

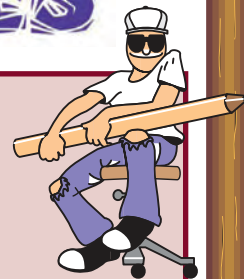


LIBRARY LINES

Hi everybody. Welcome to the Winter issue of **LIBRARY LINES**.

Book reviews in this issue cover the following areas:

- TEACCH Program
- Communication
- Assessment
- Intellectual Disabilities / Disabilities
- Challenging behaviour / Dual Diagnosis / Mental Health



Library Len



Season's Greetings from Brigid and Carla

St. John of God
Library and
Information Services

Information Bulletin

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TEACCH Program - (Treatment and Education of Autistic and related Communication-handicapped Children)

DVD - TEACCH Program for Adolescents and Adults

Western Psychological Services

This DVD shows how to use TEACCH (Treatment and Education of Autistic and related Communication-handicapped Children) Program methods with adolescents and adults who have autism. TEACCH is a North Carolina programme which was founded in the early 1970s by the late Eric Schopler. TEACCH developed the concept of the "Culture of Autism" as a way of thinking about the characteristic patterns of thinking and behaviour seen in individuals with this diagnosis. The long-term goals of the TEACCH approach are both skill development and fulfilment of fundamental human needs such as dignity, engagement in productive and personally meaningful activities, and feelings of security, self-efficacy, and self-confidence. *Running time: 55 mins.*



The TEACCH Approach to Autism Spectrum Disorders

(2006) Mesibov GB, Shea V & Schopler E

The TEACCH programme focuses on persons with autism and the development of instruction and supports based on each individual's skills, interests, and needs. It draws from the research literature in psychology and neuropsychology to create activities and environments that are organised to emphasize meaningfulness: an approach that has proved crucial to an autistic individual's ability to learn, comprehend, and apply learning across situations. This text explains how: TEACCH targets critical areas in executive functioning, engagement, communication, and social skills; Strategies can be tailored to an individual's unique developmental and functional level; Parents can become involved in all phases of interventions as collaborators, cotherapists, and advocates; Professionals can be trained in the programme and its methods.

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The Library is open
from 9-5, Monday-
Friday. Arrangements
can be made on an
individual basis outside
of these hours.

TEACCH Program - (Treatment and Education of Autistic and related Communication-handicapped Children) – contd.

SHOEBOXTASKS Educational CD: From the Classroom to the Computer!

(2007) *Larsen R & Larsen L*

Structured within the framework of the North Carolina TEACCH Program's Independent Work Setting, this CD offers an assortment of ShoeboxTasks and activities. The aim of the ShoeboxTasks programme is to help develop academic and vocation skills in people with autism. By offering interesting, motivating, and understandable materials the programme offers keys to successful independent functioning for people on the autism spectrum. The user can e.g. use a mouse to move a variety of shapes to match, stack, or place into containers. Designed with the student in mind who needs visually clear, concise, cause-and-effect connections, clear beginnings and endings are established. Also, seven memory games offer the student the choice of matching shapes, colours, letters, numbers, sequencing lights and sounds, and finding the missing parts to two identical pictures. There is a second CD in this pack which is a guide to ShoeboxTasks materials available from Centering on Children Inc, and runs for approx 30 mins.

Home Teaching Kit, Level II

(2003) *Bianco B, Palmer A & Marcus LM, Chapel Hill TEACCH Center*

Based on the pioneering work of Dr. Eric Schopler and the 'Parents-as-Co-therapists' model, Division TEACCH has worked closely with parents to help them understand and teach their children at home. Building on this history, the authors developed the concept of a set of materials and instructions that parents, with relatively little training, could take home and begin to use with their young autistic child. The main purpose was to help parents get started with some basic activities and goals. This level II kit is aimed at children who function approximately at 36-60 months. It includes a manual and 5 folders with activities (Lotto Game; Letters and Words Folders; 'Simon Says'; Constructing Sentences; Set Construction), and a DVD.

Assessment

Interdisciplinary Clinical Assessment of Young Children with Developmental Disabilities

(2000) *Guralnick MJ Ed*

Good practice calls for the formation of an interdisciplinary clinical assessment team when a developmental problem is recognised or suspected in a young child. This resource demonstrates how to create new interdisciplinary assessment teams or expand existing teams to ensure that children and their families receive the best care possible. The contributors to this volume represent the fields of audiology, nursing, nutrition, psychology, social work, physical therapy, speech and language pathology, neurodevelopmental paediatrics, and occupational therapy. Case studies provide an inside look at how the team members collaborate to design effective intervention plans. This book also provides an appendix of photocopyable questionnaires for clinicians and parents.

