

Book Review

The Routledge International Handbook of Psychosocial Resilience (2017). Edited by Updesh Kumar. London and New York: Routledge: Taylor & Francis Group Pages. 480. Price: £150.00 (Hardcover). ISBN: 9781138954878

While in the last two decades, research in positive psychology worldwide has proliferated to an unforeseen extent, comprehensive understanding of many constructs embedded in it remains underemphasized. Resilience is such a construct. There have been numerous papers and books on it, but the voluminous scattered material had not been brought within two covers. This handbook edited by Dr. Updesh Kumar, Scientist 'G' and Head, Mental Health Division of Defence Institute of Psychological Research (DIPR), DRDO, under Ministry of Defense, Delhi, offers us an inclusive review of this salient concept by bringing together thirty-seven chapters by numerous Indian and international scholars. The introduction by Professor Charles R. Figley, an internationally acclaimed traumatologist from Tulane University in New Orleans, USA, is enlightening and sets the tone for the rest of the volume; from his on-the-job exposure to trauma victims, he simply conveys to us that resilience is related to everything in life. While we often tend to connect the word resilience to trauma (especially of war), I was overwhelmed by his two simple sentences: 'Many are permanently scarred from their war and post-war experiences. Many more are not' (p. xxxi). Study of resilience is the attempt to probe into this majority of survivors.

The book is divided in four sections. The first section expounds the conceptual issues of resilience. The second section focuses on psychosocial correlates of resilience. The third section is concerned with applied evidences, and the fourth and final section deals with implications and resilience building.

The first section has seven essays. In the introductory essay Swati Mukherjee and Updesh Kumar present a conceptual review based on extant literature. Resilience has been operationalized as ability to function in the face of adversity, and thus it differs from normal coping for integrated functioning in everyday life. The essay further describes the different phases or waves in resilience research, and presents an overview of all major approaches to resilience. It ends with demonstrating the gaps in existing research. This essay also deals with one important issue, that is, whether resilience is a general trait observed in human beings across situations, or is bound to specific context. The concluding section of this essay succeeds in highlighting the complexity of the construct, thus establishing the need for an engaged scrutiny. The second essay in this section is by Singh and Kaur. It provides an overview of the Indian scenario of research related to resilience. The synergy approach to measurement has been highlighted by Hariharan and Rana. The next two essays underscore the three factor model (Prince Embury et al.) and ecological model (Didkowsky & Ungar) respectively. The universality of the challenge-resilience-resourcefulness approach has been expounded by Celinsky and Allen III. The final chapter in this section is on the role of temperament and genetics by Parkash et al.

The second section deals with eight articles pertaining to psychosocial factors associated with resilience. It covers a number of factors, including hardiness, emotional flexibility, meaning making and spiritual intelligence. The social and cultural perspectives have also been taken into account. There are many illuminating chapters here, but I was particularly attracted by a chapter by Linda Theron on resilience implied in African traditional culture. The research question is framed in connection to the traditional term Ubuntu which views all elements of the environment as dignified coequals. Studying a number of published articles since 2000, focusing specifically on the young generation, the author uses grounded approach to identify six mechanisms like 'being value driven', 'demonstrating acceptance' etc.

One singularly interesting identified mechanism is 'making educational progress and being a dreamer', thus implying coexistence of rationality and fantasy. I was sad to realize that while such traditional wisdom and insight are abundant in our culture, such a systematically grounded approach is still wanting.

The third section has nine chapters. This section contains mostly empirical evidence based works; this assorted section is a delight to browse through owing to its range of coverage. It includes issues related to military activities like resilience related to fight with extremism (Stevan Weine) and United States Special Operations Command (Lori Holleran et al.) as well as spirituality and resilience (Mehrotra & Tripathi). One chapter that attracted my instant attention was by Jonathan Matusitz, where martyrdom in Palestinian suicide terrorists has been explained as a resilience against pecuniary and cultural despondency. This section contains many implicit research questions, which should be taken up by future researchers in positive psychology.

The fourth and the final section is concerned with implications and suggestions for resilience building. It has thirteen articles. This section includes essays on diverse familial, community and organizational issues like promoting resilience by parenting (Nerenberg & Gewirtz), building resilient organization (Pradhan) etc. It also includes chapters pertaining to military activities like resilience as indicator of selecting personnel for classified environments (Corkill et al.), or resilience in context of counterterrorism (Dechesne). One article by Fowler et al. in this latter cluster deals with an unexpected theme: it discusses the device acceptance and community implications for resilience pertaining to diffusing portable radiation detectors in police force. Personally, I do not remember encountering psychologically relevant information in this very specialized domain.

To my delight, the volume contains enriching articles from Indian as well as international authors. One impressive element of the editing of the book is that, at least in terms of number of articles in each section, the balance tilts toward application and chalking out future pathways in a grounded manner. The selection of articles in this volume reflects thoughtful deliberation on the part of the editor; these pertain to the experiential aspects of civilians and communities as well as the army.

I congratulate the editor and the publisher for providing a much awaited handbook, which will be useful for researchers and students alike.

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School Psychology: Prospects of Children with Multiple Disabilities (2016). Edited by Panch Ramalingam. New Delhi:, Authors Press. Pages 338. Price: 1800/- ISBN: 978-93-5207-337-5.

