

ing five-year-old South African children as seen in Bloemfontein.

The results further indicate that the visual closure sub-test yields statistically significant more below average scores than the other sub-tests. On analysis of the percentage of participants' correct scores for each item of the visual closure sub-test, it was noted that the content, difficulty level and/or the sequence of the test items could be incorrect. Further research in item analysis of the DTVP-2's visual closure sub-test is recommended.

The authors acknowledge the fact that the study had the following limitations that should be taken into account:

- ❖ The study population only consisted of children who could understand and speak English.
- ❖ This was an undergraduate research study thus limiting the time, available finances and scope of the study. The sample was therefore limited to 40 children, aged 5 years in a limited geographical area of schools in Bloemfontein.

It would be of value to research the validity of the DTVP-2 with other, larger samples of children in different settings<sup>1</sup> as well as the influence of culture and gender on the results of the test. Questions that have been highlighted through the study are as follows: Are the results found in this study purely related to age 5 or will future research with other age groups show similar skewed results? Is Visual Closure perhaps not that developed in the 5 year old age group, as it requires more abstract thought? How do the visual closure results from the DTVP-2 compare with other visual closure measurement tools?

It is recommended that occupational therapists in South Africa receive information on the findings of this research in order to interpret DTVP-2 results with care for the South African population, as further investigations are needed to standardise this instrument for local circumstances.

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## Corresponding Author

**M Visser**

Vissermm@ufs.ac.za

# Book review

## Title: Brain development - Milestones and learning

### Author:

Melodie de Jager

### Book information:

Publisher: Mind Moves Institute  
Publication date: 2011  
ISBN number: 978-0-620-50338-9  
Paperback: 233 pages  
Price: R240 (including postage)

This book is aimed at new parents or caregivers and it provides general information on various subjects such as pregnancy, birth and childhood development and milestones. It is written in an easy-to-understand-language and there are interesting snippets of information throughout the book. These relate to specific questions parents might have, relevant facts, research, advice for parents or explanations of specific medical terminology. The focus of the book is on the 'reflex brain', the 'thinking brain' and the 'feeling brain' and on how stimulation helps with the 'wiring' of the baby's brain as well as the role parents can play in this process. The book is divided into 3 parts: part one focuses on the development of the baby's brain, part two on the development of the central nervous system and the body map and part three focuses on motor milestones.

### Brief summary of the content of each chapter:

Part one (Chapter 1 - 6): The first six chapters focus on how babies learn and develop and what parents can do to promote this learning and development, even in the womb. It acknowledges that parenting is hard but assures parents that they are able to provide what the baby needs. These chapters provide basic information on health, nutrition, fitness, the management of stress as well as the effect of environmental pollutants and lifestyle factors while being pregnant. It also refers to the 'unseen parent' i.e. the baby's reflex system which is described in some detail throughout the book. There is a strong emphasis on the importance of reflexes and how these can affect a child's development if the reflexes do not become integrated. The impact of birth on the baby as well as the development inside and outside the womb is briefly discussed.

Part two (Chapter 7 - 11): These chapters highlight the development of each individual sense: touch, vestibular sense, proprioception, smell, taste, hearing and sight. Basic guidelines and activities are provided on how to stimulate the baby's senses. Reference is then also made to specific 'SOS signals' in babies as well as 'SOS signals' in children older than 3 years of age indicating when the various senses are not developing properly. Both 'BabyGym Moves' (movements that are done by the parent) and the 'Mind Moves' exercises (movements that are done by the child him/herself) are included to equip the parent with some practical ideas on how



to deal with the baby or child when he/she is displaying specific stress signals.

Part three (Chapter 12 - 18): These chapters describe the importance of motor milestones in the development of babies and children. The focus is on rooting and sucking; rolling over; sitting; crawling; standing, cruising and walking; and walking and stopping. The development of socializing and play is also briefly discussed. Each chapter again describes how the specific milestones develop, identifies specific problems related to the various milestones not being met and gives general advice to parents on how to stimulate or support the reaching of these milestones. 'BabyGym Moves' and 'Mind Moves' exercises are also included to further guide parents in terms of practical activity ideas.

