

## Book Review

### Ioana Dârjan's *School-level approaches for students in risk* (2018, Timisoara: West University Publishing)

In the context of the major socio-cultural changes of the current historical context, traditional educational systems face extremely diverse demands and challenges. School, as an institution, and education, as a process from a modern perspective, need reform. This predictable destiny of the modern school do not express the futility of school's functions, but the necessity of exponential diversification of school's functions and of teachers' roles.

The roles of the school have become increasingly diverse since they are not only institutions with formal educational objectives. They are called to responsibly exercise the role of a true educative institution, to become and act as an essential environment for socialization and acculturation.

From this perspective, inadequate student behaviors can no longer be interpreted only as deviations from social norms. They represent children's strategies to deal with different problematic situations, learned social behaviors. At the same time, these behaviors can be interpreted by specialists as messages, as indicators of inadequate educative or disciplinary approaches.

Adequate and efficient educational and therapeutic interventions could be developed and implemented only if we find and understand the profound causes and undeniable functions of undesirable behaviors.

In this book, the author comprehensively presents effective ways of solving students' educational and disciplinary problems through unitary, comprehensible and consistent approaches at school level.

During the nine chapters of the book, the author presents some relevant concepts for this topic, such as developmental psychopathology, vulnerability and resilience, the ecological perspective on the child, the functions and roles of the school in solving students'



behavioral difficulties. Also, levels of intervention in school and paradigms and models of intervention at the whole school level are presented and explored.

With a warm and pleasant to read style, the author discusses the principles and characteristics of a therapeutic community that can be extremely effective in addressing the different types of vulnerable populations, in this case children and young people with emotional and behavioral disorders, in risk of developing juvenile delinquency. The author discusses the opportunity to transform the school environment into a real therapeutic community.

The final conclusions advocate for a positive approach of students` behavioral problems and for the need of unitary practices at school level for addressing these difficulties.

The list of references is representative, containing influent papers in the field.

This book is an illustration of Ioana Darjan`s theoretical and practical expertise in the field, a reflection of a vast experience in educating students in risk and training their teachers in positive disciplinary techniques. This book represents a valuable resource for the field of special education, but also for teachers and school management in general education. I warmly recommend it as a highly scientific contribution for understanding and educating at-risk students.

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