

## Book Reviews

**Developmental Psychology: Achievements and Prospects.**  
Edited by M. Bennett. Psychology Press, Hove, 1999. pp. 338. £39.95 (hb).

Arriving at the turn of the century as it does, this collection of essays represents a timely effort by the editor to gather together the thoughts of many distinguished developmental psychologists on the most significant achievements in their specialist areas and on directions for further research in those areas. As such, this text will be of great interest and value to developmentalists as well as to students, practitioners, and researchers in other disciplines.

The coverage of this text is wide ranging, and reflects the interdisciplinary relevance of research in developmental psychology. There are chapters on topics ranging from infancy and social interaction to cognitive development, from behavioural genetics and neuroscience to psychopathology. Treatment of the often marginalised cross-cultural and lifespan issues is limited here, but many of the chapters do at least make some stimulating references to these topics. If one is seeking an introduction to major subject areas, paradigms, and concerns in developmental psychology, this book must be viewed as an informative and captivating choice.

Mark Bennett, the editor of the volume, provides a helpful overview of the central themes that emerge from the chapters. It is evident from the remainder of the text that developmental psychologists have addressed these themes in different ways over the last century. I would like to suggest that the most significant advance in our theorising has been a growing acknowledgement that human development is vastly complex. Many of the chapters in the book include historical narratives that demonstrate how developmental psychologists have increasingly recognised that development is characterised by multiple interplays among a myriad of native and environmental forces. Moreover, I am happy to note that contemporary thought on these complexities still maintains parsimony of explanation. This book thus gives the reader great hope for the future of developmental psychology.

Space does not permit me to give each contribution the attention it deserves here, but I would like to justify my optimism with reference to some of the contributors' discussions of fundamental issues in their research areas. First, chapters by Bornstein on infancy and Plomin on behavioural genetics suggest that we have gradually shifted from a simplistic view of the nature vs. nurture dichotomy to a transactional approach that emphasises how native characteristics both drive and respond to environmental forces. Similarly, Schaffer's discussion of socialisation research shows how psychologists have moved on from initial efforts to specify a one-way road from socialising agent to child. As we see in the chapters by Harris, Dunn, and Hartup, the focus now is on understanding the intricate bidirectionality of social relationships. Importantly, researchers have begun to see that theoretical models of development must characterise social relationships as ecological systems which involve more than the sum of the individual effects of the actors involved. This premise is underscored by Nelson, in her discussion of language, when she states, "There is no either/or here, no nature/nurture choice; both are not only necessary but indivisible".

Also indicating this greater attention to the complexities of development, several of the contributors demonstrate how formulations of domain-general unitary constructs have come to be complemented or even in some cases replaced by notions of multi-dimensionality and domain-specificity. As Keil points

out, we have recognised that "our routes to mature knowledge and thought might be quite different in character depending on the kind of knowledge involved". Sternberg's chapter on intelligence rejects traditional concepts of a general intelligence, focusing instead on a multi-dimensional approach emphasising relatively independent aspects. With these kinds of perspectives, our representations of the causal pathways followed in the course of development must also undergo change. To take one example, Bennett notes how this "[g]rowing recognition of the complexity of development is evident ... in formal models of nonlinearity in development".

In summary, the contributions in this volume are both informative and interesting, with insightful and often controversial commentary on how far research has come so far and on where it should go now. But what might be most important—both for researchers in this area and for other readers—is the abundance of new and as yet unanswered questions raised in this text. This perhaps represents the most positive sign of growth in developmental psychology as a discipline.

*Robin Banerjee*

**Child Psychology. A Handbook of Contemporary Issues.**  
Edited by L. Balter & C. S. Tamis-LeMonda. Psychology Press, Philadelphia, PA, 1999. pp. 542. £75.00 (hb).

This is a large, densely printed book, which presents at first sight as rather a medley of themes and chapters and one is tempted to ask: "Why these authors, why these topics?" But as one gets to know the *Handbook*, it is clear that the 24 chapters offer accounts of some genuinely new approaches and understanding in the field of developmental psychology. The volume is well organised into five major sections (Infancy, Pre-school Years, Childhood, Cross-cutting Themes, and New Frontiers) of four to six chapters each. In the Preface the editors make it clear that their overall common theme, underlying the medley, is to illustrate a major shift in developmental studies from the search for normative and systematic developments, which occupied research for many decades, to increasing interest in "understanding intra- and inter-individual variation across stages of reorganisation", underscoring "the need for developmental theories to accommodate and account for this variation" (preface, p. xiii). The focus in each chapter is therefore on individual differences, transactional processes, multiple dimensions, and the contexts of development; most chapters contain some historical overview, followed by review of recent work and presentation of current and new empirical work.

As an example of a new topic area, there are two significant chapters on emotional regulation (Emotional Self-Regulation in Infancy and Toddlerhood and Emotional Regulation in Peer Relationships During Middle Childhood), which provide a view of emotion as a common theme underlying all function, together with a related chapter on The What, Why and How of Temperament: A Piece of the Action, in which Theodore Wachs argues for "temperament" to be used not as a single, main-effect variable, but as "one part of a system of linked multiple influences and outcomes" (p. 23).

