

## Book Reviews

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***The Family and the School: A Joint Systems Approach to Problems with Children***

Edited by Emilia Dowling and Elsie Osborne

London, England: Routledge & Kegan Paul, 1965. 203 + xvii pp., \$24.95 (cloth), \$14.95 (paper).

*The Family and the School* discusses and describes mental health interventions with families within the Clinic of the Department for Children and Parents, Tavistock Clinic, London, England. Within this framework, it also describes an approach to working in schools. The clinic staff, recognizing the referred child as an entry point into a number of relevant systems rather than as the focus for intervention, developed therapeutic strategies which brought the family and school together. They paid particular attention to the interaction between schools and families when educational problems arise with children.

Although the emphasis of this book is on work with families and schools, the relationship between a social agency and a school emerges as a secondary theme. There is reexamination today of the relationship between social agencies and the schools, and current literature describes a number of successful joint ventures. *The Family and the School* is an excellent addition to this literature. The clinic staff undoubtedly provides a valuable service to the schools which they serve.

The work done through the Tavistock Clinic is similar to services provided by School Social Workers in many school districts in the United States. Whether the service they describe, however, is provided by mental health personnel as employees of the school or an agency is immaterial. The important contribution of the authors is the presentation of guidelines for developing and maintaining transactions between the family and the school and their subsystems in order to bridge the professional gap between education and family therapy. The research design described in Chapter 4 of the book is a good example of this team's contribution in this area. The authors of this Chapter, Emilia Dowling, Muriel Barrett, Valery Golding and Denise Taylor, describe a project designed to evaluate the effectiveness of their interventions with families by utilizing clinical research methodology with their clinical practice. Barrett developed an interesting research tool to record interactions during the family interview. With the use of videotaping and a team approach (one therapist and several hidden observers), the clinicians were able to examine the relationship between factors common in family interactions and certain mani-

# Family And The School A Joint Systems Approach To Problems With Children

**IM Harris**



## **Family And The School A Joint Systems Approach To Problems With Children:**

**The Family and the School** Emilia Dowling, Elsie Osborne, 2018-03-29 This reissued classic contains material specifically related to work with schools and reflects the major changes in society in legislation and in the interaction between families and the education system All contributors have links with the Child and Family Department of the renowned Tavistock Clinic They include educational and clinical psychologists family therapists child and family psychiatrists and teachers This second edition originally published in 1994 contains papers that cover the theoretical ideas and key concepts of systems theory and its relation to families and schools as well demonstrating its practical application Both primary and secondary education are dealt with and the papers cover a wide range of subjects within this field such as the innovative development of a school based service for parents teachers and children joint interventions with parents and teachers issues for the outside consultant and the impact of the Children Act of 1989 It also contains an original Foreword by John Bowlby

*The Family and the School* Emilia Dowling, Elsie L. Osborne, 1985      *The Family and the School* Emilia Dowling, Elsie Osborne, 2020-07-24 This edition has been revised and updated to include more material specifically related to work with schools It reflects the major changes in society in legislation and in the nature of the interaction between families and the education system in the last decade The contributors all have links with the Child and Family Department of the Tavistock Clinic and include educational psychologists working with schools and hospitals family therapists child and family psychiatrists and teachers      The Effective Teacher's Guide to Behavioural, Emotional and Social Difficulties Michael

Farrell, 2006-05-23 Taking into account the very latest developments in the field of Special Educational Needs this book provides busy teachers with a straightforward yet thorough overview of the basic theories surrounding behaviour The book also looks at the range of strategies that can be used in the classroom and how their effectiveness can be assessed The range of strategies presented and explained include the cognitive approach the systems based approach the behavioural approach the psychodynamic approach Also included is a chapter devoted to supporting pupils with Attention Deficit Hyperactivity Disorder The chapter contains new information on identifying and assessing the condition and suggests effective intervention strategies such as developing self esteem and interpersonal skills      **Taking Issue** Megan Crawford, Richard

Edwards, Lesley Kidd, 2013-10-18 The partner to Telling Tales this reader looks at a range of perspectives on a number of key issues emerging from the area of guidance and counselling in education Questions of ethics equality and impartiality and their relationship to guidance and counselling in the context of learning are explored The book also examines the trend towards group work and the role of technology in creating strategies for guidance Written for a new module on the Open University MA in Education      Excluded From School Sue Rendall, Morag Stuart, 2012-12-06 Excluded From School exposes the reasons why despite many national and local initiatives large numbers of children continue to tax the education system to such a degree that they become permanently excluded from school Sue Rendall and Morag Stuart draw on their experience

in psychology and education to demonstrate the need for a more thorough exploration of the underlying root causes of the problem. Based on a systemic framework, their approach allows the inclusion of a vast range of possible contributory factors within the child, within the family, within the school, and within the complex interrelations between these three systems. By demonstrating the need for inter-discipline and inter-agency collaboration, the authors succeed in presenting a persuasive challenge to the blame culture which exists between schools, parents, and educational professionals and policymakers in relation to school exclusion. The original research presented here, along with the inclusion of the experiences of children, parents, and teachers, provides a valuable new perspective on the problem of school exclusions that will be welcomed by all professionals working in this field.

