

Functional Performance in Older Adults, 2nd edition (2001)

Bette R. Bonder and Marilyn B. Wagner (Eds.)

F.A. Davis Company/Publishers
1915 Arch Street
Philadelphia, PA, 19103

ISBN: 0-8036-0543-9
544 pages; \$49.00 US

This comprehensive book is designed for health care professionals and provides a background for understanding issues facing older adults. The book is divided into two major sections. Part one focuses on the normal aging process, which includes individual functioning (cognitive, psychosocial, neuromuscular, sensory and sensory integrative) and performance of functional activity. Part two considers common events that occur in later life that can interfere with function and how occupational therapy can assist in minimizing or delaying the negative impact of these implications.

Each chapter includes overall learning objectives at the outset, with a concise summary at the end as well as review questions and a list of references. In general, the information is clearly presented and very applicable to current occupational therapy practice. The use of tables and charts also assists in understanding the relevant material. There is some repetition of material between chapters, for example looking at age-related health changes. The book is of practical relevance to clinicians as it provides information that can be applied in the "real world" along with copies of different assessments. One drawback is that it is primarily American in content, with the exception of an excellent chapter on functional assessment by three occupational

therapy professors from McMaster University in Hamilton.

This book supports the importance of quality of life issues for older adults. It acknowledges that as the senior population increases, further ideas are emerging as to how to best manage care. The hope of the book's editors is that it will lead to further questions that, in turn, will result in answers that can assist older adults in leading meaningful and satisfying lives.

Catherine Brock

Occupational Therapy and Stroke (2001)

Judi Edmans, Annette Champion, Louise Hill, Mike Ridley, Fiona Skelly, Therese Jackson, and Moya Neale (Eds)

Whurr Publishers Limited
19b Compton Terrace
London, UK, N1 2UN

ISBN: 1-86156-198-9
174 pages; 19.50 Sterling

Occupational Therapy and Stroke was produced for entry-level occupational therapists and those who are new to helping people who have experienced a stroke. Contributors to the book include twenty-one occupational therapy clinicians and there are seven editors. The large number of contributors and editors could have made the book disjointed in its presentation and content, but this did not occur. The book, instead, is a very well written, comprehensive outline of occupational therapy rehabilitation for people who have had a stroke.

The book includes: general information about potential physical, cognitive, perceptual and emotional consequences of strokes; early manage-

ment; management of perceptual deficits; therapeutic challenges; evaluations and new approaches. It includes a glossary and lists of useful books, assessments and addresses.

Many of the book's descriptions of assessments and research studies will be helpful to the experienced clinician, as well as to the entry-level therapist. The section of the book that may not be readily useful for the North American clinician is the section on useful addresses as these are only for Great Britain. This emphasis is only a small portion of the book, so it really would not be a reason for therapists working outside Britain to dismiss the book as a resource.

Occupational Therapy and Stroke is an excellent book because it meets the needs of the entry-level clinician. The book is also one that provides new and up-to-date information for the occupational therapist who has been working in this area and would like a synopsis of evaluations, research and methods of treatment. It is one of the most comprehensive, yet easy to understand texts that I have had the opportunity to read. I would definitely recommend it to therapists who are working with people who have experienced a stroke.

Sandi J. Spaulding

Handprints: Home Programs For Hand Skills (2001)

Valerie Periacini and Darla K. Vance

Imaginart International, Inc.
307 Arizona Street
Bisbee, Arizona, 85603

ISBN: 1-88331-56-5
239 pages; \$69.25

Handprints is a teaching tool for parents and caregivers of children whose chronological or developmental age ranges from infancy to five years. The authors stress that developmental level not chronological age is the determining factor of a child's performance. Three short articles describe the development of the hand and the fine motor skills and the subsequent effect on the performance of activities of daily living.

The manual is written in a friendly style with the intent of encouraging parents and caregivers to participate in the therapeutic process. This is achieved by explaining the basics of fine motor development and emphasizing the importance of the daily practice that they can facilitate to help their child progress. Articles describe why activities are introduced at certain ages and how to choose crayons, scissors and pencils so they are appropriate for the child.

The material should be used in conjunction with treatment by an occupational therapist. I asked several parents to read sections and provide feedback. They stated that they enjoyed the style and that the information was interesting but complicated. I do not think that the manual would be read cover to cover, but individual articles would be pertinent as activities were being introduced.

