

**Burke, Jim (2003) *Writing Reminders: Tools, Tips and Techniques*. Portsmouth, NH: Heinemann.**

Jim Burke is a teacher at Burlingame High School, and for those who know his published work, you will be pleased to hear of his latest contribution. Reading a new book by Jim Burke is like visiting an old friend. His work is always a welcome addition to a working library for teachers and administrators who want to know how to be the best teacher they can. His newest contribution adds to the conversation he began in *Reading Reminders* (2000). He extends and links all he shared about teaching students to learn to love and use reading to a new focus, that of student writing.

Writing Reminders presents itself as primarily written for teachers to use in informing their teaching in the classroom, and the book serves this purpose admirably. In addition, it can be used in teacher training programs to give new teachers an excellent grounding in the essence of teaching writing. Because of the extensive use of citations and references to other current practitioners, this book also can provide a handy reference guide for researchers seeking links to what's out there in best practice.

This very user-friendly book is organized into two main sections, "What Teachers Must Do," and "What Students Must Be Able To Do." The 65 short units fall into these two sections to provide all the necessary building blocks for effective teaching of writing in classrooms. The first section is subdivided into three main areas, "Create a Community of Writers," "Teach and Support Students," and "Evaluate Your Teaching and Students' Progress." The student section is simply subtitled, "Write in Many Genres." This gives you a good idea of the emphasis Burke places on where responsibility lies in the teaching of writing: squarely with the teacher. He devotes the first 44 short units to all the ideas surrounding teacher driven influences, and then the last 21 helping identify clearly how students can be successful if they know the attributes associated with a wide variety of genres.

The book is an impressive compendium of short segments that clearly outline useful ideas in a brief amount of time to help teachers when planning, thinking about lessons, or even during class. Each segment contains a reminder, rationale, what to do, classroom connection, and recommended resources. Many of them also include reproducible graphic organizers, tools, lists, reference charts, and examples of student work to clarify the point of the idea, and make it immediately accessible to teachers for use with students. The segments are clear, concise, and offer concrete, specific recommendations for achieving

the goal of building on students' skills and prior knowledge (however varied that might be) to raise the level of sophistication of student work product in writing. For example, Unit 27 offers specific ideas, structures, and samples of student work to "Support Struggling Writers." It does not leave us with just the philosophical command to do so, but asks the teacher to consider specific questions to seek ways to support students who are stuck. Burke also offers us possible reasons, a range of solutions, and a reference with a website to a resource for structured techniques in teaching a multi-paragraph essay. The three student work samples for different assignments clearly demonstrate the connection to classroom practice for the reader to picture how these ideas might be implemented.

This book is also an excellent resource for administrators who are trying to stay informed about the best ways to think about teaching of writing. It includes a wide range of research based and sophisticated references to support good teaching. Every instructional leader would benefit from reviewing this and even having at hand to share.

I most appreciate the earnest and casual conversational style that avoids educational jargon and offers a brilliant anthology of down to earth strategies that he has tried and shares both from his own experiences and other well-renowned current practitioners. After reading this book I feel considerably more well-read on the topic of teaching writing as a result of his extensive use of citations. Burke gives us graphic examples of classroom applications. Anecdotes are not self-aggrandizing, however. The quotes from students serve well to cement the picture and validate the application under discussion. You feel as though you have been in his classroom as he taught the lesson.

The strongest connection that resonates throughout the book is Burke's argument that writing is thinking, and that better writing produces better thinking as much as better thinking produces better writing. For that reason alone, this book should not be limited for use only to Language Arts teachers. Many of his ideas would work easily and very effectively across a range of curriculum areas. It should be required reading in all teacher preparation classes, it's that good.

Pages: **396** Price: **\$26.10** ISBN: **0-86709-521-0**

Reviewed by Karen S. Romito, Educational Consultant (Curriculum Management Systems, Inc., Phi Delta Kappa, Association of California School Administrators, Consortium on Reading Excellence) and doctoral student, St. Mary's College of California.

Cavigioli, Oliver & Harris, Ian (2003) *Thinking Visually: Step-by-Step Exercises that Promote Visual, Auditory and Kinesthetic Learning*. Portland, Maine: Stenhouse

Publishers.

