

approach, one that considers the strong link between mind and body, so disorders need not necessarily be classified as pertaining to either one or the other. Here, the mind-body connection is re-emphasized along with the biological orientation of modern day psychiatry. Developmental, theoretical, and cultural viewpoints are explored in terms of how they relate to understanding the nature of somatization and somatoform disorders. The emergence of the term “medically unexplained symptoms” is addressed, as are functional somatic symptoms such as fibromyalgia, chronic fatigue syndrome, and irritable bowel syndrome, which are differentiated from somatoform disorders in that patients attribute symptoms to a specific cause. These diagnoses provide the context of a medical diagnosis for emotional distress experienced by patients who would be resistant to a strictly psychological interpretation of their condition.

Various treatment strategies are explored, but our treatment expectations are managed by pointing out that although therapies such as Cognitive Behavior Therapy can be effective for patients with somatization or somatic syndromes, the resultant benefits can and probably will occur despite little or no change in psychological distress. Given that patients are invested in physical complaints and medical explanations, they are unlikely to acknowledge improvement in psychological symptoms following treatment.

A distinct strength of this book has to do with the delivery of the material; it is especially thoughtful and does not

try to sell one particular theory or approach. Rather, one can gain historical perspective on the origin of the diagnostic classification as well as the value of providing feedback to the somaticizing patient. The perspective of this book is to rid the clinician of potential biases regarding the somaticizing patient and to promote understanding of the mind-body connection as part of the diagnostic challenge. The result is a more positive view of the human condition—a perceptive insightful approach to patients with complex medical diagnoses who present in clinical neuropsychological practice. It discourages making the false choice of deciding in a dichotomous manner whether symptoms originate from an underlying medical condition or are a result of health anxiety or some other form of psychological distress. Although all points are supported by relevant references to published studies, the book is more of a well-written exposition than a review of the literature. The author has been able to create a work of interest to clinicians looking to gain a new perspective on difficult to diagnose patients, yet, it is scholarly enough to highly recommend this volume to trainees seeking to further understand the relationship between brain and behavior. Since it seems unlikely that one would never encounter the influence of somatization in a clinical setting, this book would be of value to all practicing clinicians.

A Spanish Language Overview of Memory and Its Disorders In Children

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La Memoria del Niño: Desarrollo Normal y Trastornos, by Ana María Soprano and Juan Narbona. 2007. Barcelona: Elsevier Doyma, S.L., 208 pp., \$27.00 (PB)

Reviewed by LIDIA ARTIOLA I FORTUNY, PH.D., ABPP-CN, *Independent Practice, Tucson, AZ, USA*

This Spanish language monograph is the result of the collaboration between Argentinean pediatric neuropsychologist, Ana María Soprano, and Spanish pediatric neurologist, Juan Narbona. Both authors are well known in the Spanish-speaking world for their work with children with neurological disorders. *La memoria del niño* (Children’s Memory) was written specifically for the clinician (physician or psychologist) and the educator and provides in a concise format a review of current knowledge on human memory, its development, its pathological states in children and adolescents, and its evaluation and treatment.

The book has six chapters. In the first chapter, Ana María Soprano reviews the various models of memory systems that have been postulated with emphasis on those aspects of the study of memory about which there is general consensus. Thus, she spends some time on sensory memory and its duration, explores short-term memory and its various experimental paradigms, and introduces the reader to working

memory and its models. She takes care to address the frequent confusion between working and short-term memory. Long-term memory and its different kinds are also covered. In the same chapter the author briefly addresses attention and intention and, more thoroughly, memory failures and forgetting.

The second chapter, by Juan Narbona, reviews the cellular bases of memory and the neuroanatomical and physiological aspects of short-term and working memory and long-term memory, including explicit and implicit memory. This is followed by a review of the neurobiological development of memory systems and an exploration of the dichotomous model of procedural-declarative memory.

