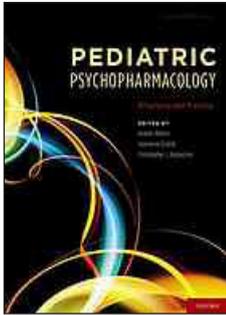


Pediatric Psychopharmacology: Principles and Practice, Second Edition

Andrés Martin, Lawrence Scahill, and Christopher J. Kra-tochvil, eds. Oxford University Press: New York, NY, 2011. 810 pages. \$189.00 (US), hardcover.



The second edition of *Pediatric Psychopharmacology: Principles and Practice* is an ambitious textbook that covers much broader territory than its title suggests. Not only is it a comprehensive source of information on the current state of knowledge in pediatric psychopharmacology, but it also addresses many related topics such as genetics, brain structure and function, the neurobiology of the major childhood psychiatric disorders, the general assessment of these disorders, nonpharmacological treatment modalities, and clinical trials methodology and design.

Two of the editors remain from the first edition, and little has changed in the book's overall structure. It is still divided into the same four Sections: I. Biological Bases of Pediatric Psychopharmacology; II. Somatic Interventions; III. Assessment and Treatment; and IV. Epidemiological, Research, and Methodological Considerations. Almost all the chapter titles remain virtually unchanged as well. This is not necessarily a bad thing, as the first edition was already a thorough and well organized reference. Nonetheless, it highlights that the second edition mainly updates the information in the first, rather than providing a dramatically new perspective on the field. Particular attention is given to landmark treatment studies (e.g., the MTA, PATS, TADS, TORDIA, POTS, CAMS, and TEOSS trials), many of which were published since the book's first edition. Current controversies are also addressed, such as concerns about suicidality with SSRIs and the risk of sudden death with ADHD medications. Chapter 53, entitled "Conflict of Interest," is one of the second edition's few new chapters, and the editors and chapter authors are to be commended for explicitly addressing this important issue in a thoughtful

manner. Moreover, disclosures of financial interests are now provided for all authors at the end of the book.

Both the first and second editions of *Pediatric Psychopharmacology* are dedicated to the late Donald J. Cohen, MD, a pioneer and leader in child psychiatry. In the preface to the first edition (reproduced in the second), the editors assert that "Donald's vision was woven into the fabric of the entire volume...much as he would, we advocate for thoughtfulness and restraint in the prescription of psychotropic drugs, for the judicious use of diagnostic labels, and for the conceptualization of childhood psychiatric disorders within a developmental framework" (page xiv). These are critically important attitudes for all clinicians who prescribe psychotropic medication to children, and the editors' deliberate effort to impart them to readers is one of the book's major strengths. The jewel of *Pediatric Psychopharmacology* in this regard is the exceptional Chapter 30 ("Thinking About Prescribing: The Psychology of Psychopharmacology"), where the authors remind us of Blackwell's admonition that "too often a prescription signals the end of an interview rather than the start of an alliance" (page 423), and ask us to consider whether medication "will mean *treat* or *treatment* to my patient" (page 425).

It is challenging to weave Dr. Cohen's sophisticated vision through an edited volume that contains over 50 chapters written by over 100 authors, and there are many passages where it is not so apparent. Indeed, I often found myself wishing for the judicious approach to diagnosis and restrained attitude to treatment that the editors promised. For example, in Chapter 33 ("Assessment and Treatment of Childhood and Adolescent Bipolar Disorder"), the authors describe straightforwardly, without a note of skepticism or concern, the data regarding the use of lithium, anticonvulsants, and atypical antipsychotics in the treatment of preschool bipolar disorder (page 473). Additional editorial involvement might have ensured that Dr. Cohen's vision was more present throughout.

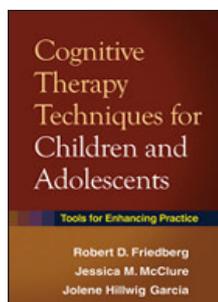
The editors could have also required more consistency in format and content and allowed less repetition of information. In Chapter 18 ("Stimulants"), for instance, the section on efficacy precedes the section on adverse effects, whereas in Chapter 20 ("Antidepressants I: Selective Serotonin Reuptake Inhibitors") they are presented in reverse order. Greater standardization in format would make it easier for the reader to locate the desired information. Atomoxetine is missing from Section II, where the chapters focus on specific drugs, although relevant information is included in Chapter 31 ("Assessment and Treatment of Attention-Deficit Hyperactivity Disorder"). In Section III, several

chapters provide useful tables summarizing pharmacotherapy trials for the disorder in question, but other chapters do not provide them. The editors' decision to organize one set of chapters around medications (Section II) and another around disorders (Section III) has the benefit of offering different perspectives on pharmacological treatment; however, the information in the two places can be redundant instead of providing additional depth of understanding.

Despite these reservations, the second edition of *Pediatric Psychopharmacology* provides a comprehensive review and update of the evidence base in this complex and rapidly growing field. It also strives to discuss the role of psychopharmacology within a developmental and biopsychosocial context, while highlighting the value of nonpharmacological interventions. To my knowledge, no other textbook matches it on either count.

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Cognitive Therapy Techniques for Children and Adolescents: Tools for Enhancing Practice



Robert D. Friedberg, Jessica M. McClure, and Jolene Hillwig Garcia. *The Guilford Press: New York, NY, 2009.* 310 pages. \$40 (US), hardcover.

