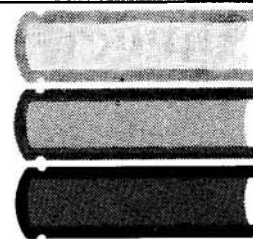


# Book Reviews



## **Special Educational Needs: Towards a Whole School Approach**

Mel Ainscow, Anton Florek (eds.)  
David Fulton/NCSE. £9.95

I was taught never to review a book written by a friend unless one could give it a favourable one. In this case the friend is my companion of many years – the *British Journal of Special Education*.

The book derives mainly from reprints of papers from the BJSE but with some original material and it consists of three main sections. These are: The Development of School Policies, Special Educational Needs in Classrooms and Staff Development. The papers in these sections are preceded by chapters from the editors, defining the whole school approach and some of its critical issues, and they also have written an end-piece to the final section. A minor irritation is that the names of the authors do not appear alongside the chapter titles in the table of contents and an indication of which are the reprints comes only at the end of chapters. There are, I think, 10 reprints dating from 1983 to 1989 and five new chapters which we must presume come under the editorial reference 'to work recently submitted to the journal', some of which 'will appear later'.

The book is therefore something of a hybrid: a mixture of material familiar to the BJSE readers and that of an unfamiliar kind. In my view the editors have kept to the intended focus of the book and it is pleasing to have this collection as a convenient portfolio of thinking on the whole school approach.

Naturally enough I was first drawn to the new contributions. Mavis Willey's piece on moving from policy to practice makes a sensible point about whole school policies flowing naturally from good primary school practice and offers a framework for such a transition. Margaret Buck, in dealing with the development of support networks, notes a distinction between a whole school response and the meeting of individual needs, demanding that schools focus on the 'content, delivery and accessibility of the curriculum'. Ainscow addresses the topic of responding to individual needs, Buck's second chapter looks at delivering support to the class or subject teacher and Redpath has some wise things to say about the part counselling can play in supporting pupils. Over all this book provides a convenient,

accessible and user-friendly overview of thinking in this area from the implementation of the 1981 Act to just beyond the arrival of the 1988 Education Reform Act.

The editors' concluding remarks address issues related to the Education Reform Act (National Curriculum, open enrolment, grant maintained schools and LMS). They note potential gains (entitlement, equal opportunities, impetus to whole school policies) and acknowledge possible dangers (funding for special needs, possible narrowing of the curriculum, exclusion, a return to streaming, low achieving schools). When we are able to look back in a few years' time on how special needs are actually met under the ERA it will be interesting to see the fate of the whole school movement. Will it be brushed aside as a romantic, liberal daydream while more tough-minded, achievement-oriented philosophies hold sway? Or, as I hope, will it stand as a statement about our values and our determination to ensure that they are preserved?

**David Thomas**

## **Deafness, Development and Literacy**

Alec Webster  
Methuen. £7.95

This is a refreshing book. Its practical approach makes it an invaluable addition to the bookshelf of every person concerned with hearing impaired children.

The author avoids the morass of misunderstanding that surrounds the manual/oral controversy by stating clearly from the outset that it is deafness itself, not the method of communication, that causes impaired language development. He stresses that there is no such entity as 'the deaf' and that there can be no single response to the needs of all deaf children.

Alec Webster achieves an admirable balancing act. He addresses a wide readership from the mainstream teacher to the student. Simultaneously he challenges the assumptions of professionals involved with deaf children by questioning traditionally held opinions and by contesting generally accepted research findings, supporting his views with his own original and thought provoking research projects.

His vigorous rejection of a deficit model, whereby learning difficulties are seen to

be within the deaf child, pervades the book. He grapples with controversial issues that have taxed the intellectual and emotional energies of those involved with deaf children for centuries, offering no easy answers but initiating new lines of thought. He refutes the assumption that language difficulties of deaf children are caused by their hearing loss alone and explores from various angles the idea that their problems may stem from an impoverished language input imposed upon them by adults. His practical suggestions are rooted firmly in theory.

His exploration of the problems of children with conductive losses in the ordinary classroom makes this book particularly useful to their teachers. Possibly the most helpful part of the chapter on hearing impairment is his description of middle ear deafness and its implications in the mainstream.

Criticisms of this excellent book are few. His behaviourist learnings may be challenged – can the acquisition of language and literacy be reduced to 'clear-cut objectives'? Although the book's title focuses on deafness *per se*, similar factual information is available in other publications. More space allocated to his penetrating and original views on development and literacy in relation to the deaf child would have been welcome.

Alec Webster states that his book offers no magical answers. However he achieves with considerable success his aim of stimulating teachers – and others – to think clearly, flexibly and imaginatively about how they can help deaf children most effectively.

**Ruth McAree**

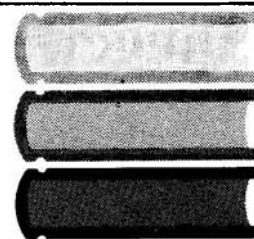
## **Encouraging Classroom Success**

Mel Ainscow, David Tweddle  
David Fulton. £7.95

In the preface to this book, the authors explain that they began to prepare a second edition of their well known 1979 book *Preventing Classroom Failure* but found that so little remained of the original text that they decided instead to write a new book. This, as its title suggests, has a changed emphasis in several important respects.

