebiegu anoreksji u dzieci i młodzieży" ("Parentification and Its' Role in Genesis of Own Body Image Disorders In the Course of Anorexia in Children and Youth"). The first term refers to the situation where the obligations of parents (or their part) are taken-over by children, i.e. an exchange of roles. The authors, i.e. Dorota Ryżanowska and Anna Siwec, present the dependency of these two phenomena, which seemingly have nothing to do with each other, in a comprehensible manner. The authors claim that nutrition disorders, including anorexia, are frequently the result of parentification. They describe a mental disorder such as anorexia and its causes and syndromes. They also show the correct prevention of nutrition disorders. The authors argue that parentification exerts a significant psychological burden on the child and has negative impact on the child's development, manifested in a significant degree of malnourishment and irregularities in building the image of own body.

The last issue tackled in this part of the book pertains to “Zaburzenia eksternalizacyjne w kontekście regulacji zachowania” (“Externalisation Disorders in the Context of Behaviour Regulation”). The author, Piotr Kwiatkowski, focuses attention on disturbed personality of children which, according to him, is the main cause for the absence of emotion regulation. Kwiatkowski describes the medical aspect, i.e. the operation of cerebral structures which are impacted both by negative and positive experiences. He believes that externalisation disorders, i.e., e.g. anger, hostility towards the environment, aggression, lies, etc., are responsible for the lack of proper regulation of emotions. Kwiatkowski also refers to three most important factors that influence self-regulation, and which were created by R.F. Baumeister and his colleagues. These are: awareness of the state of affairs that one wishes to accomplish, monitoring the standard with the actual status and energy resources located in the brain.

The second part of the publication contains a collection of articles on emotional disorders in children and young people suffering from chronic diseases or intellectual disabilities. These articles refer to the issue of emotional disorders caused by external factors, to which children and young people are exposed in a social environment. The second part tackles the issue of emotions in sick children, who suffer from disabilities.

The first author, Jolanta Lipińska-Lokś describes “Zaburzenia emocjonalne u dzieci z chorobą przewlekłą” (“Emotional Disorders in Children with Chronic Diseases”). In her article, the author presents examples of diseases which are considered chronic. They include cerebral palsy, cancer, skin allergies, diabetes and obesity. Furthermore, the author lists the main features of diseases that are classified as chronic. They include, first of all, the duration of the disease that exceeds three months. She draws the readers’ attention to the fact that only from 10% to 18% of children and young people show full psycho-physical fitness. The article shows two highly different approaches to the phenomenon of disease: these are the biomedical and holistic models. Joanna Lipińska-Lokś emphasises the fact that a somatic disease may carry, in consequence, emotional functioning disorders, especially in case when a disease damages the nervous system. She stresses the fact that a child who is chronically ill is daily accompanied by negative emotions, i.e. fear. Dysfunction causes changes in the child’s functioning in the society; the child cannot participate in all childhood activities and, due to this, feels different from the peers. The author also discusses

basic principles of work with young people who are chronically ill and factors that definitely facilitate their functioning.

The next issue that is tackled in the publication is "Znaczenie wczesnodziecięcych doświadczeń emocjonalnych osób z niepełnosprawnością dla podejmowania wyzwań życiowych" ("Significance of Early-Childhood Emotional Experiences of People with Disabilities in Accepting Life Challenges"). Joanna Konarska presents the concept of development continuum created by J. Liedloff. The author lists the needs the absence of which may lead to disorders in later life of a child. These needs include body contact, sending communications to the child by a person who takes care of the child most often. Konarska describes the beginnings of the child's emotionality and emphasises the significance of original integration, which takes place during the first 12 months of the child's life. She also shows the manner in which relations with parents and children influence the self-assessment and building of self-esteem. The author also presents a very interesting image of the society's control, which observes and unjustly evaluates parents of children with disabilities. She describes pressure exerted on parents who, in consequence, may emotionally encumber their children with own failures. Joanna Konarska presents the situation of children with sight defects who find it difficult to receive emotive stimuli. Deprivation effects of this disorder are visible primarily in development of cognitive processes, orientation in the environment and practical activities of the child. Afterwards, the author presents emotional development of hearing-impaired children which, in the first moments of life, does not differ from development of a healthy child. At the end, the development of a child with physical disability is presented, who is usually accompanied by constant fear of pain caused by rehabilitation or attempts at independent movement. Such fear often transforms into trauma, which adversely impacts the person's attitude to life challenges.

