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.

Vicki McKenzie
University of Melbourne, Australia

Foundations of Behavioural, Social, and Clinical Assessment of Children

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

influence assessment results can have on children. The growth-mindset approach to development is also employed.

A notable strength of the text is its practical nature, primarily with regards to Chapter 7, which explains complex psychological concepts to parents, teachers and children. Moreover, the semi-structured interview questions outlined both in the text and the accompanying Resource Guide provide invaluable assessment measures for students of psychology, welfare staff and psychologists. Similarly, while other texts focus merely on themes and patterns with regards to observing children, Sattler delineates the specific questions and behaviours involved in formulating hypotheses and assessing behaviour. For example, the hundreds of precise questions enumerated in Tables 3–1 and 3–2 are highly useful when conducting observations. The sections of the text addressing risk to self and risk to others continue this theme of practicality, with questions practitioners can employ, as well as a list of further resources available. Finally, the inclusion of numerous examples of reports provide readers with templates by which they can summarise their findings.

Sattler shows great skill in logically and simply examining complex theorems, particularly in his chapter on statistics and psychometrics. This expertise is further manifested in Chapter 23, which describes the varied and complicated effects of brain injury on behaviour. Summary sections at the end of chapters assist understanding. Despite its detailed content, the text remains highly readable and engaging due to its examples, quotes and figures and 'misconception and fact' sections, which allow for evidence-based understanding. The use of diagrams provides pictorial summations of data.

Overall, Sattler has integrated detailed psychological theories with developmental paradigms and useful interview questions in an accessible, comprehensible and germane text.

Sarah van Ree
School Psychologist Catholic Care, Emmanuel College,
Melbourne, Australia

Motivation to Learn: Transforming Classroom Culture to Support Student Achievement

Motivation to Learn: Transforming Classroom Culture to Support Student Achievement is a resource aimed at aiding educators with the skills to motivate their students. Middleton and Perks are clear that their target audience is practising educators, but this group is not the only demographic that may find utility in this book. This book has a place on the desks of teacher educators, educational and developmental psychologists, as well as students seeking further advancement.