This reviewer was also very pleased to find a chapter by Jay Belsky on Infant-Parent Attachment, in which he argues for the previous rather rigid adherence to models derived from the Strange Situation to be widened to take account of "the Broader Ecology of Attachment Security" in which the parent-child dyad is firmly seen as embedded within the family

system, beyond the “proximate” determinants of mothering and temperament. In doing so, Belsky arrives at what he calls “a modern evolutionary perspective on early attachment”, which promotes a wider understanding of the complex processes involved, in keeping with the editorial aims.

Similarly, in the section on Cross-cutting Themes, Bradley and Corwen’s chapter on Parenting provides a view that takes a clearly systemic model of parenting in the context of wider subdomains, emphasising the context of parenting and, interestingly, the child’s view of being parented. In this section there are also accounts of research on The Role of Gender Knowledge in Children’s Gender-typed Preferences, and on The Effects of Poverty and The Effects of Community Violence on children.

Some chapters, such as those on Pretense and Counterfactual Thought in Young Children, or the question Do Concrete Objects Help Young Children Learn Symbolic Relations? or Telling Two Kinds of Stories: Sources of Narrative Skill, may at first appear to be rather abstruse, and of interest only to pure developmentalist researchers. But reading reveals great interest and value for clinicians and others who work regularly with children, since these topics provide novel perspectives on factors contributing to development and how children may understand the world.

In the final section, New Frontiers, Golombok reviews issues relating to what she calls “new family forms” under the long title of Solo Mother Families, Lesbian Mother Families and Families Created by Assisted Reproduction, although after reviewing much research the unsurprising conclusion is that what matters is a “warm supportive relationships with parents, and a positive family environment”!! (p. 442). This section also carries chapters on Cultural, Social and Maturational Influences on Childhood Amnesia, a developmental perspective on the Nature of Parents’ Race-related Communications to Children, and a useful review of Who Should Help Me Raise My Child? A Cultural Approach to Understanding Non-maternal Child Care Decisions. Research in this area is a hot topic for parents after the high-profile cases with nannies here and in the U.S.A., and inclusion of this and the other material demonstrates the value of this group of review chapters. Finally S. J. Suomi offers fascinating insights into the interaction of genetic predisposition to impulsiveness and the effects of parenting and social relationships in his studies of Behavioural Inhibition and Impulsive Aggressiveness in growing Rhesus monkeys. Again, the chapter successfully bridges the gap between primate research and current interest in human functioning and processes, in a coherent and balanced manner.

This is a book that will find a useful place on library, research, and clinicians’ shelves, and it would also be valued by those with a wider interest in developmental psychology; it is a rich source of reference for new and emerging topics in development, and many may consult it for specific interests in one or two chapters. It is thus a volume which is likely to be selectively mined by the individual reader, not read from cover to cover.

But *any* reader will need good eyesight and concentration since the publishers have chosen to use size 10 font, which in a large book with wide pages presents as unrelieved, dense print; when coupled with long sentences full of argument and facts, this is very taxing for the reader and can be off-putting. In a random comparison of a range of other edited volumes, all had larger fonts and were thus more reader-friendly. By chance, this review is also printed in font size 10—which may be suitable for a short review, printed in double-column format, but it is very hard work in a full book and it is noteworthy that the main articles in the *JCPP* are printed in larger font.

Terence Gaussen

**Early Experience and the Life Path.** By Ann Clarke and Alan Clarke. Jessica Kingsley, Publishers, London, 2000. pp. 127. £11.95 (pb).

For those of us who grew up under the influence of Bowlby’s work, the publication in 1976 of *Early Experience: Myth or*

*Evidence*, edited and contributed to by Ann and Alan Clarke, came as a jolt. The ideas we held then, about the inevitable and irremediable effect that a child’s experience in the first few years had on the whole of his or her later life, had to be adjusted. Now almost a quarter of a century later comes this book, to update, confirm, and extend the findings of the previous one.

The Clarkes’ interest in the immutability of the effect of early experience stemmed from their finding, in the early 1950s, that some of the people entering the institution where they then worked showed over the years remarkable improvement in their IQ scores. (This was in the days when it was acceptable to test IQs.) When they inquired further into this they found that those who made such improvement were likely to have a history of cruelty and neglect. Removed from these conditions, they arrived at and improved in the not especially salubrious environment of an old-style mental deficiency hospital, and it appeared that the improvement was mainly the result of their removal from the very bad circumstances. Others who came to the institution from less bad situations were likely to show a lesser degree of improvement. This then was the trigger, and it has been followed by over 40 years of interest and research.

The book begins with a discussion of theoretical issues, after which the authors look at consistency and change in what they term “natural circumstances”, that is to say, in ordinary, everyday life, with none of the drama we are to encounter later. Then follow two chapters on the outcome for children rescued from, first, very severe, and then from less severe adversity. After this the scrupulously scientific Clarkes consider evidence that goes against their main thesis, and finally there is an epilogue/overview.

