

Book reviews

The book offers a unique resource representing a range of opinions on one of the most exciting areas in psychological science. It will be invaluable to researchers and students of psychopathology, clinical psychology, developmental psychology and psychiatry.

Frontiers of Developmental Psychopathology

*Mark F. Lenzenweger &
Jeffrey J. Haugaard*

1996, Oxford University Press, Oxford
ISBN 0-19-509001-2 (cloth)

Developmental psychopathology has made enormous strides in uncovering the mechanisms and processes underlying the emergence of mental illness and dysfunction. Interdisciplinary in nature, the field has engaged the efforts of scientists in disciplines ranging from developmental psychology to psychobiology.

In *Frontiers of Developmental Psychopathology*, the editors have brought together some of the field's most respected researchers to discuss the latest studies and to offer a perspective on where the field should be heading in the future. Focusing on topics as varied as schizophrenia, autism, depression, eating disorders, antisocial behaviour, and personality disorders, each contributor offers a unique perspective on a particular subject, presents theoretical guidelines that can be applied to a range of research endeavours, and suggests specific courses for research in the future.

School-based prevention programs

Joseph A. Durlak

1995, Sage, London/New-Delhi
ISBN 0-8039-5631-2 (cloth)
ISBN 0-8039-5632-0 (paperback)

Pressured to find solutions to the increasing incidence of behavioural and emotional problems among youth, social policy experts have turned to the promising effectiveness of prevention. The range of mental health problems, the growing number of youngsters who experience them, the difficulties in life to which young individuals are subjected, and the problems involved in treating even a fraction of those in need, indeed heighten the significance of prevention and early intervention. This book examines the field of school-based prevention. The author discusses the advances made in several areas, including substance use, teen pregnancy, other health-related issues, and academic problems. The book moves from basic notions of prevention through theory, methods, and applications. Critical topics, including characteristics of effective interventions, guidelines for research on and carrying out of interventions, and the whole range of factors related to the distribution of effective intervention

programs. The author also focuses on understanding school as an integral social and organizational structure and stresses the crucial role of both the school and the family in making future prevention efforts work. The book provides a well-balanced account of accomplishments and limitations and gives several guidelines and suggestions to advance research and applications.

**Stress, Coping and Resilience in
Children and Families**

*E. Mavis Hetherington &
Elaine A. Blechman (Eds.)*

1996, Mahwah, N.J.: Lawrence Erlbaum
Associates, Publishers.
ISBN 0-8058-1710-7 (cloth)

Concern with stress and coping has a long history in biomedical, psychological and sociological research. For a long time the research in this area focused on identifying associations between risk factors and outcomes. Recently, however, the research has shifted towards factors and processes that contribute to diversity in response to risks, with some individuals being more vulnerable and some more resilient in dealing with adversity. In this book the focus is on stress and adaptability processes in families and family members. The book not only explores how stresses influence family functioning, but also how family process moderates and mediates the contribution of individual and environmental risk and protective factors to personal adjustment. The book starts with a theoretical model and a review of research

issues and methodological problems in studying risk and resilience in families. In the other chapters various models and empirical research findings are discussed, covering the interactions between personal, family and social risk factors and their impact on the development of adaption, competence and psychopathology in children and adolescents. The book reveals the complexity of current theoretical models, research strategies and analytic approaches to the study of risk, resiliency and vulnerability in families and family members. It also reveals the central role risk, family process and adaptability play in both normal development and childhood psychopathology.

**Children and Youth at Risk and
Urban Education: Research,
Policy and Practice**

*Christopher Day, Dolf van Veen
& Guido Walraven*

1997, Leuven/Apeldoorn: Garant
ISBN 90-5350-596-3 (paperback)

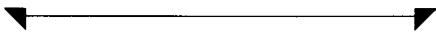
This book is about youngsters who run a higher than average risk of failing at school, in their social life or in the transition to a work environment. Many of these youngsters live in urban areas.

The book is divided into two sections. The first concentrates on children and youth at risk studies in various European countries. The chapters provide a detailed map of the problems of children and youth at risk, existing educational research and research traditions

and strategic responses of governments. This section offers an overview of recent trends in European research into the complex and crucial theme of children and adolescents at risk. The second section provides insight into the trends and some issues concerning urban education and educational collaboration. This section of the book focuses on examples of urban schooling and innovative youth policies from both Europe and the United States. The book is the first joint publication of the recently formed Research Network on Children & Youth at Risk and Urban Education, which is part of the European Educational Research Association. The network is a joint effort of people involved in the European Board of Urban Education & Social Policy and the OECD-network on Children and Young People at Risk.

As a rule, rearing causes no problems with respect to a child's understanding of social limits. It is a different matter when a juvenile's attitude towards social limits is out of balance to such an extent that he or she needs special attention, whether at school or in a residential institute (for delinquents). In intervention cases the rearing, educating or treating adult needs knowledge provided by a standard picture of how juveniles without law contacts usually react attitudinally to social limits. This knowledge enables the adult to respond consistently to the juvenile's attitude and behaviour.

The authors provide an introduction to RPR research and to the RPR standard picture. Various universities report on affiliated projects outlining theory, specific aims, methods and findings. The book is of interest to professionals in remedial education, moral education, educational psychology, psychiatry and criminology.



Youngsters between Freedom and Social Limits

Ko Rink & Walter Ott (Eds.)
1997, Leuven/Apeldoorn: Garant
ISBN 90-5350-603-9 (paperback)

Scholars from nine universities from Europe, Canada and the United States are conducting research into attitudinal patterns relating to social limits of juveniles: Reaction Pattern Research (RPR). Social limits such as rules, norms, laws and values are very important in the rearing of children and juveniles and give structure to their development. Children and juveniles need to learn how to deal with social limits in general, apart from their specific content.