Every individual born into this world is faced with innumerable challenges and it is doubled for the children with disabilities. Being sensitive to their challenges, United Nations has promoted 3rd of December as the 'International Day of Persons with Disabilities' since 1992. It is estimated that 1 billion people in the world have disability and more than 100 million disable persons are children. According to a report, in India, 12 million children are living with disabilities. The book entitled "School Psychology: Prospects of Children with Multiple Disabilities" reflects the multidimensional approach used by the social scientists to peep into the complex world of children with multiple disabilities and to explore how better life is possible for this group. This edited volume is a collection of 20 select papers presented at the 3rd National Conference of the Indian School Psychology Association (InSPA) at National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD), Chennai on 21st to 23rd November 2013.

The editor has done a commendable work by incorporating varied papers from theoretical frameworks to empirical evidence, with therapy to intervention programmes and has kindled a hope for effective management of children with multiple disabilities. This book is a welcome at this juncture of radical changes and revisions in all aspects of education. It is more so apt at a time when a group of differently-abled individuals have brought laurels to India by winning gold, silver and bronze medals in Paralympics 2016.

The papers presented in this book are analytical, elaborative and educative. In chapter entitled "Promoting School Service to Children with Multiple Disabilities", Dr. Panch Ramalingam has made an in-depth analysis of the needs and services required for children with multiple disabilities, the initiatives taken by Indian School Psychology Association (InSPA), RCI and NIEPMD apart from the global initiatives by UNESCO and other institutes to deal with this challenge. Prof. G.P. Thakur advocates for the services of school psychologists in alleviating/reducing psychological symptoms and stigma associated with disabilities. So also Shah Alam et al address the socio-psychological issues and the role of psychologists in helping the individuals with physical disabilities and their caregivers.

The Kothari Commission (1964-66), the first Education Commission of independent India envisaged the empowerment of the children with special needs when it recommended that "the education of the handicapped children should be an inseparable part of the education". Thus Inclusive Education has been ensured through Universalization of Elementary Education (UEE) and Sarva Shiksha Abhiyaan (SSA).

The chapter by Mintu Bhattacharya deserves section attention as it deals with the issues of inclusive approach in schools for influencing basic competencies for overall development among children with disabilities. This chapter explains the paradigm shift from integrated to inclusive education in simple words. The author also lists the core competencies required by the teachers so as to meet the demands and preparing schools for inclusion and the need for pre-service and in service training for the orientation of the teachers to accept all the children in the same class room.

It is believed that the success of inclusive education largely depends on the attitude of teachers towards students with disabilities. This book comprises three chapters related to teachers' attitudes. In chapter entitled "Attitude of Primary Schools teachers towards Able-bodied Students and Students with Disability: Problems of Inclusive Education" by Sumona Dutta & Debulal Dutta Roy reveals that teachers perceived the disabled students as insecure, rigid, unresponsive and non-engaged in classroom activities. They suggest for creating awareness programmes and training workshops for teachers to improve their attitude towards the disabled students. Manidipa Barua and Asha Devi explore the attitude of teachers and students towards the differently abled children in Assam.

Lalitha and Sarah discuss the attitude of general teachers and the role of school psychologists in the inclusion model for children with special education needs. This paper calls for increasing the

awareness about the needs of special children for non-disabled peers, to make modifications in the B.Ed and M.Ed training to ensure that teachers are equipped with the basic skills in identifying children who need special help.

Scott Hamilton remarked that 'the only disability in life is a bad attitude'. So not only the attitude of teachers, but also the attitudes of peers have an impact on the quality of school life for the differently abled children. The study by Kadambari Nandiwadkar et.al address the sensitive topic of 'Peer Relations' by studying the attitudes and awareness of the so called 'normal children' towards the children with special needs studying in inclusive setup

It is well known that the parents, siblings and teachers of the children with disabilities experience a lot of stress. Jayalaxmi seeks to find out parental stress and role of emotional intelligence in mothers with mentally challenged children. Sasikala et al explore the expectations and worries of the parents of children with special needs in different areas and calls for assistance by experts in stress management and coping skills programmes for the parents. As Special Educators play a decisive role in the lives of intellectually challenged children, Divya Prabha and Sujaritha Magdaline examine the self-efficacy, psychological well-being and burn-out among the Special Educators and favour intervention programmes to reduce burn-out and enhance the mental health of teachers for the benefit of all. Surendran and Karunanidhi highlight that psychological intervention improves the global self-esteem, assertiveness, reduces anxiety and thus improves social behaviour of orthopedically challenged students.

This book has been rendered more comprehensive with the inclusion of chapters on Language Difficulties in Students with Autism Spectrum Disorders by Ramaa and Prevalence of Attention Deficit Hyper Activity Disorder by Arpana Nath and Kamal Nath. Drawing from their clinical experiences, Kasrthikeyan, Jayanthi Rani and Harini give a vivid illustration of DOAST Integrated Therapy for effectively dealing with the behavioural problems in children with Autism Spectrum Disorder.

The book also includes the list of authors /contributors with their institutional affiliations at the end. However, their contact address/email id would have been advantageous for further collaborative work in this field.

In summary, parents, research scholars, special educators and counsellors would immensely benefit from this book. The multi-disciplinary approach of the book will guide the policy makers, academicians and teacher-trainers in the curriculum design, practical training and relevant intervention programmes for parents, siblings as well as the society at large.

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