In *Thinking Visually*, Cavigioli and Harris place a strong emphasis on the power of mapping in instructing students how to think visually to organize information. Mapping is a skill which uses the visual mode to organize topics and subjects in an attempt to make sense of complex information. Mapping differs from the ubiquitous tree design often used to outline hierarchal relationships or organizations. According to the authors, maps entail the main characteristics of visual rhythm and pattern, dimension, and spatial awareness.

Each chapter discusses a specific function associated with mapping. The book begins by clearly outlining the history, function and value of maps. This sparks interest in the topic and gives the reader opportunities to become familiar with the numerous sidebars that are included within each chapter. Chapter two describes useful exercises for the potential user of maps to practice the design and development of a map. Exercises begin with key word selection practice, which leads into the development of language hierarchies that generally move from a concrete to more abstract level. It was the most useful chapter in the book. The worksheets encourage a reader to follow the construction steps, which when performed, help the reader to view maps as classifications around a focal point. Within the chapter, a step-by-step guide for making a map models the steps the authors went through in designing a sample map. Modeling of the thought processes is beneficial to a person unfamiliar with map construction. The modeling assists readers in understanding the importance of purpose and context in map construction. Most readers will likely realize the process of map design is more involved than previously thought, but the suggestions given are descriptive and informative.

The chapter of suggestions for teaching mapping includes numerous exercises for finding key words and organizing information. Although not explicitly stated, the information presented would likely be most useful for the middle grades and above. With some adaptation, mapping could be used with any grade and ability level. Exercises on mapping similar to those provided for a teacher to practice are also suggested for introducing mapping to students. Time would be a consideration for the application of these principles. It would take time to integrate teaching mapping concepts into the daily teaching routine.

The book discusses the use of mapping to teach thinking skills such as, comparing, analyzing, and categorizing in content-based subjects. This section would have benefited from a lengthier discussion on the topic. It does include a functional chart which matches thinking skills often used in curriculum documents with the specific thinking skills mapping addresses.

Mapping can be used to improve communication between teacher and student. Mapping a particular concept can assist students in their own personal examination of the learning experience being offered.

Mapping offers potential opportunities for both active learning and a flow of information between teacher and students. The book provides some practical examples for using mapping in the classroom, particularly as a means of explanation. The usefulness of mapping is often in the development process, not in the results, because mapping assists students in seeing both how much they are comprehending and where they are going with the content being presented.

The final chapter is the weakest. It attempts to pair cleverness with organization and creativity, via explanations that mapping encourages organization and creativity and therefore is a means to model cleverness. It is a broad argument that detracts from the authors' main premise.

The book includes a glossary of sample maps constructed by the authors and by actual students. The sample maps give a touch of realism to the topic. The maps may be photocopied for use in the classroom. The sample practice exercises are also reproducible.

The book would have benefited from additional explicit information on how to use mapping in specific subject instruction. This topic was discussed in chapter four but it was not detailed enough to be useful to specific content area teachers. Generally speaking, the positive points outnumber the weak points. The book's authors do present a convincing argument for the use of maps in the classroom to teach thinking skills, to encourage metacognition and the demonstration of such, and to promote active learning. The information presented can be utilized by the reader and then implemented in the classroom. Time is a consideration to introduce and model the skills needed for mapping. Overall, the book provides another tool in a teacher's arsenal for encouraging active student learning.

Pages: **120** Price: **\$19.00** ISBN: **1-55138-155-9**

Reviewed by Karen C. Fontana, Mohawk Valley Community College and Elmira College

Diffily, Deborah & Sassman, Charlotte (2004) *Teaching Effective Classroom Routines: Establishing Structure in the Classroom to Foster Children's Learning—From the First Day of School and All Through the Year. Grades K-2.* New York: Scholastic.

A must read for any K-2 teacher. The authors have done an excellent job of addressing the number one concern of all teachers -- effective classroom discipline. In fact, teachers at all grade levels could benefit greatly from this book.

