

**Handwriting: Anatomy of a Collaborative Assessment/Intervention Model (2005)**

**Rhoda P. Erhardt and Vickie Meade**

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While formally a presentation of the results of a single case efficacy study, this report is not only an inspiring story about a collaborative handwriting intervention conducted with a 13 year old boy, but also a wonderful clinical tool. Erhardt & Meade used a case story format to illustrate the clinical reasoning process in which the reader can access the inner voices and dialogues among the persons that constituted the intervention team: the occupational and physical therapist, the psychologist, the optometrist, the student, and his parents. For example, in one instance, the report of the physical therapist's disagreement about the relevance of a particular activity allows the occupational therapist to demonstrate the reasoning behind her suggestion, thereby making it a very informative segment. In addition, the reader can glance at progress notes, pictures, tests results, and report cards; all of which give this book its unique tone, making it absolutely captivating. This book provides an exceptional opportunity to learn a great deal about the musculoskeletal components important for handwriting from a physical therapy point of view; a topic seldom as well discussed in most occupational therapy textbooks. For example, the functional significance of the abnormal timing of the muscle controlling scapulo-humeral motion is discussed. Despite the fact that this book was written for professionals, several terms (e.g. semaphore movements) or activities (e.g. crab walk down ladder and slide) were not defined, described or illustrated. This may be an obstacle for the professional who is less familiar with this general topic. This book is a delight to read given its case study format, and it is an easy-grab reference given the spiral-bound format. Readers should not be influenced by the book's focus on a single child. The information is extremely valuable and would be useful to both seasoned and newer therapists working with any child requiring interventions for handwriting.

*Josiane Caron Santha*