sign concepts and the principle of exercise as therapy. Part 2 allows the therapist to select specific exercise patterns from schematic drawings to meet the needs of individual patients. This book does not live up to the expectations set forth by the authors and does not serve as a practical investment for the occupational therapist who works in group cardiac rehabilitation programs. It may serve as an interesting resource, however, for the therapist who works with other populations in one-to-one and small-group situations.

Mary Campbell-Schmitz, OTR/L

Competitive Job-Finding Guide for Persons With Handicaps
College-Hill Press, 34 Beacon Street, Boston, MA 02108.
197 pp., $29.50

The authors contend that because most people in the job market find employment independently and because our culture values competition, we can teach clients with handicaps to take advantage of the challenge of disability to dispel employers' perceptions. Although the book refers only to "counselors" and occupational therapy is never specifically mentioned, many of the suggestions, insights, and training techniques would be useful tools in occupational therapy sessions.

Ruth W. Krinsky, OTR

Learning Disabilities: Proceedings of the National Conference
575 pp., $22.00 (hardcover). $12.50 (softcover).

The proceedings of the 1987 National Conference on Learning Disabilities incorporate the work of 26 experienced professionals in an exploration of five related areas: the neurobiology of learning, specific developmental math and reading disabilities, language disorders, social skills deficits, and attention deficits. The excellent reviews of research, outstanding bibliographies, and specific suggestions for future research are exceptionally helpful to those pursuing research in any area of learning as well as to those interested in keeping up with current trends in research.

Toni Thompson-Rangel, MA, OTR/L

Community Living Skills: A Taxonomy
American Association on Mental Retardation, 1719 Kalorama Road, NW, Washington, DC 20009.
165 pp., $21.

This concise publication addresses the need for clearly focused programs aimed at teaching skills for independent community living. It lists specific goals on which to base a curriculum, thereby providing a template that can be used to assess the efficiency and effectiveness of existing programs. As a taxonomy, it offers an organization of ideas.

Eileen M. Kasen, OTR

Coping With Head Injury
Bevery Slager with Mara Kendrichken, RPT, and Barbara Zoltan, MA, OTR (1988).
Slack, Inc., 6930 Grove Road, Thorofare, NJ 08086.
194 pp., $19.95.

Patients with brain injuries may require special flexibility from the health professional. This book touches on this issue from a unique perspective, because the author is herself a recovering head injury patient. This book could be a useful resource for health professionals and a basic informational tool for persons unfamiliar with head injury and its effects.

Melody Rudolph, COTA

Cardiopulmonary Symptoms in Physical Therapy Practice
Mary Cohen and Theresa Hoskins Michel (1988).
278 pp., $30.

Although this book was written for physical therapists, it is an excellent reference for occupational therapists practicing in cardiopulmonary rehabilitation, from acute care to outpatient levels. It does not address specific occupational therapy techniques and only briefly alludes to the importance of an overall rehabilitation program for cardiopulmonary patients. However, it does give the practicing therapist a solid foundation for interpreting the medical data of these patients and thus better prepares the therapist for evaluation and treatment.

Diane Stevens, OTR

The Language of Toys—Teaching Communication Skills to Special Needs Children—A Guide for Parents and Teachers
Sue Schwartz, PhD, and Joan Heller Miller, EdM (1988).
Woodbine House, 10400 Connecticut Avenue, Kensington, MD 20895.
280 pp., $12.95.

This thorough book is unique in its explanation of how to use everyday toys and books to create experiences that stimulate children with special needs to develop and improve both their language skills and their skills in other areas. Explanations of how to promote language development in general and of how to teach a single concept using a toy are included. Therapists should recommend this book to parents to facilitate communication and bonding with their children.

Cordelia H. Puttkammer, MEd, OTR/L

Growing Up Proud: A Parent's Guide to the Psychological Care of Children With Disabilities
James E. Lindemann, PhD, and Sally J. Lindemann (1988).
Warner Books, Inc., 666 Fifth Avenue, New York, NY 10103.
208 pp., $9.95.

Successful parenting of a disabled child from birth through adulthood requires exceptional resources and resolve. The central theme of this book, gently woven around issues such as advocacy, mainstreaming, and group living, is that the coordination of services and teaching is primarily the parent's responsibility. Any parent who reads several chapters is likely to assume increased responsibility for parenting in a more holistic, realistic, and positive manner.

Linda Jurlina Baznik, OTR/L