The book is full of practical ideas, tips, and suggestions on how to guide children's behavior. It is a step-by-step course of action for gaining and maintaining control of your class. This includes strategies that can be utilized before the school year begins, the first day, the first week, month, and throughout the school year. The authors give a complete blueprint for success with classroom discipline.

Diffily and Sassman use their practical classroom experience to validate their conclusions. They note that some teachers favor rules with defined punishment for misbehavior while others prefer guidelines that students help to create. It is their contention that students behave best when they help develop class rules and regulations. The focus is to improve the child's behavior one-step at a time so the child learns to control his or her own behavior without constant adult supervision.

Short, but powerful. Should be required reading for every early childhood teacher.

Pages: **128** Price: **\$15.99** ISBN: **0-439-51380-4**

Reviewed by Dr. David Lee, presently Assistant Professor of Education in the Educational Leadership Department at The University of Southern Mississippi. He has been a teacher, principal, superintendent of schools, and deputy state superintendent for the State of Louisiana.

Ehrenworth, Mary (2003) *Looking to Write: Students Writing through the Visual Arts*. Portsmouth, NH: Heinemann.

This new resource for teachers of writing creatively interprets the importance of writing skills and offers intriguing methods for the development of these skills. While recommended grade or reading levels are not suggested for the book as a whole, the reader will find that beginning with the lower middle grades through the high school level, there will indeed be something for everyone.

The author clearly sees the work as serving both academic and social purposes. In the introduction, Ehrenworth begins by discussing the lack of toleration for differences that she saw emerge into view following the events of September 11th. She tells us that the focus on the arts is part of broader concern and that she hopes that the workshops she describes, in addition to improving writing, will serve as an "antidote" to the lack of understanding that exists between people of different backgrounds. While ambitious in its intentions, this book is also well-researched and grounded in sound educational praxis. Teachers using this work in their classrooms should find it a relatively easy task to tie the well thought out activities to their districts' or states' standards.

Looking to Write is organized into four central workshops, each with a number of possible permutations. Each chapter begins with a reflection about the topics to be covered. This is followed by description of the activities themselves, which are interspersed with the experiences of children as they construct meaning from the workshops. References are listed at the end of each chapter.

The first chapter is entitled, “Poetic Understanding: Imagining Picasso.” Through the work of Picasso, we are guided through stories that create engagement with the art, as well as the traditional writing processes. We also see in this chapter that “workshop” is used to describe the several sets of activities. Ehrenworth envisions interactive class sessions that will allow students to relate to the selected works of art, and then create their own understanding through writing. Each workshop might take several traditional class blocks to complete. Through the work of Picasso, we are guided through stories that create engagement with the art, as well as the traditional writing processes.

The concerns regarding toleration and diversity that permeate the introduction are given fuller expression in Chapter two, “American Landscape and the Aesthetic Experience.” The social goal of an inclusive America that takes pride in an uncensored history is a parallel goal to prompting students to consider the stories told in historical paintings. Ehrenworth has taken care to choose narrative paintings that include characters which represent non-dominant groups. This allows one assignment, which is to imagine oneself in the scene depicted in the painting, to resonate in multicultural settings.

Chapter three continues the theme of inclusion. The workshops are centered on art from Benin, meaning that for most students in the United States, there will be a level of equality of understanding at the outset of the workshop. “Focusing on Myths,” the fourth workshop, uses sculpture to inspire the creative process. The themes of this chapter include advocacy and interdependence.

Reading this book, one actually enjoys the sometimes laborious task of determining useful themes and concepts to explore with different age groups. For example, taking the research on developmentally appropriate lessons to heart, Ehrenworth can justify centering a workshop around myths for adolescents.

Teachers wishing to include these workshops in their curriculums will find that the book includes the necessary resources. Besides offering examples of instructions that are given to students and laying out scenarios as examples of effective practices, Ehrenworth includes appendices that contain writing worksheets and guides.

There is one minor problem with this work. The website that accompanies it, at <http://www.heinemann.com/ehrenworth/> does not do justice to the quality of the book. Intended to allow teachers access to full color versions of images used in the work, this site is a great idea

in theory. Unfortunately, the design and maintenance of the site are lacking. The arrangement is confusing in that the headings used to categorize the links do not match the workshop names from the book, and are not even in the same order as the book chapters. This will mean that users of the book will need to find alternative sources for the images.

