

They also acknowledge the importance of transitional step down support as families move from the intensive specialist support at the Croft back to community services. One hopes that local community services have the required capacity. There are some useful resources and references at the end, which would allow the reader to follow up on some of the ideas discussed.

Strongly recommended for EPs, especially those working in intensive or residential settings for children with complex mental health needs and their families.

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*The Little Box of Big Questions*

I. Gersch & A. Lipscomb

Small World Publishing, 2012

Cased Cards; £24.99

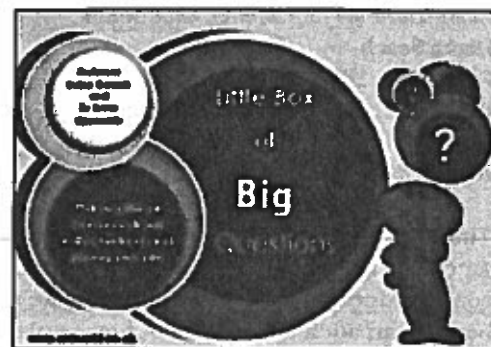
ISBN: 978-1-90920-717-2

*Reviewed by Rachel Damm*

*The Little Box of Big Questions* is a well designed and useful resource. Its aim is to provide a structure to facilitate meaningful conversations with children and young people where they are able to express their views on a wide range of topics. The resource is broken down into four areas: identity, important people, meaning and purpose, thinking and planning. For each area a set of key question cards are provided to enable young people to express their views. Follow up questions are also provided to maintain the flow of conversation.

Resources which support pupils give voice to their views are a valuable tool, and fit especially well with placing children at the heart of the new statutory processes for education health care plans. I have also found the resource to be useful working with pupils in our local Pupil Referral Unit as it has allowed them to engage in sessions and feel that their views and opinions really matter.

*The Little Box of Big Questions*, as the name suggests, takes the idea of pupil voice a step further than many other approaches I am aware of; it covers philosophical and belief based questions. I have found it to be an interesting exercise to work with this resource, particularly on the set three questions of 'meaning and purpose'. This has



allowed children and young people to share their thoughts about ideas of free will versus destiny, the extent of the control they hold over their own lives and their idea of a life well lived. These questions have allowed for a much richer discussion which has begun to highlight some of their deeply held and core beliefs. If we are to work to seek the views of the individuals we work with then surely this has to be a way in which children and young people are truly heard. Referring to this information in future discussions and intervention around support and provision ensures that we really do show respect to those we work with and consider their point of view as a valid starting point.

The authors of this resource, Professor Irvine Gersch and Dr Anna Lipscomb, also suggest use of the resource within group work. Although I have not had the opportunity, as yet, to use the tool in this way I can see there would be great benefit to introducing the resource to schools and groups of children and young people as a process opportunity for reflection and the development of both awareness of self and of others.

The questions included are described as 'big' questions, they are at the root of each our personal perceptions and constructions of the world in which we live. I suspect many adults may also find the conversations a useful tool for reflection and I urge all those working to elicit the views of children and young people to seek out and try this excellent resource.

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*Interactive Play for Children with Autism*

Diana Seach

Routledge, 2007

Paperback; 224 pp; £19.99/£25.99

ISBN: 978-0-41533-326-9

Reviewed by Jane Park

The overarching message of *Interactive Play for Children with Autism* is that interpersonal connectedness, empathy and the discovery between an adult and a child of how to play and have fun together leads to personal, social and cognitive development that will impact upon every aspect of the child's life. Broadly, *Interactive Play for Children with Autism* is in sympathy with the Hobsonian (1993) psychodynamic model of autism, which locates autism in terms of difficulties in emotional relatedness which disrupt both cognitive and social development. As a Tavi TEP and someone who enjoyed many happy years of working with children and YP on the autism spectrum across a range of settings prior to commencing EP training I was energised and enthused at reading such a passionate account of the actual and potential benefits of social play and interaction for children and young people on the autism spectrum.

Thoroughly grounded in a wide range of psychological research, this detailed and academically meticulous book's intended audience is all those who live and work with children on the autism spectrum. However, though Seach writes in an accessible tone, the mainly psychodynamic theoretical underpinning (explanation of which being beyond the book's scope) puts much of this

## Interactive Play for Children with Autism



Diana Seach

book somewhat out of reach for many parents or teachers, and indeed clinicians without a similar grounding. Theory is brought to life through engaging and plentiful vignettes from clinical work. However, bearing in mind the intended audience, I would have enjoyed seeing more explicit links between theory and practice being made.

Chapters 1 to 6 present progressively a comprehensive model of interactive play, from an exploration of the value of play and mediation, through practical suggestions for developing a capacity for mutual engage-