

of assessment designs to identify the scaffolded, developmental pathway, which can be directly linked to the teaching strategies employed. The final chapters tie the content together with the generation of reports using the developmental paradigm as a basis, the teaching of students with special needs, and lastly, a case study presentation that brings the approach alive in the 'real world' sense. A particularly useful resource presented in Appendix A is the description of how to use the online testing and reporting linked to the book, an informative and time-saving resource for all professional educators from leadership down.

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Improving Learning Through Dynamic Assessment: A Practical Classroom Resource

Fraser Lauchlan and Donna Carrigan

Jessica Kingsley Publishers: London and Philadelphia, 2013, 160pp., \$49.95 (AU paperback), ISBN: 9781849053730.

doi:[10.1017/edp.2014.9](https://doi.org/10.1017/edp.2014.9)

Fraser Lauchlan has long been a researcher and practitioner in the area of Dynamic Assessment (DA), and this book is an attempt to help make DA practices accessible and relevant for educational and developmental psychologists today. With an emphasis on providing structured intervention that directly follows appropriate assessment, this book is structured for ease of use and moves through a clear structure from theoretical background to case studies and professional development tools.

In the early sections of the book, Lauchlan and Carrigan describe the key ideas of formative assessment and DA. They pay close attention to the idea that identification of a child's strengths/weaknesses and learning style can guide effective classroom instruction, and that there is little point in assessing merely to label a child; rather, assessment needs to be useful for future intervention. They note that DA is not meant as a replacement for standardised assessment, but rather an addition to provide more information. In their theory section, they present a strong case for DA and detail five important reasons why educational and developmental psychologists may want to utilise a dynamic assessment approach:

- It allows an examination of the process of a child's answers rather than just an examination of the answers themselves. This can hold keys to understanding learning strengths and deficits.
- It provides an opportunity for a child to demonstrate willingness and ability to learn — in essence, DA can provide a response to intervention benchmark.
- One can judge how/if child learns new strategies and at what rate.
- It can aid in minimising test anxiety and the effect of cultural and/or minority factors.
- The assessment itself can provide sufficient intervention by helping change or adjust a child's ways of doing tasks.

The latter sections are neatly broken up into cohesive parts: the process of DA; recommended interventions following on from DA; and a comprehensive bank of materials for use by psychologists, teachers, and parents. The book provides guidelines for all stages and divides DA into two broad themes — cognitive and affective — with checklists and principles for both. There are profile sheets, factors sheets, and tailored strategies that are matched to the learning profile checklists and break down learning principles by theme. Not only does each stage have accompanying photocopy-ready handouts, there are also professional development materials to provide to teachers. Involving teachers, parents, and the students themselves in the stages of DA is very important and this is made easy using the structures and tools supplied.

In all, this is a valuable, well-structured book. It is full of useable strategies and aids for planning and implementing interventions guided by dynamic assessments.

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Ethical Practice in Applied Psychology

Christopher Boyle and Nicholas Gamble

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Boyle and Gamble deliver a valuable and practical text that explores the Australian Psychological Society's (APS) Code of Ethics and Guidelines. This text is designed for psychology students and recently registered psychologists; however, even the most experienced psychologist will benefit from reviewing the APS Code through this engaging text.

Divided into five sections, Part 1 introduces the reader to the APS Code of Ethics, the key elements required for ethical practice (competence, confidentiality, and consent), and the Decision Assistance Model for Australian Psychologists (DA-MAP), which provides a framework for psychologists to assist the formulation of ethical and client-focused decisions.

Part 2 explores how to manage professional boundaries, working with clients who do not or cannot give consent, and working with diverse clients. Boyle and Gamble present a clear and concise text. Each chapter is brought to life with case studies that demonstrate how the code is applied. The corresponding section of the code is presented and then explained and explored in detail. Part 3 unfolds how to work with clients who pose a risk to themselves or others and explores conflicting issues such as the need to protect the client from harm while also respecting autonomy. Boyle and Gamble work through such issues thoroughly, discussing the conflicts that psychologists often face (hence the need for the Decision Assistance Model) and providing clear interpretation of the Code.

Part 4 delves into the application of the Code of Ethics to practice in research, assessment, and intervention. The chapter on research presents the Code along with the National Health and Medical Research Council's National Statement and discusses such issues as participant wellbeing, duty of care, conflict of interest, and vulnerability.