

Book review

Robertson, M. and Cavanna, A. 2008: *Tourette syndrome*, second edition. Oxford, UK: Oxford University Press. 168 pp, £13.99 paperback. ISBN: 978-0-19-929 819-8

The second edition of this book aims to provide individuals with Tourette syndrome (TS) and their families with a summary of the facts and statistics of this commonly misunderstood disorder. Since the original text was published in 1998, further research and discovery in the field has prompted an updated version.

The book starts with the presentation of three distinctive cases of TS, which reflects the diversity in presentation. Further chapters begin with a summary of the key points of the chapter. This enables the reader to find information required with ease without having to read the whole book.

The text covers the definition and prevalence, cause and subtypes of TS, then goes on to consider diagnostic issues together with co-morbid conditions. Of particular interest is the discussion on treatment options and their efficacy. Habit reversal training and Cognitive Behaviour Therapy for obsessive-compulsive disorder are both presented as superior to psychotherapy. It would have been useful to have direct reference in the text to the evidence-based studies discussed. It would have also been useful to have more information on the various psychotherapeutic treatments available. There is a detailed description of the medications used in TS which is useful and appropriate, yet could be matched with equal

attention paid to other alternatives. The reference list would have been better subdivided at the end of the chapters rather than at the end of the book. The chapters were clearly laid out with the key points and summary boxes clear and precise.

The book moves on to the implications for TS sufferers with a useful presentation on ways to empower, educate and employ. It outlines the special educational needs for those children with Tourette, tics and associated disorders such as Attention Deficit Hyperactivity Disorder. Advice is given on how to navigate a child through the education system. The chapter usefully ends with a summary about the common myths about TS.

The final chapter presents the reader with a list of examples of famous and successful people who have experienced TS. This provides an exhaustive evidence base that a diagnosis of TS doesn't preclude people from living a full and uninhibited life.

In summary, this book reflects current opinion on the prevalence, theory and treatment of TS in a clear and easily readable format. It fulfils its goal in giving information to individuals who experience TS, their carers, teachers, employers and health professionals.

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