

us to make judgements about the quality of the best available evidence. In relation to being scrupulously up-to-date, the absence of the planned electronic format means that this goal has not yet been achieved.

I would be very happy to see future editions with the completed critical appraisal (as promised by the editors) and published with the already published references. As it stands, this publication does provide a conveniently accessible reference list for an array of topics, and I would be more inclined to impress its importance on fellow CAMH team members once the critically appraised topics are made available.

*Nick Carney  
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### **Children of Immigration**

Carola Suarez-Orczo & Marcelo M. Suarez-Orczo  
Cambridge: Harvard University Press, 2001. pp. 206. £11.59 (pb). ISBN: 0-674-00838-3.

The primary objective of this book is to present diverse issues surrounding immigration to a wide audience. The book draws on research conducted by the authors and colleagues. Chapters consider sequentially factors leading to immigration, attitudes and beliefs about immigrants, psychosocial impact of immigration, issues of identity, education and the immigrant child. Although the book refers to the situation in the US, much of it applies equally to other country contexts, particularly in the West. I found the chapter remaking identities particularly relevant for clinical practice with immigrant families. A useful and thought provoking introductory text to an important topic.

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### **Management of Communication Needs in People with Learning Disability**

S. Abudarham & A. Hurd (Eds.)  
London: Whurr, 2002. pp. 280. £25.00 (pb). ISBN: 1-86156-208-X.

While there are many books for educators of people with learning disabilities, few specifically address the concerns of speech and language therapists working with this client group of all ages.

This book, written by speech and language therapists, both practitioners and academics, aims to fill this gap in the literature.

The profession is increasingly being required to work in educational and collaborative contexts rather than in the traditional clinic on a medical model. No longer is it possible (or desirable) simply to assess, diagnose and transplant expert skills to teachers and parents. Communication cannot be a 'ring fenced activity' owned by one profession and isolated from other parts of the client's care plan. Instead, holistic models are offered that seek to promote community-based, person-centred, and inclusive ways of thinking.

A paradigm shift is needed to encompass this integrated, environmental approach, based on a social model of disability. The book asks whether staff, managers, student and graduate speech and language therapists are prepared for such a shift from traditional methods and viewpoints. Can they include the roles of counsellor, facilitator, negotiator, educator and supporter of other professionals? Can they tackle the partners in communicative exchanges and create new opportunities for functional expression? Can they pick up and use the pre-linguistic signals of non-verbal clients? Can they master the technology of electronic aids to augment and provide alternative expression? How easy is it to discover the wishes of clients, both children and adults, and incorporate these in setting goals?

Readers are not left simply with an intellectual challenge; they are given working examples, models and strategies, resources and contacts, to help them evolve new practices.

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### **Imprisoned Fathers and their Children**

G. Boswell & P. Wedge  
London: Jessica Kingsley, 2001. pp. 176. £15.95 (pb). ISBN: 1-85302-972-6.

This book evolved from a body of research work completed by the authors during the late 1990s on 201 imprisoned fathers in the United Kingdom dispersed among 25 establishments for both adult prisoners and young offenders and detained in all levels of security. As a group, imprisoned fathers have tended to be a neglected population in research terms

and this book begins with a useful chapter that brings the reader up to date with much of the previous research in this area.

The authors state that the principal focus of their research was to examine the support systems that allowed fathering to continue from within prison and so they also interviewed a number of visiting partners and also a small number of visiting children. The core chapters outline the characteristics of this particular prisoner group and the effects of their imprisonment on their children.

Much interesting information is presented; however, it tends not to be presented in context - both in relation to other groups of absent fathers and in particular to other studies of imprisoned fathers - and so it is often difficult to interpret the wider significance of the material. The many verbatim accounts given by individual prisoners and their children are fascinating to read and have previously been little-heard, but inevitably they represent selected answers chosen by the authors.

A central theme to emerge from the authors' work is the patchiness that exists in the provision of parenting classes, family visits and family support services to imprisoned fathers and their young families between, and even within, prisons in the United Kingdom.

The book concludes with a thoughtful chapter outlining strategies that should help prison service policymakers establish a planned, co-ordinated approach to the provision of family-centred services. Every prison governor's office should have this book!

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### **Why the Wild Things Are. Animals in the Lives of Children**

G. F. Melson  
Cambridge MA: Harvard University Press, 2001. pp. 236. £19.50 (hb). ISBN: 0-674-00481-7.

The subtitle of this book conveys the scope of this highly readable and important work. As *Homo Sapiens*, we came of age in the presence of wild animals, and have lived with domestic animals for at least 10,000 years. It is not surprising, then, that animals play a fundamental role in children's lives. What is surprising is that the psychological fields have not more readily focused on this topic. Melson does so.

With insight and sensitivity, she offers in a single volume a fine synthesis of the issues and relevant research to date.

