



**Review of the monograph “The Emotions of Children and Young People with Difficulties in Development and Behaviour” (scientific editor Barbara Winczura), Oficyna Wydawnicza „Impuls”, Krakow 2017**

It is strange, but true – in Polish literature dedicated to people with developmental disorders there has not yet been a solid study referring to the emotions experienced by such people. What is more, there are not many books on this particular subject in world literature. This fact should make us wonder: why have there been so many books devoted to the quality of life, adaptation, self-acceptance, cognitive disorders, social integration ... and so little has been written about the emotions of children with disabilities? Is this just a marginal problem in the lives of these people? Or maybe we already know everything we need to know? Finally, is it possible that the tendency of looking at the life problems of people with disabilities through glasses in which one of the glasses can be described as cognitivism and the other as positive psychology makes us blind to the problems that are so obvious and so common that they are almost unnoticeable? These questions are of course rhetorical. Each of them provides a true answer. The lack of interest in the emotions of people with developmental dysfunctions results from one more reason – namely, the issue of emotional development and development disorders is extremely difficult when it comes to conducting research that would meet current scientific standards. Therefore, a relatively small number of researchers undertake studies in this area.

In the light of the above, the value of the monograph, edited by Barbara Winczura, devoted entirely to the issue of emotions experienced by chil-

dren and young people with disabilities, should be appreciated. We tend to write that new scientific books fill a gap in our knowledge to-date. In the case of the book under review, however, this is not just a standard generality. The study "The Emotions of Children and Young People..." provides us with knowledge that has not been available to date, for which there is a huge demand among the parents of children with disabilities, their teachers, special educators, psychologists and paediatricians. It is hard to imagine that it is possible to effectively support the development of children with disabilities without knowledge about their emotions. Emotions can help in the comprehensive development of all children, but they can also effectively hinder such development. In the case of children with disabilities, this assumption is also true. In this case, however, emotions usually perform a negative function when it comes to dysfunctional development. Therefore, in order to reduce the negative function of emotions, it is necessary to get to know the emotional psychological mechanisms, which may be disturbed, but may also have an impact on other developmental spheres of a disabled child. Professor Krystyna Ferenz described this problem thoroughly in the Introduction to the book under discussion, so there is no need for me to additionally justify the importance of the issues in question. I would just like to add that writing a book on a subject that is not well recognized required exceptional effort (searching for appropriate literature) and responsibility (pioneering works form a foundation on which the building of knowledge continues, so this foundation should be very solid).

The book "The Emotions of Children and Young People..." is a very solid scientific study. This is certainly the result of the selection of authors of particular chapters. Each of them is not only a "bookworm", who knows the problem of emotions experienced by people with disabilities from the theoretical point of view. When reading subsequent chapters it becomes obvious, that starting from the first author, Hanna Kubiak, to the last one, Sylwia Wrona, all the authors have practical experience in the field they write about. Furthermore, it is clear that they are not indifferent to the problems they deal with. They write with great commitment (while fulfilling scientific standards), and at the same time present a special attitude towards people with disabilities, which can be called a humanistic attitude - which is also a great value of the entire study. Moreover, each chapter is a good overview of theoretical knowledge (unfortunately not very broad, which only proves that research on emotions should be intensified) and the

results of empirical research, illuminating the emotional life of children and youth with developmental dysfunctions from different angles.

The reviewed book is a collective work. This does not mean, however, that it consists of loose and chaotically connected chapters. The contribution of the editor of the book should be highlighted, i.e. she has organised the whole in a very coherent way. The first part of the study is devoted to the characteristics of different states and mechanisms of emotions – depression, anxiety, shame and other emotions. This part begins with a discussion of the now significant concept of attachment, which may be of exceptional importance when it comes to explaining and understanding the difficulties associated with the emotional development of people with disabilities in the future. The second part of the book is devoted to the analysis of emotional experiences of children and young people with different types of disabilities: chronically ill, mentally disabled, blind and partially sighted, with hearing loss and autism. Of course, this is not a complete list of all possible developmental dysfunctions, but those that have been discussed should be considered as the most significant. The layout of the book is logical and fully understandable.

To sum up, the book is a very valuable supplement to the existing psycho-pedagogical literature: a) it fulfils the needs of pedagogical practice for knowledge about the emotional functioning of children and young people with developmental disorders, b) the presentation of the results of research and theoretical theses related to emotions experienced by such people was carried out at a high scientific level (I would like to emphasize the objectivity and reliability of the conducted analyses), c) the study was well thought through by the editor, both as regards the selection of the authors invited to cooperate, as well as the layout of the chapters. The book as a whole is distinguished by a high scientific level and a thorough elaboration of the difficult issue of emotions experienced by people with developmental disorders.