In the chapter on “natural circumstances” a wide range of studies is considered; of ability, personality, temperament, psychiatric disorder, childhood sexual abuse. Constancy is seen in some people, change in others. With the main emphasis of the book being on recovery from disadvantage, the follow-ups of Terman’s study of gifted children show that early *advantage* does not always lead on to later high achievement. In the field of sex abuse too, those who abuse have not invariably been themselves abused, those who were abused do not inevitably become abusers. Chapter 4 of the seven, appropriately enough the central chapter, on children rescued from very severe adversity, is to me the most enthralling. There is a brief account of the earlier, staggering, case of the Koluchova twins: rescued after 5 years of living in extreme isolation they emerged with rickets and no speech and were pronounced mentally handicapped. After some time they were adopted by “exceptionally dedicated women”, caught up, went on to further education and are now married, fathers, and working in technical occupations. At the time of its publication this account took one’s breath away, and it does so no less now. To these and some other earlier reports are added later instances, of children moved from desperate conditions in far-flung countries to adoptive families in the U.S.A. Once again there are tales of “almost incredible resiliency”, with two thirds or more of these children attaining at least average levels both socially and intellectually.

Going on to the next chapter, studies of the outcome of less severe deprivation include those on the effects of hospitalisation, on difficult and neglected children, of those from disadvantaged families, and so on. The same picture, of a tendency to recovery, still obtains, but less strikingly, thus echoing the authors’ early findings on the people entering the institution. Finally the authors searched for evidence contrary to their thesis (of the reversibility of the effects of early adversity). Some such evidence was found in studies carried out by Professor Rutter and the English and Romanian Adoptees Study Team. Here the children, who came from conditions described as varying between “poor” and “appalling”, were divided into those who were adopted either before or after the age of 6 months. As a group the children made dramatic gains but the children adopted earlier made greater average progress than did the later-adopted children. With selective factors on the age of adoption being ruled out, this difference appears to be due to

the longer period of privation they had undergone. The authors speculate that for some children there *may* be a sensitive period around 6 months, "when further privation is associated with less, in some cases far less, spectacular gains". Nevertheless once again this effect was not universal, with a number of such children doing extremely well.

So the themes running through this book are: that early disadvantage does not necessarily condemn a child to a lifetime's disadvantage; that adversity at any age can have harmful effects; that strong positive intervention can reverse the effects of early adversity; and that even without such intervention there are always some children who escape the effects of a bad start. A number of factors are identified which provide protection to the child, such as a sociable and resourceful personality, good innate abilities, a supportive school and peer group; conversely a difficult temperament, chaotic family, and poor emotional security may hinder the child's personal development.

This is a sober report, by which I do not at all mean dull, but that there is always a sense of the authors' overriding concern to give a balanced account of all the facts. It is eminently readable, always engaging, often riveting. In the end it is immensely heartening. That children could suffer the terrible deprivations described here and emerge triumphantly whole, thanks perhaps to their own qualities and to the devotion of those who subsequently nurtured them, is a tribute to the human spirit and to human goodness.

*Janet Carr*

**Anorexia Nervosa and Related Eating Disorders in Childhood and Adolescence (2nd ed.).** Edited by B. Lask & R. Bryant-Waugh. Hove, U.K., Psychology Press, 1999. pp. 382. £30.00(hb).

Considering the developmental background to many eating disorders, it is rather shocking to be reminded that the first edition of this book, when published in 1993, was the first serious textbook to be devoted to eating disorders in young people. This enlarged and substantially revised second edition builds upon the strengths of the first in forthrightly presenting eating disorders in childhood and adolescence in the twin contexts of growth and family relationships.

The dissociated nature of some of the thought processes in eating disorders often makes it hard for professionals to empathise with the experience of sufferers and their families. An introductory section presents personal experience of the struggle with anorexia from the perspectives of both a young sufferer and the mother of a former patient. While this is an unusual feature to encounter in a formal mental health textbook, it vividly establishes the context in which the subsequent chapters are to be read.

The following chapters on the origins and course of eating disorders, while all presented in a lucid and consistent style, cannot fail to draw our attention to the large gaps in our knowledge of the field. The overview chapter gives a clear account of the various forms that eating disorders may take, but in doing so inevitably raises the question as to what connection exists between these varied disorders. The chapter on epidemiology highlights the difficulty in measuring a condition that classically presents on a spectrum of disorder, to the extent that even now it is unclear whether there really has been an increase over time in eating disorders in young people. Some myths are dispelled, however, notably that regarding anorexia nervosa being the sole property of the middle classes.

Bryan Lask's chapter on aetiology interestingly contrasts the rich complexity of the multi-factorial models of causation with the need not to lose sight of a central organising idea. In doing so he raises the possibility, quite correctly in my view, that the desire for thinness in anorexia may be rather more of a secondary phenomenon than is often recognised. The chapter

on prognosis and outcome again emphasises the lack of good long-term data, while reminding us that anorexia remains one of the most fatal of psychiatric disorders.

The longest section of the book has chapters dealing with all aspects of assessment and treatment. Assessment of both family and young person is covered very fully, with a strong emphasis on the need to see the young person and her difficulties from the dual perspectives as a family member and as an individual in her own right. A detailed appendix to this chapter gives much useful information on standardised instruments and interviews that are appropriate for a younger population. The chapter on physical assessment draws particular attention to the severe implications of anorexia for bone density in young people, with the reminder that a normal weight achieved by a normal diet is the best treatment for most physical complications.

The management of eating disorders is discussed at length, with an overview chapter being followed by separate chapters devoted to family, individual, and group work. The account of family work rightly gives prominence to the role of the clinician as collaborator and the aim of intervention as being parental empowerment. Chapters on CBT and individual dynamic psychotherapy both provide a clear and jargon-free introduction to the application of these techniques, while chapters on group work, physiotherapy, and education follow a detailed discussion of inpatient management.