There is a two-page article on one-handed activities that is very general and doesn't seem to fit. Topics, activities and recommended toys are organized by age. Suggested activities are simple, inexpensive and presented with their specific

therapeutic benefit. This will help parents become aware of how important play and experimentation is in a child's development. Permission is given to reproduce the information and this should be a time saver.

I felt that that the publication achieved its goal of providing basic information in an understandable, encouraging format to help therapists educate parents and caregivers.

Jane Henry

Reaching Out, Joining In: Teaching Social Skills to Young Children with Autism (2001)

Mary Jane Weiss and Sandra L. Harris

Woodbine House, Inc.
6510 Bells Mill Rd.
Bethesda, Maryland, 20817

ISBN: 1-890627-24-0
225 pages; \$16.95 US

This book was written for parents of children with autism or other pervasive developmental disorders interested in using an applied behaviour analysis (ABA) approach. The strategies presented are intended for preschool and elementary aged children. After a brief introduction to social skills and ABA teaching methods, the authors cover four areas related to teaching play skills, language skills, perspective taking, and skills for starting school.

Each chapter has an easy to follow pattern. First, a case is introduced illustrating the challenges a family faced with their son. Next, the skills that children without autism develop in this area are outlined followed by the challenges specific to children with autism. Finally, concrete strategies for acquiring specific skills in a carefully ordered progression are described. The authors start with

basic skills before moving on to more complex skills. Warnings about possible pitfalls with teaching in particular areas and some current research are included. Tables summarize key points and provide illustrations. An appendix lists valuable social skills resources. The last chapter alerts parents to some issues and benefits of an inclusive classroom setting.

Overall the book is easy to read and illustrates how an ABA approach can be applied to social skills as broad as maintaining a conversation and understanding how others' experiences differ from one's own. The authors appropriately caution parents regarding the intense, persistent effort required and suggest that children with more language skills will progress more quickly than those with multiple impairments. Addressing the complex needs of the child with autism is never simple no matter how straightforward an approach seems. Use of a well-trained behavioural consultant to assist parents is recommended. Particularly for occupational therapy students or those new to an ABA approach, this book provides a practical resource for understanding how social skills can be analyzed and taught.

Joyce Magill-Evans, Cyndie Koning

Teaching Teens with ADD and ADHD: A Quick Reference Guide for Teachers and Parents (2000)

Chris A. Zeigler Dendy

Woodbine House, Inc.
6510 Bells Mill Rd.
Bethesda, Maryland, 20817

ISBN: 1-890627-20-8
352 pages; \$18.95 US

Teaching Teens with ADD and ADHD: A Quick Reference Guide for Teachers and Parents is exactly what the title suggests; a comprehensive yet concise manual of issues related to helping teenagers with attention deficit disorders to succeed in school. The issues are categorized into sections that include an overview of attention deficit disorders, academic and learning issues, executive function and organizational skills, medication issues, and classroom management. The book also includes appendices of reproducible forms to assist professionals with understanding the student with an attention deficit disorder and to assist students with organization and self-monitoring.

The text of this book is very clearly laid out in point form with charts and diagrams to organize and highlight important information. It includes many practical suggestions to overcome occupational performance barriers and also assists the reader with identifying and building upon occupational performance strengths. Many of the strategies discussed, such as those related to developing pro-social skills, can be generalized out of the classroom to other environments. The only irrelevant aspect of this book to a Canadian reader is the information related to U.S. federal laws governing civil rights and education. But since most of this information is contained in one section of the book, it can be easily skipped over.

If a book's success is measured by the frequency of which it is borrowed,

then this is indeed a successful book. It has barely had time to rest on a shelf since it made its way into the child and adolescent mental health clinic in which this writer works! Overall, Teaching Teens with ADD and ADHD: A Quick Reference Guide for Teachers and Parents is an excellent resource book. It is relevant to anybody working and living with a child, teenager or not, with an attention deficit disorder.

Robin Jewers

The Rules of Work: A Practical Engineering Guide to Ergonomics (2000)

Dan MacLeod

Taylor and Francis Publishing, Inc.
29 West 35th Street
New York, New York, 10001 - 2299

ISBN: 1-5603-2885-1
184 pages, \$35.00 US

This book is written by an American ergonomist and is designed to be a reference book for students as well as for those working to improve the workplace. It sets out to provide methods to "work smarter, not harder". Although the author acknowledges that his book mainly focuses on physical ergonomics, there is a section devoted to cognitive ergonomics that attempts to provide an overview of cognitive considerations.

The book is divided into two parts. The first outlines ten "Principles of Ergonomics", which will be familiar to occupational therapists, as they are similar to principles of work simplification and energy conservation. There are clear drawings and good examples of specific applications for each principle, which suggest possible solutions to common ergonomic problems.

