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# Student Aggression: Prevention, Management, and Replacement Training / School Interventions for Children of Alcoholics

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on the reading list of professional psychologists who are developing graduate level courses in the area of psychological measurement and assessment. The book would also make a valuable resource for practitioners working in community-based clinical settings that provide psychological testing services to individuals and families with mental health problems.

**Student Aggression: Prevention, Management, and Replacement Training**, by Arnold P. Goldstein, Berj Harootunian, and Jane Close Conoley. New York: The Guilford Press, 1994. 280 pp., \$28.95 cloth. ISBN 0-89862-246-8.

**School Interventions for Children of Alcoholics**, by Bonnie K. Nastasi and Denise M. DeZolt. New York: The Guilford Press, 1994. x + 275 pp., \$25.00 cloth. ISBN 0-89862-367-7.

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The books under consideration here offer school-based solutions for children of alcoholics and those who are aggressive. They are designed to be implemented by teachers alone or with the assistance of school psychologists.

Nastasi and DeZolt are concerned with helping the children of alcoholics cope with school. The major vehicle for assistance is a K-12 program, called ESCAPE, which is fashioned to facilitate children's ability to develop survival skills. Primary instruments in the program are story telling and cooperative learning.

The rationale for the program is evolved by reviewing theory. The authors opt for a social constructionist view of the world. The influence of family alcoholism on children is explained in terms of an ecological-developmental perspective. This rationale is "supported" by a long and unclear literature review. Small group laboratory results and field experiment results are presented so that it is difficult to distinguish between them. While they report positive outcomes for the methods they propose, they also note that the staying power of the numerous behavioral studies they cite is not of long duration.

There is a thorough presentation of the design, implementation, and evaluation of the program. In addition, there is a good listing of useful audio-visual and bibliographic resources. In short, this is a manual for a specific approach to teaching children coping skills. There is nothing in

it that is distinctive in the children of alcoholics. It could be used with any problem child.

Goldstein, Harootunian, and Conoley deal with the broader problem of aggression. The book is well-written. The authors have a talent for summing up theory and the positions of others. They develop their argument by first reviewing the problem and the nature of prevention. They are in favor of a comprehensive approach that assumes multiple causes. Toward this end they review the following student-oriented interventions: psychological skills training, behavior modification techniques, psychodynamic and humanistic interventions, and gang-oriented interventions. The final part reviews teacher, school, and family system oriented interventions. The presentation of the material is excellent.

What these volumes have in common is that their authors share the belief that it is the teacher who is to implement programs designed to work with difficult children. They are aware of the difference between preparing teachers with general techniques for creating a supportive classroom environment or handling specific incidents, but they do not draw a clear line between this and therapy. They see their program activities as being integrated with classroom learning. It has been this reviewer's experience that any time the school teacher is asked to take on a role in addition to education, both the people concerned and education suffer.

There is an air of unreality about these volumes. They hold that the large number of positive studies that are cited give some indication that something is known about how to work with these problems. Their analyses and programs reflect conventional wisdom. The trouble with what everybody knows should work is that it doesn't. These programs have no chance of implementation in the large urban school systems which have high proportions of problem youth. These systems are chronically short of any professional therapeutic help and they may not attract the best professional teachers for the faculty.

Programs which show short-term results when implemented under ideal conditions are not going to have much impact on either of these problems. New ideas, perhaps based in computer usage, are needed. They have to be capable of implementation and it certainly would help if they could attract new funds and resources or spur shifting those that are available. They have to be able to inspire demoralized urban school personnel. That means there must be change. This is difficult in any bureaucracy.

In sum, the volume on children of alcoholics proposes a specific program for working with this category of students in school. The vol-

ume on student aggression is a sophisticated analysis of the problem which proposes a multicausally-based, comprehensive school-based intervention to deal with the problem. They are two more statements about doing the right thing. Unfortunately, something more is needed.

**Frames of Remembrance**, by Iwona Irwin-Zarecka. New Brunswick, N.J.: Transaction, 1994. 214 pp. \$32.95 cloth. ISBN 1-56000-138-0  
*Alvin S. Lackey, Professor Emeritus  
 University of Missouri*

Iwona Irwin-Zarecka's treatise on collective memory may be of interest to those clinical sociologists interested in the construction of reality by "communities of memory" be they subcultures or the dominant culture.

In addition to the three narrative portions of the book, a fourth part provides a bibliography of English and French sources annotated with the author's comments about their usefulness for students of memory.

The book is in essence a series of essays concerning the importance of memory and how it is framed through public and private manipulation. The essential first part sets the Analytical Parameters where all readers are advised to start. From here it is suggested that one can pick and choose which chapters to read in whatever order desired. Indeed she suggests that Chapter Two, The "Ultimate Challenge," be left to read as a conclusion. An essential point regarding the formation and longevity of memory is that memory lies not so much in the minds of people but in the resources they use to remember. Resources may include public records, documentaries, books, and stories. But just because resources are available doesn't mean people will use them. Selective interpretation is used to "fit the data" into one's belief system, thus preserving integration.

Part II deals with the relevance of memory. What role does memory play for people and how does the past become important? This section demonstrates the fact that all memory of the same event isn't necessarily the same for all participants or witnesses. Memory conflict and the degree to which different groups, public and private, vie for their interpretation is dealt with in Chapter Four. The notion of framing as an analytical tool, borrowed from Erving Goffman's work, deals with how the public explanation of events exerts a powerful influence over how individuals interpret or make sense out of past events be they recent or