

In *Disability Studies Quarterly* v. 17, no. 3 (Summer 1997): 192-193.

**Ryan, Bruce A., Gerald R. Adams, Thomas P. Gullotta, Roger P. Weissberg, Robert L. Hampton eds.**  
*The Family-School Connection: Theory, Research, and Practice* London: Sage Publications, Inc., 1995,  
366 pp.

The essays of *The Family-School Connection* provides a wealth of thoughtful analysis for a wide range of suggested applications for teaching and counseling. As the title suggests, the essays are bound by one general observation. Students live beyond the walls of schools; managing schools and teaching students requires that one deal successfully with their families and the broader social contexts of their lives. Educators, social workers, and social scientists alike will appreciate the up-to-date literature reviews and exacting, meaningful theoretical discussions included in the first section of the book on "Processes". Especially insightful is the essay by Ellen S. Amatea and Peter A.D. Sherrard, "Inquiring Into Children's Social Worlds: A Choice of Lenses". Any scholar or professional who desires a closer link between social knowledge and service provision should read this essay. Part II of the book, "Issues," provides five chapters dealing in order with achievement and learning disabilities, achievement and parental conflict, truancy and family relationships, the family resources center, and child rearing. The essays in this part of the book will help graduate students survey recent research approaches and findings in specific topic areas. The readership of *DSQ* should take note of Robert-Jay Green's chapter, "High Achievement, Underachievement, and Learning Disabilities: A Family Systems Model." Green argues that we should spend more energy and time understanding and becoming involved with learning in the family context, if we want to influence children's learning and achievement in classrooms. This is the organizing principle of the collection and it is a message worth attending.

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