
Book Reviews / Comptes rendus

Markel, Dr. Geraldine, & Greenbaum, Dr. Judith. (1996). *Performance Breakthroughs for Adolescents With Learning Disabilities or ADD*. Waterloo, ON: Research Press. 328 pp. ISBN 0-87822-349-5.

Reviewed by: Chris Cooper, Stephenville, NF.

Performance Breakthroughs for Adolescents With Learning Disabilities or ADD is intended to assist the classroom teacher in delivering effective programming to students diagnosed as LD or ADD. The authors have chosen to take a methodical approach to this issue, beginning with the basics and then moving to more complex topics. They maintain that it is essential to acquire a firm understanding of the instructional process and of the dynamics of the classroom environment before trying to develop methods of providing adequate instruction to these students.

This integrative model, emphasizing specific areas such as teamwork, feedback, motivation, positive expectations, etc., allows professional educators to utilize their skills in an efficient manner. For the practitioner, this is a useful method of introducing and implementing interventions. Chapter One is largely an introduction to the publication, coupled with short descriptions of terms and conditions associated with learning disabilities and with ADHD. The authors discuss briefly the role of legislation, from the American perspective, which is of little practical value for Canadian counsellors.

In Chapter Two, there is a clear discussion on understanding the instructional process. While many educators consider definition of terms as old hat, I found the author's method of presentation lent a fresh understanding to current terminology. The introduction of the Integrative Model is very useful for the classroom teacher, as it translates the latest research into practical strategies for classroom use.

This practical orientation continues in subsequent chapters, which include several case studies to illustrate the situation being investigated. Chapter Three, which focuses on the classroom and larger system, investigates what can go right and go wrong when students with special needs are placed into the classroom setting. Chapter Four explores crisis intervention in the same way. Assessment, program planning, and self-management are covered in Chapters Five through Seven, with a focus on basic terminology and the methodological approach. The use of sample case studies to illustrate the topics gives readers a firm understanding of the material presented.

Chapters Eight through Twelve focus directly on the performance breakthroughs for those adolescents diagnosed with learning disabilities or ADHD. Reading, listening and note taking, preparing for and taking tests, academic writing, and homework are described in detail, again using sample case studies to illustrate the topic.

The authors appear to have a solid grounding in the real world classroom, as their suggestions and interventions make very good sense for the grade school teacher. It is easy to understand and apply the material pre-

sented. The authors have paid special attention to the development of student checklists on topics such as SQ4R, a strategy used for note taking, reading and test taking built around the steps survey, question, read, recite, (w)rite, review.

The book looks at Applying SQ4R to Reading Textbooks, Managing the Reading Process, Applying SQ4R to Note Taking, Applying SQ4R to Preparing for and Taking Tests, and so on. Each checklist utilizes a format, making student interpretation sequential and easily understood. The chapter on Homework is especially useful for parents, as it provides them with basic, ready-to-use strategies for the home.

Markel and Greenbaum provide an extensive reference list at the end which are useful for both the practitioner and the researcher wishing to explore the topic further. The subject index is well designed and thorough, allowing the reader to readily focus on particular subject matter. This book is a refreshing and grounded addition to the myriad of publications which address educating those students diagnosed with learning disabilities or ADHD. I recommend it as a valuable resource for practitioners who have contact with children diagnosed in these areas.

Monk, G., Winslade, J., Crocket, K. & Epston, D. (Eds.). (1997). *Narrative therapy in practice: The archaeology of hope*. San Francisco: Jossey-Bass. 320 pp. hc.

Reviewed by: Stacy Ashton, Simon Fraser University.

This edited book is an introduction to the theory and practice behind a therapeutic orientation generating a great deal of excitement in the counselling community. In addition to laying out the theoretical frame which informs the work, *Narrative Therapy in Practice* offers a series of snapshots of narrative applications across a variety of counselling, educational, and social service settings. The editors and authors of this book, all of whom work within the narrative community in New Zealand, take the position that narrative therapy is more than a set of eclectic techniques; it is a new post-modernist paradigm of counselling that demands a fundamental shift in the way therapy is approached and the way clients are viewed.

The first four chapters focus on various aspects of the theory behind narrative therapy. Chapter One outlines the phases of the narrative process of helping clients "co-author" more useful stories of their lives, using a case study to flesh out the concepts involved. The second chapter, the only purely theoretical chapter in the book, grounds the process demonstrated in the first chapter in the context of its psychological, anthropological, and sociological roots. Chapters Three and Four examine what a "collaborative" therapeutic relationship looks like in narrative work, and how to teach narrative concepts and techniques to counsellors.

The remaining seven chapters focus on specific applications of narrative practices in a surprisingly wide range of situations: psychiatry, treatment of