

Introduction

Violence among children and adolescents, observed in many sectors of society, remains an ongoing serious social problem. In fact, it is not limited to individuals, but can become a public health problem for entire communities. Theories of attachment and social learning indicate that the values, attitudes and interpersonal skills of adults that children encounter have a significant impact on their acquisition of pro-social or aggressive behavior. The influence of parents, family members and other important adults significantly shapes a child's beliefs. The school and the neighborhood also plays an important role in shaping children's attitudes and behavior toward violence.

Violence among children of adolescents has many different etiologies including individual, familial and social factors. Risk factors for the incidence of violence, which stem from individual characteristics of the child, may include prior victimization experience, attention deficit disorder, hyperactivity or learning disabilities, cognitive deficits, substance abuse, antisocial attitudes and beliefs, or poor behavioral control. Family factors include inadequate parenting practices, poor parental involvement and emotional attachment, low parental education and income, parental substance abuse or delinquency, or poor monitoring and supervision of children. Social predictors include social rejection by peers, lack of engagement in conventional activities, academic failure, low economic opportunities, social poverty, disorganization of the local community,

or high levels of migration (Centers for Disease and Control Prevention, <https://www.cdc.gov/injury/index.html>).

Successful prevention of child and adolescent violence requires a holistic approach, both at the level of universal prevention, as well as selective and indicative prevention. Effective strategies should include: (1) promoting family practices that support healthy development, especially teaching parenting skills and family relationships, (2) providing quality education early in life, (3) strengthening young people's social skills, (4) pairing youth with caring adults and activities through mentoring programs, (5) creating safe communities, and (6) intervening to reduce harm and prevent future risks.

This issue of the journal *Studia Paedagogica Ignatiana* takes up the questions of the broadly defined prevention of child and adolescent violence and also violence, especially sexual violence, against children and adolescents, which is part of the contemporary approach to the prevention of risky behavior. This collection of studies certainly does not lay claim to a comprehensive analysis, but nevertheless it represents an important contribution to knowledge of social prevention.

Karolina Kmicik-Jusięga discusses the notion of logoprophy-laxis, based on Viktor Frankl's concept of logotherapy and focused on the process of searching for the meaning of life as an open potential, which is a factor preventing risky behaviors and attitudes. Next, Małgorzata Piasecka, Justyna Kuształ and Aleksandra Nastaz-jak present a research report on risk factors for the development of gambling disorders in children and outline guidelines for effective prevention. Another article, by Joanna Frankowiak and Martyna Kotyśko, addresses the issue of peer aggression. The authors show that it is not a homogeneous phenomenon and that the design of preventive measures should take into account the individual experiences of its victims. Anna Sereżyńska analyzes the documents that have been developed by church institutions in Poland in the field of counteracting sexual violence against children and adolescents, and points out the need to build an extensive training and supervision program for those involved in prevention. Agnieszka Szymańska, on the basis of her own research, focuses on the most common mistakes by the parents of girls, which in turn affect the perception of their own parenting in adulthood.

In the *Miscellanea* section, Barbara Skalbania analyzes the teacher–parent personal relationship at various stages of the helping process. The issue closes with two extensive reviews. The first, by Wojciech Bojanowski, deals with the prevention of minors from sexual abuse based on the example of the document *Prevention of Sexual Violence Against Students in Catholic Schools*. This is the first Polish study of a document on school prevention in Catholic schools. In the second review, Maria Radziszewska discusses a publication by Władysława Szulakiewicz and Piotr Gołdyn, which is dedicated to the history of education and the practical implementation of educational ideals in the first half of the 20th century.

Placing into your hands this issue of *Studia Paedagogica Ignatiana*, I hope that this collection of essays will broaden our knowledge, raise new research problems and encourage further scholarly inquiry.