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The Adopter's Handbook on Education (Scotland). Getting the best for your child. Alison Rennie Parkinson and Eileen Fursland, *London, CoramBAAF Adoption and Fostering Academy, 2021, pp IV, + 164, ISBN 9781910 039960 (pbk), £14.95*

This accessible and informative guide is intended primarily for adoptive parents, although much of the content would be useful for teachers, social workers and other practitioners working to support adopted children at school. The authors provide a brief overview of the current pressures faced in education and Child and Adolescent Mental Health Services (CAMHS), outlining adoptive families' entitlements to support in Scotland and providing a realistic account of some of the challenges parents may encounter in advocating for specialist support. The reality that problems with school are the most common reason why adopters in Scotland contact the Adoption UK helpline demonstrates the need for this useful publication.

Early in the text, the authors address the prevailing myth that being adopted will resolve all of the difficulties experienced by looked-after children, providing a straightforward explanation as to the ways that early harm can impact on an adopted person's development throughout childhood and beyond. Knowledge from the work of experts such as Dr. Karen Triesman and Dr. Daniel Hughes is synthesised in explaining why traditional approaches to behavioural management in the classroom are likely to cause difficulties for children with a history of trauma. The book explores the attachment experiences of adopted children throughout, with the authors taking a considered and empathic tone in encouraging parents and educators to "get beneath the behaviour" (p.35). Insightful explanations as to why adopted children might find everyday activities such as transitions, school trips and unstructured time difficult to manage bring the developmental theories to life. The book also provides practical advice from adopters about managing "hotspots" in the curriculum which may provoke difficult feelings, as well as strategies to support children in navigating a variety of common issues such as separation anxiety, homework, difficult friendships and exam pressure. In making suggestions, the authors acknowledge the diversity of adopted children's experiences and regularly affirm parents as the experts on their own child's particular needs. Parents are also encouraged to access the additional support that their child is entitled to when required.

While the book touches upon topics which are likely to pose additional challenges for adopted young people in adolescence, such as the use of social media, increasing curiosity about their birth family and the related search for a coherent sense of identity, the authors acknowledge that detailed exploration of such topics is beyond the book's scope and signpost the reader to other sources of information. The text concludes with input from adopted young people about their experiences of education. In all, this is a concise and user-friendly handbook for adoptive parents and educators who are involved in supporting adopted children at school. The book is written in a tone which encourages the deepening of understanding and insight into the difficulties that adopted children might encounter and contains many useful suggestions for parents about what could be done to support adopted children's experiences of education in current context.

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