The third chapter, by Soprano, gives a step-by-step account of what is known and generally accepted about the stages of development of the different kinds of memory from the first year of life to adolescence. A review of the methods used to investigate memory in very young children is included. There

is a section on childhood amnesia and its functional components and a section that addresses cultural and social influences in the development of memory. The chapter also broaches what little is known about the development of metamemory and prospective memory. The author thoughtfully cautions on the inevitability of including not just the analysis of the various kinds of memory, but also of other aspects of cognition and social factors in the study of memory development.

Chapter four provides an account of amnesias of childhood and adolescence. Here, Narbona tells us about the general characteristics of childhood memory disorders and explains the differences between episodic memory—that tends to be affected—and semantic and procedural memory—that tend to be preserved. The author addresses the prevalence of childhood memory disorders in normal, learning disabled, and mentally deficient children. He explores in some detail memory disorders after bilateral partial hippocampal lesions and gives a thorough review of the consequences of bilateral mesiotemporal, mammillary, and thalamic lesions in childhood. A separate section addresses childhood epileptic states and temporal lobe surgery. Lastly, the author briefly discusses the possible contribution of disordered memory in language disabilities.

The last two chapters of this book are written by Soprano and address the assessment of memory and the treatment of childhood memory disorders. The author wisely cautions that the assessment of memory in children is in its infancy and that only in the past few years have the different aspects of memory been analyzed separately. She goes on to give an account of generic methods to assess the different kinds of memory (short-term, long-term, etc.) and she gives advice on signs and symptoms that warrant an evaluation of the child. She suggests a clinical examination followed by a psychometric examination, itself followed by an experimental examination (to clarify issues that may not have become evident during the two previous steps). The author goes on

to give a description of tests of memory for children and adolescents available in English and in Spanish. This is followed, in the last chapter, by some considerations on whether it is possible to learn to remember and the lack of efficaciousness of early repetitive techniques as rehabilitation tools and the well-known mnemonic techniques. Model based intervention programs for children are also described. She provides a list of computer-based techniques. Unfortunately, little in the way of outcome data is presented. Outcome research is a relatively new field of investigation as is the promotion of evidence-based practice. This chapter reflects the relative lag in our knowledge.

The book is uniformly well written and easy to read. It is well-organized, comprehensive, brief and to the point. Both authors do a great job of synthesizing the pertinent international literature. There is a wealth of information on early and later seminal work in the area of human memory and on the more recent study of its role in cognitive development and its disorders. *La Memoria del Niño* offers the clinician a thorough and insightful review of memory, its development, and its pathology from two vantage points: that of the neuropsychologist and that of the neurologist. The first four chapters of this volume represent an invaluable reference for neuropsychologists, neurologists, and educators in the Spanish speaking world.

This reviewer has some cautionary notes for the reader, however, about the final two chapters. The list of available memory tests is, for the most part, just a list. Many of the tests listed do not even exist in Spanish and, when they do, there is little attempt to provide guidance as to the linguistic or cultural validity of the translation or adaptation. Therefore clinicians wishing to use many of these instruments will have to do their own homework. The final chapter may be of use to clinicians struggling to find rehabilitation or intervention tools provided they are aware of the realities of current research in this area.

A Comprehensive Update on Frontotemporal Dementia

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Frontotemporal Dementia Syndromes. John R. Hodges (Ed.). 2007. Cambridge, UK: Cambridge University Press, 346 pp., \$110.00/£55.00 (HB)

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Neuropsychologists working with dementia patients can readily access many resources dedicated to Alzheimer's Disease (AD). Harder to find is a book devoted exclusively to frontotemporal dementia (FTD), particularly a recent publication. Since the consensus paper on the diagnostic criteria of the FTDs (Neary et al., 1998), there has been an

upsurge in research into this disease and its related syndromes. Many advances have been made in the areas of neuroimaging, neuropathology, and genetics, as well as neuropsychology. *Frontotemporal Dementia Syndromes*, edited by John R. Hodges, offers a much-needed review of the current status of the field. The authors are researchers