

that enliven the text and helps to crystallise the diagnostic criteria in one's mind.

## References

- American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th edn) (DSM-5). Washington, DC: APA.
- Health News (2013). Controversy over DSM-5: New mental health guide NHS Choices health news <http://www.nhs.uk/news/2013/08august/pages/controversy-mental-health-diagnosis-and-treatment-dsm5.aspx>
- Tyrer, P. (2014). A comparison of DSM and ICD classifications of mental disorder. *Advances in Psychiatric Treatment*, 20, 280–285.
- World Health Organization (1992). ICD-10: Classification of mental and behavioural disorders. Geneva: WHO.

Lisa Burke  
South London and Maudsley NHS  
Foundation Trust, UK

## Working with Children with Sexual Behaviour Problems

E. Gil & J. A. Shaw

New York: Guilford Press, 2013. pp. 224, £23.99 (hb). ISBN: 978-1-4625-1197-6.

Gil and Shaw have written an informative and a practice-oriented book for clinicians working with sexually abusive prepubescent children. The book does not cover information on older juveniles who have sexually offended. Furthermore, the book is written particularly for clinicians working with child protection agencies and civil courts rather than professionals working with young offenders (it is not primarily about reducing risk of later sexual aggressive behaviours).

The book gives an overview of a child's normative sexual behaviours and then defines sexual behaviour problems (sexual coercive or persistent behaviours leading to self-harm or harm to others). Specific guidelines for the assessment and treatment of sexually aggressive and abusive children were provided. The 'Boundary project', an integrative and consensus-based treatment programme that includes elements of child-centred sand play therapy, cognitive-behavioural treatment and family therapy, is described. Four different case examples demonstrate how the guidelines can be transposed to clinical practice. For busy practitioners, there is a particularly useful summary of the content at the end of each chapter.

I enjoyed reading this rather short (about 200 pages) and clearly written book. It provides a welcome and comprehensive summary of a rather

understudied subject. However, I would have liked to see a chapter that evaluated the assessment and treatment methods that were suggested for clinicians. Although some case examples were given, it remains largely unclear how the suggested interventions are able to reduce sexual problem behaviours in a larger group of sexually abusive children.

Marcel Aebi  
Child and Adolescent Forensic  
Psychiatry,  
University of Zurich, Switzerland

## Helping Children and Young People who Experience Trauma: Children of Despair, Children of Hope

P. Vostanis

London: Radcliffe Publishing, 2014. pp. 304, £24.99 (pb). ISBN: 978-1-846-19583-9.

This is a book about families, and about the experience of trauma within these families. The despair is evident in every page; but Vostanis also provides hope, if we can provide these vulnerable populations with services tailored to their needs. Meaningful protection, as Vostanis makes clear, means multiple levels of intervention, provided by holistic joined-up services from people who understand the experience of the families.

Within this book, the question of 'how bad can it get at the beginning of a child's life?' is explored in depth, not only for children in care and adopted but also for the more forgotten children, the homeless, the asylum seeking, and the refugees; children living in low-income countries within traumatised communities, and children who move from victim to perpetrator as they develop patterns of young offending. Throughout there is an emphasis on recognising and understanding the mental health difficulties of the young people. I liked this breadth; it is hard to keep turning our backs when the lived experience of these young people is painted so vividly. Facts and figures give the scale of the problem; beautifully described case examples bring these to life.

But breadth does come at the cost of depth. Vostanis asks: What can we do to help? This question is answered more sketchily. A good case is made for the need for specialist and diverse services that provide multiagency support that crosses boundaries. Promising interventions are referred to but not described, and the more recent discussions about interventions, informed by neuroscience as well as research, are missing. I was left with the usual list of 'evidence based practice': CBT; behavioural approaches; some references to multimodal

approaches and a nod to the interventions that have been developed with traumatised children in mind; DDP and Theraplay for example; but little discussion that would guide me through these possibilities. I also found the lack of references frustrating, making it difficult to follow up specific ideas that could not be easily linked to the extensive bibliography that was provided. The importance of innovation and creativity is well made however, and there is encouragement to step outside of usual boxes and engage with the families where they are.

Overall, this book is ambitious in its scope, clearly written and easy to read and engage with. I would recommend it to anyone who wants to understand these populations of children, young people and their families more deeply. The reader, however, would need to supplement this reading to apply this understanding in depth.

Kim Golding  
Worcester Health NHS Trust, UK

## Normal Child and Adolescent Development: A Psychodynamic Primer

K. J. Gilmore & P. Meersand

Washington, DC: American Psychiatric Publishing, 2014. pp. 344, £48.00 (pb). ISBN: 978-1-58562-436-2

This book provides a comprehensive review of psychodynamic theories of development. The authors integrate different perspectives within the field, from classical to contemporary theory. They also acknowledge the importance of advances in neuroscience, biology and genetics and their interplay with psychoanalytic theories. Each chapter is devoted to a key life stage, from infancy through to early adulthood, with a useful summary of key concepts at the end of each section. Although this feels like a whistle stop tour, the text successfully manages to be both densely packed with information and well-evidenced research, while still remaining remarkably easy to read. The material is illustrated by vignettes, as well as linked to freely available online videos, which bring the theoretical information to life. Although the focus is on normal development, it also touches on when and how things can divert from this course, which provides a helpful framework for clinicians. This book is highly recommended for anyone with a personal or professional interest in human development.

Liz Searle  
Tavistock and Portman NHS Foundation  
Trust, UK