Instead of focusing on the learning difficulties of some children and the special methods presumed to be needed in teaching them, they advocate a

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broad approach reflecting the need for all teaching to be made more effective. They avoid offering ready made solutions and aim instead to help teachers find their own through their personal evaluation of their teaching. Furthermore they urge that all pupils should be encouraged to evaluate their own learning and experience. Significantly, the first page of the book carries the quotation 'The most important things that each man must learn, no one else can teach him' (Sheldon Kopp).

Rejecting traditional notions about learning difficulties and special methods, they see the central question as being how pupils can be helped to succeed – success being viewed in terms of self-confidence, independence in learning and the ultimate goal of enabling pupils to take responsibility for their own learning. The implications of these ideas for the teacher in the classroom are discussed in the following chapters: classroom evaluation; objectives; tasks and activities and classroom arrangements. The exposition is clear and jargon free; the pages are not littered with references to further reading. I would see each of these chapters as being useful on INSET courses, and particularly within a staff, as a starting point for discussion through which teachers would be taking responsibility for their own learning.

**R. Gulliford**

## **Children with Profound Handicaps Parents' View and Integration**

Philip Seed  
Falmer Press. £7.95

Pitfodels Special School faces the challenge of change. With its numbers falling, and its future uncertain the 'Friends of Pitfodels School' commissioned Philip Seed to produce a report on what that future could be. Dr Seed's report brings together two strands: the educational needs of children, and the social needs of parents.

The book examines the role of the special school and the dilemma facing parents who aspire to integration, realise its implicit societal function but wish to retain the special school, and the intimate, supportive environment generated by a small school. A paramount goal set out in this text is the urgent need to plan systematically for future provision to remove anxiety and uncertainty. This goal is explored,

elaborated and clarified through the issues raised in this study.

A major disadvantage of this book is its lack of clear definition of the term 'profound handicap'. Maybe the interpretation in Scotland (where this study is based) varies from that across the border in England. But if the term does equate (and some of the insightful case studies might lead the reader to believe it does), then Dr Seed has omitted a wealth of key literature on the subject of profound and multiple learning difficulties. An excellent opportunity to draw parallels with other researchers/practitioners' findings is consequently missed.

There is much of value in this book which could be helpful to special educators at a similar phase in their school's development. Impartially the author explores the issues, while sensitively 'recognizing a shared commitment to our common humanity'. The postscript, 'When Children become Adults', reflects the concern of parents and teachers about the quality of provision after school.

The Pitfodels study illustrates the respect that parents should be shown if they need a period of time to adjust to non-segregated schooling. Drastic changes in the educational provision for their child should not be forced upon them solely because it is administratively or politically desirable.

**Barry Carpenter**

## **A Teacher's Guide to Special Needs: A Positive Response to the 1981 Education Act**

J. Solity, E. Raybould  
Open University. £5.95

The book provides a comprehensive, yet readily accessible overview to the 1981 Education Act. If there are those who have not yet felt the impact of the Act or who have not fully understood the implications, there are clear explanations of the regulations, and the assessment and statementing procedures. A most useful chapter is the one on preparing information for statements and writing reports. The guidelines presented here should be very helpful to teachers and other professionals and should help to raise the standard of such presentations.

Attempting to deal with 'Teaching and Assessment' and 'Assessment through Teaching' in two chapters was, perhaps,

too big a task and the discussion on these areas is a little superficial. The authors note themselves that the chapter on 'Working with Parents' was the most difficult for them. Here again, the amount of space available has meant that many issues were not raised. Although events have almost overtaken them, most of what they say is still very relevant. It is good to see the positive side of the Act stated, though perhaps some of its limitations and the difficulties, including those of resourcing, could have been discussed more fully. However, it is a book that should be useful to many in the education professions.

**Juliet Stone**

## **The Consultant Teacher: Special Educational Needs**

Ken Jones  
NCSE. £2.50

This booklet is interesting and reassuring to the itinerant special educator whose 'major focus is to serve handicapped children through the direct skill improvement of regular teachers in regular classrooms' with the children being the primary responsibility of the school.

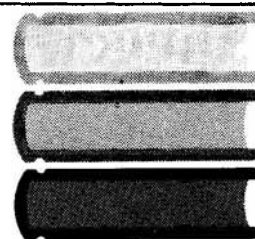
Ken Jones discusses the difficulties surrounding the use of the word 'consultant' and highlights that, whatever terminology is used, wide experience and further qualifications are essential.

Though basically concerned with the training required for special education, and particularly the consultant teacher, the first and last chapters (introduction: 'The role of the consultant teacher', and summary: 'The way forward') will be of interest to those involved in this work besides those concerned with the courses on offer.