**Working with Children and Parents through Separation and Divorce** Emilia Dowling, Gill Gorell Barnes, 2020-04-28 Supporting children and families through separation and divorce is a major area of concern in contemporary society. However, it is sometimes hard for those professionals who are helping families to hear the voice of the child in this process. Writing from their wide experience as clinicians working with children and families, Emilia Dowling and Gill Gorell Barnes set out in this book to address this gap and allow the child to be heard. *Working with Children and Parents through Separation and Divorce* combines research with clinical and practical approaches to working with families going through stressful changes linked to separation or divorce. Attention is given to the wider context of children's lives, with the implications for general practice, schools, and other services addressed in special chapters. A focused approach to divorce-related problems that takes each family member's view into account is illustrated. Combining individual and family work helps parents to resolve difficulties, enabling children troubled by parental separation to progress with their own lives. This book is essential reading for front-line professionals as well as specialists who encounter children and families going through this life transition in the course of their work.

*The School-Savvy Therapist* Mary Eno, 2019-09-10 When it comes to therapy with kids, collaborating with schools and families is essential. Kids encounter problems at school that run the gamut from school violence to complex systemic problems rooted in poverty or racism to daily struggles with homework or making friends. Therapists who work with kids typically do not receive training about when and how to contact schools or about how to work with them collaboratively. *The School Savvy Therapist* by Dr. Mary Eno provides a framework, tools, and guidelines for doing just that. Drawing on research, illustrative case examples, and interviews, this practical resource describes what therapists need to know about schools and how they can effectively foster a supportive child-family-school dynamic. From reviewing test results, conducting school observations, and attending family-school meetings to helping parents advocate for their kids and more, this book will help therapists understand the critical role they play in supporting kids who struggle at school. Checklists, questions, and specific guidelines are provided so that both novice and experienced therapists can engage in this work with skill and confidence.

Multi-Family Therapy Eia Asen, 2010 Multi-Family Therapy (MFT) involves the bringing together of different families in a therapeutic context in order to work jointly to overcome each of their

specific and very individual problems This innovative book combines the theory and concepts of MFT with detailed practical examples of techniques and exercises which have been proven to help with problematic children teenagers and adults In this book Asen and Scholz discuss how MFT has been developed over the past 30 years and has been applied nationally and internationally across a range of settings with a variety of clients including Children and teenagers who are excluded from school Multi problem families with abuse and violence who challenge social workers and the legal system and Children teenagers and adults who present with mental health issues Multi Family Therapy Concepts and Techniques is written for professionals in mental health social work and education Its unique pragmatic approach makes it an essential guide for anyone wishing to employ MFT

**Counselling in Schools - A Reader** Keith Bovair, Colleen McLaughlin, 2013-11-26 First Published in 1994 Keith Bovair is currently Headteacher at Durants School Enfield He was formerly a lecturer at the University of Birmingham He has worked extensively in the field of special education in the United Kingdom and in the United States of America He has published widely in this area Colleen McLaughlin is Tutor in Personal and Social Education at the University of Cambridge Institute of Education where she runs courses in counselling and personal and social education

*Handbook of Classroom Management* Carolyn M. Evertson, Carol S. Weinstein, 2013-10-31 Classroom management is a topic of enduring concern for teachers administrators and the public It consistently ranks as the first or second most serious educational problem in the eyes of the general public and beginning teachers consistently rank it as their most pressing concern during their early teaching years Management problems continue to be a major cause of teacher burnout and job dissatisfaction Strangely despite this enduring concern on the part of educators and the public few researchers have chosen to focus on classroom management or to identify themselves with this critical field The Handbook of Classroom Management has four primary goals 1 to clarify the term classroom management 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers managerial tasks 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry and 4 to promote a vigorous agenda for future research in this area To this end 47 chapters have been organized into 10 sections each chapter written by a recognized expert in that area Cutting across the sections and chapters are the following themes First positive teacher student relationships are seen as the very core of effective classroom management Second classroom management is viewed as a social and moral curriculum Third external reward and punishment strategies are not seen as optimal for promoting academic and social emotional growth and self regulated behavior Fourth to create orderly productive environments teachers must take into account student characteristics such as age developmental level race ethnicity cultural background socioeconomic status and ableness Like other research handbooks the Handbook of Classroom Management provides an indispensable reference volume for scholars teacher educators in service practitioners and the academic libraries serving these audiences It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management

*Increasing Competence Through Collaborative Problem-Solving* Gerda Hanks, 2016-02-04 First Published in 1999 This book is about the use of a specific collaborative problem solving approach as part of a Continuing Professional Development policy Collaborative staff development programmes now envisaged in a DoE 1998 Programme of Action can assist teachers in responding more appropriately as an integral part of their daily professional task to the learning needs of pupils with emotional and behavioural problems