Pages: 171 Price: \$20.00 ISBN: 0-325-00463-3

Reviewed by John P. Renaud, The University of Miami Libraries

Flippo, Rona F. (2004) *Texts and Tests: Teaching Study Skills Across Content Areas*. Portsmouth, NH: Heinemann.

The publisher claims “*Texts and Tests* is a unique nuts- and-bolts guide for teachers of grades 1 through 8 that covers not only the teaching of study skills, but also test-taking techniques in all subject areas.” (<http://www.heinemann.com/shared/products/E00491.asp>) That’s certainly an interesting promise for just 127 pages. In reality, this is simply a rehash of common knowledge methods that can be found on the Internet. For example, below I have listed some good sites that cover most of the same material. It took me about five minutes to find these using a search engine.

- Free learning skills handouts
<http://www.coun.uvic.ca/learn/hndouts.html>
- Free K-W-L generator
http://www.teach-nology.com/web_tools/graphic_org/kwl/
- PQR3 review site
<http://www.how-to-study.com/pqr3.htm>
- General Study Skills checklist
http://www.gwd50.k12.sc.us/BRW-Web/StudySkills%5Cstudy_skills.html
- A link site by grade level for study skills and test taking skills
http://www.wannalearn.com/Academic_Subjects/Study_Skills/

However, for those in a hurry, this book offers a brief overview of well-known teaching methods and, the best part, some good tables. If that is worth the price, and you don’t have any other expectations, buy the book. If you are looking for something specific, look elsewhere.

Overall, Flippo’s book is overly simplistic by revealing the obvious such as those students who have been trained on how to answer exam questions have higher scores. Flippo’s research is somewhat hidebound as she quotes her other books to make points. Indeed, in her seven page reference section (remember the information section of this book is

only 120 pages long.) she lists her own publications seven times. That might be a record for such a short book.

The good news is that the last pages have some good tables that are handy such as “predict-test-conclude,” a form that helps students form a hypothesis and defend it. The Assignment Analysis Sheet, which forces the teacher to look more closely at the strategies and outcomes of classroom work, the Study Skills and Strategies checklist, and the Think-Through and Do” sheet is handy as were the essay checklist and the K-W-L (Know-What-Learn) table.

Pages: 127 Price: \$17.00 ISBN: 0-325-00491-9

Reviewed by Alan Haskvitz, Reach Every Child,
<http://www.reacheverychild.com>

**Greenwood, Scott C. (2004) *Words Count: Effective Vocabulary Instruction in Action*.
Portsmouth, NH: Heinemann.**

Few Language Arts teachers would deny the importance of vocabulary instruction but the dilemma is how to make it a meaningful part of the daily curriculum. Traditionally memorizing "important words", mastering a number of root, prefix and suffix lists, and using new words correctly in sentences has been the sum total of most vocabulary instruction. Has this been effective? Scott Greenwood, an assistant professor of literacy at West Chester University, would say, "No!"

"For too many teachers, vocabulary instruction is like spelling instruction: they know they ought to be doing it, but they don't generally know much about how. So they assign it rather than teach it, falling back on how their teachers taught," (p.2) Greenwood writes. He continues that the assumption of traditional vocabulary instruction is that "knowing a definition is the same thing as thoroughly and flexibly knowing a word's meaning" (p. 2). That, Greenwood believes, isn't necessarily so and, in the long run, may do more harm than good.

After debunking the old way of teaching vocabulary in the first chapter of *Words Count*, Professor Greenwood proclaims the "good news". There are a whole range of learning strategies that can be brought to bear that will not only make vocabulary acquisition enjoyable but will also make students active agents in the process.

Citing recent research to support the principles of sound vocabulary instruction, which are explained in Chapter Two, the author explains that the ultimate goal is to make the students independent learners. The teacher's function is to be cognizant of the various strategies available and then select the appropriate ones based on knowledge of the class' personality and needs.