The second chapter, 'The training of consultant teachers', outlines in some detail some courses available in Bristol, Scotland, and Norway and indicates the skills, experiences and expertise required by those in the consultant role.

It is necessary to keep in mind, when considering any specialised work within the sphere of special educational needs, the role of the parents and class teachers, the special needs coordinator within the school, and the person who assists the school from a central service. The roles are different and should not be confused. Whilst the seven role functions of the

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SEN coordinator are very helpful, the danger of too much 'line management' has not been addressed; the teacher needs to receive assistance and information at the correct time.

**Lois Hockley**

## **Special Education: Research and the Teacher**

Bob Hogg (ed.)  
NCSE. £2.50

It is pointed out in the foreword to this booklet that there is a hope that more classroom teachers will be involved in educational research in the future. The NCSE has numbers of teachers who have participated in courses either at pre-service or inservice level where there is an expectation that they will engage in some kind of research inquiry.

Hogg's collection of chapters is a welcome and essential addition to the literature which succinctly points out the developing emphasis of educational research as a class and school based model and provides a useful guide to relevant educational research techniques for teachers, pre-service and inservice students and their tutors. Those who are at the initial stages of clarifying their methodology and those engaged in a study should find practical help and support for the premise that 'research' is an inquiry-based activity which is part of their professional role and not confined to the research 'expert'.

Each chapter focuses on the key areas that teachers will inevitably need to address when embarking on research in the classroom. They provide practical advice on: the nature of research and the teacher's role as researcher with which Hogg sets the scene; decision making (Jean Alston); design (Gordon Stobart); statistics (Len Green); research with groups (Terry Kilburn); case studies (Martin Scherer); observation (Len Green and Terry Kilburn); using questionnaires (Len Green), and the role of advisers (Terence Bailey). It would be useful if Croll's (Falmer 1989) *Systematic Classroom Observation* and recent literature on ethnographic studies in classrooms were used to supplement this booklet.

The chapters complement each other very well and three areas of caution are signalled: the nature of the questions that teachers generate for their research; the resources that they may need to draw on; and the time element that will be

involved. Although the focus is on 'teacher as researcher' and although Hogg identifies the possible threat that teachers may feel to themselves and other colleagues, self-evaluation and the usefulness of observation (not just as a tool for observing others but as a way for action research to lead constructively to change in practice) were not developed enough. Scherer specifically mentions the question of ethics and this I think could also have been more precisely addressed. Overall, it is clear, practical and a long needed reference.

**Bunt Davidson**

## **Developing Mathematical and Scientific Thinking in Young Children**

David Womack  
Cassell. £7.95

This book which is part of the excellent series on *Special Needs in Ordinary Schools* is a very readable and timely publication which will be welcomed by all mainstream and special school teachers in search of stimulating ways in which to enrich mathematical and scientific aspects of the curriculum of the young child. Whilst written for the primary child with special educational needs in mind, it offers a great deal to the teacher in the lower years of secondary school.

The main part of the text is divided into three main sections. The first one deals with the development of children's learning; the second part considers practical ways of assisting young children to develop mathematical and scientific thinking skills and the final part looks at the methods of evaluating the acquisition of these skills.

Perhaps it is unfortunate that it is pre-ERA but this should not detract from its value as it will be welcomed by primary teachers facing the daunting task of teaching 'physical sciences' for the first time. Of special interest to those teachers will be the second chapter which explores the ways children learn to think with special reference to symbolism, hypothesising and the development of concepts and language. Similarly, the chapter on stimulating scientific thinking will be of enormous value as it will reassure teachers that it is not necessary to have a great deal in terms of expensive resources in order to stimulate scientific enquiry in young children of any ability.

The strength of the book may lie in the

wealth of examples which can be used to promote scientific and mathematical thinking. These examples are graded into three levels so that materials can be provided to cover a great range of ability. Experienced teachers will recognise many of the described activities but may not have realised their full potential in developing such cognitive skills.

Whilst most primary and special schools will no doubt have their own agreed system of evaluation and methods of teaching in science and mathematics, the section devoted to these areas would form the basis of an excellent INSET course.

The book is well referenced with a comprehensive list of resources. It would make an excellent addition to personal and school libraries.

**Heather L. Mason**

## **Foundations of Communication and Language**

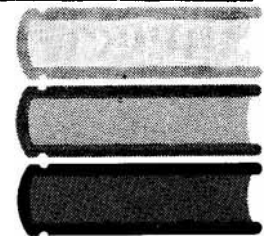
C. Kiernan, B. Reid, J. Goldbart  
Manchester University Press. £15  
In association with the British Institute of Mental Handicap.

The impact that this work has already had on in-service training is a clear indication of its value to teachers of pupils who have severe learning difficulties. 'FOCAL' is an acronym that has become part of the jargon associated with this area of teaching and its content deserves a wider audience.

FOCAL is designed as a taught course which, it is anticipated, will take eight three-hour sessions to complete over a period of eight weeks. It explores in breadth and some depth the beginnings of communication and language development. Although the major emphasis is placed upon severe communication difficulties, there is a firm background of ordinary language development. Course participants are not assumed to have anything more than a general background knowledge before they start. The breadth of the FOCAL course makes it useful to anybody who is either starting to find out about language and communication or someone who is trying to draw disparate elements of their knowledge in this area into a cohesive whole. Although the book is designed as a course manual it can be read and used in its own right.