Assessing Adults with Intellectual Disabilities: A Service Providers' Guide

(2005) *Hogg J & Langa A*

The continuing drive towards care in the community has made effective assessment of the needs of people with intellectual disabilities more critical than ever. This handbook enables professionals working with adults with intellectual disabilities to establish the needs of individuals through systematic assessment and to employ such assessments to monitor and evaluate the effectiveness of the service they provide. The volume is divided into two main parts. The first

consists of conceptual chapters addressing issues on the function of assessment in various behavioural domains. The second part describes selected assessment instruments and strategies that are commercially available or are published in an accessible form. Each of these is considered with respect to function, construction, availability and utility. The contributors cover the full spectrum of need, including adults with intellectual disabilities and additional mental health difficulties, behavioural problems, also considering those with profound intellectual and multiple disabilities and those suspected of developing dementia. The assessment of quality of life is given special consideration as is assessment for employment.

Mental Retardation: Definition, Classification and Systems of Supports

(2002) *Luckasson R, Borthwick-Duffy S, Buntinx WHE, Coulter DL, Craig EM, Reeve A, Schalock R.L. et al (American Association on Mental Retardation)*

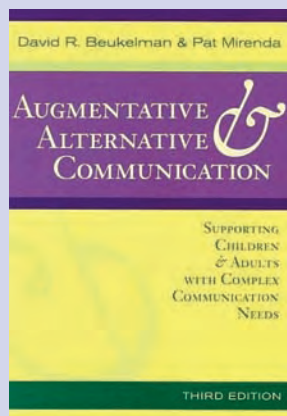
Building on the 1992 definition of mental retardation, this standard incorporates new features and expands others to create a multidimensional system to diagnose, classify, and plan supports for people with intellectual disabilities. It is a reference on understanding what "mental retardation" is, diagnosing the condition, and planning a customized, supports needs profile for an individual.

Communication

Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs

(2007) *Beukelman DR & Mirenda P*

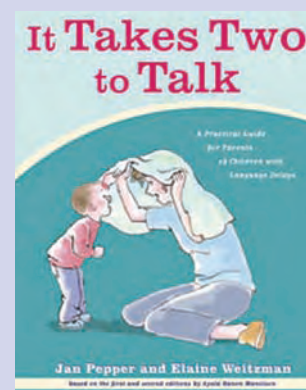
Approaching severe communication disorders from an intervention perspective, this revised resource prepares students and practicing professionals to serve individuals with augmentative or alternative communication (AAC) needs. It is an introductory text about communication options for people who are unable to meet their daily communication needs through natural modes such as speech, gestures, or handwriting. It covers ACC assessment, intervention planning, and the many different types of congenital and acquired communication disorders, plus a step-by-step guide to clinical application.



It Takes Two To Talk: A Practical Guide For Parents of Children With Language Delays (2004)

Pepper J & Weitzman E

For parents and professionals, this book is a resource to promote the communicative development of children with language delays. With colourful illustrations and written in simple language, it shows parents how to help their child communicate and learn language during everyday activities like mealtime, bathtime, playtime and book reading. It is aimed at children who are still at the very earliest stages of communication to those who have begun to talk in short sentences. This third edition includes easy-to-use checklists, practical guidelines for choosing communication goals and a section on building the foundation for literacy.



Intellectual Disabilities / Disabilities

Quality of Life for People with Intellectual and Other Developmental Disabilities: Applications Across Individuals, Organizations, Communities, and Systems

(2007) *Schalock RL, Gardner JF & Bradley VJ*

In this book, Schalock, Gardner and Bradley provide a blueprint to organisations and communities on how to enhance quality of life for people with intellectual and other developmental disabilities. They present a data-driven model of quality of life (QOL) based on best practices. The QOL model is applicable across individuals, organisations, and communities. The book discusses what quality of life means today in the field of intellectual disability; summarizes literature on quality of life and how it has affected management strategies and leadership; provides examples of how the concept of quality of life can be applied with individuals as well as systems; and shows how quality of life can be used to enhance personal outcomes.

