

SNOEZELN IN THEORY, PRACTICE, AND RESEARCH

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The professional publication presents the scientific therapeutic concept of Snoezelen-MSE as a supportive, therapeutic and leisure method. The publication is divided into four chapters and several subchapters, it is properly provided with an introduction, conclusion, and summary. Its content focuses on the nature and characteristics of the therapeutic concept, which is currently used in education, social care, health, and other areas. Its concept thus responds to new approaches and changes in the support of children and pupils with multiple disabilities. The therapeutic concept of Snoezelen-MSE is one of the most dynamically developing disciplines of special education in the Czech Republic with an overlap in the field of social, health and other areas. The professional publication is intended for teachers, the professional public, and workers in the helping professions, who often enter the whole process of education theoretically or practically.

The first chapter deals with the epistemological outline of the Snoezelen-MSE paradigm in the context of special education, the definition of the Snoezelen-MSE concept and the characteristics from the point of view of historical development to the present. Based on the experience of experts in practice from abroad and from the Czech Republic, the author takes a critical approach to the evaluation of the development and transformation of the presented scientific concept. The text is suitably supplemented by various pictures of aids to the development of individual areas of perception. It also does not omit the connection of the concept with field school practice as a targeted intervention.

The second chapter deals in detail with the target groups of people in the paradigm of the Snoezelen-MSE concept. The whole chapter is correctly structured into individual subchapters according to the focus of the monitored issues. The author rightly draws attention to the ambiguity of the description of a group of people with multiple disabilities from the point of view of special education. It also concisely describes the social environment, which directly affects the development of each child, i.e., the family environment. Finally, it deals in detail with the description of diagnostically focused schemes of sensory perception.

The content of the third chapter is highly professionally focused on the issue of the educational reality of pupils with multiple disabilities in special primary schools. The chapter is objectively structured, concisely, and clearly commented on individual topics. I especially appreciate the possibilities and strategies of the educational process

in a special school and a detailed description of curricular documents, including partial goals and acquired competencies, on which more emphasis is placed.

The last chapter presents the concept of Snoezelen-MSE in special educational research. The empirical use of the Snoezelen-MSE concept in its current form is clearly shown here. The author purposefully reveals the essence of the Snoezelen-MSE concept and the pitfalls of research in this area, as seen in special educational research in the Czech Republic, which has certain rules and specifics.

The professional publication provides a comprehensive picture of the therapeutic concept of Snoezelen-MSE and reflects the current state of knowledge in the intervention and guidance of children and pupils with multiple disabilities. The text is processed using the technique of critical analysis of information sources of Czech and foreign literature, examples of good practice, and the author's own experience. The publication was created based on the author's practical experience and provides an insider's view of the current reality of providing the therapeutic concept of Snoezelen-MSE.

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