

families and listening to concerns, this information would be valuable for undergraduate therapists working in client centred practice.

Chapter five discusses the author's approach to functional visual assessments based on a framework called the CVI range. This is a two part assessment protocol that Roman has developed to establish the level of visual functioning. The initial phase of the assessment considers the extent to which the child is affected by each individual characteristic of CVI. The second phase focuses upon the extent each behaviour impacts upon the child's ability to use functional vision. The author's method for assessment is thorough and systematic, information is gathered by: interviews (i.e. with parents / teachers), observations and direct evaluation. There are case studies which are helpful in illustrating the application of the CVI range. There is a CVI resolution chart which offers a summary of the data obtained from the assessment process.

Chapter six considers in detail program planning and intervention. Roman details phases I to III of CVI, this indicates where the child is in terms of CVI resolution and offers information regarding goal setting in each phase. The three phases range from 'building visual behaviour' to the 'resolution of remaining CVI characteristics'. Useful examples are given to assist the team to plan and implement a program which can be incorporated in everyday activities with appropriate CVI adaptations. Roman suggests that in order for intervention to be most effective it should be within the child's daily routine,

As an Occupational Therapist working within a regional brain injury service I would find this book a useful reference. The resources and assessment tools would require further study. This book highlights the need for professionals working with children with brain injury to be aware of the features of CVI so this can be identified early allowing thorough assessment and intervention within a family centred approach.

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## Improving Hand Function in Children with Cerebral Palsy: theory, evidence and intervention Ann- Christin Eliasson & Patricia A. Burtner(eds)

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This book is a continuation of the well-respected Clinics in Developmental Medicine series. It has been developed to provide a comprehensive review of the upper extremity neuro-pathophysiology, development of hand function and an overview of contemporary intervention for children with cerebral palsy.

The text is divided into 26 chapters written by a variety of academic and clinical professionals, primarily within the field

of occupational therapy from Australasia, North America and Europe. Each chapter is well researched, using credible literature to support presented information.

The first half of the book reviews the basics; neuroscience, upper extremity anatomy, spasticity, neurodevelopment and motor learning. These chapters provide a good overview for most paediatric physiotherapists but would also be beneficial for recently graduated occupational therapists working in paediatrics. Although the book is focused on therapists treating children with the diagnosis of cerebral palsy, the information in these initial chapters can be translated to other neurological impairments. They have included useful diagrams and pictures that help clarify information presented, especially beneficial within the neuroscience chapters.

The end of the book focuses on current medical management, therapy assessments and interventions. The therapy sections are primarily occupational therapy focused, but neurodevelopmental therapist and paediatric physiotherapist could incorporate some of the principles and tools discussed, to their clinical practice.

Unfortunately, the chapters dedicated to medical intervention, such as surgical correction and Botulinum Toxin A injections are aimed at novice therapists and families. Although these chapters provide a respectable summary, they could have included new advancements within this area. I recognise that these interventions may not be available in all centres but it is important for therapists to be aware of all potential treatments on offer.

The therapy based chapters are directed towards the contemporary practicing philosophy of family and child goal focused intervention and the child's ability to participate, rather than the traditional impairment based treatments.

In particular, chapter 18 is dedicated to goal setting and highlights tools that can be used across all disciplines. At the end of the chapter they present case studies to demonstrate their application.

Chapter 12 is designed to facilitate the therapist to evaluate assessment tools. With the ongoing addition of new assessments and the emphasis of providing evidence to service providers, it is important for therapists to be able to choose the most appropriate assessment. Although the chapter is dedicated to upper limb assessments, key principles can be applied to assessments in other fields.

In summary, the majority of the information in this book is relevant to paediatric physiotherapy practice and would be especially useful to physiotherapists working in isolation with children with cerebral palsy.

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