

Dear readers and colleagues,

The first issue of the journal *Social Pathology and Prevention* of 2021 comes to you in a new monothematic format, which emphasizes therapeutic intervention activities associated with the multisensory method known as Snoezelen and research project Support of the Snoezelen concept and its integration into university education. With this edition, we aim to draw attention to the new innovative possibilities offered in the context of prevention and real solutions to situations related to the marginalisation of different social groups, in this case people with disabilities. Snoezelen rooms are already part of many social services both in the Czech Republic and abroad, and their aim is not only to provide relaxation and reduce stress, but also to systematically work on and develop the personality of clients. Prevention activities focus on social misbehaviour and ensuring better quality of life for people with health or social disabilities, particular (but not exclusively) in institutional care.

The first published text, a comparative study written by Czech authors J. Viktorin and J. Pipeková, consists of an analysis of 17 diploma theses which focus on the educational possibilities of using the Snoezelen concept in children and pupils with moderate, severe, and profound intellectual disabilities, multiple disabilities, autism spectrum disorder, and pupils with hearing impairment. The unequivocal results of this literature review clearly demonstrate the sustainability and high level of use of Snoezelen in the education of pupils with severe disabilities in special schools and in the prevention of problem and risky behaviour.

The second text, a methodological study, relates to the field of diagnostics. The authors M. J. Cid, R. Ribes, and K. Janků present a practical tool for professionals who work in care services (24-hour services) with people with types of dependency and/or developmental disability such as dementia and/or Alzheimer's, intellectual disabilities, autism spectrum disorders etc. They set out to describe how to provide a pleasant and enjoyable environment and daily activities that accord with clients' capabilities; for this, it is important to start with the most reliable knowledge available of the sensory capacities and sensory preferences of each client.

The third text, a theoretical study by A. Smrokowska-Reichmann, concerns commonalities between the Snoezelen method and therapeutic storytelling (fairy tale therapy). The author's aim is to highlight the differences of practising fairy tale therapy within the Snoezelen room (as part of bibliotherapy) and the synergic effects this produces. The article analyses the theoretical and practical aspects of conducting fairy tale therapy in a Snoezelen room both with children and with adults.

The first of our two examples of good practice is centred on evaluating the benefits of Snoezelen stimulation in an elderly patient with advanced dementia. The authors R. Ribes, N. Llamas, and M.J. Cid present a pretest-posttest design involving an intervention consisting of one weekly Snoezelen session over a five-week period. Their results indicate immediate and short-term benefits of Snoezelen in terms of connection with the environment and behavioural adjustment in the patient.

The second example of good practice provides insight into the implementation of music therapy activities within holistic music therapy. The author I.J. Savková provides theoretical information about holistic music therapy and then focuses on the application of music therapy in the environment of a special primary school with a target group of students with combined physical and severe mental disability. Part of the article is a description and evaluation of a project involving holistic music therapy for pupils with manifestations of problematic and risky behaviour in a primary school in the Czech town of Bohumín.

In a highly interesting report, E. Zezulková presents a project implemented by the Ministry of Education and Science – *A Practical Model of Primary Prevention of Risky Behaviour in Schools (PRCH-IP-organization_0040/2021)*, which is in line with the long-term concept of the development of scientific and research activities of the Institute of Special Education, newly established at the Faculty of Public Policies in Opava.

And in the final part of our current issue, readers can find a review by M. Kolaříková of the book: *Rodina a její paměť v nás ve světle třígeneračních vyprávění* (2018).

We are very pleased to inform all authors, colleagues, professionals, and readers that from the 2021/1 issue, the Journal of Social Pathology and Prevention will be registered in the EBSCO International Database.

We thank you for your support and look forward to further cooperation with you!

Kateřina Janků & the Editorial Team