

*Book Reviews*

HANDWRITING: ANATOMY OF A COLLABORATIVE ASSESSMENT/INTERVENTION MODEL, by Erhardt, R. P. and Meade, V. *Stillwater, MN: PDP Press, Inc., 2005, spiralbound, 150 pp., illustrated, 0962370371, \$45.*

This book focuses on occupational and physical therapy assessment and intervention for individuals with handwriting difficulties, with an emphasis on the collaborative aspect of the intervention. The book uses a case study format to take the reader through the entire process from the first interview to follow-up. Throughout the book, the authors share their personal thoughts and dialogue that demonstrate both their individual and collaborative reasoning. The individual, his family, and other professionals involved in the case study complete the case with their own voices and opinions.

This book is not intended to be used as a resource in assessing and treating children with handwriting difficulties. While the authors draw from biomechanical, perceptual-motor, and sensory integration theoretical approaches to develop their treatment program, it is the process of the intervention rather than the content that is emphasized. Activities are listed in the appendix; however, they are limited to those that were used in this particular treatment program. As such, the book may not be of much value to therapists looking for new intervention ideas in an existing practice.

Throughout the book, the connection between the child's postural control and his handwriting is highlighted, and physical therapists new to this clinical population and area of practice will find it particularly enlightening. Likewise, both occupational and physical therapists wishing to adopt a more collaborative model with this population will be well-served. The book is easy to read, with good use of tables and charts to summarize information. Photographs are used to demonstrate the treatment activities and help personalize the case study, while interesting tips are laid out throughout the text. While the thoughts and dialogue are at times a little stilted, they do highlight the clinical reasoning that takes place, and provide for some of the more interesting reading.

The authors also provide a good overview of the literature pertaining to various aspects of handwriting as well as an excellent section on the various theories used to explain handwriting difficulties. In the appendix, the authors have also included an interesting section on different learning styles and the teaching strategies one can use for each of these styles. Finally, there is an extensive list of references. A chapter is devoted to describe a research study in which the effectiveness of their particular treatment program was evaluated. This chapter, however, is not particularly relevant to the rest of the book, and does not really provide additional useful information. Since the evaluated intervention program is based on more than one theoretical approach, it becomes difficult to determine specifically what was being evaluated. But this chapter put aside, the book reads well with the material well-organized from beginning to end. In conclusion, the book should be of interest to all therapists working with children with handwriting difficulties. It will, however, be primarily valuable for physical therapists new to this clinical population and for those interested in developing a similar collaborative model.

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