
Book Reviews / Comptes rendus

Hughes, Jan N., Hall, Robert J., Eds. *Cognitive Behavioral Psychology in the Schools*. The Guilford Press. 1989.

Reviewed by: Connie Gerwing, Saskatchewan Institute of Applied Science and Technology.

Since its inception, behavioural psychology has been part of our educational programs. The addition of cognitive psychology has added a wider dimension of very applicable techniques and approaches available to school psychologists, counsellors and teachers. This book is directed at school psychologists who wish to broaden the scope of their role from one of testing, working with learning disabled students and developing behaviour management programs to one of contributing more directly to the development of all children in the school. The authors focus on using various approaches from cognitive psychology to achieve this purpose.

The book's chapters are authored by different experts in this field, and are organized into four areas: an overview, assessment procedures, teaching and direct intervention, and indirect intervention. The overview introduces the reader to the behavioural and cognitive traditions within the schools and concludes with an article which argues for merging and expanding on the two approaches.

The section on assessment contains four articles: two deal with information processing and cognitive assessment, one with assessment of social competence in children and another with assessing children's attributions. The first article on information processing follows the author's son, a grade two student, through the series of operations involved in writing a paragraph, and analyzes the cognitive processes the child goes through in order to complete this task to his satisfaction. Cognitive structures, processes, strategies and executive functions are defined, and methods of instruction in these areas are described. The second article discusses the assessment tools we use now, such as standardized tests, and proposes some alternative approaches using direct task analysis and student performance analysis of those tasks.

The bulk of the book is comprised of the teaching and direct intervention section. The focus of the first half of this section is on using cognitive training in academic instruction and includes articles on reading, writing, spelling and arithmetic instruction. The remainder of the section deals with training and intervention programs for emotional and behavioural problems. Here we find a chapter on developing self-control in hyperactive and impulsive children, another on treatment of childhood depression and a third on treating school-related anxieties and fears. All these articles contain a wealth of research information and intervention strategies which can be implemented. The final chapter looks at interpersonal cognitive problem-solving (ICPS) training with children in the schools and proposes that schools can do much to enhance the mental health of students by develop-

ing interpersonal as well as academic competence. Several such programs are described for pre-school children, school-age children and adolescents.

The final portion of the book looks at the role of the school psychologist as a consultant to teachers. This is a more indirect role which still works toward the goal of helping students progress through the school system by offering assistance to those who provide the primary service to the students. Different applications of cognitive behavioural theory are used in developing models for effective consulting. For example, the theory of cognitive dissonance is described briefly and its applicability to the consultation process is explored. The role of the school counsellor as consultant to teachers who are implementing prevention programs such as social skills training, sex education and substance abuse programs is also addressed. A short section on helping teachers deal with stress is included here.

The articles are well-written, informative and scholarly and, in many cases, give enough detail so that the programs described could be implemented in a school. There is also a good balance of theory and practicality.

This collection of articles would make a good addition to the library of a school division as a resource for anyone seeking to enhance the cognitive portion of school-based learning. Counsellors can use this handbook to develop programs to help students improve social skills and deal with fear and depression. School psychologists can use it to consult with teachers about hyperactive and impulsive students and to develop cognitive problem-solving programs. Teachers can use it to improve their teaching in areas of arithmetic, reading, spelling, and writing.

Since the book is a series of articles by different authors there is some unevenness in the clarity and accessibility of the information. Anyone not schooled in reading and digesting research, or without a background in psychology, may find some of the articles difficult. As the subtitle indicates, it is certainly comprehensive and has the potential to be a useful book of information for the practitioner.

Brown, George, and Tirril, Harris (eds). (1989). *Life Events and Illness*. The Guildford Press: New York

Reviewed by: Ronna F. Jevne, Ph.D., University of Alberta.

The editors of this book attempt to answer two questions: "Does the specific nature of life events and vulnerability factors differ in different disorders; and do the vulnerability factors relevant for a particular disorder have a similar specificity for those life events?" After a thought-provoking 45 page introduction, the book addresses life events and psychiatric illness, and life events and physical illness. A three-part epilogue concludes the book.

Although a flowery foreword commends the editors for their innovativeness in researching life events and illness, William James (1902) alerted the psychological community nearly 100 years ago to mind-body connections, and Eastern philosophies have, for centuries, accepted this relationship.