

appropriate only with modification, a problem that Vernon acknowledges in the Introduction. And, of course, the material being in English eliminates all Canadians whose language of instruction is French, unless first translated.

Some activities use references that are essentially urban—e.g., a trip to the supermarket—and, therefore, require modification. Units of measurement are in imperial units and thus inappropriate for Canadian children. Some activities assume children to be Caucasian. For example, Self-Acceptance Activity 1 for Grades 1-2, the first activity in the book, asks children to identify children with brown eyes as a distinguishing characteristic or children with freckles as a distinguishing characteristic. Again, these kinds of activities, although interesting and useful, require modification and adaptation, if not elimination.

In conclusion, Vernon has produced a useful resource for teachers of children in Grades 1-6. Although many of the activities cannot be used with adaptation, such adaptation does not take away from the purpose of the book—to address the emotional well-being of children in a world that is, in the author's words, not as predictable and secure as it once was.

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Gray, Peter, Miller, Andy & Noakes, Jim (Eds.). (1994). *Challenging Behaviour in Schools*. New York, NY: Routledge, 271 pp.

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*Reviewed by:* John Stewart, University of New Brunswick.

This book, a collection of edited articles deals with solutions to the challenging behaviours presented by students. It focuses on ways in which both pupil and teacher achievements in the resolution of challenging behaviours can be encouraged, supported and valued at all levels of the public education school system. The book is written by authors who are directly involved with the British school system, a feature which will enhance its credibility among practitioners. While there are terms and references with which North American public school personnel may not be familiar, the ideas presented are practical, and easily abstracted to any school and/or district. The book is based on the premise that a variety of approaches work best when working with challenging students and that it is necessary to involve their support systems in remediation. Its presentation is overwhelmingly positive and contains current research, and practical information of use to a variety of school professionals. The chapters are well-organized, and written with clarity.

The book is divided into two parts: one which focuses on schools, parents, and support systems, and one which focuses on whole-school and specific methods for improving pupil behaviour. This book would be of interest to a variety of school professionals and belongs in the professional library of a local school and/or a school board office. For example, there are several chapters which would be of interest to teachers. These chapters deal with peer support among teachers as a strategy for improving instruction, conflict resolution on the play ground, doing activity analysis as a means of clarify-

ing teachers expectations of students' behaviour in the classroom, and the differences between parents' perspective and teachers' perspective of schools. A chapter of interest to school counsellors illustrates the application of self-management principles to help students become self-directed. A chapter of interest to school administrators deals with balancing the needs of the difficult-to-teach students with the needs of the whole-school community. Further, a chapter dealing with a multi-disciplinary approach to problem solving between the school and outside agencies would be of interest to guidance department heads. And, there is a chapter which deals with a parent-teacher consultation model which would be of interest to all school professionals who deal with parents. This is an excellent book for individuals who want to read success stories about dealing with challenging problem students at all levels of public education schooling.