FOCAL is wide ranging and well balanced, taking the student in a rational

# Book Reviews



and well considered manner through theoretical aspects of language and communication, teaching methods and assessment. However, in their discussion of pragmatics, the authors refer to the pre-Verbal Communication Schedule (PVC) (Kiernan and Reid, 1987), a sample copy of which is illustrated at the back of the book. They correctly describe this as the only readily available procedure which covers early stages of the functional use of communication, and it is interesting to observe some students describing this as 'the FOCAL assessment'. This does serve to emphasise the importance of the PVC in the context of foundations for communication and language but it should not be allowed to dominate and overshadow the other issues of the book.

Signs, symbols and speech are covered in FOCAL but the implications of the microelectronic revolution, presenting access to communication, are not. This is almost certainly a deliberate intention of the authors who have focused on more established methods and techniques. This omission may serve to remind us that FOCAL is not a definitive approach to language teaching and that it is an overview from which the student's understanding and skills should develop. It is to be hoped that approaches that are discussed will not be seen as, simply, handy hints for teachers because that would be a misjudgement of this excellent work.

**David Quaife**

## **Classroom Responses to Learning Difficulties**

B. Raban, K. Postlethwaite. £5.95

## **Classroom Responses to Disruptive Behaviour**

J. Gray, J. Richer. £5.95

## **Organising a School's Response**

K. Postlethwaite, A. Hackney. £6.95

All published by Macmillan Educational.

These books, intended for teachers and student teachers interested in responding to special educational needs in secondary schools, all use a similar format, with brief descriptions of recent theory and research and suggestions for activities to increase teachers' understanding and to improve their teaching strategies. Notes for tutors end each book. They are all in the *Special Needs in Mainstream Schools* series.

*Classroom Responses to Learning Difficulties* introduces the interactionist model of thinking about special educational needs, to encourage the subject/form teacher to make appropriate special provision in the classroom for pupils with learning difficulties and to think about how normal practice can be modified to reduce special needs.

It explores the problems of pupils and teachers in three stages: identification and diagnosis, provision (what can be done in the context of the classroom) and support (how to get the most help from colleagues). Three checklists are given, with cross-references to later sections against each item, for pupils with subject-specific or general language difficulties, or with other learning difficulties in specific subjects, this last being intended to help subject teachers to develop their own checklist – a valuable idea.

Cross-curricular skills are clearly dealt with, indicating how learning difficulties may manifest themselves in different subjects. The importance of subject teachers taking responsibility for basic skills as applied to their own subject is stressed. The suggestions for carrying this out form a most valuable addition to the literature on learning difficulties in the secondary school, which I am certain will meet a need for PGCE students and many serving teachers grappling with GCSE and National Curriculum requirements for pupils of all abilities. Thinking, numeracy, talking and listening, reading and understanding, writing – each has a chapter suggesting useful activities to identify where such skills are needed in the subject and to incorporate skills learning into the subject lesson.

A diagrammatic inquiry-based teaching model summarises the approach recommended, there is a good bibliography and the notes for tutors give ideas for activities useful for school-based INSET groups, as well as for more formal training courses. A list of subject-specific resources is unaccountably tucked away in Notes for Tutors; PGCE students, particularly, would find it valuable. This accessible book should be much welcomed by teachers and tutors seeking a source of practical classroom strategies to offer their students.

*Classroom Responses to Disruptive Behaviour* offers 'an understanding of

disruptive behaviour which involves the teacher as a central actor'. The recommendations and activities will be useful to new and practising teachers, always searching for practical strategies to prevent or alleviate fraught classroom situations.

*Organising a School's Response* is intended to raise students' and mainstream teachers' awareness of broader issues surrounding provision for pupils with special needs, so that they can both use and contribute to the organisation of the special needs system in their school. It is more theoretical than its sister volumes and I would see it mainly as a resource for teachers engaged in school-based policy development.

This series was produced by the Oxford Educational Research Group at the Oxford University Department of Educational Studies.

**Anne Fleeman**

## **Reviewers on these pages**

**David Thomas** is senior lecturer in education, Liverpool University;

**Ruth McAree** is in the Department of Learning Support Services, Moray House College of Education, Edinburgh; **R. Gulliford** was until recently professor of special education, Birmingham University;

**Barry Carpenter** is head of Blythe School, Coleshill, Birmingham;

**Juliet Stone** lectures in special education at Birmingham University;

**Lois Hockley** is head of the teaching and support service, East Berkshire;

**Bunty Davidson** is honorary research fellow, Bristol Polytechnic;

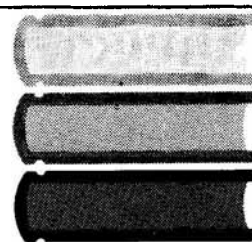
**Heather L. Mason** lectures at the School of Education, Birmingham University;

