

sight into the definition of self-esteem, and includes suggestions as to how to best deliver the activities to one's clients. There is a general table of contents with this manual, without any sub-grouping, which would have allowed for easier selection of any of the sixty activities for use.

In the Introduction, the author has provided a basic breakdown of the applicability of various activities into five general groupings, i.e. for those in the early stages of group development, for those in the later stages of group development, for those in any stage of group development, for those groups composed primarily of clients with diagnosed ADHD or ADD, and for those groups composed of younger aged participants. Each activity is broken down into a general lesson plan format: Purpose, Materials, Description and Group Discussion.

The Purpose of most activities is clearly described, omitting most of the philosophical descriptions which are frequently included in such texts. It appears obvious that the author is a practitioner at heart, providing tasks which are easily integrated into the group process. Materials required for most of the activities can readily be found in most classrooms or homes. Whenever certain specific resource materials are required, they are generally included in additional pages following the exercise. This approach makes planning and implementing the exercises quite uncomplicated.

The Description within any one of the activities is usually very simple in its layout, and involves directions which readily lend sequence to the process. The Group Discussion following the Description again provides the counselor with easy-to-follow suggestions for completing the exercise and helps provide closure to the activity. Overall, *Group Exercises for Enhancing Social Skills and Self-Esteem* is a worthwhile resource for any professional who utilizes the group process. It includes practical exercises written by a practitioner for practitioners. My only suggestion is to include sub-grouping of the table of contents into readily identifiable topics, such as Stress Management, Personal Values, Cooperation, and so on, a change which would make application of the tasks easier to plan.

Andolfi, M. & Haber, R. (Eds.). (1994). *Please help me with this family: Using consultants as resources in family therapy*. New York: Brunner/Mazel. ISBN 0-87630-748-9, 294 pp. \$52.15 hc.

Reviewed by: Stacy Ashton, Simon Fraser University.

The image most firmly associated with the idea of consultation in therapy is that of the Master therapist called in as a last resort to illuminate unseen issues in stuck therapeutic systems. Although *Please Help Me With This Family* was originally intended to pursue this image of consultation by focusing on the crosscultural work of Maurizio Andolfi, the editors of this book ultimately decided to challenge themselves and their readers to think beyond the traditional view of consultation by expanding its discussion to encompass a dizzying range of potential consultants and consultative purposes.

Please Help Me With This Family is an edited collection of chapters written by an international group of family therapists who use consultation within a systemic/experiential framework. The value of consultation is located in its capacity to introduce new perspectives and uncertainty into stuck therapeutic systems—rather than any special insight the consultant might have into the content of the problem. The first section of the book outlines the history of consultation in family therapy. Section two and three discuss how consultants from the client's system (children, friends, co-workers, families of origin) and the therapist's system (colleagues, master therapists) can be used to prevent or transcend therapeutic impasses. The final section looks at how consultation can enhance training and professional development.

The book is generally oriented to application rather than theory. Practical guidelines are provided for a variety of situations, including the use of children and friends as consultants; coordination of multiple consultants in addiction therapy; conversion of problematic referral situations into consultations; use of families of origin to stimulate primary process change in client families; and use of consultation to prevent therapeutic impasses. Counsellors and counselling psychologists working with families will find these guidelines extremely useful in incorporating consultation into their work.

Many chapters in this book focus on the work of Maurizio Andolfi, both through Andolfi's own eyes as a consultant and user of consultative resources as well as through the eyes of those who have invited him to consult on their cases. Viewing Andolfi's work through many lenses gives the reader a flexible perspective on how consultative resources can be used and received in family therapy. Flexibility in the therapeutic system is also encouraged by Andolfi's slippery view of who the "expert" is in the room; by elevating members of the family's extended system to the role of consultant, the therapist empowers the family's social resources. And by encouraging professional consultants to keep the responsibility for clients with the therapist, consultation can empower the therapeutic system.

Overall, this book offers a well-written, coherent account of a systemic/experiential approach to consultation in family therapy. Even though this book is aimed at family therapists, counsellors interested in applying systemic ideas to individual work will also finish reading this book excited about the creative potential of consultation to enrich and expand their therapeutic effectiveness.

Combrinck-Graham, Lee (Ed.). (1995). *Children in Families at Risk: Maintaining the Connections*. New York: The Guilford Press. 429 pp. ISBN 0-89862-852-0.

Reviewed by: Sharon Myers, University of New Brunswick.

Lee Combrinck-Graham's edited collection, *Children in Families at Risk: Maintaining the Connections*, challenges the tradition of dismantling troubled families and boldly advocates strategies that empower families to stay together. Keeping at-risk children in connection with their families and utiliz-