From thoughtful instruction in the use of the dictionary, the thesaurus, and the glossary to the use of context clues and mastering structural analysis, the strategies suggested are not necessarily new. So the key, then, appears to be in the delivery rather than the technique.

Greenwood believes that, "Effective teachers recognize the power of interest and choice. Good teaching recognizes that successful learners construct their own knowledge and effective vocabulary teachers present new vocabulary in ways that model good learning" (p.13). These ways are identified in the following chapters that focus on making the "vocabulary connection" with literature, writing and the rest of the curriculum. The nuts and bolts aspect of this includes information on mapping techniques, semantic feature analysis, utilizing context clues, word games, etymology, and a range of other approaches to vocabulary enhancement.

The book concludes with a section on assessing vocabulary acquisition and over 40 pages of lists which range from antonyms and roots to homographs and strategies for solving analogies.

Teachers on any grade level will probably find this guide of interest but a glance at the classroom photos and student work used throughout the book make it clear that Dr. Greenwood's focus is on elementary school youngsters.

Pages: **202** Price: **Out of Print** ISBN: **0-325-00648-2**

**Reviewed by Robert F. Walch, Retired educator,
Monterey, California**

Kellett, Mary & Nind, Melanie (2003)
***Implementing Intensive Interaction in Schools:
Guidance for Practitioners, Managers, and
Coordinators.* London: **David Fulton
Publishers.****

Implementing Intensive Interaction in Schools: Guidance for Practitioners, Managers, and Coordinators has its origins in Mary Kellett's doctoral study, for which Melanie Nind was a supervisor. They explain, "Inevitably, the study evolved in an organic way to tell us much about the issues of implementing the approach in schools as about the effects of using the approach for the pupil participants" (p. 1). For Kellett and Nind, "In essence this boils down to three main concepts: **change, innovation** and **implementation** and to the relationship that exists between them" (p. 19). Similarly, they emphasize that "practitioners in schools cannot concern themselves with approaches like Intensive Interaction in a vacuum" (p. 2).

The authors "assum[e] that readers of this book already have some familiarity with Intensive Interaction and some desire to see it used, or used to better effect, in their establishment" (p. 2). They suggest numerous resources for those unfamiliar with Intensive Interaction. As one who knew nothing about this pedagogy, I felt initially uncomfortable and wondered how I could proceed. However, despite their disclaimer, Kellett and Nind provide ample information for any reader to develop some sense of Intensive Interaction and the issues.

In "Part One: Right from the Start," they clearly explain Intensive Interaction, including a brief history of its origins and a bulleted list of key features. To distinguish it from other superficially similar approaches, they stress, "Inherent to Intensive Interaction is that the style is used deliberately and purposefully to facilitate social and communication development primarily and with this emotional and cognitive development also" (p. 12). They add that an "important factor in what makes Intensive Interaction different from the intuitive interactions of caregivers is the complementing of intuitive elements with the professional elements of planning monitoring and critical reflection" (p. 13). Part One also includes an overview of theory, some conceptual frameworks, and practical guidance for implementation.

"Part Two: Learning from Experience" reviews in great detail six case studies, with special emphasis on what works and what doesn't. Each study includes a synopsis of the child's situation, an overview of the data, highlights of the case, and a summary of implications. Each case is unique enough to prevent redundancy. While more knowledgeable readers will better understand the issues involved, one easily can cull out the key facets about each child. Furthermore, the amount of data collected in each case is impressive: months of observation and dozens of

data lots. All of it is broken down and scrutinized. Numerous graphics, graphs, and tables illuminate some of the findings. For persons with some expertise, all this information must prove enlightening.

The final two sections move from case study into theory and possible implications. In “Part Three: Best Practice,” some conclusions coalesce into implementation strategies for optimizing student progress through Intensive Interaction. The authors directly address issues such as curriculum, accountability, and inclusion. They outline how Intensive Interaction can work within the guidelines of the English National Curriculum. “Part IV: The Research Frontier” challenges practitioners to conduct their own research and school-based studies. Rather than sound a charge, though, the section becomes a bit pedantic and bogged down in basic points about research that readers likely know.