Inpatient treatment is distinctive in at least two important respects. First, some of the parental caring roles are taken over by professionals, largely nurses, who then run the risk of being caught up in rivalrous relationships with parents. Second, the young person becomes part of a larger group in which are activated some very powerful processes that may be harnessed to enhance both behaviour and insight. Inpatient treatment is also very expensive. The absence of a more extended consideration of the arguments for and against inpatient treatment is therefore somewhat disappointing, as is the rather brief treatment of the role of group processes in the inpatient milieu.

These criticisms are very small, however, when weighed against the enormous strength of this book, which provides a comprehensive and authoritative account of current knowledge of eating disorders in young people. No one working in this field can afford not to own this book or at least have access to a copy for reference.

*Paul Flower*

**The Construction of the Self.** By Susan Harter. Guilford Press, New York, 1999. pp. 413. £29.95 (hb).

Harter's book represents a significant core text for researchers interested in self-development and the role of self-evaluation in the development of self-worth or self-esteem. Harter follows self-development from early childhood through to adolescence within a cognitive-developmental framework. The stage of cognitive development in the emergence of the self-concept reflects one main theme of the book. The impact of socialisation processes on self-development, specifically those centred around significant others, is a second main theme. A clear strength of the book is its systematic attempt to consider the qualitative differences in the nature of the self across childhood and its exploration of how the processes underlying this development are potentially different at each stage of development.

Following these two themes, the second half of the book addresses broader issues relating to self-development. It is this half of the book that reflects a more ambitious and speculative research agenda. A series of theoretical and applied chapters address the implications of children's self-evaluation for development and developmental outcome. These consider the possible conceptual models of self, where Harter's well-known profile approach (involving the separation and measurement of the self across a number of achievement domains) is described and contrasted with other models. The chapters also look at how self-development relates to the emergence of self-conscious emotions and at potential self-esteem problems that might arise

if an individual's real and ideal selves are discrepant. In addition, they address related issues concerning how faithful individuals are to their real selves. Here, evidence highlights a link between a "false self" and a sense of hopelessness in adolescents. These ideas relate to a further chapter that explores the complementary roles of autonomy and connectedness with others in self-development.

Further chapters focus on the social basis of self-evaluation and, with respect to the emergence of an evaluative self, interesting connections are made with attachment theory. Related to attachment and early social support is a chapter exploring the negative impact of physical and emotional abuse on self-development. Harter also investigates the relationship between self-worth and depressed affect, where these both make up part of her model of childhood depression. Here, self-worth is suggested to form part of a constellation of symptoms, including depressed affect and feelings of hopelessness. In this model these symptoms are proposed to stem from an individual's perceived competence in different achievement domains, as well as peer and parental approval. This model of childhood depression is a revision of an earlier model that depicted low self-worth as playing a critical role in the development of depression. The revised model has received some empirical support from Harter's own work, although it does require further empirical testing. In this respect, longitudinal data may be better suited to tease apart the relationship between individuals' perceptions of self-worth and the onset of depressed affect. The final chapter pulls together the book's main themes to highlight the importance of self-development and to suggest possible intervention strategies to promote positive self-worth in children and adolescents. Suggestions for interventions include proposals that are guided by children's cognitive-developmental level, and ideas concerning the manipulation of social support to help enhance self-esteem.

Throughout the book Harter works hard to place empirical evidence within a clear theoretical framework. It is obvious that the research questions addressed in the book closely reflect Harter's own work and ideas in this area. Some might view this aspect of the book as limiting. Harter should be commended, however, for presenting a valuable set of research ideas and findings and pulling them together to form a coherent and insightful text on self-development.

*Julie Hadwin*

**Attachment Disorganization.** Edited by J. Solomon & C. George. Guilford Press, London, 1999. pp. 420. £29.95 (hb).

Mary Main and Judith Solomon formally defined disorganised attachment in 1990. It was based on their analysis of the strange situation behaviour of those infants judged unclassifiable into one of Ainsworth's standard attachment groups: Secure (B); Insecure Avoidant (A), and Insecure Resistant (C). These infants lacked a coherent attachment strategy with respect to the caregiver, which manifested itself in diverse but recognisable behaviours on separation and reunion. Striking examples include contradictory behaviours such as approaching with the head sharply averted and freezing, which is often accompanied by a dazed expression. These behaviours form part of the indices for an additional attachment group: the Disorganised (D) category of attachment. It is a pattern that occurs with high frequency in abused children—up to 85% would fit this category as opposed to 10% in nonclinical samples. However, it is not only associated with frankly abusive parenting. The importance of unresolved trauma in the parents, as measured on the Adult Attachment Interview, is now well recognised. As the attachment pattern most associated with subsequent social and emotional maladaptation, it is of crucial importance in understanding developmental and psychological risk. This book provides a review of current knowledge and presents new research and theory. The editors seek to bring together work from a broad cross-section of researchers in order to outline current controversies and uncertainties, thus broadening the

debate and encouraging further progress in the field. A decade on from the original description, this seems timely indeed.

