The Evaluation and Treatment of Eating Disorders

Diane Gibson, OTR, Editor (1986). The Haworth Press, 12 West 32nd Street, New York, NY 10001
150 pp., $24.95.

Originally published as Vol. 6, No. 1, of the journal Occupational Therapy in Mental Health, this book contains a wealth of information. Although the number of clients with eating disorders has increased in recent years, occupational therapy literature has not kept pace with this rise in the population under treatment. Gibson has assembled a brief yet comprehensive historical piece to articles on various treatments and interventions, covering the subject thoroughly. Of particular interest to clinicians are the four articles by occupational therapists that provide insight into theory-based practice. The excellent bibliographies will also be useful for those therapists wanting additional information. This book, well conceived and well written, is recommended not only for clinicians working with clients with anorexia nervosa and bulimia but for all therapists who wish to become acquainted with the subject of eating disorders in general.

Janet Opila-Lehman, OTR

Behavior Management in the Schools: Principles and Procedures

267 pp., $14.95.

This book provides an introduction to the principles of behavior modification and specific suggestions to apply these principles. Part I is concerned with the general principles of learning and behavior management. It includes a chapter on the dual effects of the home and the school environment on child behavior. Part II provides an overview of specific problem areas such as hyperactivity, childhood depression, childhood anxiety and related problems and academic problems related to achievement, motivation, and sensory capacity. It also briefly describes other behavioral problems such as social skills deficits, aggression, delinquency, teenage and preteenage alcoholism, and behavioral issues related to child abuse and neglect. The remainder of the book presents specific intervention strategies for these problems.

The intervention ideas are concrete, easy to administer, and flexible enough to fit the varying needs of an individual student in the school environment. Although many of the techniques are more likely to be applied in a classroom setting, the concepts, rationale, and problem-solving strategies provide a good background for occupational therapists working within a school system. The book includes numerous references and a glossary of behavior management terms for further review and study.

Sally H. Bennett, OTR

The Neural Basis of Motor Control

330 pp., $45.

This book was written to be used as a text for both undergraduate and graduate students in science and medicine who have had courses in the neural sciences. Written by a professor of physiology, it presents a broad view of the integrative action of the nervous system in the control of posture and movement.

This book is intended for those who wish to expand their understanding of neural processes and does not attempt to present clinical applications of the material. Extensively researched, each chapter concludes with a lengthy list of references that can be turned to for further study.

The subject matter is quite complex and those who do not have a solid foundation in neuroanatomy and neurology would find this book difficult to follow. Geared toward the graduate neurology student, this scholarly volume is not recommended for occupational therapists wishing to enhance their clinical neurology skills.

Myrna Fuller, OTR

Pediatric Psychology: Psychological Interventions and Strategies for Pediatric Problems

123 pp., $11.95, softcover; $21.50, hardcover.

This book provides a basic introduction and orientation to the field of pediatric psychology, specialization that developed when practitioners in pediatrics and child psychology found that they couldn't meet the challenges of some critical childhood problems from within the frameworks of their respective disciplines. Characteristics of pediatric psychology include (a) referral and practice in the health care setting, (b) emphasis on developmental processes, (c) consultation and collaboration with medical personnel, (d) psychological interventions for behavioral concomitants of physical disorders and for those medical-physical disorders for which psychology offers effective treatment. The emphasis in pediatric psychology is on results or a demonstration of effectiveness.

The section dealing with consultation can be of value to occupational therapists. Especially pertinent are discussions of turf issues (whose patient is it?), language differences, and conceptualization differences. No occupational therapist should engage in any form of consultation without being aware of these issues.

The author gives a good overview of the practice areas where an occupational therapist might work with a pediatric psychologist to benefit the child with physical, psychosomatic, developmental, or psychological behavioral problems. Although the author occasionally refers to other disciplines and interdisciplinary activities, the focus of this book is clearly on pediatric psychology.

Rita R. Hohlstein, OTR, MS