

Plieth-Kalinowska, Izabela & Adam Musielewicz. 2019. *Acceptance and social adaptation of children with developmental dysfunctions*, Bydgoszcz: University of Kazimierz Wielki, ISBN: 978-83-801-8239-4, 136 pp. (paperback)

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ABSTRACT: This is a review of a book entitled *Acceptance and social adaptation of children with developmental dysfunctions*, written by Izabela Plieth-Kalinowska and Adam Musielewicz. The monograph shows the specificity and ways of organising the developmental conditions of a child with a disability functioning in different social environments. The publication contains characteristics of theoretical conditions of disability and practical ways of its diagnosis and examples of supporting activities.

KEYWORDS: child with disabilities, Attention-deficit hyperactivity disorder, ADHD, developmental dysfunction, rehabilitation process

The number of children with various developmental dysfunctions is growing. Therefore, there is a justified need for continuous updating and deepening knowledge about this group of people. Izabela Plieth-Kalinowska and Adam Musielewicz (2019), in their book *Acceptance and social adaptation of children with developmental dysfunctions*, bring the reader closer to selected issues related to attitudes towards disabled people and the influence of various environments on the functioning of a child with impaired development. The authors also review selected ways of working with children. The advantage of the book is that Izabela Plieth-Kalinowska, in addition to her scientific activity, has professional experience as a teacher, so she knows the environment in which people with developmental dysfunctions function. In turn, Adam Musielewicz research interests include socialization, social changes or exclusion. All

these concepts refer to children whose development is disturbed.

In the first chapter, we find a short analysis of attitudes towards people with disabilities in the local environment and reference relationships with peers. The problem is the organization of social support for people with disabilities in the local community. It was pointed out that spending time with people with disabilities could change the negative social attitude. The authors rightly noticed those *rehabilitation activities in which people with intellectual disabilities participate focus primarily on reducing diagnosed dysfunctions, less on helping to regulate interpersonal contacts and supporting in stimulating social activity in their natural environment* (p. 15).

In the second chapter, the authors take up the topic of family conditions for developing and improving the functioning of a disabled child. A deep emotional crisis experienced by parents may disrupt the ability to meet the child's needs. The authors devote a lot of space to parents' experiences related to experiencing a child's disability. They rightly notice that the child's functioning and the whole family depend mainly on the parents' attitudes. The great value of this chapter is to draw attention to the need for formal and informal family support in coping with a difficult situation caused by a child's disability. A model of early development support targeted at parent-child interaction, according to Andrzej Twardowski, was proposed.

The next chapter systematizes the reader's knowledge about the Polish education system for disabled children. The authors refer to legal acts regulating the organization of educational institutions as well as material and financial assistance for disabled children. A critical analysis of the leading education system was made, which is not prepared for the education of disabled children. It was noted that a special school causes certain isolation of disabled children from healthy peers, and inclusive education would be the best solution. According to the authors, the educational proposal of the Ministry of National Education is insufficient about the needs of people with disabilities. Referring to the latest statistical data of the Central Statistical Office, the authors state that still few disabled children have the opportunity to study in mainstream schools or integration classes. Public schools do not have adequate tools to support disabled child and their families, teachers do not have the right qualifications, and the educational subsidy „does not follow a child”. It was found that the school now segregates students instead of integrating.

The fourth chapter is an abbreviation of information on the organization of early support for developing a child and his family, which underlines the importance of cooperation between parents and therapists. Izabela Plieth-Kalinowska proposes her own model of cooperation. The model includes possible ways to establish collaboration between specialists and parents, the principles of cooperation in improving contact with children and the principles of joint preparation to implement activities supporting the child. The author's suggestions can be constructive both for specialists who start working with parents of a disabled child, as well as for those who encounter difficulties in contact with parents. At the end of the chapter, the author briefly describes the therapeutic methods.

A joint chapter on the functioning of a child with developmental dysfunctions in the public space (family, school, kindergarten) is based on research following case study

and research principles. Although the book's title indicates a reference to children, case studies for unexplained reasons concern adults. The advantage of this chapter is to describe the benefits of inclusive education.

The penultimate chapter introduces the reader to selected ways of working with children with attention deficit hyperactivity disorder and Down Syndrome. The structure of this chapter is a bit chaotic, disordered. It is unknown if the presented methods relate to work with the previously described child or just a description of the method. The value of this chapter is the placement of exemplary Individual Educational and Therapeutic Programs (IPET). In the last chapter, the authors raise the topic of peer community influence on the functioning of a child with developmental dysfunctions. The analysis is based on two case studies in which, unfortunately, there is no explicit reference to peer relationships.

The book's structure, and above all, the order of the chapters, is a bit chaotic. In the first and the last chapter, the authors take up the subject of relationships with their peers. Also, the topic of the second and third chapters is repeated in the fifth chapter. Including an issue in one chapter or subsection will help the reader understand the content. The chapter could start with the theoretical aspect and end with an example of a life or case study.

The book's title indicates that it applies to children, while some case studies refer to adults. The terminology used is also not consistent. In some chapters, the authors use the term, *disabled child*, while the *child with developmental dysfunctions in others*. It should be explained to the reader how the authors understand the term *developmental dysfunction*. Despite some critical comments, I greatly appreciate the book. This is undoubtedly an essential source of information about the functioning of children with impaired development in Polish society. Although the authors analyze known problems, and the conclusions are not surprising, I think that the book will find recipients, especially among pedagogy students. Its advantage is that the authors gave specific ways/suggestions for actions that could improve the help system for people with disabilities in Poland. In addition, the book has an extensive bibliography that enhances its quality.

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REFERENCES

Plieth-Kalinowska, Izabela & Adam Musielewicz. 2019. *Akceptacja i adaptacja społeczna dzieci z dysfunkcjami rozwojowymi*. Bydgoszcz: Wydawnictwo Uniwersytetu Kazimierza Wielkiego w Bydgoszczy.

BIOGRAPHICAL NOTE

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