Many will value this book, particularly those who believe in Intensive Interaction and are looking for more information to support their cause. Particularly in “Part 3: Best Practice,” Kellett and Nind offer some provocative ideas about Intensive Interaction that all teachers should remember. They stress, “Intensive Interaction is a positive response to pupil diversity. It focuses on making the curriculum fit the pupil and not the pupil fit the curriculum” (p. 153) and “it is less concerned with outcomes that with active learners and learning processes” (p. 154). They challenge us to risk change: “In bringing something new to our pedagogy we must not be afraid of deconstructing that which is already there” (p. 156).

Ultimately, Kellett and Nind present a strong, compelling case for Intensive Interaction because it “fosters emotional engagement with learning, and between teacher and learner” (p. 159). In education, is anything more vital?

Pages: 205 Price: £ 18 ISBN: 1-84312-019-4

Reviewed by Mark Crotty, Director of Curricular Programs PK-12, Greenhill School, Addison, TX.

Peirce, Elizabeth (2003) *Multi-Faith Activity Assemblies: 90+ Ideas for Primary Schools.* London and New York: RoutledgeFalmer.

As an Associate Professor in a teacher education program, I teach a mandatory course in educational equity at the

Faculty of Education, Queen's University. I am constantly in search of books for beginning teachers that provide some guidance in helping them teach not only about diversity but also in classrooms comprised of students from different ethnic and cultural backgrounds. I found both in *Multi-faith activity assemblies*. It was a treat to read this book, and a delight to be able to review (and recommend) it.

The book is clearly a book for educators, both at the school level (school administrators) and at the classroom level (teachers). It provides lesson plans that inform students about various aspects of different faiths. Moreover, it provides suggestions on how to get these ideas across to the students through the use of cooperative learning techniques, especially active learning, and with an overall goal of the 'peaceable' classroom.

The structure of the book is straightforward. It is divided into sections that focus on, for the most part, important and meaningful issues in a young person's life: birth (or section 1, new beginnings); places of worship; friends; festivals; rites of passage; water themes; animals and birds; and inspirational leaders. All topics, except the last one in my opinion, deal with issues that an elementary school student would be encountering, at home, at school, or at both places.

I shall briefly review the content of the book. The first section, new beginnings, has chapters on very common themes for a young person: who I am, babies, moving house, first day of school, and different new year celebrations in the populations that are common to students in British schools: Christianity, Judaism, Buddhism, Sikhism. The next chapter explores places of worship, and adds Islam to the religions explored in the previous chapter. Here, different religions are depicted, but in very low key, non-threatening ways, for example looking at the structure of a synagogue (Judaism) or going to visit a mosque (Islam), or exploring Christianity around the world.

I especially enjoyed the next section, friends. The entire orientation is about friendship, and about resolving our differences with our friends in a peaceful way. Yet I found it somewhat disconcerting to read the activity, 'The good me and the bad me.' As an educator, I believe that we should not weigh on the negative or inappropriate behaviours in our classes, but instead should focus on positive or affirming behaviours. I recognize, however, that this is a particular bias which I have and, hence, would

have the freedom not to choose this activity or to simply modify it to only include ‘the good me.’

Section four is about major festivals, adding festivals from Hinduism to the different religions addressed in this book. This is another excellent section, containing material and activities that could be used throughout the year. It also lends itself quite well to lessons on comparisons – comparing religious festivals that are some basis of similarities. The ‘rites of passage’ section is particularly important in religious schools, or for students in a secular school but taking religious lessons as extracurricular activities. I believe that this section adds to the students’ understanding of each other. My only hesitation with this chapter is that its content may be more relevant to students who are at the senior end of elementary school (grades 7 and 8), and hence not the primary school students indicated in the subtitle of the book.

The next two sections deal with common themes for youngsters: water, and animals and bird. Incorporating folk stories not only from different countries (such as China and India) but also from different religions other than Christianity (such as Sikhism and Buddhism) is an excellent technique so that children from different cultural and ethnic groups can hear their own common tales in the classroom.

