

Book review

Mental Health Assessment, Prevention, and Intervention; Promoting Child and Youth Well-Being, by Andrews *et al.*

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Mental health refers to a person's level of psychological health, such as a healthy self-image, resilience in the face of adversity, openness to new experiences, happy relationships and satisfaction with others (Andrews and Syeda, 2017). This plays a role in shaping how individuals respond to difficulties, interact with others and make daily life decisions (Douglas *et al.*, 2016). Maintaining a healthy mental state is very important at any age, from early childhood to adulthood. Jac J.W. Andrews is Professor and Chair of School and Applied Child Psychology at the Werklund School of Education at the University of Calgary. Andrews is active in speaking, research and service related to childhood psychopathology, educational psychology, psychoeducational evaluation and intervention, clinical reasoning and diversity education. Steven R. Shaw is an Associate Professor in the Department of Educational Psychology and Counseling at McGill University in Montreal. Shaw actively researched and devoted himself to education and developing teaching techniques for children with below-threshold intelligence, receiving the President's Award from NASP for his innovative efforts in research and practice. José F. Domene is Professor of Counseling Psychology at the Werklund School of Education, University of Calgary. Her

work covers the relational context of career development, particularly during the transition to the world of work, the intersection between technology and counseling or career development, and professional issues in counseling and counseling psychology in Canada. Carly McMorris completed her Clinical Developmental Psychology doctoral studies at York University in Toronto, Ontario, Canada. The primary focus of research centers on improving the mental health and overall well-being of children and adolescents diagnosed with neurodevelopmental disorders (NDDs), but not limited to autism spectrum disorders, fetal alcohol spectrum disorders and cerebral palsy. McMorris is particularly interested in understanding the risk and protective variables that contribute to the emergence of mental health problems in individuals with NDDs.

Innovative measures are implemented to improve the safety of children and adolescents from mental health. For example, prevention and intervention (such as academic interventions, social-emotional interventions, behavioral interventions and the development of school-based mental health services that are accessible, effective and sustainable), using a multitiered system to improve mental health in schools. In addition, mental health assessment approaches include interviews, behavioral observations, cognitive, academic, social-emotional and behavioral questionnaires. Theoretical and conceptual orientations regarding mental health and illness include behavioral, psychodynamic, cognitive, cognitive-behavioral, humanistic, neurobiological,

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ecological and developmental therapeutic interventions (e.g. cognitive behavioral therapy and family therapy). The target readers of this book are researchers, doctors, practitioners, graduate students (in the fields of behavioral, social and biological sciences) and anyone interested in the mental health of children and adolescents.

The novelty of this book lies in its comprehensive focus on mental health assessment, prevention and intervention for children and adolescents. This book integrates approaches from school, clinical and counseling psychology in several ways; first, highlighting guiding frameworks related to theoretical and conceptual foundations for better understanding and addressing mental health issues facing children and adolescents (e.g. developmental and ecological systems frameworks are often used as a basis for basic conceptualization). Second, discussing the unique components of school psychology and skills shared with counseling and clinical psychology, such as assessment, diagnosis, consultation, research, intervention and program evaluation. Third, presenting various forms and contexts of clinical reasoning and decision-making that support the mental health of children and adolescents through school psychology (such as differences in licensing, registration, the unique needs of communities and the influence of local training programs). Fourth, emphasizing the importance of implementing early intervention and school-based mental health services to reduce barriers, provide equitable services and improve long-term individual, family and social outcomes. Fifth, integrating theory, research and practice in mental health assessment and treatment is important, thereby presenting an integrated assessment-to-intervention approach to improve integrated care. Sixth, it highlights the importance of a systems approach in

delivering mental health services (such as psychologists working for the welfare of children and young people, not for the system or institution). Seventh, it emphasizes the importance of a caring, multicultural approach to increase access to mental health resources and services for vulnerable students. Eighth, it presents information and insight into clinical reasoning and skills related to mental health assessment and treatment (chronology, case studies and research results).

This book is arranged into three parts and 20 chapters, each containing material and a chronology of mental health to achieve a balance between the subject matter and the book's length. The discussion of each chapter is clear, concise and accompanied by examples of case studies or results that strengthen ideas or perspectives. The main discussion of the book is comprehensive coverage focusing on the mental health needs of children and adolescents. It combines insights from school, clinical and counseling psychology, aiming to provide a holistic approach to mental health assessment, prevention and intervention. It emphasizes the importance of understanding and improving children's and young people's mental health and well-being. Views from multiple disciplines provide a guiding framework, clinical reasoning approach and approach to effective and efficient mental health assessment, prevention and intervention. The authors reflect on careers in school psychology, discussing their research, teaching and practice in areas such as intelligence, emotional intelligence and resilience to emphasize the importance of assessment in improving the well-being of children and adolescents and discussing the personal journey as a form of psychological assessment.

The book discusses the concept of "misfit" children, who are culturally,

linguistically or behaviorally different from mainstream or normative groups. This report explores the impact of children's varying fit with teaching environments, intervention strategies and significant adults on mental health and academic achievement. The authors share personal experiences working with diverse populations and emphasize the importance of a mindful cultural approach in psychological practice. It emphasizes the importance of using an integrated assessment-intervention approach in mental health care for students. This highlights the need to consider biological, psychological and sociocultural factors to identify and address students' mental health needs appropriately.

It highlights the high prevalence of mental health problems among children and adolescents and their significant impact on individuals, families and society. The book discusses the benefits of early intervention and school-based mental health services. This emphasizes the need for standardized assessment systems across service sectors to encourage common language and reduce duplication. It highlights the importance of early identification and intervention of mental health problems in students, as well as the role of schools in providing prevention and intervention programs.

This book's characteristics and strengths are: First, it presents several theoretical propositions highlighting the importance of contextual support and positive individual characteristics in encouraging fulfillment and overcoming challenges. It emphasizes the role of strength, hope and empowerment in fostering well-

being and overcoming obstacles. Second, it discusses the potential for selective interventions in preventing depression and anxiety by targeting temperament and personality in children and adolescents. Third, it underscores the importance of a strengths-based approach in dealing with newcomers, focusing on skills and experiences rather than vulnerabilities, emphasizing the importance of understanding diversity within groups, particularly among immigrant families, and challenging common assumptions about immigrant family dynamics. Fourth, it provides insight into the therapeutic process, including the roles of therapist and client and the importance of a collaborative and empowering therapeutic relationship. This highlights the need for sustained attention and effort in striving for and maintaining increased well-being, as fulfillment is not a static experience.

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