

BOOK REVIEWS

Manual of Developmental Diagnosis, Hilda Knobloch, M.D., Dr. P.H., Francis Stevens, M.S., Anthony F. Malone, M.D. *Harper & Row, Publishers*, 2350 Virginia Avenue, Hagerstown, MD 21740, 286 pp (1980), \$16.95.

Knobloch's third edition of Gesell and Amatruda's *Developmental Diagnosis* is a book quite familiar to occupational therapists working in pediatrics. Within this text are instructions for administering the Gesell Developmental Schedules. Knobloch wrote the new *Manual of Developmental Diagnosis* both to present the revision of the Gesell Developmental Schedules and to provide a compact version of the test administration and interpretation.

After deciding that the rate of maturation of infants and children of Gesell's early infant studies had accelerated, Knobloch conducted further systematic investigation of 1,000 infants and children at 20 different ages ranging from 4 weeks to 36 months. He revised Gesell's Developmental Schedules with accelerations of 5 percent in fine motor behavior to 17 percent in personal-social and gross motor behaviors.

Line drawings describing infant positions and responses accompany the text. They are clear, but not as well done as those in the third edition of *Developmental Diagnosis*.

The same format as that of the third edition is used to present the developmental stages, the examination techniques, and the screening assessment. Discussion of differential diagnosis is condensed. The recording of the assessment and the appraisal of results have been expanded and are presented

in more depth. The appendix includes the procedures for the revision, examination materials, and audiovisual aids (two movies on normal adaptive, fine motor, and gross motor behavior).

Certainly, anyone who has used or is still using the Gesell and Amatruda *Developmental Diagnosis* will agree that a simplified version of test administration and interpretation was badly needed. However, this reviewer was disappointed that the age limitation on the revised schedules was changed to 4 months-to-3 years, and that many allowances for behavior or skill acquisition at various age ranges were eliminated. Not only did skills accelerate, they are now located at fewer age levels, sometimes only at one age level, instead of the two to three on the old schedules.

Recently, when making the choice to use the *Manual of Developmental Diagnosis* or the third edition of *Developmental Diagnosis*, this reviewer chose the latter because of wider age levels (4 weeks-to-6 years) and wider bands of acceptable behaviors. Further, it has not been the reviewer's experience that Gesell's Schedules were resulting in inflated scores because of acceleration of children's performance (at least, this was not noticed during this therapist's clinical experience over the last 9 years when using Gesell's Developmental Schedules assessment).

Kathleen Kennedy Engle, M.O.T.
OTR/L

Dance Therapy: Theory and Application, Liljan Espenak. *Charles C Thomas*, 301-327 East Lawrence Avenue, Springfield, IL, 192 pp (1981), \$19.75.

Dance Therapy is a concise, well-organized approach to theory and application of therapeutic dance. The mind-body focus (emphasizing expression to the personality through gestures, movements, and postures) sets the tone for the entire volume in a refreshingly forthright manner. Elements of theory, evaluation, and treatment are discussed in detail, including diagrams and an evaluation form. Case studies are also provided to assist the reader in visualizing actual treatment applications to mental retardation, autism, character disorder, and schizophrenia. A responsible, realistic approach is taken by the author by including a discussion of contraindications for dance therapy as well as by presenting appropriate applications.

Although *Dance Therapy* is an impressive, interesting book, application of the treatment principles to occupational therapy seems tenuous. The book deals primarily with an extensive individual evaluation and long durations of individual treatment, an approach that may not be applicable in many occupational therapy settings. One chapter does address the issue of group therapy, but the presentation is weak and deals with patients of higher functional abilities than often encountered in traditional occupational therapy treatment. "Specialized group applications" is given extremely brief attention by providing two case studies: 1. treat-

ment of stress reduction in psychotic patients; and 2. psychomotor therapy for geriatric patients in a nursing home. Both case studies are taken from experimental settings and do not seem to deal accurately with the treatment needs of these populations.

The concluding chapter addresses the issue of training for dance therapists with course work outlined. An appendix is provided for further reading, dance films and distributors, and suggested music selections for dealing with specific emotional themes. This text is primarily for students and teachers of dance therapy, but may be of interest to the innovative therapist in a nontraditional treatment setting.

Krista Hresko Durham, OTR

Rehabilitating People with Disabilities into the Mainstream of Society, Allen D. Spiegel, Simon Podair, Editors. *Noyes Medical Publications*, Noyes Building, Park Ridge, NJ 07656, 350 pp (1981), \$28.00.

The editors have collected 38 articles to help draw attention to complex advocacy and disability issues during The International Year of Disabled Persons. Sections on attitudes, health, transportation, housing, education, employment, and recreation include not only the problems but also the potential solutions. References and an index are included.

Articles are clearly presented and issues are appropriate for group discussions. They present a unique vehicle for disability group programs, class sessions on advo-

cacy or disability concerns, and professional study groups. The book could serve as an excellent text for courses in occupational therapy, sociology, psychology, allied health, medicine, and nursing. I highly recommend it for both the general public and all health professionals.

Virginia R. Allen, M.H.E., OTR, FAOTA

Crossroads: A Reader for Psychosocial Occupational Therapy, Anne K. Briggs, M.S., OTR, Alice R. Agrin, Ed.M., OTR, Editors. *The American Occupational Therapy Association, Inc.*, 1383 Piccard Drive, Rockville, MD 20850, 215 pp (1981), \$12.00, Members; \$15.00, Nonmembers.

It is the intent of the editors of this book that it be used as a reference and resource for students, educators, and practitioners. This compilation of 34 articles relevant to psychosocial occupational therapy practice would serve its target populations well.

The reader is divided into four sections in a practical and progressive manner. Section One focuses on the theoretical basis of occupational therapy practice with four articles by familiar names such as Fidler and King. Although this section sets the stage for the subsequent material on psychosocial practice, it would be equally effective as an initial introduction to a reader on physical dysfunction due to the global nature of the theories suggested: purposeful action and self-actualization; adaptive

responses; concepts of life space, mastery, responsibility, and life tasks; and environmental occupational therapy.

Section Two provides frames of reference with which the clinician can organize and devise plans of action for daily practice. Included in the eight articles in this section are Sieg's behavioral model, a developmental approach using movement written by Levy, King's sensory-integrative approach, a psychoanalytical framework by Diasio, and Clark's analysis of four different frameworks.

Section Three progresses to the meeting of the therapist and client, and the development of the therapeutic relationship. The five selections included here provide guidelines by which to relate effectively with clients. Addressed are topics of consumerism, the analysis of self, and use of oneself therapeutically, burnout, termination of therapeutic relationships, and variables affecting counseling.

The final and, appropriately, largest section of this book focuses on the application of theory to practice. The 17 articles presented in this section cover methods of evaluation to specific programs that address defined areas of dysfunction. Some selections are the Comprehensive Occupational Therapy Evaluation Scale, a history-taking instrument, the NPI Interest Check List, use of task-oriented groups, structured learning theory, application of a time management program, the planning of leisure time, socio-drama, and use of behavioral methods to modify vocational skills. This section provides the oft-requested articles on the "how-to's" of our profession with some