The second to last section is titled ‘inspiration leaders’ and begins with a story about Jesus. It then includes stories and activities about many of the religious leaders around the world, for example, Mahatma Gandhi. Again, I am not sure that these stories are as meaningful to primary students as they would be for older children (again, say in grades 7 and upwards). There are two non-religious stories of two children who are leaders -- a story about Grace Darling and her courage helping others, and a story about an unknown boy hero as he helped another boy by demonstrating compassion. These stories are good, but they are hidden amongst the stories of religious leaders. Perhaps one more section of stories and activities that highlight children from around the world who have demonstrated leadership or other exemplary behaviours for primary children to model could be added if this book undergoes a revision or second edition.

The final section in the book is entitled ‘Background Information for Teachers.’ It contains excellent content information on the following religions: Buddhism, Christianity, Judaism, Hinduism, Islam, and Sikhism. Basic terms are defined; the religions are described;

references and websites are provided. This, in my opinion, is exactly what teachers want – good information that is relatively up-to-date, and is located in one place for easy referencing and quick follow-up.

I thoroughly enjoyed this book, and from the two perspectives: one, as a professor in a Faculty of Education who is preparing future teachers to teach a diverse student population; and two, as a former elementary teacher. Teachers are in need of both content (what to teach) and process (the activities); this book provides both. Moreover, this book promotes inclusive practices -- active learning, cooperative learning techniques, and activities that should be common to the majority of students in today's elementary classrooms.

Pages: **258** Price: **\$31.95** ISBN: **0-415-30359-1**

Reviewed by Ruth Rees, Associate Professor, Faculty of Education, Queen's University, Kingston, Ontario, Canada

Power, Thomas J., DuPaul, George J., Shapiro, Edward S., & Kazak, Anne E. (2003)
***Promoting Children's Health: Integrating School, Family, and Community.* New York: The Guilford Press.**

Promoting Children's Health was written by multiple authors whose individual efforts were not identified in the work so I will refer to them collectively as the authors. The main premise of the book is that children's health cannot be treated in isolation from the many systems that affect their well being and that these systems need to work collaboratively. The authors refer to Bronfenbrenner's (1979) social-ecological model and "According to this model, each system in a child's life (e.g., family, peer group, school, and healthcare services) is linked with one or more of the other systems to form a network of interconnected systems or mesosystems" (p. 11). These systems need to form new relationships with each other and to reconsider the roles that they are to play in prevention, treatment, and assessment of children's healthcare.

There are four sections in *Promoting Children's Health*, which are further subdivided into chapters. Part I – Understanding the Context relates the changing healthcare,

education, and social policy environment that has resulted in increasing demands upon schools and families. Parents, physicians and schools need to coordinate required care for these students so that they can participate in the most inclusive setting possible. The increasing use of pharmacological intervention has implications for student behavior both at home and in classroom settings. This has resulted in a need to coordinate the assessment, dosage, and evaluation process.

The authors discuss the strengths and weaknesses of the various healthcare settings and give suggestions of how collaborations might take place. The importance of offering health services in culturally relevant modes is emphasized. They note that, “For the minority families, most preclinic contacts were through informal networks, including families, neighborhood organizations, or faith-based organizations” (p. 39). These diverse points of access to health information and services suggest the need for a new model.

Part II – Developing Intervention Strategies begins with a discussion of various assessment models and again the authors address the strengths and weaknesses of each model. They also tie assessment to intervention strategies and state that, “Assessment data traditionally have been used to delineate problematic areas and to make diagnostic decisions. Ultimately, however, these data are most useful when they can pinpoint possible treatment directions and guide the design of specific intervention plans” (p. 61). Chapter four talks about the special challenges of integrating children with health problems back into a classroom setting. The authors identify stakeholder groups that need to be brought into the process and they include teachers, health professionals, parents, and peers. The importance of adherence to treatment is emphasized and the authors explain, “Our premise throughout this chapter is that adherence is a broad construct, best framed as a process of collaborative management involving the patient, family, healthcare team, and school” (p. 121). Pharmacological interventions are addressed in chapter six and the authors give a detailed explanation of the process to determine whether pharmacotherapy is necessary and if so how to implement an integrated program.

