
This book is a compilation of papers presented in 1982 at a Nottingham University conference. While it offers interesting information from a variety of writers, this book seems to lack a definite organization. It also tends to be repetitive.

The first two chapters focusing on memory theory and assessment techniques have many references to current research but lack a structured hierarchy of memory problems and specific evaluations that will determine treatment goals.

The next three chapters of the book give many specific techniques and case studies that help to identify problems.

The chapter on memory groups, which almost succeeds in providing the book with a central theme, offers suggestions for treatment, including mnemonic techniques, external aids, visual imagery, visual peg method, PQRST, and others. These techniques can be used as described and appear to be easily adaptable to other needs.

This book also provides information on computer assistance and external memory aides that may be helpful in rehabilitation. One chapter deals with the effects of drug treatment.

Therapists working with physically and psychologically impaired clients can find important information in this book. There are many references to current studies. It appears that there is a continuing need for growth in the areas of memory theory, assessment, and structured techniques for retraining.

Anne K. Needham, L/OTR


This resource manual provides the early intervention professionals with information on health care issues, diagnostic tests, and medical conditions relevant to developmentally disabled infants and young children. It covers 39 topics such as anemia, neuroanatomy, middle ear disease, and routine health care.

Because the book is arranged in alphabetical order by topic, it is very confusing to read. (Child abuse is listed after Cerebral Palsy, and CAT scan follows colostomy.) A more logical organization by subject matter would provide greater cohesiveness.

The choice of topics is good, but the range is so wide that each topic is dealt with in a very superficial manner. Most chapters are two or three pages in length and provide only basic information. For example, the section on the handling of children with neuromuscular disorders consists of only one sentence and only four illustrations demonstrating one incorrect and three correct positions for carrying children.

The information is grossly oversimplified and provides no useful application for the practicing therapist. Chapters are not referenced to facilitate more in-depth coverage of topics, and only five references are listed in the Helpful References section at the end of the book.

This book's subject matter is covered in far greater depth in the basic occupational therapy undergraduate curriculum. This is not a book that provides new information for the practicing occupational therapist or occupational therapy student. Although it might be useful to early intervention educators with no medical background, other books are better suited to this purpose.

Kristen Levine


Although more than 30 million people in the United States have chronic disabilities, most are not severely disabled in either physical or intellectual functioning. The authors contend that these persons with mild disabilities are emotionally, socially, and occupationally disadvantaged rather than physically handicapped. It is society's tendency to perceive people with disabilities in a negative light, rather than the actual physical limitations, which prevents such individuals from becoming integral members of the community. The authors explore the dynamics behind these negative perceptions and suggest practical approaches to dealing with them.

The first few chapters describe in detail how unfounded myths, stereotypes, and perceptions regarding the disabled are developed and perpetuated. The authors offer persuasive arguments against the validity of all of these assumptions. Several studies are cited that invalidate many of the
myths and reveal that persons with disabilities actually have better safety, productivity, and attendance records than their non-disabled peers. The consequences of these common misperceptions are discussed, along with several steps that can be taken to change societal perceptions of people with disabilities.

A particularly interesting chapter deals with ethnic group characteristics. As the authors point out, people with physical disabilities are subjected to the same type of discrimination and segregation that ethnic minorities commonly experience. The members of both groups suffer from low social status, limited incomes, social isolation, and negative self-images.

Another chapter depicts the various coping styles of persons with disabilities. Depression, denial, repression, projection, displacement, self-abasement, regression, compensation, fantasy, and passing are discussed. Implications for the rehabilitation process are included. Later chapters offer practical tips for parents, teachers, human services personnel, as well as for people with disabilities.

This book is essential reading for all occupational therapy personnel, from students to experienced clinicians. The writing style is lively and the book is highly readable. While the information presented may not be entirely new to occupational therapists, the book does present a thought-provoking, in-depth review of the psychosocial implications of physical disability. This book does not provide easy answers, but enables the reader to better understand and deal with the dynamics behind society's image and treatment of persons with physical disabilities.

Ellen Fredericks Lederman, MS, OTR