

time to be writing about human development and lifelong psychological growth' in a period where there have been 'significant scientific breakthroughs that strengthen grounds of optimism'. The reviewer, and I'm sure others in the field of psychology, could not agree more.

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Psychology in Education Critical Theory—Practice

Tim Corcoran (Editor)

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The synopsis of *Psychology in Education* recommends the text for 'readers who are interested in the innovative development and application of psychological theories and practices in education'. It is an edited text with 12 chapter contributions by scholars from Australia, South Africa, the United Kingdom and the United States. The chapters involve the application of critical theory to discuss the function of education, the work of the psychologist in education, 21st-century competencies, and the articulation of values in psychological practice. Although the text contains a critique of current theory and practice in educational psychology — in particular, its relation to the deficit model suggested to be fundamental in IQ testing — its central purpose is theoretical and philosophical.

The underlying tenet of this book is the notion that educational psychology is plagued by a focus on assessing and labelling children, and that it misses the crucial imperative of educational practice to be transformative by building on the strengths and open-ended possibilities that come from a contextual community perspective. Critical theorists, using the values-based proposition that education should foster social justice, democratic principles and community participation, exhort educational psychologists working in schools to use these objectives to create non-labelling, contextual/systemic interventions.

For readers interested in reviewing the theoretical background to educational and psychological practice, a number of chapters challenge the fundamental assumptions behind the case work/individual measurement model that the text suggests dominates the workplace of the average educational psychologist. Authors invite the practitioner to look closely at the assumptions underlying practice to reveal the ways acceptance of current approaches can perpetuate dominant, positivist and unjust theory. However, the attack on psychological assessment is general and global. Consideration needs to be given to the many practice and policy variations across localities and nations. Practitioners might argue that use of psychological testing does not preclude operating with an inclusive approach, that assessment methods have developed well beyond using IQ scores, that it is a social justice issue to provide appropriate services for those learners who struggle in universal education contexts, that educational psychologists

have an important role in treating mental health issues, and that many educational psychologists already work in policy or advocacy roles.

Chapters in the text range from consideration of critical theory applied to psychology in education to analysis of specific practice in educational psychology. They highlight the importance of educational psychology as one of a number of disciplines that can contribute to the development of innovative educational practice. Other chapters focus on how psychological theory should embrace a more proactive philosophy that reflects the constructivist nature of our educational policies, the importance of working to marry the scientific with the ethical, and the need to create approaches to progress the adoption of democratic principles. Some of these debates sit in a context of philosophy in education rather than the application of psychology in education; however, they do serve to encourage reflection on the foundations of theory and action.

This text appeals to readers interested in critical analysis of educational innovation, philosophy, educational philosophy and systems thinking about education. Educational psychologists involved in theory and policy would find interest in this text.

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Foundations of Behavioural, Social, and Clinical Assessment of Children

Jerome M. Sattler

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Sattler's sixth edition of the seminal *Foundations of Behavioural, Social, and Clinical Assessment of Children* offers readers a detailed and comprehensive, yet cohesive and tightly written synthesis of assessment. The systematic structure of the text, both with regards to the incremental chapter sequence and the methodical, signposted layout within chapters, ensures information flows. Indeed, one of the most significant strengths of the text lies in its organised, concise summation of numerous assessment measures, allowing the reader to straightforwardly access relevant information.

In Chapter 3, Sattler presents a cogent reminder of the subjective nature and impact of diagnostic labelling and classification. He notes the arbitrary nature of labels, while also detailing children's strengths that are not quantified within traditional psychological diagnoses (such as resilience). The reminder of the limitations of labels to capture individual differences between children provides the reader with a pertinent lens by which to view the results of assessment.

Sattler touts the benefits of the eclectic perspective approach to assessment. He is a proponent of the need for assessment to benefit children, and views families and children as experts on their individual situations. Throughout the text, the reader is reminded of the ethical responsibilities associated with assessment, particularly the