

chapter 12, Jenny R. Ritchie and Cary A. Buzzelli describe another intriguing curriculum framework—the Te Whariki early-childhood curriculum of Aotearoa in New Zealand. This bicultural, bilingual framework emphasizes indigenous cultures and spirituality as a dimension of learning. In chapter 13, Mariana Souto-Manning tells the classroom story of how the Accelerated Reader Program, a federally funded early-reading program, corrupted the intrinsic motivation of her second-grade students and overrode her professional judgment.

In part 4, Debora Wisneski and Stuart Reifel describe how alternate ways of viewing play serve as a curriculum development tool, and Katherine Delaney and Elizabeth Graue reexamine the history of kindergarten curriculum. In the final chapter, the editors synthesize the contributions of the authors and distill new directions for curriculum development in early-childhood education. They assert that some literature on curriculum development sets unrealistic expectations for teachers by asking them to integrate in-depth knowledge of child development, content, and learning outcomes as well as practical expertise. The editors, instead, advise teachers to examine their taken-for-granted assumptions about children's learning, teaching, and curriculum processes and to focus on children's backgrounds, funds of knowledge, and questions as the starting point for developing curriculum. The editors see an important role for teacher educators and their students in this curriculum-development process, but they also might recognize how school leaders, parents, and community members contribute. Never-

theless, as the editors suggest, we do need to create spaces for discussion and performance of multiple curriculum possibilities where “teachers and *all* children . . . explore their own ways of becoming, engaging, and learning together.” (p. 204).

—Mary A. Jensen, *State University of New York at Geneseo, Geneseo, NY*

### **Group Play Interventions for Children: Strategies for Teaching Prosocial Skills**

*Linda A. Reddy*

Washington, DC: American Psychological Association, 2012.

Contents, related sources, references, appendices, index. 295 pp. \$49.95 paper. ISBN: 9781433810558

As a school-counselor educator who regularly teaches courses in child and adolescent counseling, as well as play therapy, I read with interest Linda Reddy's book, *Group Play Interventions for Children: Strategies for Teaching Prosocial Skills*. Following a brief introduction, the book includes four user-friendly sections, each of which can serve as a well-written, stand-alone essay. While the author successfully synthesizes the vast theoretical and research literature, she deserves praise for developing pragmatic interventions immediately applicable to the work of educational and counseling professionals. This text offers a great deal for practitioners, and it also complements the bookshelves of anyone interested in the study and development of play.

The first section of the book, "Foundations," contains five chapters that thoroughly review the literature and offer a context for the material to come. Reddy's informal and engaging writing style makes the important concepts easy to digest. The section builds logically, beginning with a grounding in group-play interventions and moving to the use of group play for children with special needs. The next chapters discuss the logistics of developing and implementing groups for play interventions, incorporating group instruction and behavior-management strategies into group-play interventions, and facilitating caregivers' use of group skills to promote generalization. In each chapter in this section, the author references material used later in the text, alerting the reader to the connections.

In format and content, the second section of the book, "Group Play Skill Sequences," reminds me of the skill-streaming work of Arnold Goldstein. Here, Reddy presents forty-three discrete group-play skills, beginning with the basics of prosocial communication and introductions and progressing to more complicated skill sequences such as saying and accepting no and asking for and giving help. She presents each skill sequence in the same format, describing the evidence for the skill and following with step-by-step behavioral instructions. She concludes with suggested social contexts for practicing the skill sequence. Reddy recommends that one or two skill sequences from this section be taught or reviewed before each group-play intervention session. Most of the skill sequences are one page in length, making them easily reproducible as handouts

for children or their caregivers.

The third section of the book, "Group Play Interventions," is almost one and half times as long as the previous two. Reddy subdivides this section into eight teaching modules, each highlighting a specific group member presentation or group topic/goal (e.g., anxiety, anger and stress management, effective planning, and time management). Within each module, she describes a series of eight or nine highly original interventions. She gives each intervention a developmentally appropriate name and offers a descriptive overview of the group-play interventions skills taught and practiced within the intervention itself, as well as those she suggests for review prior to the implementation of the intervention. While the entire book is rich with material, practitioners will find this section indispensable.

The book's "Conclusion" offers a brief final contextualization and provides ideas for future directions. Reddy also outlines a sample sixty-minute group-play therapy session, including details about the sequencing of the various components. Here she illustrates the way in which the group-play skills can be taught, modeled, practiced, and refined through experiential feedback. Reddy concludes with a thorough listing of related resources, the references, and the index.

In short, this book will prove to be a comprehensive source of practical information for those interested in social-skill development, group-play interventions, and skill streaming.

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—Melissa Luke, *Syracuse University, Syracuse, NY*