**David Quaife** is head of Delamere School for pupils with severe learning difficulties, Trafford LEA;

**Anne Fleeman** is tutor in special educational needs, Warwick University and is also at The Open University.

*Editor's note. The unusually large number of book reviews in this issue of the Journal, extending to 10 pages, has been included in order to reduce the backlog of reviews awaiting publication and to ensure that reviews of recently published books predominate in the review columns of next year's volume.*

# Book Reviews



## **Cognitive Control Therapy with Children and Adolescents**

Sebastiano Santostefano  
Pergamon Press. £8.50

Theoretically, the cognitive control approach developed over many years by the author is presented as a synthesis of cognitive behavioural and psychodynamic approaches. It contrasts with cognitive behavioural assumptions in focusing on deeper cognitive structures and processes which underly conscious self statements. It contrasts with psychodynamic approaches in being more directive and task-oriented. It is also based on assumptions about a developmental progression from less to more sophisticated cognitive controls. Cognitive control therapy (CCT) has arisen in response to the need for assistance for children and young people who have experienced 'difficulty in learning and adapting, despite their adequate intelligence'. This includes those with short attention spans, distractability, problems in organising a task, and anxiety and depression while learning.

The main theoretical assumptions associated with CCT are:

- 1 the individual is an active organism which creates her/his knowledge
- 2 cognition is regarded as a range of structures from surface, verbal ones to deeper non-verbal ones
- 3 the structures and functions of cognition in the first three years of life are critical for future development and adaptation.

The significance of the cognitive control concept is that adaptive personal functioning is seen in terms of managing information from external reality and from internal emotions, fantasies and motives with particular cognitive strategies.

It is assumed that in abnormal development cognitive controls remain mismatched with the demands of usual and unusual environments, resulting in stress and anxiety. To avoid these affects cognitive controls coordinate by rigidly avoiding information from reality and the inner world. It follows that cognitive control develops towards greater cognitive autonomy from reality and fantasy. With these assumptions it can also be understood how CCT is conceptualised and conducted as a version of psychodynamic psychotherapy. Where it departs from

traditional psychodynamic principles is in the setting of tasks in therapeutic work. What characterises CCT is therefore an emphasis on promoting the efficiency of copying and coordinating information, participating in the process of symbolic functioning and in modifying maladaptive responses.

There are five broad programmes for use by teachers designed to treat each level of cognitive control functioning. These programmes involve step by step activities using traditional learning materials, such as geometric shapes, cut-outs and sorting materials. Most of the book is about the detailed operation of these programmes. Where the book is weakest is in the evaluation of the approach. There is one chapter of 20 pages on related research and critique. The research work quoted is described in summary terms which makes it difficult to evaluate the quality of the work.

This book is undoubtedly of interest to those concerned with certain kinds of learning and emotional difficulties. It will probably appeal to those with an eclectic orientation. I found it an interesting and challenging read. My main concern was with the evaluative aspects.

**Brahm Norwich**

## **Vocational Evaluation in Special Education**

N.C. Hursh, A.F. Kerns  
Little Brown. £16.50

## **Getting Employed, Staying Employed**

S. McLoughlin, J. Garner, M. Callahan  
Paul H. Brookes. £18.50

## **Supported Employment**

G. Bellamy, L.E. Rhodes, D.M. Monk, J.M. Albin  
Paul H. Brookes. £15.95

In the United Kingdom approximately 16,000 young people with disabilities leave school each year. Many of these do not gain employment because they are less well educated or they are less well trained and, as indicated in *The Transition of the Handicapped Adolescent from School to Adult and Work Life* (OECD/CERI, 1985), 'the low standards and expectation of special schools and the lack of effective teaching in mainstream schools are equally unsatisfactory and both represent a failure to assist young people in their development and serve to limit their life chances'.

In the United States however the situation is somewhat different due partly to a rapid expansion in jobs in the 1970s but mainly, I suspect, to the widespread development of strategies designed to prepare young disabled people for employment and support them in it. The material covered by these three texts, all of American origin, refers in great detail to a wide range of such strategies including occupational information, occupational selection, job analysis, training and placement. Whilst the context is that of the United States the general structure and planning of what takes place have relevance and applicability to the United Kingdom.

The text *Supported Employment* is particularly useful. It gives great insight into the concept of 'supported employment', a theme which is currently being investigated by the Further Education Unit as part of the UK contribution to the Disabled Action Programme undertaken by the Centre for Education Research and Innovation (CERI) of the Organisation for Economic Development (OECD). Important questions such as 'What kind of support would best enable young people with disabilities to return to employment?' and 'What kind of preparation for employment is most effective?' are addressed, together with an examination of the perceptions of the young people, employment, placement and support agencies.

Vocational preparation for people with disabilities is, perhaps, a narrow and specialised field where interest is largely confined to those people involved. For them these three texts, either individually, or preferably collectively, will be invaluable reading. However, all educators involved with young disabled people ought to be concerned as to the possible outcomes of that education. In my experience many school-based colleagues are largely unaware of what goes on post-school. They too, therefore, should find this informative reading. The first of the three is available in the UK through Taylor and Francis, the latter two through Quest-Meridien.