**The Special Education Handbook** Michael Farrell, 2012-08-06 What a terrific resource comprehensive and current this Handbook is a vital acquisition for all involved in special education programs Dr Farrell writes clearly and with a practical flair Highly recommended Michael Arthur Kelly PhD Associate Professor and Director Special Education Centre University of Newcastle Australia This acclaimed bestselling and comprehensive guide now in a fully updated fourth edition is an essential reference book for anyone involved with special education All entries have been reviewed to reflect current practice and the book is enriched with extra resources including references to useful Internet sites Focusing on current educational frameworks in the United Kingdom and the United States of America the author has gathered into one A to Z volume a wide range of information essential to good practice in mainstream and special schools A thematic index helps the reader plot a course through topics of interest The broad themes and areas covered are basic terms ideas and values venues relating to special education and school organisation roles and responsibilities individual differences among learners with disabilities and disorders curriculum and assessment resources and technology pedagogy and classroom organisation therapy and care Presented in a handy quick reference format The Special Education Handbook also provides a coherent account of the complexities of special education combining a wealth of practical guidance with the latest research findings This clear and concise Handbook is indispensable for all those involved in special education including teachers teaching assistants parents administrators and others

*Coercion and Punishment in Long-Term Perspectives* Joan McCord, 1998-09-28 Children must learn to act appropriately in ways that differ from society to society and from context to context The question of how best to socialize children so that they can function successfully has fascinated educators and psychologists for centuries In a world in which children exhibit levels of violence that are strikingly unchildlike the question of how to bring children up takes on an immediacy for parents and psychologists Does physical punishment prevent further outbreaks of violent behaviour Are there ways of influencing children so that punishment will not be necessary Drawing upon rich longitudinal data the contributors to this volume examine the benefits and costs of coercion and punishment considering such issues as mental health antisocial and criminal behaviour substance abuse and issues related to measurement and prediction They look at coercion among peers aggressive behavior in boys and girls different parenting styles and effects of home context The volume draws together evidence about coercion and punishment that have appeared in disparate literatures and it raises questions about easy assumptions regarding them It will be a useful tool for psychologists criminologists social workers child care workers and educators

**Multicultural Perspectives in Working with Families**

Elaine Pillar Congress, 2005 This book addresses cutting edge issues in the assessment and treatment of families from diverse cultural backgrounds It covers a wide array of related family issues and skills which are important for human service practitioners in the helping disciplines *Children, Families and Schools* Sally Beveridge, 2013-04-15 Effective communication between the home and school is crucial for any child's education but where special needs are concerned creating good partnerships is essential This book is concerned with home school relations from an inclusive perspective Throughout it highlights issues that are common across all children and families those that reflect individual diversity and those that are of particular significance when children have special educational needs Sally Beveridge provides debates on issues such as the conceptual and policy frameworks that form the background to this subject the fundamental nature of the learning environment that families represent for children the potential role of home school relations in supporting the educational achievements of children from diverse backgrounds and with differing needs strategies for the development of positive communication with parents This book offers a manageable overview of a complex topic ensuring its appeal to students and practitioners alike *Narrative Therapies with Children and their Families* Arlene Vetere, Emilia Dowling, 2012-10-12 Narrative Therapies with Children and their Families introduces and develops the concepts and principles of narrative approaches to therapeutic work and demonstrates how narrative based approaches to practice provide a powerful and client friendly framework for engaging and working with troubled children and their families Using clinical examples each chapter develops a methodology around narrative practice and gives practical advice on working with narrative therapy in a variety of settings Covering a broad range of difficult and sensitive topics including trauma abuse and youth offending this book succeeds in illustrating the wide application of these principles in the context of the particular issues and challenges presented when working with children and families This practical practice based book will be welcomed by any professionals in the field of child adolescent and family mental health who want to explore the benefits of employing narrative based approaches in their work *Multicultural Perspectives In Social Work Practice with Families, 3rd Edition* Manny J. González, 2012-10 Print CourseSmart **The Handbook of Child and Adolescent Clinical Psychology** Alan Carr, 2025-06-02 Now in its fourth edition The Handbook of Child and Adolescent Clinical Psychology incorporates important advances in the field to provide a practice oriented and accessible resource for clinical psychologists in training Beginning with a set of general conceptual frameworks for practice the book gives specific guidance on the management of problems commonly encountered in clinical work with children and adolescents drawing on the best practice in the fields of clinical psychology and family therapy There is comprehensive coverage of Problems of infancy and early childhood Problems of middle childhood Problems of adolescence Child abuse Adjustment to major life transitions including entering foster care parental divorce and bereavement Each chapter dealing with specific clinical problems includes cases examples discussion of diagnosis classification epidemiology clinical features assessment and treatment and practice

exercises New material includes the latest advances in child and adolescent clinical psychology assessment and treatment programmes and positive psychology It also is updated in line with the latest revisions of ICD and DSM This book is invaluable as both a reference work for experienced practitioners and as an up to date evidence based practice manual for clinical psychologists in training

*Refocusing Educational Psychology* Neville Jones, Norah Frederickson, 1990 This work is a follow up volume to *Management and the Psychology of Schooling* 1988 which looked at an alternative style of working for psychological services in the future From this starting point the present volume aims to be more precise about what a psychology of schooling entails



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