Cognitive Therapy Technique for Children and Adolescents is a practical, well-written "toolbox" of cognitive behavioural therapy (CBT) techniques for children and youth, written for CBT therapists. The authors provide a wide range of CBT tools organized into separate sections titled Behavioural Interventions, Self Instructional and Cognitive Restructuring, Rational Analysis and Performance, and Attainment and Exposure. This book assumes a basic knowledge of CBT constructs such as the cognitive triangle, cognitive schemata, and challenging distorted thinking.

The modular layout of the book begins with a psycho-education module as a way of orienting the reader to a common understanding of the therapy process. Next the therapist

may choose one of the other modules depending on a collaborative understanding between therapist and client about what is needed. This allows the reader to choose from a Behavioural Intervention Module, a Cognitive Restructuring Module, a Rational Analysis Module, and a Performance Attainment Exposure Module.

Each module provides multiple examples of exercises, games, and role plays to be used by therapists in collaboration with their patients. Each tool presented outlines materials needed and the range of ages for which the tool is recommended, as well as instructions on how to use it. A description of the activity ensues including a suggestion for the type of symptom picture that the activity helps with. Each activity is first outlined for the clinician and then is illustrated with a dialogue between therapist and child or youth giving an example from an imagined therapy session of the tool being used. Excellent illustration of the use of the Socratic method occurs in most interview transcripts so that the therapist sees clear examples of clinicians using guided discovery with youth patients. All symptom tracking forms, worksheets, and self-monitoring charts are available on the Guilford Press website for those who have purchased the book. Specific chapters illustrate strategies for treating obsessive-compulsive disorder (OCD), social anxiety, and specific phobias. The authors model for the clinician how to seek feedback from the patient on their experience with the treatment tool used.

The authors conclude the book with a chapter in which they inform us that the making of this book took four years. It is very clear that we the reader benefit from much experience and clinical wisdom, providing us with creative, well thought out tools to be used with children and youth suffering from anxiety. Clinicians well versed in the basics of CBT will likely rejoice in the experiments, games, and role plays, which take advantage of metaphor and creativity that are a natural part of childhood.

The authors conclude in the final chapter with seven suggestions for the clinician to consider and remember from the Toolkit:

1. Involve and Engage The Children and Their Families in the Process (of CBT)
2. Be Patient with Yourself and The Children, Adolescents and Families You Treat
3. Remain Flexible with Technique and Process
4. Use Theory and Research To Guide You
5. Create and Innovate
6. Continue to Learn
7. Embrace Difficult Moments and Mistakes

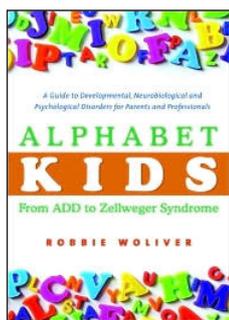
This is a very scholarly book, which thoroughly cites established CBT authors in both the adult and youth literature. What is refreshingly unique about this volume is that the

authors have created a modular approach to CBT that can be individualized for each patient. I highly recommend this book for child and adolescent psychiatrists and other mental health professionals practicing CBT with children and youth, especially patients suffering from anxiety who are keen to be treated in a family or group context.

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Alphabet Kids: From ADD to Zellweger Syndrome; A Guide to Developmental, Neurobiological and Psychological Disorders for Parents and Professionals

Robbie Woliver. Jessica Kingsley Publishers, Philadelphia, PA, 2009. 478 pages. \$29.95, hardcover.



I find Robbie Woliver's acknowledgements (six pages altogether) quite impressive because of the amount of information that was gathered and the number of experts that were consulted. For some conditions the author edited and used articles he had written for "the award-winning newspaper series 'Our Children's Brains'" (page 11). In his Introduction, the author notes that one of six or even one of four children have a disorder that impacts significantly on their function and development. The disorders are usually not single but are often comorbid, compounding the child's and the parents' ordeal. This book is meant to serve as a

resource and guide for parents in their role as advocates for their children, to help them learn as much as they can about their child's condition.

The author carefully describes each condition, often providing a brief profile of a child with the disorder. Signs and symptoms, causes, diagnosis, treatment, prognosis and sources of information are given for each condition. There is an impressive number of conditions described (I counted seventy five altogether); for example, under "A": ADHD, Auditory Processing Disorder, Aarskog Syndrome, Angelman Syndrome, Asperger Syndrome, and Autism Spectrum Disorder are listed and described. I was unfamiliar with many of them (*e.g.* Aarskog Disorder, a rare genetic disorder transmitted from mothers to their sons mainly, causing sterility and affecting the face, fingers, toes, cartilage and bones).

I find that the information given for medical conditions is so good that I could use the book as a reference. The list of conditions impresses me, and for example includes Cri du Chat Syndrome, Childhood Disintegrative Disorder, Cornelia de Lange Syndrome, Coffin-Lowry Syndrome, Developmental Gerstmann Syndrome, Ehlers-Danlos Syndrome, Fragile X Syndrome, Landau-Kleffner Syndrome, Lesch-Nyhan Syndrome, Prader-Willi Syndrome, Smith-Lemli-Opitz Syndrome, Smith-Magenis Syndrome, Wilson's Disease, Williams Syndrome, XXY Syndrome, and Zellweger Syndrome.

The only disagreement I have with the information given is that vaccines are listed as a potential cause of Asperger Syndrome; a more balanced and informed view is presented in the separate section on Autism Spectrum Disorders.

I applaud the author for coming up with such a wealth of accurate information. I recommend this book to parents of children with an "alphabet diagnosis," and to any professional who treats these children.

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