#### Comment on it's relevance to South Africa:

There are so many books available these days on childhood and development and parents are often overwhelmed by the daunting task of deciding which book to buy and which book to read. This book is almost simplistic in the way it is written but makes for an

easy, manageable read with practical guidelines for parents and/or caregivers. It does not claim to provide all the answers to all the questions new parents might have but it is a good starting point. It has enough valuable information to set new parents on the right course in terms of stimulation of their new baby and make them aware of signs to look out for in terms of delayed development. The author refers to the 'BabyGym Moves' and the 'Mind Moves' to promote development but also makes it clear that these are not intended to replace therapies, if they are needed, but rather to enhance and compliment them. This book was never intended for occupational therapists but rather for parents/caregivers as a practical guide in terms of childhood development and milestones. Care needs to be taken when recommending this book in view of some of the claims made.

#### Reviewed by:

Lizelle Jacobs, MSc (Occupational Therapy),  
Lecturer Occupational Therapy, University of Witwatersrand

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## Title: Vocational Rehabilitation and Mental Health

#### Edited by:

Chris Lloyd, PhD

Senior lecturer in the School of Population Health at the University of Queensland & the Queensland Centre for Mental Health Research.

#### Book information:

Publisher: Wiley-Blackwell, A John Wiley & Sons, Ltd.

Date of publication: 2012

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Paperback

Number of pages: 213 pages

Price: R488.95 (Kalahari.net)

The book *Vocational Rehabilitation and Mental Health* highlights the complexity of unemployment amongst people with mental illness primarily in first world countries. The book is edited by an occupational therapist but aims to address the rehabilitation community in general, in order to better facilitate the practice of vocational rehabilitation for individuals with mental illness.

The first chapter introduces the theme of employment for individuals with mental illness. The chapter is written concisely and accurately highlights not only the negative implications of unemployment but also the value of employment for these people. The chapter concludes with key summaries related to evidence-based vocational programmes in a bid to alleviate the negative impact that unemployment evokes.

The following two chapters follow the theme of evidence-based programmes and introduce core concepts of various vocational approaches. The second chapter challenges the traditional belief that 'training the individual before vocational placement occurs' and presents the theoretical constructs related to the Individual Placement and Support (IPS) model. Chapter three is written in the form of a case study and focuses on the practical implementation of the IPS model. The research findings in both chapters are that the IPS model has shown significant success in attaining vocational outcomes for people with severe mental illness.

Chapter four looks at stigma as a barrier to gainful employment for individuals with mental illness. Strategies to reduce employer stigma are also discussed.

Chapters five and six delve into the motivational aspects that have the potential to "interfere with vocational recovery". The chapters offer various approaches to facilitate motivation for employment and make specific mention of the extensively researched strategy of motivational interviewing. Despite the thoroughness of

the writings, the complexity of this problem encourages further reading.

Chapter seven focuses on principles that assess, establish and maintain effective therapeutic relationships; however there is little evidence that determines whether specific strategies should be followed for individuals with mental illness or for specific vocational contexts.

The importance of vocation in recovery for young people with mental illness is addressed in chapters eight and nine. These chapters highlight a different approach to address specific problems that younger individuals face, e.g. vocational immaturity as opposed to the conventional vocational approaches generally offered for adults.

Principles to address work-related social skills as well as job retention are addressed in chapter ten. A suggested protocol, Integrated Supported Employment (ISE) which is a combination of IPS and social skills training, illustrates an effective strategy to ensure job retention.

Chapter eleven looks at how the symptoms of mental illness can interfere with employment outcomes and talks about various strategies to reduce the negative impact of symptoms. The penultimate chapter focuses on addressing the concept of supported education, specifically for individuals who experience disruption in their educational attainment as a result of mental illness. Strategies to facilitate supported employment in order to enhance the employability of these persons despite the disruption are discussed.

Chapter thirteen concludes the book by discussing how personal information for people with mental illness should be managed. The chapter highlights strategies to facilitate the client taking responsibility for deciding how their information should be managed.

*Vocational Rehabilitation and Mental Health* is an easy-to-read book and follows a systematic approach to each chapter, where the chapter begins by highlighting the problem associated within a specific theme and concludes with practical suggestions on how these barriers can be overcome. Although research quoted throughout the book is not generalisable to the South African context, the strategies presented appear logical and may guide our South African way of thinking when approaching the issue of employability of individuals with mental illness. However, with South Africa's overwhelming issue of unemployment for both able-bodied persons as well as persons with disabilities, the true applicability of this book can only be ascertained by South African research within the paradigms presented in this book.

#### Reviewer:

Rulaine Smith,  
BOccTher (Pret), Diploma in Vocational Rehabilitation (Pret)  
Lecturer, Occupational Therapy, University of the Witwatersrand