In the second part, Ewa Bartuś presents "Emocje na drodze do adaptacji społecznej dzieci i młodzieży z niepełnosprawnością intelektualną" ("Emotions On the Path to Social Adaptation of Children and Youth with Intellectual Disabilities"). The author emphasises the fact that development of children with intellectual disability is much slower than of healthy children. Bartuś mentions the change of approach to people with disabilities; in the past, main focus was primarily on the medical aspect. In the course of time, this approach evolved to social issues, such as disruption of cooperation of a sick person with the society that rejects such person. In her text, she refers to the term "difference complex" which describes a situation

when young people who suffer from intellectual disability notice the difference between themselves and their peers. Quoting DSM-5, Ewa Bartuś lists three criteria testifying to intellectual disability. The article also contains a description of emotional development during specific degrees of intellectual disability (light, moderate and severe). The problem of hindered development of interactions between the child and the parent is shown, caused exclusively by passive receipt of emotions by the sick person. The author emphasises that development in the area of empathic skills may be hindered on account of long-lasting ego-centrism or lack of understanding of the subjective feelings of other people.

The next article is entitled "Zaburzenia emocjonalne u dzieci niewidomych i słabowidzących" ("Emotional Disorders in Blind and Sight-Impaired Children") written by Joanna Gładyszewska-Cylulko. Similarly to another author of the publication, Gładyszewska-Cylulko pays attention to the emotional difficulties in children with sight deficiency; however, this time the attention is focused exclusively on this disorder. The author lists the causes of emotional disorders which may be searched for among biological and social factors. She emphasises that early diagnosis and rehabilitation may prevent or decrease the intensity of occurrence of emotional disorders. Gładyszewska-Cylulko notes that a vital aspect in development is acceptance on the part of closest environment. A blind or sight-impaired person who has the support of the family has a much greater possibility of developing traits that are conducive to later adaptation. The author lists and describes most frequent emotional disorders affecting people with sight deficit. As the first one, she mentions stress resulting from, e.g., physical threats. As an example, the author provides a walk on the pavement which, for a fully-able person is an ordinary activity, yet for blind people is very stressful. Specific disorders of blind people include sleep disorders or mannerisms, e.g. unjustified hand or head movements. The next emotional disorder that occurs in such people is the fear caused by unexpected situations or changes that appeared in activities that they became acquainted with as children. Fear may also be manifested in the form of shame of revealing own disability before the rest of the society. The author also lists the touching phobia as one of the types of fear manifested in children that are blind or sight-impaired. The article lists four types of various defence mechanisms used by children with this disorder. These are: negation, suppression, projection and rationalisation. Each mechanism is illustrated by a story of a given person presenting a specific situation.

Joanna Kossewska discusses the issue of "Specyfika rozwoju procesów emocjonalnych u dzieci z uszkodzonym słuchem" ("Nature of Development of Emotional Processes in Hearing-Impaired Children"). The author emphasises in the article that hearing-impaired children have a definitely limited participation in communication situations and, in relation to this, their linguistic development is also disrupted. Kossewska refers to the concept of development of emotional competence according to its' author, C. Saarni. She lists main elements of the concept and afterwards describes them in detail. As the first one, the author mentions the awareness of existence of own emotional states and the ability to recognise emotions in other people based on their mimics and situational context in which they are located. The author also describes the ability for linguistic description of emotions by hearing-impaired children, their predisposition for experiencing empathy and the ability to understand inconsistency between the emotional state and its' expression by various persons. Subsequently, Kossewska presents the traits of the process of regulation and control of own emotions, describes the awareness of the significance of emotions in relations between a hearing-impaired child and other people. Finally, she discusses the last of the listed elements of the concept of development of emotional competence, i.e. the feeling of own emotional efficiency.