The second part of the book focuses on ergonomic measurement and is

geared towards those who are designing tools or workstations. This section may be useful to occupational therapists performing specific detailed job analyses. This section ends with references to a variety of research studies that support many accepted ergonomic principles used by occupational therapists.

In general, the information in this book will be familiar to occupational therapists. Although there were many typographical errors found throughout, it was felt to be a good reference book for occupational therapists doing Physical Demands Analyses, as well as those preparing their clients for vocational re-entry. The information on lifting, ergonomic chairs and workstations, and cognitive ergonomics may be relevant to other areas of occupational therapy practice as well.

Amita Bhargava Furgoch

Putting Our Heads Together: A Client/Family Centred Approach To Brain Injury Rehabilitation (2000)

Toronto Acquired Brain Injury Network

550 University Ave., Room 1110
Toronto, Ontario, M5G 2A2

\$185.00 for package (a 20-minute video, 12 participant workbooks, and 1 facilitator manual); Video only: \$75.00 (service provider), \$25.00 (client, family).

The Toronto Acquired Brain Injury Network designed this innovative package for professionals in order to enhance their understanding of clients who have sustained a brain injury and to improve client/family-based practice. Composed of a 20 minute video, a facilitator manual and 12 participant workbooks, this package is appropriate for individual or group work, although a small group format is encouraged to promote discussion and brainstorming.

In the video, clients and family members share experiences that they have had with professionals. The experiences are reflected in short vignettes highlighting communication, information sharing and decision-making. Within each topic, interactions that reflect positive client/family-based practice are discussed as well as interactions and communication strategies that do not promote this practice. After each vignette, professionals are directed to their workbooks to discuss several questions related to the video and to reflect on their own practices. In the facilitator manual, training formats for a 60-minute session, 120 minute-session and a half-day session are outlined. In addition to discussion questions, each workbook contains a Self-Reflection Tool, visuals, and personal excerpts from survivors and family members. The flexibility of the sessions promotes professional development in a variety of settings including: team meetings, student internships, and/or program development meetings.

I found this package to be extremely relevant to the practice of occupational therapy as it challenges us to reflect on client/family-based principles and our practice. It reminds us through the eyes of clients/family how to be good communicators, effectively share information, and to share decision-making whenever possible. For all therapists working with clients with brain injuries and for all those interested in improving their client/family-based practice, I recommend the package.

Kim Marion

**Using Qualitative Research:
A Practical Introduction for
Occupational and Physical
Therapists
(2000)**

**Karen Whalley Hammell, Christine
Carpenter and Isabel Dyck (Eds)**

Churchill Livingstone
Harcourt Publishers Limited
24-28 Oval Road
London, UK, NW1 7DX

ISBN: 0-443-06232-3
125 pages; \$43.95 Can

Qualitative research can be perceived as intimidating to researchers and students who are more familiar and comfortable with quantitative research. Readers will find this book a pleasure regardless of their preference or research background. It is informative, reader-friendly, problem-based and very practical. Topics are woven into examples that describe actual research questions and studies that have been successfully conducted, peer reviewed and published.

The studies described have examined lived experiences of women with multiple sclerosis, rehabilitation students, individuals with chronic schizophrenia, spinal cord injuries, and people who are post stroke including their partners. The researcher's role, ways to collect data, recruitment and sampling, data analyses, ethical issues, and collaboration with participants are all discussed.

Although the chapters build on each other and are integrated, they can also stand alone. The tables are helpful and capture salient points, making the book a handy reference. The layout is user-friendly, the chapter content and index are useful, but there is no glossary which could be helpful. Terminologies such as triangulation, reflexivity and positionality can be daunting. The authors introduce concepts in easy-to-digest portions, build on these terminologies and in the concluding chapter succinctly summarize

their meanings. The authors deal with the gray and often uncomfortable areas of qualitative research well.

As an educator, I appreciated Chapter 9, coauthored by a student, where the results of his ethnographic research assignment are described. By making the student a collaborator the values consistent with qualitative research are demonstrated.

I recommend this book to occupational therapy and physiotherapy researchers, practitioners/clinicians, undergraduate and graduate students and educators. To date, evidence-based practice has focused on the rigor of quantitative research methods. It is refreshing to read a book by Canadian authors that competently presents qualitative research. This book makes a convincing presentation that the qualitative research paradigm is necessary in order to give clients a voice in therapy and research.

Lili Liu