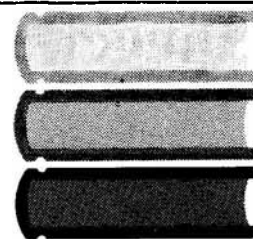
**David Hutchinson**

## **Reviewers on this page**

**Brahm Norwich** lectures at the Institute of Education, London University.

**David Hutchinson** is head of the Work Orientation Unit, North Nottinghamshire College of Further Education.

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**Integration of Developmentally Disabled Individuals into the Community** (2nd ed)  
I.W. Heal, J.I. Haney, A.R.N. Amado  
Paul H. Brookes. £19.95

If a serious student of facilities and services for intellectually disabled young people and adults wants to know the current state of play in the United States this is the book. Major issues of community care, employment and quality of adult life are addressed. It is a book replete with research findings, statistics and economic data.

There are useful chapters on the history of de-institutionalisation, public expenditure, legislation and the variety of community programmes. It is a salutary reminder of the rate of progress to find that in 1986 the great majority of public finance was still supporting institutions and homes with more than 16 beds.

A wide range of different forms of community provision is described and assessed in the light of research data. New approaches to supported employment and enclaves as alternatives to sheltered employment are evaluated.

A valuable chapter looks at cultural and social attitudes and research into social values. The implications of normalisation and equalisation of opportunity are discussed in another.

This is a factual and balanced evaluation which could be a major source of reference about facilities and services in the United States, for all concerned with young people and adults with severe and complex learning difficulties. The book is available in the UK through Quest-Meridien.

**John Fish**

**Management and the Psychology of Schooling**

N. Jones, J. Sayer (eds.)  
Falmer Press. £8.95

This book was prepared following a series of seminars at which participants attempted 'to marry together a number of concerns in the field of school management and the discipline of psychology'.

The 16 essays or chapters are grouped into three sections, the first of which is concerned with management and learning. The theme is given a lively start by Charles Desforges who suggests that

professional psychologists have tended to focus on the needs of the child rather than on teaching and teachers; also that their interventions have not been guided by a sound understanding of the conditions of teaching. He refers to the assumption that the teacher's programme is sufficiently flexible to accommodate the advice; that the quality of the curriculum materials is appropriate; that the teacher can ignore the accountability processes in which she is immersed; that she has *time* to operate in the prescribed way – all of them constraints which are currently becoming more severe. Other contributors discuss the changing situations in schools with regard to curricula and external examinations, welfare roles and needs, the school as a community and as part of the community.

The second part focuses on the role of the school psychological service. Tony Dessent examines the disparities in resourcing for pupils with statements compared with that for the much larger proportion of pupils with special needs. He sees non-segregating policies as freeing educational psychologists to address the 'myriad of questions and problems that confront teachers and schools'. Brahm Norwich also sees psychologists' expertise being available for a wider range of purposes and their service becoming less separate from support and advisory services. Norah Frederickson reviews and discusses a wide range of approaches to continuing professional education and interestingly refers to developments in other professions involving, for instance, doctors, architects, managers.

The final section is concerned with the various areas in which psychologists work with schools: curriculum, parent involvement, school consultancy, in-service inquiry. A final chapter prepared jointly by a senior LEA adviser and an educational psychologist looks at the common ground of their roles and the potential for a more integrated advisory service.

It will be apparent that the 15 contributors and two editors have discussed a large number of issues and, if not with consensus, with signs of complementary viewpoints. It would have been an advantage if the editors had attempted a final chapter to provide a judicious summing up.

**R. Gulliford**

**Staff Training in Mental Handicap**  
J. Hogg, P. Mittler (eds.)  
Croom Helm. £22.50

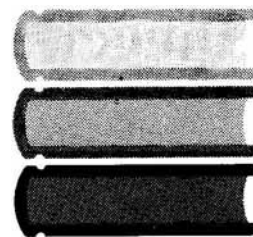
This book contains a series of papers dealing with training of the wide variety of staff involved in mental handicap services. There are, for example, papers concerned with training of residential care staff, day care staff, social workers, community mental handicap team workers, teachers and educators. Its purpose is two-fold. First, it demonstrates that, in order for staff training to be effective, evidence from research shows that a more sophisticated training framework must be adopted than is generally thought necessary. Second, it describes the use of an array of staff training techniques in a variety of settings and illustrates their applicability in various contexts.

This book presents a timely reminder of the urgent need to pay more attention to training which is well planned and evaluated, preferably multidisciplinary, and which results in benefits to staff and clients alike. The authors argue that, in general, little attention is paid in staff training to generalisation of skills and maintenance and, above all, to whether changes in staff behaviour result in changes in pupil or client behaviour.