Unlike its subject matter, the book is coherently organised into four sections covering aetiology, social and cognitive sequelae, methodological issues, and adult and clinical applications. There are chapters on the biological and psychological dimensions of disorganised attachment and the contribution of frightened/frightening parenting, which activates the attachment system and fails to terminate it, leaving children in chronic states of alarm. Other papers examine the effects of disorganised attachment over time, the contribution of child temperament, and the effects of malnutrition and neurological problems. There is always a danger in a volume of original papers that there will be much repetition or else the book will lack coherence overall. It is a tribute to Solomon and George's editorial skills that neither is the case. Each chapter builds on the previous one in a logical progression and yet each chapter can stand alone, making this a book that one can read cover to cover or just dip into. The chapters are well written and concepts are simply and clearly explained while in no way ignoring the complexities. This makes it a book for everybody, whether you are coming to the field new or as an authority. It is likely that those unfamiliar with disorganised attachment will find the first six chapters of most use whereas the chapters dealing with methodological issues and clinical applications are geared to those already working in the field.

This is an important book that makes fascinating reading. In exploring uncharted territory, it stimulates readers to take these explorations further as they start to reflect on their own experience and formulate new questions. It should be read by anyone interested in child development and mental health, but for those working in the field, either as researchers or clinicians, it is essential reading.

Solomon and George have dedicated this volume to Mary Ainsworth, who died in March last year. I can think of no more fitting tribute to the pioneer of attachment studies than this landmark book.

*Hannah Browne*

**Pretending To Be Normal. Living with Asperger's Syndrome.** By L. H. Willey. Jessica Kingsley, London, 1999. pp. 141. £12.95 (pb).

I enjoyed this book very much. The author, a highly gifted, American professional woman, diagnosed herself when her third daughter's developmental delays and social difficulties were attributed to Asperger's syndrome. The diagnosis came as a relief.

With great sensitivity, accuracy, and the objectivity I have come to know so well in similarly affected children and adults, she describes her experiences of "dysfunctions of sensory integration", the pain, for example, of loud noise, bright lights, and human bustle; her "auditory discrimination problems", so that at times she cannot follow what people say and mean; her social gaucheness and many social blunders, some most vividly and movingly recounted; her loud and intrusive verbal communications; her longings for solitude (she describes herself as a "loner") but also her need for friendships and a strong social support system; her rigidity of thinking, including her obsessional traits; and her special interests. She also surprises us, for example, with her very convincing account of echoing people as a way of identifying and making contact with them. She describes her panic and disorganisation when having to cope with situations that are too intrusive and which she cannot control. But she also describes the positive aspects of being what she calls an "Aspie": straightforwardness, assertiveness, creativity, tenacity, and loyalty. The book is well written, with occasional, unexpected, idiosyncratic but very expressive words and phrases.

Liane Willey always knew she was different from other people. She tells us of her childhood development: her motor incoordination, her love of and obsessive preoccupations with

language, Hollywood romances, and rules. She surprised herself by her aptitude for public speaking and drama. She is full of gratitude towards her sensitive, tolerant, and protective parents, towards a childhood male friend who kept watch over her, but most of all towards her husband, who shares her interests and protects her sensitively and nonintrusively from social disasters. She has also learnt much from her daughters, whose advice about how to manage human interactions she often accepts.

The book ends with a series of appendices outlining helpful coping strategies for people with AS, their families, and other supporters. Not everyone with mild AS is similarly affected and some of these strategies will apply only to people who are very like the author herself.

This is a most illuminating book about very mild AS as seen from the inside. The author's disabilities would probably not fulfil current diagnostic criteria for this syndrome, and are very different from those of "high-functioning people with autism and Asperger syndrome" whose outcome in adult life has recently been reviewed by Howlin (2000).

The book will be of great benefit to everyone concerned to help children and adults with mild Asperger's syndrome, but most of all to the people who are themselves affected.

*Sula Wolff*

#### Reference

Howlin, P. (2000). Outcome in adult life for more able individuals with autism or Asperger syndrome. *Autism*, 4, 63–83.

**Childhood Sexual Abuse: An Evidence Based Perspective.** By D. M. Fergusson & P. E. Mullen. Sage Publications, Thousand Oaks, CA, 1999. pp. 134. \$24.95(pb).

In this compact book, David Fergusson and Paul Mullen set out to provide a "critical review of the research on child abuse". The authors are well placed to attempt this, for each is associated with a highly thought of longitudinal study that has made significant contributions to our understanding of this area. In essence, they combine an explanation of some of the recent research into child sexual abuse and its methodological shortcomings, with a summary of the findings. Four central issues are covered—the prevalence of child sexual abuse (CSA), the characteristics of victims and perpetrators, the effects of CSA on children, and the effects of CSA on adults. These issues constitute the four middle chapters of the book, sandwiched between a historical overview and a discussion of current controversies and future direction for research.

The four central issues are covered in some depth in a similar style, usually with an initial overview of the research, followed by a methodological critique of said research, and a conclusions section. Although the style is at times a little dense, the descriptions of the methodological problems in particular are very clear and enlighten some easily overlooked problems with the research to date—leading these readers to agree with the authors that there is "nonetheless considerable room for uncertainty and debate about this evidence". In this regard the book represents a useful source of information, which is both economical in style and accessible.

