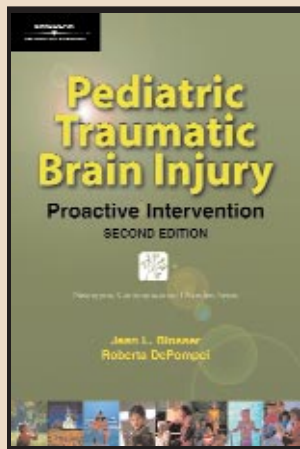


Pediatric Traumatic Brain Injury: Proactive Intervention, 2E



0-7693-0055-3
 (C) 2003
 323pp, 6 x 9, Softcover

By Blosser, Jean L., EdD; DePompei, Roberta, PhD

This book, part of the Neurogenic Communication Disorders series, is written to address issues surrounding pediatric traumatic brain injury (TBI) and subsequent treatment. It suggests analyzing the youth from a community perspective in order to most successfully reintegrate the child into his/her home, school, and community. The first edition of this book was published in 1994.

The purpose of the second edition is to provide updated information on ideas, materials, interventions, technologies, and staff involvement in the treatment of children with traumatic brain injuries. According to the authors, it is written for professionals from a variety of disciplines who are challenged daily by children and adolescents with TBI. The book includes information to assist families/friends, medical and educational personnel, and community members. The authors have clearly met their objectives by writing an informative text for managing and remediating pediatric TBI and its effects.

Written for a variety of professionals, the book could be used by those at the university level preparing students to practice in certain fields of study. It is most beneficial for speech-language pathologists, school personnel and community members responsible for reintegration of youth into society. It is an especially practical guide for educational speech-language pathologists participating in Individualized Education and transition planning. Both authors have doctoral degrees and have extensive experience working with children with TBI, their families, and the community. They have both presented at numerous conferences and in-services on the subject matter.

The book is separated into four parts that cover an overview of pediatric TBI and the authors' philosophy of treatment; the assessment of the problem including transition issues; the treatment of the clients' cognitive and communicative needs through an interactive approach; and the application of a proactive approach to TBI management. The authors' explanation of the need to move away from the traditional deficit-centered clinical approaches to an approach that manages the child's development of appropriate and functional skills for reintegration into daily life is interesting and meaningful to a therapeutic model. The book also explains the importance of the "circle of community interdependence" which emphasizes the child's entire circle of care as being the most beneficial to his/her functioning within the community. The appendixes which provide resources for actual management of a client's needs are extremely helpful.

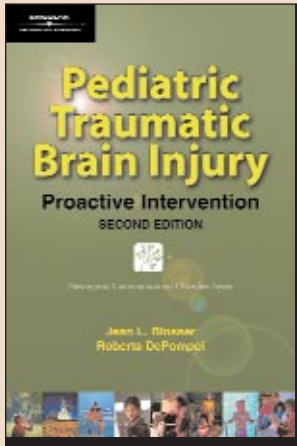
The authors were justified in writing this second edition as it provides updated information from numerous resources on pediatric brain injury. The book provides material from the literature to inform the reader of current trends in brain injury approaches and, most importantly, serves as a functional resource guide for practitioners, families and community members.

-DOODY'S REVIEW

Reviewed by
DIVINE by Catherine Baer Coleman, Master of Science (George Washington University)

Pediatric Traumatic Brain Injury: Proactive Intervention, 2E

By Jean L. Blosser and Roberts DePompei



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 (C) 2003
 323pp, 6 x 9, Softcover

When Jean L. Blosser, EdD, and Roberta DePompei, Ph.D., wrote the first edition of this text on pediatric traumatic brain injury (TBI), they advocated for services beyond the medical and educational environments and recommended proactive strategies to facilitate change. Now, a decade later, their vision has become a reality.

Their second edition of *Pediatric Traumatic Brain Injury: Proactive Intervention* is the result of continued research. The authors spoke with individuals who have TBI across the nation, as well as their families, teachers, medical interventionists and community professionals.

The new text is written for professionals in many disciplines dedicated to working with children and adolescents with TBI. The authors detail informative program ideas and outcome-based strategies for a proactive approach to treatment. The book opens with an overview of TBI, incidence rates, cognitive-communicative characteristics, and scope of the problem. The need for family involvement and the benefits of collaboration are discussed.

The assessment process is addressed from a problem-solving approach. The authors review both standardized methods for obtaining the functional levels of a child or adolescent with TBI. Various factors influence transitions, such as the demands and expectations of different situations, the level of understanding and responsiveness of others, the quality of treatment, the availability of opportunities, and the readiness, preparedness and motivation of the individual and family.

The book also details interactive treatment strategies. Numerous guidelines, charts, questionnaires, and process vs. strategy issues are provided. Instruction strategies and learning techniques are reviewed, along with classroom adaptations and modifications.

Examples of proactive approaches are provided through case studies. The text also includes a school participation planning guide to help professionals facilitate transitions from the medical or rehabilitation environment to the school setting.

This detailed and informative text will be a useful addition to any professional's library. Intervention is important, the authors remind us, but professionals also need to consider the environment in which the child functions and the people they encounter there.

- *ADVANCE for Speech-Language Pathologists & Audiologists, September 29, 2003*

Reviewed by
 Afiena Voss Dehardt, MS, CCC-SLP who works in Central Florida.