

sented. The authors have paid special attention to the development of student checklists on topics such as SQ4R, a strategy used for note taking, reading and test taking built around the steps survey, question, read, recite, (w)rite, review.

The book looks at Applying SQ4R to Reading Textbooks, Managing the Reading Process, Applying SQ4R to Note Taking, Applying SQ4R to Preparing for and Taking Tests, and so on. Each checklist utilizes a format, making student interpretation sequential and easily understood. The chapter on Homework is especially useful for parents, as it provides them with basic, ready-to-use strategies for the home.

Markel and Greenbaum provide an extensive reference list at the end which are useful for both the practitioner and the researcher wishing to explore the topic further. The subject index is well designed and thorough, allowing the reader to readily focus on particular subject matter. This book is a refreshing and grounded addition to the myriad of publications which address educating those students diagnosed with learning disabilities or ADHD. I recommend it as a valuable resource for practitioners who have contact with children diagnosed in these areas.

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Monk, G., Winslade, J., Crocket, K. & Epston, D. (Eds.). (1997). *Narrative therapy in practice: The archaeology of hope*. San Francisco: Jossey-Bass. 320 pp. hc.

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*Reviewed by:* Stacy Ashton, Simon Fraser University.

This edited book is an introduction to the theory and practice behind a therapeutic orientation generating a great deal of excitement in the counselling community. In addition to laying out the theoretical frame which informs the work, *Narrative Therapy in Practice* offers a series of snapshots of narrative applications across a variety of counselling, educational, and social service settings. The editors and authors of this book, all of whom work within the narrative community in New Zealand, take the position that narrative therapy is more than a set of eclectic techniques; it is a new post-modernist paradigm of counselling that demands a fundamental shift in the way therapy is approached and the way clients are viewed.

The first four chapters focus on various aspects of the theory behind narrative therapy. Chapter One outlines the phases of the narrative process of helping clients "co-author" more useful stories of their lives, using a case study to flesh out the concepts involved. The second chapter, the only purely theoretical chapter in the book, grounds the process demonstrated in the first chapter in the context of its psychological, anthropological, and sociological roots. Chapters Three and Four examine what a "collaborative" therapeutic relationship looks like in narrative work, and how to teach narrative concepts and techniques to counsellors.

The remaining seven chapters focus on specific applications of narrative practices in a surprisingly wide range of situations: psychiatry, treatment of

alcohol abuse, therapy with male sexual abuse survivors, school counselling, group counselling, mediation, and health promotion in New Zealand's Maori communities. Each of these chapters was written or co-written by practitioners actively using narrative ideas in the field.

As someone with no previous exposure to narrative therapy, I found the blend of theory and practice presented in this book offered an excellent introduction. In addition, the range of applications discussed virtually guarantees that any individual working in social services or counselling will find something of interest. The chapters on narrative mediation and narrative health promotion are especially intriguing for the way they demonstrate the flexibility of narrative practices in non-counselling settings. The chapter on health promotion also demonstrates a viable model for working respectfully with indigenous cultures like the Maori that seems to have obvious applications to working with First Nations people in North America.

Although *Narrative Therapy in Practice* is an edited collection of chapters written by various authors, the pace and development of the book feel as though it is the result of a single coherent vision. The writing is consistently clear and engaging—no mean feat given that narrative theory is rich in the jargon of social constructionism (a “narrative glossary” is included to help readers navigate the terminology).

Another aspect of this book that impressed me was the process used to write it, as described in the preface and epilogue. Regular meetings of authors to exchange and discuss drafts and an openness to the contributions of both faculty members and graduate students (and, in the case of some chapters, clients as well) gives the book a distinctive “narrative feel” that transcends its content. By breaking down traditional “expert/non-expert” boundaries and fostering a reflexive, collaborative approach, this book walks the narrative walk as well as it talks the talk.

The authors in this book are unapologetic about their zeal for narrative work. Readers looking for a critique of narrative therapy will not find it here. However, for people who want to know what all the excitement is about, *Narrative Therapy in Practice* is a good place to start.

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