The first section deals with principles of effective training and may, perhaps, be of greater interest and value to readers. In the first chapter, on Ecological Analysis of Staff Training in Residential Settings (Landesman-Dwyer and Knowles), it is urged that more attention be paid to characteristics of staff such as attitudes, motivation and existing skills, to the environment (supportive or otherwise) and to the content, presentation, format and style of training. In addition, trainers need to evaluate direct and indirect, immediate versus long-term, qualitative versus quantitative effects of training. In a chapter on Changing Needs and Service Contexts, Mittler explores changing needs in the light of who it is that needs training and the content of such training. The analysis of essential staff skills, although presented as only a starting point for discussion, could provide an excellent stimulus for staff wishing to improve their approach to training. A final chapter in this first section (Anderson) presents research findings concerning the effectiveness or otherwise of training techniques such as role play, self recording and modelling.



# Book Reviews



The second section deals with staff training in specific techniques used with adults and children with severe learning difficulties. These include delayed prompting and use of a self instructional training package (Project Tass).

The next section contains accounts of training for social workers working with families of children with mental handicap (Kiernan) and of training of nurses in hospitals for people with mental handicap (Cullen).

The latter account relates to organisational constraints that affect implementation of training skills and suggests the need to train nurses and other staff at the same time as changing the organisations in which they work.

The final section describes particular models of staff intervention: Education of the Developmentally Young Project and Distance Education.

The contents of the whole book are a salutary reminder to all staff concerned with mental handicap that 'training' in itself may not achieve the desired long-term changes in practice.

A slight unease remains with me after reading this very good collection of papers. It is that all argue for training of highly specific skills, typically based in behavioural intervention practice. There is a danger, while we become highly efficient in training staff to train such skills in clients or pupils, that theory may leave practice behind. Certain skills, such as responding verbally to questions, for instance, are not the most effective way of furthering language development, the ultimate aim of any language programme. Success in developing skills must not blind us to wider issues – but that's another problem.

**Beryl Smith**

## **Portage: Pre-Schoolers, Parents and Professionals**

R.J. Cameron (ed.)  
NFER/Nelson. £11.95

## **Extending and Developing Portage**

R. Hedderley, K. Jennings (ed.)  
NFER/Nelson. £10.95

*Portage: Pre-Schoolers, Parents and Professionals* sets out to review the growth and development of the Portage project in the United Kingdom, starting from its birth in Wessex and South Wales in 1976 and culminating in the formation

of the National Portage Association and the official recognition of Portage by the DES in 1986. It is the story of a service which is designed to help parents of developmentally delayed children to teach their own child in their own home. They have the guidance and support of a home teacher who may come from a variety of professional backgrounds.

The book is made up from a collection of specially commissioned papers written by people who have been involved in the Portage project since its early days. The components of Portage are described clearly and in detail and a stimulating chapter by a parent and a home teacher relates their experiences of working together. The criticisms which have been levelled at the Portage scheme are recognised and it is demonstrated that successful attempts have been made to resolve these by making adaptations to the teaching model itself and by developing new material.

Two of R.J. Cameron's contributions 'Research and Evaluation: How Effective is Portage?' and 'Developing the Portage Model: Some Directions for Applied Research' are important chapters as they demonstrate that, through recent research, new areas for further development and expansion of the project have been identified.

The lack of professional jargon is refreshing and it is fitting that this book should be dedicated to Mollie White, whose work has contributed so much to the development of Portage in the United Kingdom.

*Extending and Developing Portage*, edited by Robin Hedderley and Kath Jennings, consists of a collection of papers presented at the 1985 National Portage Conference held in Huddersfield. These continue the theme of the growth of Portage in the U.K.

The authors of individual papers describe how Portage, having been started as a homebased teaching model, has been successfully adapted for use in a variety of other settings including nurseries and schools. Training workshops are discussed and as in *Portage, Pre-Schoolers and Professionals* the importance of careful evaluation is emphasized. Although there is not a contribution by a parent, the significance of parental input into the teaching of their own children is continually stated.

Albert Kushlick's chapter describing the Health Care Evaluation Research Team's intervention procedures with two older children who have severe learning difficulties and challenging behaviours is engrossing, and demonstrates the value of such teaching methods.

Both books are essential for those who are involved with Portage, and particularly for those who may be responsible for setting up Portage schemes in the future. Indeed anyone concerned with children with special needs, whether they be parents or professionals, will find them interesting and stimulating. It is the story of a well-researched and well-evaluated teaching scheme where professionals and parents work together successfully and demonstrate that with the help of Education Support Grants, as described by Sir Keith Joseph at the 1985 National Conference, the Portage method can be adapted in other existing areas of education.

**Margaret Bishop**

## **Reviewers on these pages**

**John Fish** is former staff inspector, HMI, and chairman of the committee which produced the report on special education in London, *Educational Opportunities for All?*

**Ronald Gulliford** was until recently professor of special education, Birmingham University;

**Beryl Smith** lectures at Westhill College, Birmingham;

**Margaret Bishop** is senior speech therapist, Liverpool Health Authority.

## **National Council for Special Education**

1 Wood Street, Stratford upon Avon,  
Warwickshire CV37 6JE.

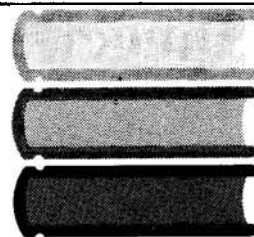
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# Book Reviews



## **Severe Learning Disability and Psychological Handicap**

John Clements  
Wiley. £17.50

This is the first book to appear in the new Wiley series in clinical psychology. It aims to show '... how psychology can be used to understand and remedy the learning and behavioural difficulties experienced by people with severe intellectual impairment and learning disabilities'.

