

Introduction

“New addictions” is a heterogeneous category that is very broad and difficult to define. It is also difficult to unequivocally determine whether it is only a commonly used term that encompasses many behavioral disorders, or whether it is a fixed group of human behaviors that are relatively unambiguously defined. “New addictions”—also often called behavioral addictions—may refer to incorrect patterns of activities or behaviors, but it is difficult to say whether the category has been enumerated once and for all.

The International Classification of Diseases ICD-11 includes only two: gambling disorders and gaming disorders. They are well described in the literature and recognized in diagnostic studies. The concepts that explain them seem to be universal, as they often refer to risk factors or protective factors underlying many addictive behaviors, behavioral disorders, or addictions. New addictions are observed to exhibit the same clinical features as traditional, now relatively well-known substance addictions, including the desire to perform certain activities, impaired behavioral control or tolerance, and the goal of abstinence.

We invited primarily educators to publish articles in this issue, but psychologists, therapists, prevention specialists, active teachers, and scientists were also welcome—i.e., all those who in their professional work and scientific reflections deal with upbringing, education, the prevention of addictive behaviors and disorders, and addiction therapy. The current issue of our journal includes theoretical studies and research reports. The articles collected here focus on a selected issue, but do not cover all the issues of new addictions

in their entirety. This shows that the topic still requires scientific research: diagnostic and verification tests, as well as scientific concepts and theories based on them. The conditions and symptoms of addictive behaviors, disorders, or addictions—and then the most effective ways to prevent and treat them—should be sought because it seems important for all people involved in this contemporary social problem.

The present issue contains 10 scientific articles—both reviews and research—referring to various theoretical concepts and using various methodological paradigms and research strategies. Quantitative research predominates, but in-depth qualitative analyses also find an important place. The articles are organized so as to flow from conceptual findings and definitions of the problem, through detailed issues regarding the etiology, symptomatology, and mechanisms underlying new addictions, to descriptions of prevention and therapies addressed to adolescents and adults at risk of addiction or already struggling with behavioral addiction.

The first section of the journal (Articles and Dissertations) contains five texts based on prevention and treatment programs (Małgorzata Piasecka & Emil Podolak, *Oddziaływania terapeutyczne wobec osób z uzależnieniem w jednostkach penitencjarnych* [Therapeutic Interventions for Addicts in Prisons]), on analyses of existing data, i.e., literature reviews (Sonia Dzierżyńska-Breś, „*Nowe uzależnienia*” – *wprowadzenie w tematykę uzależnień behawioralnych* [“New Addiction”: An Introduction to the Subject of Behavioral Addictions] and Robert Opora, *Model uzależnienia w rozumieniu filozofii grup samopomocowych a terapia poznawczo-behawioralna w leczeniu napadowego objadania się* [The “Addiction Model” in the Sense of Philosophy of Self-Help Support Groups and Cognitive Behavioral Therapy in the Treatment of Binge Eating]), or on the analysis of official documents (Lidia Wawryk, *Znaczenie diagnozy Opiniodawczych Zespołów Sądowych Specjalistów w sprawach nieletnich uzależnionych od internetu i gier komputerowych oraz ujawniających cechy nieprzystosowania społecznego* [The Importance of the Diagnoses of Advisory Teams of Court Experts in Cases of Minors Addicted to the Internet and Computer Games and Showing Signs of Social Maladjustment] and Edyta Sielicka, *Podstawa programowa jako szansa wspierania profilaktyki zachowań ryzykownych uczniów szkoły podstawowej w świetle koncepcji „resilience”* [The Core Curriculum as an Opportunity to Prevent Risky Behavior in Elementary School Pupils in Light of the Concept of Resilience]).

The Research Reports section contains five articles based on empirical research, most often correlational, concerning selected—not only behavioral—addictions, as well as preventive and therapeutic activities undertaken or recommended for addiction (Ewa Krzyżak-Szymańska & Andrzej Szymański, *Physical Exercise Addiction Among Students Based on the EDS-R Scale Adapted for Poland*; Martyna Kotyśko, „Internet Gaming Disorder” wśród polskiej młodzieży – analiza profili latentnych symptomów zaburzenia [Internet Gaming Disorder Among Polish Adolescents: A Latent Profile Analysis of Disorder Symptoms]; Monika Zięciak, *Wiedza kadry pedagogicznej młodzieżowych ośrodków wychowawczych w zakresie uzależnień nieletnich* [Knowledge of Underage Addiction Among the Teaching Staff of Youth Educational Centers]; Marta Pięta-Chrystofiak & Damian Brohs, *Zjawisko zżycia muchomora czerwonego (*amanita muscaria*) wśród uczestników internetowych grup dyskusyjnych* [Red Fly Agaric (*Amanita muscaria*) Consumption Among the Participants of Internet Discussion Groups]; and Anna Michalczyk, *Poczucie samotności i obniżony poziom samooceny w kontekście ryzyka uzależnienia od Internetu wśród słyszących i niesłyszących adolescentów* [Feelings of Loneliness and Reduced Self-Esteem in the Context of Internet Addiction Risk Among Hearing and Hearing-Impaired Adolescents]).

The issue also includes a review of a multi-author publication on a comprehensive speech therapy intervention for stuttering.

As the thematic editor of the current issue, I would like to thank the editorial team of *Studia Paedagogica Ignatiana* for entrusting me with this responsible task, which I have tried to fully meet. I am also grateful to P.T. Reviewers, without whose substantial dedication and time commitment, this issue could not have been created. Readers, educators, psychologists, therapists, students, and specialists in the field of prevention: I wish you inspiring reading and fruitful research and practice in the field of diagnosing, preventing, and treating “new addictions.”

ADDRESS FOR CORRESPONDENCE

Justyna Kuształ
 Jagiellonian University
 Institute of Education
 e-mail: justyna.kuształ@uj.edu.pl