The final chapter includes a conclusion section and thoughts on future directions for research. It also tackles some of the more controversial issues in the field; notably the recovered memory/false memory debate, the existence of ritual and satanic abuse, the accuracy of child testimony, and possible links between child sexual abuse and multiple personality disorder. This is perhaps the most disappointing part of the book as the authors shift from their previous style in addressing these issues, and the discussion is the weaker for it. Complex and controversial issues are addressed in a curtailed form (e.g. two pages on the accuracy of child testimony), which seems

disappointing given the rigour and detail of what has gone earlier in the book. Inevitably in a small volume some important issues are omitted. Although a brief summary of findings on the efficacy of psychological therapies is presented, the issue of the effectiveness, or otherwise, of the wider professional response to the sexual abuse of children is not addressed.

Clinicians will find the four central chapters of great value in establishing the baseline for their interventions, but may consider the other sections somewhat limited. However, for researchers, or those in training, it represents a useful resource and summary of a great deal of the research in the field of child sexual abuse. And all in a little over 100 pages.

*Paul Ramchandani & David P. H. Jones*

**ADHD in Adulthood. A Guide to Current Theory, Diagnosis, and Treatment.** By M. Weiss, L. Trokenberg Hechtman, & G. Weiss. The Johns Hopkins University Press, Baltimore, MD, 1999. pp. 357. £41.50 (hb).

The extent to which attention deficit/hyperactivity disorder persists into adult life is either controversial or unknown, depending on what view you take. From a strictly scientific point of view, the evidence is limited and follow-up studies extend only into young adult life. But if you listen with a sympathetic ear then you hear stories from older individuals that are consistent with a persistence hypothesis. The clinical picture in adults is dominated by inattention rather than hyperactivity and a subjective dimension is more easily available than in childhood. This reveals a phenomenon of rapid mood swings, some spontaneous, others responsive to experience. Affected individuals often have a pervasive sense of underachievement. Stimulant medication produces beneficial change that is often more noticeable to others than to the adult patient.

There are understandable concerns about the concept of adult ADHD. In the absence of objective correlates one sometimes has only the individual's word for the components of a developmental history. This probably would not matter very much except that methylphenidate and dexamphetamine are controlled drugs and can facilitate the focusing of inattention in normal people; the response is not diagnosis-specific. Dexamphetamine has abuse potential though it seems unlikely that methylphenidate has much (except for those with powerful desires to reduce weight). On an anecdotal level, other substances such as cannabis and cocaine are used by some adults with self-diagnosed ADHD in order to focus attention, facilitate task completion, and stabilise mood. Furthermore, ADHD is becoming a convenient excuse for all sorts of social misbehaviour. Some caution is thus reasonable.

On the other hand, clinics for adults with ADHD are being established in several countries and texts such as this are welcome because they bring together a number of published and unpublished study findings. Many studies are methodologically weak but there is enough to make the case that the subject is worthy of serious study. It has been difficult to engage adult psychiatrists' interest in this area. This book will help. It rambles a bit in places and there is the occasional lapse (such as mis-spellings of drug names), but otherwise it is a serious-minded adult-centred account; a counterpoint to the racey style of Wender or Hallowell and Ratey or the all-age approach of Goldstein. A sensible book, well referenced and up-to-date, it should be on the shelf of any clinic that sees adults with self-regulatory disorders.

*Peter Hill*

**Handbook of Attachment Interventions.** Edited by T. M. Levy. Academic Press, London, 2000. pp. 289. £29.95 (pb).

There are two reasons why this book might appeal. First, it is concerned with interventions based on attachment theory, an increasingly popular mode of clinical theorizing and inter-

vention. Second, many of the chapters focus on children who are known to be particularly difficult to treat—those with a history of severely disrupted and neglectful early care. Unfortunately, despite these potential strengths, this book is limited in many respects and is unlikely to contribute to research or practice. Some discussion of these limitations is necessary in order to place the book's approach in context.

Despite the title, this book falls far short of being a "handbook". Rather it is based on a very particular approach to child–parent relationships and to intervention. The absence of contributions from established and empirically supported attachment-based intervention programs is both conspicuous and regrettable. Further questions and concerns might be raised in response to some of the ideas contained in the book, in particular the treatment of attachment theory, the uncritical acceptance of the variously defined "reactive attachment disorder", and the prescription of treatment approaches that seem, at least in some important respects, to be antithetical to the tenets of attachment theory. Finally, an insufficient appreciation of relevant research findings is notable throughout the volume, leading in many cases to discussions that are disconnected from the systematic and important clinical research findings. However, on the positive side, this book contains chapters by individuals closely involved with helping children with very severe disturbances. The authors have access to a unique sample of children, and seek to popularize the particular problems of working with children with very severely disturbed relationship behavior.

Clinical and policy concerns were a driving force in the development of attachment theory, but it was the discipline of developmental psychology that profited most from the pioneering work of Bowlby, Ainsworth, and others. Attempts to reconnect attachment theory with its clinical and social policy origins are emerging. What these efforts demonstrate most clearly is that the definition and application of attachment theory, as developed in psychological research in the past three decades, is often awkwardly and unsuccessfully applied in complex clinical and social care settings. This book is an example of that. We could learn some important lessons from the current state of play. The most obvious lesson is that there is an ongoing and counter-productive disjunction between academic research and clinical/social care applications of attachment theory. One implication of this is that greater integration of clinical/applied questions in academic research may well lead to new insights into the nature of child–parent relationships and this, in turn, may stimulate a more successful synthesis of basic and applied research on attachment. A "handbook" of attachment interventions is much needed. This is not that book, but it does illuminate some of the severe challenges that will face clinicians, researchers, and editors.