Part III – Developing Prevention Strategies deals with the creation and evaluation of prevention programs. It begins with the creation of prevention programs for target groups at heightened risk or those having one or more risk factors for a disease or disorder. The authors list several successful model prevention initiatives including Pathways

that addressed the increased risk of obesity amongst Native American children. Universal prevention strategies are also discussed. “Because universal prevention programs are designed to address the needs of individuals when they are healthy, and before they display signs of risk, prevention efforts often are targeted on children” (p. 171). Success for All, a literacy program for children in low-income areas is one example of a universal prevention program. In discussing evaluation of these programs the authors make the point, “The collection of evaluation data not only establishes the effectiveness of a program but also provides important information regarding programmatic process, integrity, acceptability and impact” (p. 212).

The book looks at how psychology training for professionals needs to adapt to the healthcare reforms and to address how these changes will affect the treatment of children. The authors discuss the idea of core competencies across the specialties of child psychology. The authors state, “Our position, as expressed throughout this book, is that the developmental-ecological model provides a road map to guide research and practice related to the health needs of children” (p. 243). The importance of strengthening relationships between researchers and practitioners is reiterated and the authors challenge these groups to form partnerships with each other and to incorporate policy makers into the research planning process.

The authors outlined their primary audience in the preface, “This book should serve as a useful guide for professionals from a wide range of disciplines who address the healthcare and mental healthcare needs of children and their families” (p. vii). The authors’ writing style is scholarly and there is an assumption that the reader shares a similar educational background. There is no glossary for those unfamiliar with the language of the field of children’s health and this is problematic as I referred to the back of the book index several times in search of a term. *Promoting Children’s Health* effectively outlines the current issues surrounding the healthcare of children and presents an eloquent argument for the deliberate and thoughtful integration of health services for children.

Reference

Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.

Pages: **262** Price: **\$35.00** ISBN: **1-57230-8559**

Reviewed by Laura Koltutsky, University of Houston

Schaefer, Lola M. (2003) *Writing Lessons for the Overhead, Grades 5 and Up: 20 Transparencies that Show Models of Strong Writing With Companion Mini-Lessons*. New York: Scholastic.

Writing Lessons for the Overhead offers an intense step-by-step plan for supplementing writing curriculum beginning in the fifth grade. Using overhead transparencies, the author offers models for use in mini-lessons that demonstrate various writing elements. She suggests using them to:

1. introduce a new craft element
2. reinforce efforts observed in student writing
3. analyze a particular element
4. encourage revisions focusing on a specific element.

Schaefer begins each chapter with a question to explore. She then proceeds to introduce the designated element by scripting a discussion between teacher and student that centers on an aspect of the element that is already within the scope of the student's prior knowledge.

Schaefer moves from the discussion strategy to a step-by-step guide for developing each element. She also offers alternative questions for students that are unable to distinguish which form offers the best example of the element being discussed. Through discussion and overhead transparencies, the author breaks each element down to its most minute form. While one chapter discusses "Voice," the next chapter covers "How to Describe Voice." If students cannot identify why one sample has a stronger voice than another, again, Schaefer offers questions that direct them toward a more comprehensive understanding.

Sample writings are displayed on overhead transparencies. Schaefer maintains that using prepared writing samples lessens the pressure on middle school students who may be too self-conscious to critique their own writing or that of their peers. She makes the assumption that her students will be able to transfer what they learn from the samples to their own writing while at the same time advocates returning to the writing samples as often as necessary to reinforce elements as needed.

In addition to discussion scripts, step-by-step procedures

and overhead transparencies, the author offers advice on the read aloud connection to writing, stating that “Reading aloud is the best investment a teacher can make to build strong foundations for student writers” (p. 90). Finally, Schaefer offers literature links that demonstrate the powerful connection between reader and writer.

This work is intended to be used as a supplement for grades 5 and up “to enhance understanding of specific craft elements” in the writing process. It is not designed to replace standard teaching practices but could be a useful tool that supports writing curriculum.

Pages: **80** Price: **\$16.95** ISBN: **0439420636**

Reviewed by Adelaide Phelps, Oakland University



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