

The book is broken into two sections, The History and Rationale for Family Play Therapy Techniques and Clinical Examples. As her previous books have shown, Gil is a gifted clinician, both thoughtful and creative in her approach to clinical decision-making. The strength of this book is once again in her ability to present technique and provide beautifully drawn clinical case examples which allow the reader to enter her therapy room and leave with enough understanding (and courage) to integrate the approach into their own practice.

The weakest chapter in this book is on family art therapy, which is probably the crossover area between family and play therapy with the longest history. It is noteworthy that Gil took a sabbatical from speaking and writing in 1994 to improve her skills in this area. However, the various techniques are annotated well enough to introduce the reader to the basics of this overall approach.

Gil certainly writes this book from the perspective of a child-centred therapist. Her concern is to encourage, indeed to challenge clinicians to begin to view even the youngest family members as interested and gifted communicators. This book provides the essential clinical tools for beginning to hear the hearts and voices of these little folks as well as how to use these tools to facilitate healing, playful and nurturing contact within the family.

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Cohen, Jeffrey J. & Fish, Marian C. (1993). *Handbook of School-Based Interventions—Resolving Student Problems and Promoting Healthy Educational Environments*. San Francisco, CA: Jossey-Bass Inc. 512 pp. \$61.00 CDN.

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*Reviewed by:* Chris Cooper, Appalachia R.C. School Board, Stephenville, NF.

School wields a significant impact on the lives of children. Not only does it demand a mastery of academics over a long period of time, but it also calls for a mastery of the social skills of life—appropriate behaviour in various situations, the self as learner, the social hierarchy and one's position within it, ethnic and racial differences and the value of competition and cooperation. Although most children learn the "social skills" without undue difficulty, the young person with behaviour and/or emotional problems may require intensive, ongoing interventions just to survive in the system. Therefore, it is incumbent that school practitioners understand fully problem behaviours and the subsequent successful interventions.

The *Handbook of School-Based Interventions—Resolving Student Problems and Promoting Healthy Educational Environments* is the tenth volume in the "Jossey-Bass Social and Behavioural Science Series." As in the previous nine publications in the "Guidebooks for Therapeutic Practice" series, the format of this book focuses on the digest, a clear, concise, summary of the intervention strategy described in the original journal article. Special emphasis is placed on its practical utilization in the school setting. The aim of the handbook

digest is to present the relevant information without undue entanglement in research methodologies or theoretical formulations. The short summations at the end of each article offer extensions of the technique, identify areas of caution, and comment on other enhancements to its practical application. The intent is to explain the procedure while encouraging the reader to explore the literature in further detail.

This book provides abundant examples of how an ecological approach to behaviour management adds to existing intervention strategies. For example, when a teacher introduces a systematic behaviour management strategy for ineffective yelling and punishment, he or she is initiating a fundamental shift in the relationship with the student. When teachers start in-class cooperative learning strategies, they are creating a new interactive environment in the classroom. Even a simple rearrangement of the desks to improve behaviour may result in better transactional dynamics amongst the children. These are but a few examples of the strategies explored by Cohen and Fish. Yet, it is significant that their suggested interventions, from the practitioner's point of view, appear to be both effective and workable.

The preface to each section in the handbook provides an excellent introduction to the topic. The first section addresses Classroom Management, with subsections on dishonest behaviour, truancy, classroom disturbance, and destructive behaviour. Chapter two focuses on externalizing responses, with emphasis on inattentive behaviour, impulsivity, hyperactivity, and attention deficit hyperactivity disorder. The third section centres on internalizing responses such as anxiety and stress, fears and phobias, obsessive-compulsive behaviour, low self-esteem, identity crises in homosexual youth, procrastination, elective mutism, depression, and suicidal behaviour. Chapter four concentrates on cognitive and social competence, with emphasis on academic performance, communication development, inappropriate masturbation, thumb sucking and nail biting, enuresis-encopresis, substance abuse and sexual behaviour. Relationships with peers is addressed in chapter five, focusing on shyness and withdrawal, aggression and prejudice. That theme is extended in chapter six with relationships with adults, and deals with child maltreatment, running away and cult membership. The final chapter is on health management, specifically on AIDS, chronic illness, tourette syndrome and traumatic head injury.

Throughout the handbook, and particularly in chapter four, the theme of competency is prevalent, including such components as resistance skills, assertive communication skills, coping skills, social-problem-solving skills, decision-making skills, and critical thinking skills. Competent youth are viewed as well-adjusted, and capable of managing the environmental forces that influence their knowledge, attitudes, values, behaviour and feelings.

This handbook utilizes an approach to behaviour management that encompasses both externalized and internalized parameters. The externalized pattern, which normally receives the most attention within the school system, includes the range of classroom management problems and related conduct disorders, as well as destructive behaviours, hyperactivity and impulsivity. Teachers are more familiar with the externalizing students, characteristically classifying them as behaviour problems. However, the text

also addresses the internalized disorders, characterized by anxiety and stress-related difficulties, depression, phobias, low self-esteem, identity issues, elective mutism and others. These behaviours are more often over-controlled, and on which the term emotional problem is most often labelled.

By utilizing the central themes of ecology, competency, and classification for the school practitioner, the authors present the readers of this publication with various perspectives in behaviour management. We are asked to adopt these perspectives when using the techniques presented. Central to the practitioner's approach must be the realization that successful therapy in the school system relies less on treating mental illnesses and more on providing children with the skills and environmental structures that foster academic, behavioural and social competence. The result is reduced vulnerability to high-risk behaviours and relative freedom from psychological distress.

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Guex, Patrice. (1994). *An Introduction to Psycho-Oncology* Translated by Heather Goodare. Originally published in French in 1989, translation 1994. New York, NY: Routledge. 191 pp.

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*Reviewed by:* Barry D. Bultz, University of Calgary.

There is a tendency in academic circles to discard any work that is not absolutely the most recent available on the topic. This is the unfortunate fate that may befall Heather Goodare's 1994 translation of Patrice Guex' text *An Introduction to Psycho-Oncology*. It is unfortunate because even with its flaws this is a valuable introductory book that surveys the broad view of psycho-oncology.

This dilemma did not escape Professor Karol Sikora of Hammersmith Hospital in London, England, who wrote the Foreword for the text. He points out, quite correctly, that much has changed in the field of medical practice and the care of cancer patients and their families in the decade since Guex did her original research. Nonetheless, he notes the value of the work.

This book is not intended to be exhaustive in its coverage of psycho-oncology. In the writing of this text, Guex appears to survey literature in two time frames. The bulk of the book is written with references that are from the late 1970s and early 1980s. One chapter, the one on Complementary Medicine is most current with references from the 1990s. Unfortunately for Guex' text, the science of psycho-oncology has been evolving at a rapid pace. Ten to fifteen years ago one rarely found references in the field. Now, in virtually every major oncology or behavioural medicine journal, references to psycho-oncology, quality of life for the patient, family issues, and even survivorship issues are discussed. Unfortunately, Guex did not pay sufficient attention to innovations and current developments; nor has she incorporated current thinking to enhance her text written and published originally in French in 1989. This is unfortunate because long before most