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**REVIEW OF A BOOK WSPOMAGANIE PROCESU ADAPTACJI
DZIECKA DO ŚRODOWISKA PRZEDSZKOLNEGO
(SUPPORTING THE PROCESS OF CHILD ADAPTATION
TO THE ENVIRONMENT OF A NURSERY SCHOOL)
BY PROF. DR. ANNA KLIM-KLIMASZEWSKA, SIEDLCE 2007**

Anna Klim-Klimaszewska, *Wspomaganie procesu adaptacji dziecka do środowiska przedszkolnego (Supporting the process of child adaptation to the environment of a nursery school)*, ELPIL - Jarosław Pilich, Siedlce 2007, p. 257.

The book by Prof. Dr. Anna Klim-Klimaszewska is a title addressed to parents and tutors as well as to students of teaching majors at classes of nursery pedagogy. The author presents difficulties in the adaptation of a child to the environment of a nursery school. She introduces the notion of adaptation, which is one of the most ambiguous terms. The author presents methods used by pedagogues in supporting the process of children adaptation to the environment of a nursery school. The book is characterized by multiple didactic values, including competence, comprehensive language and transparency.

The book consists of two chapters. The first chapter entitled “Theoretical bases of disorders of the process of adaptation to the environment of a nursery school”, was divided into five sub-chapters discussing on both adaptation difficulties of a 3-year-old child to new conditions as well as on factors determining that process. Based on an overview of rich literature on the subject, the author describes different stimuli that affect the adaptation capabilities. In-depth account is provided for endogenous and exogenous factors inducing the adaptation and defensive responses. In the first group the author includes: child’s age, gender, individual characteristics of the neural system, health status, general level of psycho-motor development, whereas in the second group the author specifies most of all the family environment of a child (living standards of the family, its formal structure, number of family members, interrelations between family members, attitudes of parents and the system of upbringing linked with them, as well as characteristics of the new nursery environment).

The specified nuances had a significant impact on the further structure of the first chapter, just to mention paying attention to the developmental process of a 3-year-old child with a relatively detailed presentation of factor impairing the adaptation process. The developmental characteristics of a small child determine adaptation mechanisms. Their insufficient development results in undesirable responses. The author refers them to as “disorders”, and specifies disorders of the emotional sphere and psycho-motor inhibition. Typically theoretical considerations are supported with numerous examples that enable a practitioner to recognize those disorders. Paying attention to those syndromes is quite important, since long-lasting traumatic activities or significant stress-bearing experiences induce side effects for the future in the neural system of a pre-school pupil. A conviction functions in psychology that the first social contacts of children are commemorated and affect the functioning of a man in his future life. Therefore, in the reviewed book Prof. Dr. Anna Klim-Klimaszewska substantiates that “one of very important tasks is to prepare 3-year-old children for entering into a nursery school environment being new to them. To make this change not a rapid breakthrough for them, their step-wise introduction to undertaking different duties and introduction of work elements to their life are necessary already at a family level”(Klim-Klimaszewska, p.43). According to the author, the family plays a significant role in the preparation of a child to the role of nursery school pupil, by establishing the appropriate educational effects. In other words, the family is the finest therapist in correcting and compensating shortages, deviations and difficulties of own child. Inevitably, a question will arise amongst parents: How to accomplish the function held competitively? Those reflections result in advices and remarks presented at the end of the fourth chapter. Special emphasis is put to two of them, namely: parents’ confidence in nursery school workers and cooperation with a tutor in order to adopt a relatively unified didactic process at home and at the nursery school. The author refers to the fact that the pre-school effects should be one-sided, but directed to both children and their parents. At the initial phases, it is accomplished with the use of a preliminary adaptation program which facilitates the relieve of negative experiences of both sides, evoked by a sudden separation from the closest relatives and by entering into a new, unfamiliar world, that inhibit possibilities of development of cognitive and social activity. Under those circumstances, a child and his parents lose the sense of psychical safety, which is a symptom of the lack of emotional bond with the environment of a nursery school. The author emphasizes that the elimination of stress-bearing factors has a decisive impact, and so has the organization of the adaptation process by the school. An equally important issue is the course of that process. A well-elaborated

program of preliminary adaptation is a backbone of further activities. It usually consists of three key elements constituting a uniform whole:

- “establishing cooperation with the family (...),
- programme of special activities and meetings organized by teachers for parents and children at the area of a nursery school,
- changes in work organization of nursery school departments”.

Each of the above-mentioned blocks has specified objectives that have been determined comprehensively in the fifth chapter. What links those elements is the major objective, *i.e.* getting rid of a picture of a nursery school as a formalized institution, in favor of an open institution in which a child is perceived as a rightful participant of a widely comprehended dialogue.

Yet, the author warns all readers the adaptation programme itself, even the best one, is not a recipe for everything. It acts similarly to APAP in headaches, ones are relieved, others are not.

The second chapter entitled “Actions of a nursery school supporting the adaptation process of a child to the environment of a nursery school” is an excellent source of practical knowledge to students and nursery school teachers. It provides exemplary adaptation programmes, with a broad array of methodological solutions in the form of class scenarios, prepared and realized by teachers-practitioners.

The book is written in a very accessible way. A dual structure makes that the book’s contents are very clear and comprehensive. The book is addressed to students of teaching majors at classes of nursery pedagogy and to all teachers interested in problems of pre-school education.

The revised book was based on ample multilingual literature. It provides a reader with both basic textbooks and literature extending knowledge on the development of a child at the pre-school age, childhood psychiatry and psychology, developmental disorders, education of children at the school age, *etc.* I find the book *Wspomaganie procesu adaptacji dziecka do środowiska przedszkolnego (Supporting the process of child adaptation to the environment of a nursery school)* a very good manual, which I recommend with full responsibility.