

Dear readers,

in your hands, you are holding the new issue of Social Pathology and Prevention. It includes four expert contributions following the experience in solving some forms of risk behaviour. You can read about a project focused precisely on Professional Preparedness of Teachers in the Area of Risk Behaviour and Its Prevention in the Moravian-Silesian Region. The issue ends with a review of a book intended for pedagogical workers of all schooling stages and in all stages of professional life, as it provides both a theoretical framework of assessment and its role in pupils' progress and teachers' growth, as well as a methodical material for the formulation of criteria and the use of the portfolio as a self-assessment tool.

The paper "The Prevention of Socio-Pathological Phenomena as the Subject of Interest of Social Pedagogy and the Profession of Social Pedagogues – Present Needs" focuses on a description of the current dire need of social pedagogues' activities in Slovak schools. Professor Hroncová describes the establishment and development of the course of study social pedagogue from the viewpoint of the pressing social need and ways it is addressed. Already in Act no. 245/2008, Section 130 defines the role and position of a social pedagogue in educational counselling. The author introduces the School of Social Pedagogy of Banská Bystrica which has been considered as one of the strongest, most advanced workplaces in Slovakia, as it not only helps develop social pedagogy in terms of theory, but also through research, experimentation, pedagogy and methodology.

The introductory study is followed by a paper by professor Emmerová entitled "Preventive and Socio-Educational Work of Social Pedagogues in Primary and Secondary Schools in the Slovakia". The paper pays attention to the social need of increasing prevention efficiency and professionalization in schools which have been more and more often employing social pedagogues to this end. It pays great attention to the role of the school social pedagogue. Based on original research, she has proven that the activity of a social pedagogue does have impact on reducing absenteeism and aggressive behaviour of pupils, easier communication with professional organizations, institutions and school management, and improved cooperation with parents.

Aggressive behaviour, whose incidence continues without diminishing in schools is the subject of another paper entitled "Aggressive Behaviour and Bullying as Most Frequent Educational Problems at Schools and Possibilities of Prevention". The author deals with the description of various kinds and forms of aggressive behaviour, not only among the pupils but also among the pupils and the teachers, friends and even the children and their parents. It is precisely prevention which is paid great attention, as it is better to prevent such phenomena than to solve critical situations which can have life-long consequences. The author of the last paper is by Mgr. Janišová who works at an elementary school and who as part of her university study focused in her qualification papers on prevention of socially pathological phenomena. The paper she offers in this issue lays aims at finding the relation between the EMO subculture and deliberate self-injury, as the codependency has been observed by the general public and widely put into connection in the media.

The author offers a paper based on content analysis of discussion forums in various media platforms used by the EMO subculture. She has found out that the most common reason for self-injury is school bullying, relationship problems, boredom, self-hatred, but also alcohol in the family or problems at work. Only 3 out of 40 testimonies related self-injury to being a part of the EMO trend. The text also offers more information precisely on the most used methods and means of self-injury.

I am convinced that the issue at hand has been successfully compiled into a thematic whole focused on the solution of socially pathological phenomena in schools. The papers offered here may form a point of departure for the comparison with similar types of studies in other countries.

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