The book is divided into three main parts. The first is concerned with the nature of impairment and focuses on factors within the individual which may be involved in severe intellectual impairment. Different chapters deal with general cognitive functioning (using an information processing model), with social cognition deficits found in some people with severe learning difficulties and with biological aspects of severe mental impairment which are linked to psychological aspects.

The second part reviews applied work, focused on behavioural approaches, which is directed at improving the level of functioning and adjustment of persons with severe learning difficulties. The author considers that a plurality of approaches is worthy of investigation and needed to tackle skill development and behavioural adjustment effectively but gives as the reason for his selection the fact that there is an extensive research literature on behavioural techniques. It is also the approach with which he is most familiar.

While yielding great dividends, the behavioural approach has limitations which the author conceptualises as the need for incorporation of 'within individual' factors, and a wide range of environmental variables, into a broader conceptual framework.

The final part is concerned with remediation of severe learning and behavioural disabilities and reviews the skills and methods used to teach language and communication and self control. A plea is made for more and better research to build upon advances made in recent years.

It is obviously an impressive task which has been undertaken and John Clements is to be congratulated for his attempt to provide a balanced viewpoint and for his

fitting modesty. The book may be read at two levels. At one level, it serves as a source of information on interesting and up to date, although clinically biased, research on aspects of functioning in persons with severe learning difficulties, (there is little attention paid to insights obtainable from normal development). At another, it could be valuable for the committed researcher and practitioner, particularly where there is collaboration between the two or where these roles are combined in the same person.

**Beryl Smith**

## **Videos**

### **Time Out for Sarah**

Medical Illustration Dept., Oxford University/Oxford Hospitals Education Service. £29.95 + VAT

The objectives of this video programme as stated in the teacher's guide were twofold. They were 1 'to interest pupils 10-14 years in the application of science in hospital' and 2 'to provide reassurance as well as information to a wide range of pupils 7-16 years who may themselves enter hospital' - objectives which in this instance failed to work together. It was difficult to understand what was of scientific interest only for 10- to 14-year-olds that could also be of reassurance for seven- to 16-year-olds.

However, the first objective was achieved. The scientific explanations of some hospital procedures, blood tests, ultra-sound and anaesthetics, were clear and accurate. The presentation of the use of needles in some hospital procedures was particularly sensitive.

One would not recommend the video to provide reassurance for pupils aged seven to 16 who may find themselves in hospital. The narrator's early comment that Sarah was in for 'quite a shock', a phrase which was repeated later, was hardly balanced by the doctor's observation that there was 'nothing to worry about'. The stilted dialogue and monotonous tone did nothing to reassure.

Gaps in ward routines would have to be explained in order to fulfil the second set of aims. Also the way in which Sarah bounded out of hospital, heaving a school bag full of books, has yet to be witnessed five days after an appendicectomy.

**Jennifer Stevens**

## **A Preparation for Adult Life: TVEI and Special Educational Needs**

Deborah Cooper  
SKILL. £10

This staff development package is primarily aimed at informing and stimulating mainstream teachers from schools and colleges. It examines TVEI schemes in Bury, Sunderland, Warwickshire and Strathclyde, including the views of staff and students. Cooper's accompanying booklet provides a clear summary of recent developments and useful references.

I feel that the title is somewhat misleading and might dissuade some potential users from considering it relevant to their needs. The video and booklet are dealing with the broad 'transition' topics of progression, curriculum development, assessment and staff development and post-school provision. What emerges most forcefully from interviews with staff is the value of the TVEI funding to provide resources and promote staff training. There is little which is specifically 'technical and vocational'. If staff development providers are seeking material which illustrates the use of TVEI to support integrated provision, this video offers practical and accessible examples.

I particularly like the opportunity to hear a range of practitioner views from special and mainstream schools and colleges, often favouring contrasting approaches. Student perceptions are heard throughout, as are the views of parents. Problems as well as possibilities are examined in practical settings which offer immediate relevance for many students and staff. This video could be used with a mixed group of college (or comprehensive school) staff and students, discussing issues relating to progression and curriculum accessibility.

The practitioners interviewed illustrated the value of TVEI: 'the experience itself' was worthwhile to students; the staff development which it entailed could create a 'minor revolution' in attitudes.  
**Jenny Corbett**

### **Reviewers on this page**

**Beryl Smith** lectures at Westhill College, Birmingham;

**Jennifer Stevens** is deputy head of Guy's ILEA Hospital School, London;

**Jenny Corbett** lectures at the School of Education, The Open University.