

Typical and Atypical Motor Development Clinics in Developmental Medicine

David Sugden and Michael Wade 2013. Mac Keith Press, London ISBN: 978-1-908316-55-4 Hardcover; pages: 384.RRP: \$259 (www.fishpond.co.nz)

The latest book by Sugden and Wade; *Typical and Atypical Motor Development* combines both previous texts by the authors: *Movement Skill Development* (1985) and *Problems in Movement Skill Development* (1990) to cover typical development and atypical development in one inter-related format.

The book's main focus is the development of the child and compares typical and atypical progress. This provides an important contrast that benefits a better understanding of both groups of children. The authors focus on the 'what' and 'how' of motor development and descriptions of motor development from conception through to emerging adult, comparing how children acquire their changing and growing repertoires of movement with the resources that they have.

The authors provide an up to date contemporary view of child development while acknowledging previous perspectives, and identifying future areas for research.

The book is set out in a logical organised manner, and in two parts which are both complementary and inter-linked, Chapters 1-6 presents material on typically developing children and the later half of the book Chapters 7-12 examines a number of circumstances demonstrating how development can change as the resources of the particular child vary.

The first chapter – An introduction to Motor Development sets the scene for the rest of the book, exploring development and movement and the resources of the child as well as interactions among the child, the task and the environment when examining functional motor skill. This is followed logically by chapters on Biological Influences on Developmental Change, Development Models and Theories, and then subsequent Chapters on Movement Development from Birth to the Young child, where chapters are separated related to age; Birth to 24 months, 2 to 7 years of Age, and 7 years to Puberty. The second half of the book is divided into Chapters on Cerebral Palsy, Developmental Co-ordination Disorder, Children with Intellectual Disability, Children with other developmental disorders and Children with visual impairments. The final Chapters on Assessment and Intervention for Children with Movement Difficulties and Perspectives on Typical and Atypical Development conclude the book with completeness.

The chapters are extremely comprehensive and in-depth. The chapters are scattered with schematics, photos, figures and graphs throughout, in addition most chapters have boxed 'methodological' sections titled 'A closer examination' which authors have used to look at how experimental work in the different areas was undertaken and how the data that was used to support the conclusions was derived. The chapters examine past and present research, models, theories and experiential

perspectives related to the content, while identifying areas for future study to provide a well balanced perspective. Evidence is well cited throughout the chapters with an extensive reference list per chapter.

The authors intended audience is for occupational therapists, physiotherapist, paediatricians and teachers. Previous medical knowledge would be advantageous when reading this book.

The book would be of great benefit to Physiotherapists and under graduate students interested or working in the area of paediatrics and child development.

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