take a proactive stance in providing services for handicapped children and their families should consider owning a personal copy of this book for ready reference.

Martha S. Moersch, M.Ed., OTR/L, FAOTA


This curriculum component can be a useful resource for any professional who interacts directly with a severely handicapped learner. In addition, this volume contains a specific section to be used as a guide for delivering inservices to caregivers of this population.

The overall structure allows the reader easy access to complete and field-tested task analyses for six specific leisure activities, their entry-level motor skill requirements, and possible adaptations. Therapeutic rationales are given for all aspects of the program. To assist in incorporating this type of leisure education into existing programs, blank clinical forms (that may be copied or adapted) are included to assist the reader. Procedures for evaluation and training are in table form. The information presented in this way can save the clinician time in preliminary planning, as well as aid in structuring clinical observations and program implementation.

In this area of practice where each client’s needs are essentially unique, there is little published material regarding age-appropriate leisure skill education. This volume, developed by The University of Hawaii Special Education Department, provides statistical data on a population of 12- to 21-year-old severely handicapped individuals in a variety of settings. It was designed to provide effective “How To” strategies for developing self-initiated leisure skills in this population. Included are strategies for introducing these skills in the classroom, home, and community environments.

The Ho'Onanea Curriculum Component is a long-overdue resource for those involved with the severely handicapped learner.

Mary Lou Downs, OTR


Children with Brain Dysfunction is an up-to-date illumination of neurologic dysfunction phenomenology in children. This is also an inaugural volume of the International Review of Child Neurology, which plans to publish subsequent volumes on single topics annually. The physician-author presents a concise but articulate and abundantly referenced perspective of higher cerebral dysfunction. A glossary is provided to facilitate an understanding of the book’s content by readers less familiar with neuroscience.

Following an introduction, which briefly describes the current state-of-the-art in neurologic diagnostics, a synopsis of the nervous system sets the tone for the remainder of the book. The chapter on Brain Damage or Dysfunction: General Considerations clarifies terms such as brain dysfunction, mental deficiency, emotional disorder, and behavior disturbance. The consequences of brain dysfunction on complex behaviors are eloquently detailed in the chapters on convulsive disorders and sensorimotor dysfunction. The presentation of the motor, sensory, and perceptual consequences of brain dysfunction are thorough. The reader becomes acquainted with disorders of attention and arousal, learning and memory, and oral and written language from a neurological perspective. Cognitive incompetence is elaborated upon in terms of the genetic and environmental contributions to intelligence, intelligence tests, effects of age at testing, screening tests, and neuropsychologic testing of children with brain dysfunction. This section may be of special interest to the therapist seeking additional background on the implications of psychological tests and measures.

Although the chapter on methods of investigation discusses tools (i.e., EEG, CT-scan, laboratory tests, AERs, etc.) at the physician’s disposal for detecting brain dysfunction, the occupational therapist will gain an appreciation for the capabilities of these diagnostic devices. The author candidly suggests the limitations of certain tools when the task of data interpretation befalls the inexperienced neurologist.

The final chapter, Management, reveals the author’s philosophy that the physician is just as responsible for the child’s and the
family's long-term care as he or she is for making the initial diagnosis and referring the child to appropriate remedial programs. The physician's role in the management of motor and behavior disorders is addressed in the context of drug, surgical, and dietary therapy.

The author's editorial comments interspersed throughout the book exclude its classification as a textbook. These personal observations, however, add a freshness to the topic. Dr. Rapin's obvious acknowledgment of individual differences that exist among children with similar neurologic diagnoses, the importance of the biological-environmental dichotomy (i.e., the child's innate characteristics coupled with life circumstances), and the advocacy of the merits of the adaptive response add a unique human quality to this book.

The table of contents and the subject index provide a useful guide to the book's contents and may thus be considered a valuable resource to the occupational therapist engaged in pediatric practice. The more than 650 references, many as current as 1981, provide a convenient bibliography for students or therapists seeking additional data on clinical, neuropsychologic, and neuroscientific literature.

*Children with Brain Dysfunction* is highly recommended to occupational therapists with a basic understanding of sensory integration theory and who wish to enhance their knowledge of deficits of higher cerebral function (i.e., developmental disorders of language, reading, behavior, and cognition).

Jeanne Ericsson Lewin, OTR

**Educat ing the Chronically II**

*Child, Susan B. Kleinberg. Aspen Systems Corporation, 16792 Oakmont Avenue, Gaithersburg, MD 20760, 355 pp (1982), $27.95.*

An educational background in psychology and special education prepared Susan Kleinberg for work in home and hospital education and as a child life specialist. The child life specialist is a relatively new profession related to child development, education, psychology, and pediatric medicine. The practitioners perform assessments of emotional, cognitive, educational, and socialization skills of their child clients and use treatment modalities that include therapeutic play, and social, recreational, and educational programs adapted to meet the needs of the ill or handicapped child. The author states that the role of the child life specialist often overlaps with that of the occupational therapist or the recreational therapist. Her approach to the material is a holistic one, one that is compatible to the philosophy of occupational therapy, but with a decided emphasis on the psychosocial.

As Kleinberg states, this book was written for those who educate the chronically ill child and is therefore useful to the occupational therapist primarily as a resource to recommend to teachers who have such children in their classrooms or who serve them as tutors. However, there are several sections of special interest to therapists working with school children, especially those dealing with team approach to management, advocacy for the ill child, and psychosocial developmental stages of school-age children.

Part I examines past methods of educating the chronically ill child, present legal requirements for providing such education, psychosocial issues in normal growth and development (well charted), and the effects of chronic illness on the child and the family. In Part II, general educational strategies common to all ill children are discussed and specific strategies are developed in conjunction with descriptions of each illness listed, and grouped according to invisible illnesses, visible illnesses, degenerative diseases, and childhood cancers. Cerebral palsy and mental retardation are not included because the author thought they were well covered elsewhere. The dying child is considered from the viewpoints of the child, the family, and the professional caregivers. Part III stresses the role of the educator as a treatment team member and describes the training, usual assessments performed, and treatment methods of other team members involved with the chronically ill child. The occupational therapist is included in this listing. The discussion on the teacher as an advocate for the ill child provides an excellent rationale for such a role for all who deal with ill or handicapped children. Three appendices provide psychosocial policy guidelines for pediatric health care facilities, a list of resource organizations, and a chart of normal child development.

Although much of the information in this volume is geared to the teacher of the homebound or hospitalized child, there is excellent information for a regular classroom or special classroom teacher. The chronic illnesses are described briefly, but in easily understandable terms; anatomy is simple but accurate. Diseases are correlated to academic performance through reference to activity levels, medica-