Agnieszka Słopień and Aneta Wojciechowska are the first authors in the publication to draw the readers' attention to "Funkcjonowanie emocjonalne u dzieci ze spektrum autyzmu" ("Emotional Functioning of Children with Autism Spectrum"). At the beginning, the authors characterise the emotional development of a healthy person and the phenomenon of attachment in small children. Next, they present a theory that disorders from the spectrum of autism encompass a non-uniform group of patients, because the disorder is differently manifested in different people. The authors present the best recognisable features of ASD (autism spectrum disorders, ASD), which include difficulties in social functioning, which appear already in the first year of life of autistic children. The most important traits that were listed include: lack of eye contact, absence of attention sharing behaviour, absence of the need to share interests with the closest environment and no use of gestures to communicate, as well as failure to recognise own feelings and failure to name them. Słopień and Wojciechowska present an interesting comparison of behaviour of patients with highly-functioning autism and patients suffering from Asperger syndrome. Subsequently, they mention the issue of co-occurrence of additional mental

diseases in young people with ASD, which is very common. The authors believe that further studies on emotional problems of patients with autism will probably contribute to development of new forms of therapy, which are going to improve the quality of life of patients.

An important issue tackled by Barbara Winczura is "Rozwój emocji i przywiązania dzieci ze spektrum autyzmu w kontaktach z bliskimi" ("Development of Emotions and Attachment of Children with Autism Spectrum in Contacts with Relatives"). The author indicates that autism is a complex disorder, where development difficulties may occur in various configurations, primarily in the area of social contacts, development of language and various competence. In the picture of the disorder, a great diversification of emotional reactions among patients is visible. Winczura presents the symptoms of autism that appear in the first months of the child's life, due to which the parents become aware of the fact that the infant has difficulties in development and have the possibility of starting therapy early. The article also presents the stance of an autistic child, who prefers contact with a toy rather than close and emotional contact with a living person, e.g. a parent. An autistic person is not looking for and does not need relations with other people. On account of this, Winczura emphasises that contact with the parents, and primarily their sensitivity to emotions shown by the child is highly important and positively influences the child's development. Another important aspect described by Winczura is the recognition and understanding of emotions by autistic people, which is, without doubt, disrupted. In consequence, children show inadequate social behaviour and emotional reactions towards other people. She also emphasises the problem of disrupted ties that are manifested in indifference of an autistic person towards his/ her closest relatives.

The article that ends the publication is "Relacje emocjonalne między dzieckiem a jego rodziną we wczesnej interwencji" ("Emotional Relations Between a Child and His/ Her family in Early Intervention") written by Sylwia Wrona. The author makes an attempt at unequivocal definition of emotions by presenting opinions of different people and describing the elements that make up emotions. Apart from it, Wrona presents an interesting breakdown of six basic emotions along with facial expression accompanying them, physiological reactions and their adaptive functions. The author quotes own study about the circle of trust for children, which constitutes a guidebook for the parents. The article presents problems that parents of a child suffering from developmental disorder have to face.



These are: manners of expressing emotions which may be compromised on account of their improper decoding and lack of harmony in the child's development. A child with development disorders grows up much slower than his/ her peers in the emotional, social and cognitive sphere. At the end, the author tries to show the role and the tasks set before the experts in building correct emotional relations between a disabled child or a child suffering from development disorder and his/ her carers. To this aim, the author presents five most important principles of early intervention.

"*Emocje dzieci i młodzieży z trudnościami w rozwoju i zachowaniu*" is definitely a very interesting publication pertaining to development disorders of children exposed to negative environmental factors or suffering from a disease or disability. A great advantage of the book is the variety of articles collected in it and studies confirming the presented theories. Additionally, I believe that persons who read this publication enrich their knowledge about the proposals and modes of work with children and young people who manifest difficulties in development and behaviour.