

# Intellectual Disability Education

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Inclusive education, legislative changes, research studies as well as the publication of an updated classification (ICD-11, International Classification of Diseases-11) enrich everyday educational practice. The author responded by publishing this monograph, which is intended for special educators, teachers and assistants. Doc. PhDr. Barbora Bazalová, Ph.D works at the Department of Special and Inclusive Education, Faculty of Education, Masaryk University in Brno, Czech Republic.

The book includes seven chapters followed by recommendations for intellectual disability teachers, list of references and abbreviations, summary, information about the author and name and subject index. The first chapter is devoted to the definition of the work of intellectual disability teachers, describes their pre-professional training as well as their practical contribution in various sectors. Intellectual disability teachers could well function in kindergartens where they would help with early diagnosis of autism spectrum disorders.

The second chapter focuses on developmental intellectual disorders. Reference is made to changes in terminology in the ICD-11 corresponding to the DSM-V, learners with impaired cognitive performance and children who require educational support due to social disadvantage. The text analyses the support of learners with intellectual disorder in an inclusive school with references to the methodology for setting up support measures in schools. I believe that a useful part of this chapter is the comparison of the different arrangement and terminology in the ICD-11 and the original ICD-10.

Autism spectrum disorders are the subject of the third chapter. The first part includes a definition of a disorder according to the ICD-11. Previously, autism spectrum disorders were classified under pervasive developmental disorders, while nowadays they fall under neurodevelopmental disorders. There are also recommendations for working with children with autism spectrum disorder in an inclusive school in the form of increasing their competences in communication, social interaction, adaptation and perception of emotions. The current number of persons with autism spectrum disorder is high and schools need to be able to work functionally with children with autism spectrum disorder. The last part of the chapter includes a list of documents that contribute to improving the living conditions of persons with autism spectrum disorder.

The next chapter deals with interventions aimed at autism spectrum disorders including research-based approaches. The Czech Psychiatric Association (of the Czech Medical Association of J. E. Purkyně) offers best practices with the basics of behavioural and psychotherapeutic interventions. Interventions should be timely, systematic and consistent and should be delivered by a qualified professional who monitors the child's progress and evaluates future setting of the intervention or its possible changes. The *Applied behaviour analysis* is already available in the Czech Republic and can be studied at Masaryk University in Brno. The text also mentions complementary therapies. I appreciate that the author has created an overview of interventions in this chapter, explaining and describing whether they are evidence-based or not.

Chapter five describes the comprehensive system of diagnosis. A prerequisite for high-quality diagnosis is cooperation between medicine and education. If a good diagnosis is made, appropriate intervention can take place. It is necessary to work on the development of the child, who has the right to a quality life. Furthermore, the author mentions the importance of focusing on the child's strengths and potential, instead of focusing on the child's deficits and shortcomings resulting from the diagnosis. A significant part of the diagnostic system is dynamic diagnosis with mediated learning. I would recommend this chapter to people who would like to gain an insight into the comprehensive diagnostic system, evaluate what the goal is, look for opportunities and focus on strengths rather than be at a dead end and focus on what a diagnosis "does".

The last two chapters are devoted to research; the first part focuses on research on intellectual disability education, while the second part is aimed at research on autism spectrum disorders. The text mentions several research studies that contributed to the field of intellectual disability education. The following subchapters deal with strong topics including distance learning and learners with a different mother tongue from Ukraine. The last chapter summarizes selected research studies on autism spectrum disorders – phenomenological analysis, narrative and biographical research. The final part includes a summary of the recommendations for intellectual disability teachers.

I would recommend this monograph to anyone who wants to gain an overview of education, diagnosis and intervention in children with neurodevelopmental disorders.

I appreciate the references to relevant research as well as well-founded data and resources. All chapters and subchapters include simple schemes that summarize the knowledge. I would recommend this book to anyone working in inclusive education to get a deeper understanding of the topic and to comprehend that there are options in addition to diagnosis in the form of interventions.

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