

justifiable, given that it is often the culmination of many psychological assessments. That the discussion of psychological reports was confined to the chapter on clinical assessment may give inexperienced readers the erroneous impression that report writing is not a common activity in other areas of psychology, such as educational and neuropsychological specialisations. Further, that the topic of vocational assessments was included in the chapter on educational testing, and not organisational, seemed quite odd. A final criticism is that the book was repetitive at times, referring to the same or very similar content in multiple chapters. For example, intelligence tests were covered in three separate chapters.

Notwithstanding the above suggestions for improvement in future editions, my overall impression of the text book is very positive. Comments made by students throughout the semester have been similarly positive.

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The Bravehearts Toolbox for Practitioners Working with Child Sexual Assault (2nd edition)

Nadine McKillop, Carol Ronken, and Sam Vidler
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‘Saviour! I’ve no one else to tell — And so I trouble thee’, Emily Elizabeth Dickinson (1830–1886). Often children who have experienced sexual assault wish only to disclose to the individual with whom they have formed a therapeutic bond. For many practitioners, however, disclosure results in referral. Reasons can include uncertainty about legal obligations, or self-doubt regarding one’s professional competence to manage and therapeutically treat the disclosure. The authors of *The Bravehearts Toolbox for Practitioners Working with Child Sexual Assault* tackle these issues and provide therapeutic tools for practitioners who have received a disclosure. Bravehearts recommends that it is preferable for practitioners who have received a sexual assault disclosure to continue working with the young person, particularly if a therapeutic relationship has already been formed. This book aims to equip practitioners with the knowledge, skills, and techniques needed to professionally, ethically, and legally manage the disclosure of sexual assault.

This is a process-orientated and skills-based resource for practitioners working with child sexual assault. The book guides practitioners towards understanding the indicators, presenting behaviours and long and short-term outcomes for children who have experienced sexual assault. It provides a voice to the often silent and isolating experiences of these children.

McKillop, Ronken, and Vidler have thoughtfully outlined appropriate responses for practitioners, from reporting sexual assault to detailing therapeutic processes and

activities for specific age groups between the ages of 5–14 years and over. The activities aim to assist practitioners to work with anger, avoidance, self-blame and sleep issues, and to teach personal safety, self-esteem, positive self-talk and appropriate boundaries. A psycho-educational component identifies healthy and unhealthy sexual behaviours and provides a holistic response to sexual assault. The text equips practitioners with a guide to not only assist young people, but also to work alongside others who will accompany the young person through his or her sexual assault journey. These people include parents and caregivers, who provide important support for young people and ensure their future safety.

The final chapter is dedicated to the ‘toll on the therapist’ and serves as an important reminder of self-care. Funding and resource deficits, as well as the difficulties of working with vulnerable children, mean that practitioners can become ‘emotionally overwhelmed and exhausted’ (p. 113). A ‘self-care assessment’ is provided by the authors, who acknowledge this important facet of working with this particular client population.

To conclude, *The Bravehearts Toolbox for Practitioners Working with Child Sexual Assault* is an activity-rich resource of therapeutic responses for when children disclose sexual assault. In light of the book’s estimate that ‘one in four girls and between one in seven and one in twelve boys are victims of sexual abuse’ (p. 24; see James, 2000), this is a welcome resource for practitioners working with young people.

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Reference

James, M. (2000). *Child abuse and neglect: Redefining the issues* (Trends and Issues Series, No. 146). Canberra, Australia: Australian Institute of Criminology.