eral guidelines and a suggested format, the author proceeds to provide a good variety of sample test reports, integrating the results of the clinical interviews and the standardized tests previously covered in the book. This chapter effectively ties in the principles and knowledge previously presented. Certainly this chapter underscores the author's point that diagnostic assessment is essentially a problem-solving/decision-making process rather than an attmept to identify traits.

This text should come under careful consideration by any clinical, school, or private practitioner and by any academic reviewing a text for use in teaching clinically focussed assessment courses. It is, in the opinion of the reviewer, not written to serve as an introductory assessment text, even at the graduate level, since it assumes a certain degree of sophistication with the principles and processes of assessment and covers tests which in themselves require a great deal of supervised practice to learn.

A test which the author may consider for inclusion in future editions (or a supplement) would be the Woodcock-Johnson Psycho-educational Battery—Revised, which has gained great acceptance in school and clinical settings. This battery of over 30 subtests assesses cognitive, visual, auditory, academic, and neurological areas and is recommended as a component in many assessment batteries today.

The author's inclusion of a section on cognitive behavioural assessment is most timely; however, the reviewer sees some inconsistency in dividing approaches to assessment into "behavioural" and "traditional" (p. 82). Many "traditional" approaches, although not essentially behavioural, still incorporate behavioural concepts/approaches; also, the "traditional" approaches are far too varied, too new, and too "non-traditional" to be lumped into one such category, and likely deserve their own categories.

Overall, the reviewer finds the *Handbook of Psychological Assessment* (Second Edition) to be timely, integrative, and very practical to use, whether one is in a practitioner or an academic setting. It is available from John Wiley and Sons out of Toronto, ISBN 0-471-51034-3. The second edition represents a significant updating.

Griggs, Shirley A. (1991). *Learning Styles Counselling.* Ann Arbor, MI: ERIC/CAPS 161 pages.

Reviewed by: Anastassios Stalikas, Ph.D., McGill University.

The major purpose of this book is to introduce the concept of learning style and its usefulness in counselling children and adolescents in the elementary and secondary schools. The central proposition of the book is that learning style is an important variable in counselling elementary and secondary students, and, as such, it should be taken into consideration. The basis of the argument is that learning style or learning preferences, which are being defined as ". . . the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment" (p. 7), are important for the process of counselling inasmuch as counselling is seen

as a learning experience where new learning is taking place, new behaviours are acquired, and old ones are being extinguished.

The author, in a simple and eloquent manner, presents in the first chapter: (a) the manner in which the effectiveness of the counsellor can be increased through identifying and using learning style; (b) the different learning-style models; (c) the instruments assessing learning-style; and (d) a detailed analysis of the learning-style scales for counsellors. In her presentation she is outlining the various theoretical models and the difficulties in counselling children and adolescents. The presentation is clear, concise, and in a jargon-free language.

In the second chapter, the author presents a series of counselling interventions based on the learning style of the student, the major argument being that the intervention used in the counselling should be matched with the learning style of the student. In addition, special reference is made to gifted children, to children with disabilities, and dropouts, as well as students from other cultures. The author suggests that when counsellors know the learning style of students, counsellors can act as coaches who will facilitate achievement and maturity.

In the third chapter, the issues of consultation with parents and teachers are addressed. More specifically, the discussion addresses the role of the counsellor in explaining individual learning styles to teachers and parents, and in initiating programs and accommodating the individual needs of the students. A variety of examples using different age groups and different activities are provided, and the reading is made interesting, tangible, and effective. Finally, in the fourth chapter the research possibilities of using the learning style inventory are discussed. A summary of sites where research conducted with the learning styles is included.

Throughout the book the author is asking the following major question: "How can counselling become more effective in the elementary and secondary school?" In this question, the author provides learning style as an important step in understanding the student and in deciding the set of interventions that counsellors should use in order to raise their effectiveness. It is important to understand the preferences of the students/clients before counsellors decide on the set of counselling interventions they will use. The preference of the student on a number of variables including light, noise, structure, and motivation are important determinants of how the client will react to counselling modalities. Thus, a student who is high on kinesthetic and tactile motivation will be a good candidate of play therapy, while another student who scores high on aloneness will be a good candidate for bibliotherapy. Similarly, particular techniques will be more effective with certain clients. Thus, the guided imagery technique will be more effective with clients high on the visual, auditory perceptual preferences, while modelling will be more effective with clients with a high visual perception and a high need of structure.

The assertion of the author regarding the importance of learning style in counselling is a valid one if one accepts two conditions: (a) that the population is elementary and secondary school students, and (b) that counsellors adhere to those systems of counselling which accept the basic assertion of

the author. That is, that counselling is a learning process, and consequently the counsellor's interventions should focus on the efficient learning of the client/student. It seems that the more humanistic or existential therapists, for example, those who would tend to adhere to the Moustakas or Axline model of development and counselling, may have problems accepting the basic underlying rationale of the book, because of the different philosophical and theoretical assumptions underlying the nature of the child and the purpose of counselling. While the learning style approach proposes a *de jure* classification of clients into particular categories, according to their learning style, the more humanistic-existential approach to counselling suggests a more relationship-oriented type of counselling where the therapeutic relationship between the client and the counsellor becomes the vehicle of change and where the counselling techniques *per se* have a lesser importance. All children need to be accepted and understood regardless of their learning style.

The issue of techniques and clients' preferences is addressed in a second question: "What are the client's variables that are important in determining what choice of interventions or techniques the counsellor is going to use in counselling?" The author approaches this question in a comprehensive fashion, and presents a learning-style questionnaire which addresses the students' preferences in a number of axes: environmental elements (e.g., sound and light), emotional elements (e.g., motivation and structure), sociological elements (e.g., self and peers), physical (e.g., intake, time), and psychological (e.g., global vs. analytic, impulsive vs. reflective).

All in all, the author makes a good case for the importance of establishing the client's learning style in order to decide on the most suitable counselling interventions. She presents a questionnaire that can be administered to assess learning-style and also provides useful and clear examples of how to apply the learning-style in the counselling process. The case studies are extremely helpful in making the model comprehensible and attractive.

Dr. Griggs' book is interesting, challenging, and provocative. It has direct implications in the manner in which counselling is conducted in schools, and it proposes a new way of defining counselling. As the author puts it: "Implementing the learning-style approach in counselling implies changes—reconceptualizing the counselling process, beginning with student preferences and needs and then expanding the range of counselling interventions/strategies/techniques to accommodate an array of student differences" (p. 130). It is written in a language that is comprehensible and the examples and case studies make it even more interesting. It is a book that counsellors in the elementary or secondary schools should read. My only reservation is related to the theoretical assumption about the nature and role of counselling. *Learning Styles Counselling* seems most appropriate for those counsellors who believe that counselling is a learning process, who see themselves as coaches or teachers, and who believe that learning is the outcome of successful counselling. On the other hand, for those counsellors who tend to believe that growth comes from human contact and from the relationship process between the therapist and client, the propositions of this book may sound artificial and unnecessary for effective counselling.