*Tom O'Connor*

**Self-theories: Their Role in Motivation, Personality and Development.** By Carol S. Dweck. Psychology Press, Hove, 1999. pp. 195. £29.95 (hb).

Over the last few decades the notion that an individual's experience of the world is organised by a system of core beliefs (meaning systems) has gained steadily increasing acceptance. The beliefs that people hold about themselves, their "self-theories", have a primary place in what leads them to think, feel, and act the way they do. This book, one of the *Essays in Social Psychology* series, presents the findings of some 30 years of the author's research on motivation and achievement, from the point of view of "Self-theories".

In the first part of the book the author lays out her model of achievement motivation. Whether people respond to academic failure with helplessness or a more robust "mastery oriented" response is attributed to the theories they hold about their intelligence. These theories are described as either "entity" theories, in which intelligence is seen as a given and relatively

immutable "thing", or an "incremental" theory, in which intelligence is seen a quality that can be developed. The author's research into how these theories influence the individual's achievement is presented. She then goes on to broaden the concept into other areas, particularly that of self-esteem (links were found between "entity" theories of intelligence and "contingent self-worth") and finally cognitive theories of mental health, linking particularly with Beck's work on depression and Seligman's theory of learned helplessness.

The book is written in a highly readable style and the arguments are developed in a clear and concise way. The reader has to take the author's word that the results quoted are statistically sound, but the work is fully referenced and the interested reader can explore each topic in greater depth if they wish.

This book deserves a place in any library for trainees in both psychology and psychiatry. It provides a clear and useful overview of the ways in which theories about the self influence behaviour. It will be particularly relevant to those interested in education and training.

*David Wood*

**Teaching Children with Autism to Mind Read: A Practical Guide.** By P. Howlin, S. Baron-Cohen, & J. Hadwin. Wiley, Chichester, 1999. pp. 290. £16.99 (pb).

Since Kanner's original description of autism nearly 60 years ago, atypical development of social skills has consistently been regarded as a central aspect of the condition. Somewhat surprisingly, studies of social development in autism have not been common although interest has increased over the past decade. This interest was stimulated, in large part, by the advent of various theoretical models, for example, theory of mind, central coherence theory, and executive function, which attempted to account for the clinical phenomena observed. This interest is now beginning to come full circle as intervention methods based on these models and other perspectives have begun to emerge. Teaching children with autism to mind read is a particularly welcome example of this phenomenon.

In this volume the theory of mind perspective is used to develop explicit methods for teaching skills such as recognition of affective states, interpretation of facial expression, and the integration of such knowledge in the interpretation of the emotional state of other individuals. The book is extremely "user friendly". It is divided into five parts. The first part provides an overview and introduction to aspects of theory of mind. Part two is concerned with teaching about emotions and part three with teaching about informational states. The development of pretend play is discussed in part four while the concluding sections discuss aspects of joint attention and empathy and future directions for work.

The volume is amply illustrated and, as promised in the title, very practical, with each part utilising a careful developmental progression of materials. A supplementary workbook is available at no additional charge from the publisher. The developmental perspective and thoughtful examples enrich the book. The volume is highly recommended for teachers, speech and language clinicians, psychologists, and others who work with more able children with autism.

*Fred Volkmar*

**The Development of Language.** Edited by M. Barrett. Psychology Press, Hove, U.K., 1999. pp. 415. £19.95 (pb).

Anyone wishing to acquaint themselves with advances in the field of language development would be well advised to read this collection of 15 papers edited by Martyn Barrett. The breadth of theoretical discussion illustrates the complexity and pace of research interest. Notable chapters include Reddy's thoughtful

discussion of early communicative behaviours, and Dromi's clear introduction to models of word meaning with associated behavioural observations. Plunkett and Schafer's chapter focuses on infant behaviour, imaging, and computational methodologies to illustrate advances in speech perception and word learning; some so recent they have yet to be conducted! Issues relating to grammatical development are discussed sensitively for the nonlinguist. Maratsos outlines the Chomskian approach with useful observations on the variety and complexity of grammatical challenges facing children. In contrast, Tomasello and Brooks present a refreshing viewpoint in their constructivist approach to children's acquisition of early syntax, outlining developmental changes in children's grammatical constructions that can be secured from a wider communicative context. *JCPP* readers may be particularly interested in the discussion relating to broader aspects of language development, including discourse (Pan & Snow), sign language acquisition (Bonvillian), and developmental disorders. Tager-Flusberg presents the strengths and weaknesses of various language domains in atypical populations (Autism, Down's, and William's syndrome), albeit with questionable rationale for the neurocognitive architecture underpinning such domains. Fletcher brings clarity to the debate surrounding grammatical competence in children with specific language impairment, although dense terminology makes the reading heavy going in places. One of the particular strengths of this book is the way in which Barrett pulls together the threads of domain generality/specificity and nativist assumptions that authors refer to both implicitly and explicitly throughout their chapters. This provides a welcome helping hand for anyone trying to unite theoretical approaches across the many facets of language development presented in this detailed and illuminating collection of papers.

