

inaccessibility of children's actual play for many scholars, careful to warn early on that his media-focused methods do not grapple with ethnographic observation or allow for a descriptive theory of children's LEGO experiences. At times, though, the lack of a situated social agent at the heart of the analysis leaves LEGO play itself as the actor under discussion, as if it were an entity independent of its players or corporate creators. Lee is better able to avoid this trouble when discussing the LEGO play of adults (much better-documented than that of children, especially regarding online communities). The short postscripts that follow each chapter, with case studies of artworks or fan productions that complicate LEGO's corporate narratives, offer some of the book's best insights about play in actual practice.

A short final chapter sums up and offers sandbox play as an integrative way of thinking about LEGO as a medium—a play modality that can encompass the diverse others Lee sees operating in LEGO's toys and its wider media entanglements. Thus, his deconstruction of LEGO also becomes a reconstruction, resulting not in “any single ethical critique but . . . ongoing critical interventions into the dynamic spaces of LEGO play” (p. 238) with the interpretive tools offered by poststructuralist, phenomenological, and feminist theory. Although Lee convincingly makes the case that the toy's deep imbrication in popular culture and heavy grip on contemporary childhood make the serious study of LEGO worthwhile, the book nevertheless left me wanting a better sense of the broader cultural stakes at hand. What larger lessons, external to LEGO, might we take from this analysis

of how the company mobilizes designed playthings, charismatic narratives, and the fraught ideology of creativity as commodity? Perhaps the difficulty in breaking *beyond* the “spaces of LEGO play” indicates LEGO's deeper success in naturalizing its tightly controlled, self-contained brand as synonymous with play itself.

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**Prescriptive Play Therapy:
Tailoring Interventions for
Specific Childhood Problems**

Heidi Gerard Kaduson, Donna Cangelosi, and Charles E. Schaefer, eds.

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Anyone familiar with play therapy knows Charles E. Schaefer, the cofounder, along with Kevin O'Connor, of the Association for Play Therapy in 1982. Schaefer's clinical and scholarly contributions to the discipline, and with them, our understanding of its powerful role in helping children, have been unparalleled. And those who have followed and applied the fruits of the burgeoning field in their own clinical work know well the many seminal contributions that coeditors Heidi Kaduson and Donna Cangelosi have brought to the field. So, who better to bring this important volume, *Prescriptive Play Therapy*, to our attention?

In the clinical field, there are the purists who adhere to one favored and empirically supported mode of treatment, such

as client-centered or gestalt play therapy. Then, there are those clinicians who are facile at blending the techniques of two treatment models in their clinical work with young clients. And finally, there are those clinicians who call themselves eclectic, and who may have their own bag of tricks, but who are not particularly conversant in the multiple treatment theories from which these techniques emanate. But more and more, the treatment literature suggests that clinicians, who are indeed transtheoretically grounded and carefully match techniques with the clients' presenting problems on a case by case, session by session basis, are perhaps best prepared to address the quickly changing and challenging developmental and clinical needs of their clients.

This is exactly what Kaduson, Cangelosi, and Schaefer have offered up in this important multicontributor volume, which brings together the voices and rich clinical experiences of a highly respected, well-known and extensively published team of play therapy experts. Certainly, there are other volumes that use teams of transtheoretical clinical experts; however, clinicians in this particular group are known specialists and experts in their respective domains. And so, the book is neatly and logically divided into sections, corresponding to prevailing and agreed-upon domains of clinical problems and the therapeutic techniques uniquely prescribed to address them.

Part 1 of the book introduces us to prescriptive play therapy, the role of comprehensive assessment, and their rationales. Subsequent sections take us directly into the therapeutic playroom with master clinicians working with internalizing

disorders (depression, anxiety, mutism); externalizing disorders (attention deficit hyperactivity disorder, aggression, sexual disturbance); stress and trauma disorders (survivors of divorce, sexual abuse, tragedy); and other disorders (autism spectrum, attachment issues, and school-based problems).

Working clinically with children challenged by these disorders is far from routine and formulaic. Thus, any volume that professes a formulaic approach is not going to be as useful to most clinicians working with this population. However, the very strength of this particular volume is in its logical and predictable organization. Each chapter presents an overview of the particular clinical problem, useful assessment strategies, and a rationale for the use of prescriptive treatment. The essence of each chapter involves a clinical vignette, in which the author (or authors) take us right into the playroom, bringing alive their actual clinical thinking and treatment with a particular child. Following each chapter, a list of useful and mostly current references guide the reader into a deeper exploration of its content.

The book is a timely, relevant, and useful volume whose strength and utility lie in its well-informed, empirically supported, box-of-chocolates approach to guiding—rather than directing—clinicians. There is something for everyone, especially so for those clinicians willing and ready to embrace the value and significance of a prescriptive approach to play therapy.

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