BOOK REVIEWS

An Introduction to Developmental Disabilities: A Neurodevelopmental Perspective
Frank R. Brown III, PhD, MD, and Nick Elksnin, PhD, NCSP, Editors (1994).
Singular Publishing Group, Inc., 4284 41st Street, San Diego, CA 92105-1197
232 pp., $34.95

This book provides a comprehensive, well-organized overview of developmental disabilities with a neurodevelopmental framework. Featuring editors and contributors from a variety of disciplines (medicine, education, psychology, occupational therapy, physical therapy, audiology, and speech-language pathology), the book is a useful reference for a wide audience of professionals.

In chapter one, the primary author discusses the physician's assessment, including the neurodevelopmental history and examination and interpretation of findings. This chapter also provides a nice overview of disabling conditions (primary and secondary) seen with children who have neurodevelopmental disabilities.

Chapter two, authored by an occupational therapist and a physical therapist, addresses motor impairment. The first section of this chapter provides an excellent review of normal gross, fine, and oral motor development. The authors next address patterns of motor dysfunction including tonal difficulties, dyscoordination, and extraneous movement. Finally, there is a brief discussion of motor assessment and intervention.

Chapter three provides a beneficial review of cognitive impairment. Several theoretical models of cognition are presented. The chapter also discusses cognitively based disorders grouped into the categories of mental retardation, communication disorders, learning disabilities, and attention deficit disorders.

The book's fourth chapter provides a thorough overview of speech, language, and hearing impairments. The first section of this chapter reviews causes and types of hearing impairments describes the audiologic assessment, and briefly discusses aural (re)habilitation options for children with developmental disabilities. The second section of this chapter reviews systems of speech and disorders related to these systems, and the third section describes normal language development and language impairment.

Chapter five addresses behavior problems. This chapter provides a technical discussion of the behavior analytic approach and its application to typical behavior problems exhibited by children with various types of neurodevelopmental disabilities.

Family issues are discussed in chapter six. Information is presented regarding family characteristics, interaction, functions, and life cycle as these relate to families of children with disabilities. A helpful description of the stages of parental reaction to diagnosis of disability is included, and the chapter concludes with effective suggestions for explaining the diagnosis to parents.

Chapter seven concludes the book with two case examples that are each followed by detailed discussions related to information covered previously in the book. The strong psychosocial approach to the discussions was appealing to me as an occupational therapist.

This book provides a wonderful introduction to the variety of dysfunctions presented by children with neurodevelopmental disabilities. Although the book would be most useful for occupational therapists new to this area of practice, several sections of the book would be beneficial and interesting to therapists with experience in neurodevelopmental disabilities.

Lesley Austin Geyer, MA, OTR/L, BCP

A Scientific Watergate—Dyslexia: How and Why Countless Millions Are Deprived of Breakthrough Medical Treatment
Harold N. Levinson, MD (1994).
Stonebridge Publishing, Ltd., 15 Lake Road, Lake Success, NY 11020
455 pp., $24.95

As indicated by the title, this book evokes questions, concerns, and, above all, curiosity in the reader. Dr. Levinson describes in detail his concerns and theory regarding dyslexia and attempts to explain why he believes that traditional dyslexia experts discount his theory.

The book is divided into three sections including an introduction. In the introduction, Levinson explains why he felt compelled to write the text. The first section provides the reader with case histories of patients with dyslexia who were treated and assisted by Dr. Levinson. He discusses the "Traditionalists" of the Orton (Dyslexia) Society and their Thinking-Linguistic Theories of dyslexia, which contrast with Dr. Levinson's Inner Ear Enhancing Theory. He provides testimonies and explanations of how the politics of the Orton Society led to the writing of the book and the sanctions against his research. Levinson's theory is that dyslexia is varied in its presentation and that many have less than severe reading score impairments regardless of difficulties with reading, writing, spelling, math, memory, sense of direction and time, grammar, concentration, balance, coordination, and rhythm. He also describes how the linguistic theories fail to define corroborating evidence of cerebral dysfunction, which he indicates is the heart of these theories.

Section two is dedicated to the criticism of the traditionalist critics and the painstaking analysis of this material. As Dr. Levinson explains, this is the "vast bulk of his work and so was symbolically responsible for the Watergate title" (p. 81). Each phase has been chronologically analyzed; descriptions of his critics and saviors are included. Chapter 13 outlines Dr. Levinson's description of dyslexia by presenting a review of his book A Solution to the Riddle—Dyslexia. Chapter 13 explores both Dr. Levinson's Cerebral Vestibular (CV) or Inner-Ear Theory and the Linguistic-Thinking Brain Theory. The descriptions of the theories provide the reader with a clear understanding of both and clarify the center of controversy.

The final section contains the author's reflection on the reason and impetus for writing this book and, in essence, his life's work. He describes this reflection as "symmetry." He again uses testimonies and case histories to illustrate the effect of dyslexia on his patient's lives and the corresponding treatment that helps them. In turn, Dr. Levinson describes personal history that influenced his motivation to complete this text.

As a sensory integration-trained therapist, I found that Dr. Levinson's theory of dyslexia involving the inner