
Who is the professional responsible for instituting feeding management programs for severely handicapped children? The authors of this book demonstrate quite effectively that feeding management requires an understanding of normal development of feeding and other skills, the principles of assessment, and integration of the skills of many professionals to develop a total care feeding management and remediation program.

Part I of Feeding Management is a concise overview of the many areas of normal and abnormal development and syndromes that affect normal feeding skills; including social and behavior skills, intellect, physical growth, gross and fine motor skills, reflex integration, nutrition, and oral-motor skills.

Part II presents the principles and pertinent data necessary for assessment of feeding problems. This culminates in a comprehensive, multidisciplinary screening tool, "The Developmental Feeding Tool."

Part III discusses basic remediation strategies, technical information, and general techniques involving behavior problems, diet/drug interactions, types of feeding devices and methods, therapeutic diets, adaptive seating and eating utensils, and oral-motor skill development. The authors recognize that they have not provided specific assessment or remediation techniques, but do provide case studies and service plans integrating the material presented and emphasizing the utilization of an interdisciplinary team of professionals.

The authors include an extensive and useful bibliography. The glossary is well written, but could be expanded. The six appendices are excellent, concise, and comprehensive. They include a normal feeding development chart, "The Developmental Feeding Tool," a table of children's nutritional needs, a chart of selected commercial dietary supplements, a chart on the effects of common drugs on nutrition, and a list of resources throughout the country.

The style of Feeding Management is straightforward, technically readable, and oriented to practical application.

Occupational therapists, especially students and new therapists, will find this book an excellent resource for understanding the complexities of normal and abnormal development of feeding skills, as well as their role in the interdisciplinary approach to feeding management of severely handicapped children.

Cynthia A. Graham, M.O.T., OTR


For the first time under one cover, it is possible to address basic approaches in psychiatric evaluation with several frames of reference represented. A number of these instruments have never been published previously. Including the editor, 20 persons submitted material on the largely neglected evaluative process for occupational therapy in psychiatry. This publication is intended for use as a text book. This volume makes a significant contribution to all concerned, with its accurate documentation, justification of professional services rendered, and objectivity in treatment measures, which is invaluable.

Barbara Hemphill, Editor, presents a thorough introduction to the evaluation process in Part I. Interviewing is covered as the universal method of communication in Part II. In the three subsequent sections, each author provides historical information about the theoretical base of the instrument, the reason for its development, behaviors being assessed, types of clients appropriate for its use, and a review of the literature. Administration of the evaluation includes the procedure, problems with administration, material used, presentation, interpretation of the results, statistical analysis and recent studies, case studies, and suggestions for additional research.

Projective Instruments are covered in Part III with the Arizona Battery, the Shoemyn Battery, the B.H. Battery, the Magazine Picture...
Collage, Comprehensive Assessment Process: A Group Evaluation, the Person Symbol, and the Activity Laboratory. Clinicians who subscribe to Freudian tenets have rich and varied tools to incorporate into their evaluative processes.

Part IV is devoted to questionnaires, observations, and performance scales; namely, the Comprehensive Occupational Therapy Evaluation, the Adult Psychiatric Sensory Integration Evaluation (APSI), the Bay Area Functional Performance Evaluation (BAFPE), and the Creative Clay Test, and an Exploration of Task Structure. Since clinicians may be unfamiliar with some of these titles, the book prints clear descriptions and explanations.

The Principles of Developing Assessment Tools is presented in Part V so that research methodology can be better understood. Practitioners who have departed from their academic homeland for a period of time are reminded to digest this readable section.

An extensive Appendix gives each instrument in its entirety. It is possible with this material for a therapist to proceed in the adoption of the evaluation(s).

This book should have a stunning effect on the educational process of occupational therapy curriculum because each evaluation can be incorporated into courses; educators should consider its inclusion mandatory. Bachelor-level students can easily grasp its thrust, its language, and later appreciate its value. This volume could be the major source to determine which evaluative instrument recent graduates use in practice. The profession as a whole should realize that mental health therapists are becoming more cohesive and organized in their remedial procedures. Recommendation: required acquisition and reading for all psychiatric therapists.

Phyllis M. Bartlow, M.A., OTR/L


On first reading this book in 1977 there seemed to be no compelling reason to write a review. The author would continue to write books and journal articles, speak at conferences, and be interviewed by New York Times reporters as a vocal opponent of the indiscriminate use of day care for children. The untimely death of Selma Fraiberg in December 1981 changed this assumption.

Occupational therapists interested in child development find her book, The Magic Years, to be both interesting and informative; the book has been quoted extensively in occupational therapy publications. Therapists recognize its value in their practice; unless they sought out the present book because of its author, they probably are not aware of Every Child's Birthright.

A recent rereading of Every Child's Birthright emphasizes its relevance to occupational therapists for three reasons: 1. therapists are included in the "institutional guardians of the baby's human rights" and as such should be advocates for the mental health of children; 2. therapists are becoming more influential in developing and implementing programs for very young infants and children; and 3. as members of a predominately female profession, many therapists are mothers.

The author noted in the preface that the book was written to bridge the gap between "what is known" and "what is practiced" in rearing infants and young children.

It is expected and appropriate that Selma Fraiberg writes in the first person singular. Although the book is well documented with notes and references, major value comes from her own experience and personal beliefs. She draws upon her training in psychoanalysis to elaborate upon infant bonding; she also goes outside her psychiatric orientation with references to animal studies of Lorenz, Barlow, and others; to medical findings of Provence, Kennell, Klaus, and others; and to social and political writings of Keyserling, Moynihan, Stein, and others.

The book begins at a lively pace with the author's imaginary discussion with her grandmother ("Did someone just discover this?") and the also imaginary account of a conference on child rearing of three remote tribes from rural Mexico, Africa, and India, and a "tribe" from a North American village. After recounting each tribe's child-rearing practices, including the remote tribes, listening to the literal polylingual translation of American terms such as the mother being "tied down" and "babysitter" with "grave and sorrowful faces," it was concluded that the three remote tribes had more in common with each other than they had with the technologically advanced American tribe.

Continuing chapters on The Origin of Human Bonds, Divide the Living Child, Priorities for...