*Josie Briscoe*

**Developmental Approaches to Prevention and Intervention: Rochester Symposium on Developmental Psychology, Vol. 9.** Edited by D. Cicchetti, & S. L. Toth. University of Rochester Press, Rochester, NY, 1999. pp. 411. £30.00.

At present in the U.K. there is a plethora of government initiatives aimed at early intervention to prevent later psychosocial disadvantage. These include Health Action Zones, Education Action Zones, SureStart for parents of 0–3-year-olds in highly deprived areas, and the On Track initiative for 4–12-year-olds in deprived areas to prevent crime.

This book comprises 10 chapters about prevention and early intervention by eminent writers, most of whom have taken part in field trials. I was particularly struck by the review of school-based predictors by John Coie and Catherine Bagwell, since it stressed the importance of peer relations; all too often mental health professionals are preoccupied with what they can do at home with the family, and have not been bold enough in entering the schoolroom and the playground. Stephen Hinshaw gives a very thorough review of psychosocial interventions for childhood ADHD, which is helpful in the light of the recent MTA (multimodal treatment study of children with ADHD) that found a rather small effect of psychosocial treatment once medication had been given. There are chapters on interventions for foster carers for young infants, and for more psychodynamically oriented approaches. Finally, there is a masterly overview by John Weisz, who reiterates his theme that clinic-based interventions have very small, if any, effects, whereas university-based trials have big effects. He goes on to recommend how matters can be taken forward in terms of research.

In conclusion, this is a useful book for someone trying to change their service from purely coping with established difficulties to trying to decide what the knowledge base is for adopting a preventive approach. However, there is no cost-benefit analysis, or discussion of where resources might most usefully be deployed. Nor is there any review of the general

factors that have been shown to be effective in all intervention trials, such as clearly stated theoretical and practical approach to the intervention, regular supervision, adequate staffing ratios, and so on. Nonetheless, I strongly recommend this book.

*Stephen Scott*

**Children's Peer Relations.** Edited by P. T. Slee & K. Rigby. Routledge Ltd., London, 1999. pp. 340. £65.00 (hb).

This is a book that emerged from a conference on children's peer relations in 1994, held in the University of South Australia. The contributions are from Australia, Canada, China, England, Finland, the Netherlands, New Zealand, Russia, and the U.S., a mixture which sounds as if the contents might be much more varied than the usual fare from European and North American writers on peer relations. But the strengths of the book lie more in the various chapters that provide general overviews of issues relating to peer relationships than in ideas or findings generated by cross-cultural comparisons. The volume is organised around five themes concerning children's relationships with other children: family and cultural influences, gender and ethnicity, illness and disability, sociometric status, and interventions to promote good peer relationships. There is plenty of interesting information here for those concerned with bullying, aggressive behaviour, and adjustment problems, and some sensible surveys of the research field, which draw attention, for instance, to the problems with sociometric classification, the gaps in what we know about ethnic differences (we are reminded how important it is to use the ethnic distinctions current in the communities under investigation), the striking significance of gender differences in peer relations (both the good and the nasty aspects of these relationships), and a host of methodological issues. It would have been a real help to have some integration provided by the editors, and an overview of the key lessons of the research described here. The five themes remain rather separate, and it is left to the reader to work (quite hard) to discern general development threads running through the chapters. However there is plenty of good sense in the book about how to do research, and about lessons for intervention, and some very thoughtful commentaries on particular issues in the growing field of research on peer relations.

*Judy Dunn*

**Exploring Developmental Psychology: From Infancy to Adolescence.** Edited by David Messer & Stuart Miller. Arnold, London, 1999. pp. 524. £16.99 (pb).

In the preface to this volume, the editors state their desire to go beyond the traditional format of undergraduate psychology texts, which too often sacrifice depth for breadth. They are successful in their attempt. They have compiled 21 chapters written by leading experts in developmental psychology from Europe and each chapter contains material suitable for a tutorial for graduate students. In particular, considerable attention is given in each chapter to how research in this area is conducted and how these designs both enable and limit the applicability of current theories to our understanding of human development. However, the chapters are very readable with summaries and graphic material clearly presented throughout to help students better understand what are often quite complex topics. Discussion points throughout the chapters are well thought out and will be helpful to instructors who may not be experts in developmental psychology themselves. Each chapter also includes a list of additional readings.

The book is broken down into five sections: life processes and infancy, cognitive and representational growth, atypical development, interpersonal processes, and adolescence. In a refreshing change to other developmental texts, motor development is touched on only lightly. The focus in the first two thirds of the book is on brain development, and in particular,

how perception and higher-order mental processes develop throughout childhood. Attachment and emotional development, as well as family, peer, and media influences are covered in the section on interpersonal processes. Reflecting our more limited understanding of development in adolescence, only three chapters are devoted to this part of the life-span. However, the final chapter on how self-esteem develops in a complex interaction between social context and autobiographical mem-

ory processes is truly excellent. This text is highly recommended to anyone who wants their students to walk away from their developmental psychology course knowledgeable about the core issues in cognitive and social development and more confident about approaching the literature on developmental neuroscience.

*Sean Perrin*