

Explanatory dictionary of fundamental terms in school prevention of risk behaviour

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MIOVSKÝ, M. et al. *Explanatory Dictionary of Fundamental Terms in School Prevention of Risk Behaviour*. Praha: Klinika adiktologie; 1. Lékařská fakulta Univerzity Karlovy; Všeobecná fakultní nemocnice v Praze; TOGGA, 2012. 220 pp. ISBN 978-80-87258-89-7.

A significant feature of the contemporary society is the existence and spreading of socially undesirable phenomena that are faced more and more frequently in various forms, not only as information on newspaper pages and other mass media but mainly in everyday life. Aggression, vulgarity, racism, hostility, bullying, criminality, diverse addictions and other demonstrations of risk behaviour become a common part of our life.

Risk behaviour, or prevention of risk behaviour is dealt with by several disciplines, thus it is possible to say that risk behaviour prevention is of an interbranch or interdisciplinary character what could have led to an inconsistent and inaccurate use of specialist terminology, and thus to inaccurate and inefficient communication among agents/providers of preventive interventions and services. M. Miovský (p. 10) adds to this in the introduction to the reviewed book: *"If we are to understand each other, we have to speak the same language and understand terms we use to denote partial phenomena, issues, interventions, target groups etc."*

Twenty authors from the entire Czech and Slovak republics participated in writing the *Explanatory Dictionary of Fundamental Terms in School Prevention of Risk Behaviour*, and their objective was to unite terminology in the field of school prevention and to

offer explanation of fundamental terms and concepts used in the area of prevention of risk behaviour.

The dictionary covers 28 main/primary entries in alphabetical order. Beside the Czech ones, English equivalent terms are given in all the primary entries. Primary entries form partial thematic groups.

Found can be, for example, primary entries dealing with the definition of normality in the field of primary prevention of risk behaviour from the statistical, socio-cultural, functionalist viewpoints and the point of view related to the norm of an ideal, with the definition of differences between social pathological phenomena and risk behaviour, preferred more frequently in the area of school prevention, or the theoretical concepts in primary prevention of risk behaviour, describing and explaining causes of problematical behaviour or the characteristic and task of risk and protective factors of risk behaviour.

There are also primary entries focusing on primary prevention, its types and basic levels of the implementation of prevention, the definition of target groups of primary prevention, efficient methods of primary prevention, including especially the activation methods (e. g. discussion, problem solving, situational methods etc.) and complex, or organizational forms of activities (group and cooperative work, project activities, critical thinking etc.), approaches implemented within primary prevention in the dictionary.

Other primary entries deal with the issue of minimal prevention school programmes, their quality certification, evaluation, implementation. An efficient minimal prevention school programme should include programmes focused on the development of social skills, life skills and self-management abilities, a set of rules for children's greater safety at school and school events, and programmes specifically aimed at particular forms of risk behaviour. Primary entries dealing with the environment of a programme implementation, primary prevention employees, intermediators or the field of education in primary prevention can be found here too.

The basic definition of each term is graphically presented in a frame at the beginning of each chapter. The next parts of the chapters frame and explain the given terms in a wider context. A part of each primary entry is a list of references (both Czech and foreign titles) and a list of recommended literature that can lead the reader toward wider and deeper knowledge of the particular primary entry or information on which theoretical construct, stream, concept was the basis of the explanation of the given term; according to our opinion this contributes to a higher educative potential of the reviewed book.

Clearer arrangement and orientation in the text is also helped by compound entries, secondary entries and key terms in bold. Furthermore, secondary entries are accompanied by a graphical symbol allowing finding the place where the particular term is explained in the context of another primary entry by means of the subject and name indexes, placed at the end of the book. Bold typed are also the names of significant

persons related to the given term. A list and explanation of the most frequently used abbreviations and a total list of works used are given at the end of the book. The reader will certainly appreciate a dictionary of fundamental terms in the Czech and English languages, situated also at the end of the dictionary.

The *Explanatory Dictionary of Fundamental Terms in School Prevention of Risk Behaviour* can be regarded a unique book of this type on the Czech market because it contributes to the unification of frequently inconsistent terminology in the field of risk behaviour prevention, and thus to more efficient communication among specialists from various branches dealing with risk behaviour prevention and efficient prevention in general. We believe that the authors fulfilled their set objective despite the fact that, as stated by them, this is the first version that can serve as a basis for further discussion.

This book can be recommended to all primary prevention workers – teachers, psychologists, sociologists, physicians, lawyers, local-government servants as well as university students of various majors and the general public because it provides valuable information and, above all, clear definitions from the field of primary prevention.

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