Chapter 1 introduces the main themes of the book, and shows how research on children's relationships with animals advances (and at times recasts) many psychological issues, including those that pertain to attachment theory, categorisation, folk biology, evolutionary psychology, child therapy, and moral reasoning. Chapters 2 and 3 discuss how children develop intimate relationships with pets. For example, while children talk to their pets 'as if they were linguistic partners (even though they know they aren't), much of children's (and adults') intimate dialogue with pets uses the language of body, gesture, and tone' (p. 49). Pets also provide children with the feeling of being heard and understood. Chapter 4 shows how children learn from animals, cognitively (e.g., making fine-grained distinctions between self and animal 'other'), socially (e.g., in terms of play), and morally (e.g. nurturing and responsibility). Chapter 5 shows how animals can play important and perhaps irreplaceable roles in therapy for troubled children. As Melson writes: 'Animals provide a living connection for children so lost in depression and anxiety that other humans - adults or peers - are too threatening to reach them' (p. 101). Chapter 6 considers animals as symbols in children's dreams, play, and stories. Think, for example, of how compelling children find narratives with animal protagonists, such as *Black Beauty*, *Charlotte's Web*, *Good Night Moon*, and *Where the Wild Things Are*. Chapter 7 takes on the dark side of the child-animal relationship. It's clear, for example, that some children hurt animals, and perhaps even enjoy doing so. Chapter 8 sketches future directions for research, teaching, and interventions that take seriously the importance of animals in the lives of children.

This book contributes to an emerging literature that supports the proposition that children need intimate experiences with the natural world for their physical, cognitive, and emotional well-being. Other important books include E. O. Wilson's *Biophilia*, Stephen Kellert's *The Value of Life*, Paul Shepard's *The Others: How Animals Made Us Human*, Alan Beck's and Aaron Katcher's *Between Pets and People*, Gene Myers' *Children and Animals*, Jack Turner's *The Abstract Wild*, and Rachel and Steve Kaplan's *The Experience of*

degrade nature, often for material gain, Melson's book helps us understand better that we are destroying the well-springs of children's mental and emotional development.

Peter H. Kahn

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### Child Maltreatment in the Family: The Experience of a National Sample of Young People

P. Cawson

London: NSPCC, 2002. pp. 95. £15.00 (pb). ISBN: 1-842228-013-9.

This is the second report in the Child Maltreatment Study, based on interviews conducted between October 1998 and January 1999, with a national random probability sample of 2,869 young people aged 18-24 years, about their childhood experience [The first report was reviewed in CAMH, vol. 7, no. 2, 2002]. The report describes itself as a 'descriptive population study and not a hypothesis testing study'.

Because the information is derived from a sample of the general population in contrast to much previous research which gathers information on those identified by professional agencies, it adds much to our knowledge of child maltreatment. The report considers the results of the study relevant to child maltreatment in the context of family structure and social context, family relationships and functioning, multi-type maltreatment and the consequences of maltreatment.

This 96-page (A4) book is instructive for clinicians in CAMHS settings. The summary and recommendations of the report confirm what we are learning about the impact of domestic violence and about the need to understand the complexities of family functioning over time. The report reminds us, too, that many children and young people experiencing maltreatment do not come to the notice of professionals. There is, therefore, a need to consider sources of support within the community for children suffering maltreatment.

The author stresses the need for sharing 'knowledge, experience and understanding' so that policy and service planning is based on evidence. This book needs to be read, discussed and its findings disseminated at both local and strategic levels.

Diane Lukeman

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### Gifted and Talented Children: A Planning Guide

S. Taylor

London: Jessica Kingsley. pp. 60. £14.95 (pb). ISBN: 1-843-10086-X.

Taylor writes questions well. Some are for teachers to ask before they set up any special provision, and others are concerned with evaluation. She takes a delightfully fuzzy view about who is gifted, asking teachers to get together to decide for their school and to settle on definitions they feel comfortable with. She is also rather fuzzy about Gardner's teacher-popular theory of distinct Multiple Intelligences, considering them as relative strengths. But what of the child whose potential has not yet been recognised?

Her main argument is that the teacher should provide a responsive and challenging environment, and who can argue with that? This is true, of course, for all children, but the gifted so often miss out on the challenge. The author is from New Zealand, where there is enviable out-of-school provision for its gifted and talented - which is not mentioned. This is generally available on an open-access basis, rather than through any form of selection, so that none are barred.

Overall, in these 60 pages of double-spaced large print, with boxes to fill in and generously -spaced pages, there is a good, if simple, foundation for the busy teacher who is not concerned with theory or evidence, and needs ideas about what to do right now. Taylor offers useful remedies about how to help the gifted and talented, and all within a normal school day. She works with children and not for them, perhaps because she was herself a primary school teacher.

Joan Freeman  
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### Even From a Broken Web. Brief, Respectful Solution-Oriented Therapy for Sexual Abuse and Trauma

Bill O'Hanlon & Bob Bertolino

London: W.W. Norton & Co. Ltd., 1998. pp. 192. £14.95 (pb). ISBN: 0-393-70394-0.

Solution-orientated therapy appears similar to solution-focused therapy, developed by de Shazer et al. (1986) and which has become increasingly popular over the past 20 years or so, especially in the United States. The principles of