

tools. The evaluative chapters grow from consideration of electrodiagnostic assessment to visual acuity and visual fields, and ultimately onto higher visual perceptual function. There are a couple of provocative chapters on appropriate screening and examination, as well as clinical organization to best meet the diverse needs of this population in a holistic manner. Later chapters consider the evaluation process in the presence of common patient comorbidities, including cerebral palsy, intellectual disability, autism, deafness, and difficulties with expressive language. There are several chapters that address remediation including the use of traditional optical and nonoptical aids, assistive technology, environmental modifications, and the role of numerous disciplines in the care of this population.

Dr. Dutton and others note that *habilitation*, rather than *rehabilitation*, should be used to describe intervention as mature pathways have not been developed to rehabilitate as one would consider with an adult brain injury. Aside from tools and environmental modifications to enhance function, there are few references regarding therapies designed to directly improve function without other modifications. This is not the fault of the editors or the contributors but rather represents an opportunity for vision scientists, neuropsychologists and behavioral optometrists to explore.

All optometrists involved in low vision rehabilitation and/or pediatrics should have this definitive text as part of their library.

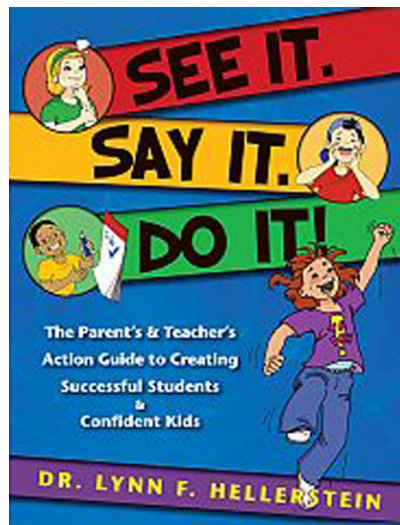
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See It. Say It. Do It!

Hellerstein LF. Centennial: HiClear, 2010, Softcover, 237 pages, \$25.

This book is a little different than those usually reviewed in these pages.



Typical reviews are focused on books that present hardcore scientific or clinical subjects, and the reviewer generally feels the need to inform the potential buyers of the educational value or clinical usefulness of the book. So they may have appropriate expectations, should they decide to purchase it. Admittedly, most are well-written, have accurate and up-to-date information, and provide some value to the professional reader. For the reviewer, it is a matter of describing the information, value, and style for the potential purchaser of the book.

All of those good and valuable qualities that reviewers usually look for and report on are also present in this book. But this book is different. It is not written for “us,” the clinicians, scientists, physicians, or professors. It is written for our patients, our patients’ parents, and for “us” who are parents, athletes, or still students of something (or anything) who may not have mastered all subjects or tasks as easily as we would like. So, it is written for those who struggle with less than expected performances in any chosen arena, as well as for those who try to help others cope with and improve on those challenges, whether as a parent, teacher, coach, or even clinical professional.

Lynn Hellerstein, O.D.’s absolute faith in and enthusiasm for

visualization and its power to transform those who learn to use it is captivating and is evident in her writing. Her ability to explain the learning process, the role of vision, visual processing, and ultimately visualization in the learning process for her intended audience is impressive. It is indeed simplistic (but not boring) for the doctor-level audience, and some may even take issue with the importance she ascribes to visual factors in the learning process. Yet for its intended audience, this book is just what “the doctor ordered”; it gives a blueprint of how to turn a frustrated child (or other learner) into an achiever.

The text is divided into 4 parts. The first chapters (Part 1) introduce the reader to the topic of visualization and concepts of vision development and a vision model. The remaining 3 parts give the reader activities to be followed, or as the title says: to see it, say it, and do it, with narratives to help the reader understand why the activities will help. The book ends with an appendix giving the reader a very broad overview of vision therapy.

I would recommend this book be used to educate adult patients, parents of pediatric patients, teachers, and/or professionals who don’t understand the educational ramifications of visual difficulties or inefficiencies. As part of the treatment plan for those with visually related learning or performance deficits, I would recommend that clinicians provide (or prescribe) this book (as a prelude or adjunct) to additional care. Whether the treatment plan involves referral to another provider to supply the required services or is carried out “in-house,” the understanding gained by the patient (or parents) with the use of this book will go a long way toward improved compliance with treatment and in setting expectations and goals for therapy. Outside of the therapeutic regimen, either as a practice-building strategy, or as a community service, it makes sense to also use this book to explain to others (teachers, pediatricians, ophthalmologists, coaches, trainers,

occupational therapists, etc.) who interact with these patients how vision relates to academic (or sports, etc.) performance.

See It, Say It, Do It! doesn't take long to read but it could have a life-long impact on those who need to know what it says.

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