

family patterns, and customs). The second part has 16 strategies focusing on self-esteem and independence (valuing others and working cooperatively). The third part has 23 strategies focusing on self-esteem and personal responsibility (goal setting and student empowerment). And the fourth part has 19 strategies focusing on self-esteem and social responsibility (problem-solving, conflict management and community service projects).

At the core of the book are the 75 strategies that target students from kindergarten to grade 8, but many of these can be adapted for any level. All of the strategies are logically presented and are sequenced from self-valuing and appreciating to valuing and appreciating the world. Each of the strategies have clearly stated objectives and procedures that can be used at any time that they are needed, either individually or in a group. Two additional attractive and integrated parts of this book are the incisive and multi-ethnic quotes sprinkled throughout the book and the reference and resources section at the end of the book. Some of the quotes are historical and literary from ethnic backgrounds such as First Nations, Vietnamese, European, and African-Americans. For example, in chapter 28, which focuses on "a circle of friends," there is a quote by Ivey Baker Priest, who said: "the world is round and the place which may seem like the end may also be only the beginning" (p. 88). So, if you like quotes like this, the book will provide you with a diverse list of quotes on self-esteem and multiculturalism. The extensive bibliography is organized by cultural groups to help counsellors and teachers select books of particular relevance to their students. These sections include resources from the following categories: teacher resource on multiculturalism and self-esteem and student books on African-Americans, aging, Asian-Americans, families, gender identity, Hispanic, multiculturalism, Native Americans, and the physically challenged. In addition, it has a section on organizational resources and parent resources on self-esteem. The only drawback to this section is that there are no Canadian resources mentioned. However, this 248-page book is a valuable resource to have in one's library for the counsellor and teacher interested in multiculturalism and self-esteem.

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Durlak, Joseph A. (1995). *School-Based Prevention Programs for Children and Adolescents*. Thousand Oaks, CA: Sage Publications, Inc. 117 pp.

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*Reviewed by:* John Stewart, University of New Brunswick.

In this book, the author presents an evaluation of the impact of prevention programs on the behavioural, social, and/or academic adjustment of school-aged children. He highlights what he considers to be promising programs and discusses some of the unresolved issues connected with prevention programming. While this book examines American programs, I think it gives Canadian educators and consultants an overview as well as direction when implementing prevention programs.

The book contains seven chapters which I have grouped into three broad themes. In the first theme, "basic concepts and approaches" the author outlines a number of conceptual, methodological and logistical issues involved in conducting and assessing interventions, such as "What are the core skills which mediate adjustment?" and "How is risk manifest?" He presents nine principles related to risk and protective factors and suggests the need to understand how these factors interact in prevention programming. Further, he classifies primary prevention outcome studies into three types: those with a person-centred focus, such as affective education; those with a transition focus, such as children of divorcing parents; and those with an environmental focus, such as increasing peer and teacher support for low-income, multi-ethnic students. Under secondary prevention, he reviews programs focused on school maladjustment, such as, lack of academic success; and problems related to social and behavioural competence, such as, acting-out or shy behaviour.

Within the second theme, "the prevention of current child and adolescent problems" the author discusses prevention programs focused on: the abuse of gateway drugs—tobacco, alcohol and marijuana; academic achievement, grade retention, special educational placement, and school dropout rates; and, altering habits and lifestyle including nutritional and exercise habits, sex and Aids education, and pregnancy prevention.

In the last theme "issues around program diffusion and directions in prevention programs," the author discusses the spread of new program information and the actions taken by its consumers. The author outlines eight major trends in prevention research; discusses the importance of individual and environmental factors; and, finally, how effective programs should be packaged. He strongly suggests research on the specificity of program effects including the what, who, why, where, when and how of prevention.

This well-referenced book is written in a clear and organized manner, and from a statistical perspective highlighting effective program outcomes. It is timely in that the author highlights program factors which promote positive outcomes. Such accountability helps to promote school counselling programs. Faculty, graduate students and researchers will find helpful the review of outcome literature and the methodological strengths and weaknesses of prevention-oriented intervention programs. Further, Durlak's delineation of future research possibilities provides some helpful directions for other investigators. The book also has much to offer school counsellors and program consultants, including a critical analysis of model programs and some practical suggestions about program diffusion and strategies for bringing about lasting changes.

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