

The Editors intended to create a resource text for researchers and practitioners in the field of brain injury rehabilitation. It certainly meets the desired goal for the individual planning to conduct research using rehabilitation paradigms, and it serves as a guide for an individual who may be planning to develop a prospective research based cognitive rehabilitation program; it addresses crucial areas related to study design and sample selection. On the other hand, it may fall short with respect to educating the clinician with regard to specific strategies that may prove to be beneficial in an applied clinical setting. Perhaps the clinician could refer to individual chapters about their area of interest. For example, only two chapters specifically address pediatric rehabilitation in depth. Ylvisaker writes about children in rehabilitation but this is limited to cognitive, behavioral, communication and academic issues. Of note, Ylvisaker references family training and support, citing the work of others on family adjustment and outcome after TBI. It would have been helpful to explain this in light of an earlier chapter addressing interventions for caregivers. Additionally, recent multi-site research on children with learning difficulties after cancer treatment (Butler & Copeland, 2002) focuses on attention and memory remediation. This might be a meaningful paradigm for children diagnosed with TBI.

Overall, this volume is written in a straightforward manner and covers a wide array of topics related to evidence-

based medicine and TBI rehabilitation. It is an excellent resource for the clinician and researcher who might be interested in setting up a cognitive rehabilitation program. The chapters represent a collection of scholarly research and reviews; however, poor integration across chapters and varying format make it more of a challenge for the reader. This text will be of particular interest to health professionals working to rehabilitate adults with neurological and psychiatric conditions.

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