My Life Plan: An Interactive Resource for Person Centred Planning [CD and User Guide]

(2006) *Cowan L, Bradley A & Murray K*

My Life Plan is an interactive resource designed specifically for person-centred planning using interactive software techniques. The overall aim is to help people talk about their lives, plan meetings and record agreed actions to monitor

outcomes. The CD opens with an interactive town map. Clicking on buildings in the town allows users to choose what they want to talk about in 19 interactive sections. Key topics include Work, Communication, Important People, Health and Lifelong Learning. Each section uses a mixture of fill-in fields, on-screen activities, printable worksheets and training materials to cover issues of identity, choice, day to day support and future planning. Photo Gallery allows the import of digital images from any picture-viewing software.

Community Care in Perspective: Care, Control and Citizenship

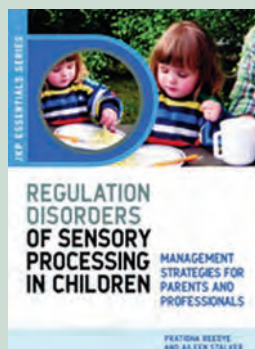
(2006) *Welshman J & Walmsley J*

Focusing primarily on those with intellectual disabilities, this study provides insights into community care, providing a context for current policies and practices. The contributing authors chart the history of community provision for so-called vulnerable adults in the UK since 1948 (the founding of the National Health Service - NHS). Examining key debates in social policy, including care versus control, charity versus rights, the role of the market in providing for vulnerable adults, the pros and cons of labelling, the changing construction of social categories and the challenge of preventing abuse, this book includes the perspectives of policy makers, practitioners, families and informal carers, and service users.

Intellectual Disabilities / Disabilities – contd.

Understanding Regulation Disorders of Sensory Processing in Children: Management Strategies for Parents and Professionals

(2008) *Reebye P & Stalker A*



Children with Regulation Disorders of Sensory Processing (RDSP) struggle to regulate their emotions and behaviours in response to sensory stimulation. This book explains how to recognise these disorders, which are often misdiagnosed, and offers ways of helping children with regulation disorders. The authors describe the everyday experiences of those who interact with infants

and children with RDSP. They explain the distinguishing characteristics, symptoms, diagnosis, assessment and treatment approaches for the disorder. Focusing on early intervention, they present a range of management strategies for sensory sensitivities, motor problems, over- or under-reaction, and extremes of behaviour. These strategies for parents and professionals will help children with regulation disorders integrate and succeed in the family, at school and in the community.

Moving Out: The Impact of Relocation from Hospital to Community on the Quality of Life of People with Learning Disabilities

(1994) *Emerson E & Hatton C*

Between 1980 and 1993, the number of people living in 'mental handicap hospitals' in the UK dropped from 55,000 to 22,000. This change has resulted in many thousands of people with intellectual disabilities moving from hospitals back to the community. This report commissioned by the Dept of Health examines what impact 'Care in the Community' has had on the actual quality of life of this group. In a critical review of 71 UK studies, the authors draw out key implications for the purchasers and providers of health and social care.

Draft National Quality Standards: Residential Services for People with Disabilities

(2008) *Health Information and Quality Authority (HIQA)*

The Health Act 2007 establishes a statutory obligation for the registration and inspection of residential services for people with disabilities. This document contains a set of draft standards that are being proposed for use in the inspection of these services. There are 19 standards listed covering the following seven domains: Quality of life; Staffing; Protection; Development and health; Rights; The physical environment; Government and management.

This document is downloadable from www.hiqa.ie.

Towards Best Practice in the Provision of Respite Services for People with Intellectual Disabilities and Autism

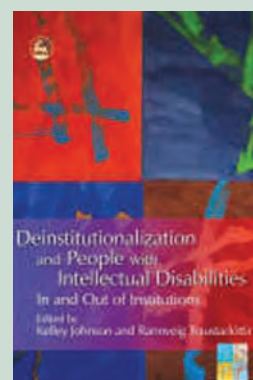
(2007) *Merriman B & Canavan J*

The primary aim of this research was to investigate best practice in respite care for people with intellectual disabilities and autism. A secondary aim was to provide a resource for raising the policy profile of respite care, and for leveraging support for further research. A number of research questions were specified around the definition of respite care, its current level of provision, and best practice in respite care.

Deinstitutionalization and People with Intellectual Disabilities: In and Out of Institutions (2005)

Johnson K & Traustadottir R

Both personal and professional perspectives are presented in this text to take a look at deinstitutionalisation. It addresses the key steps towards deinstitutionalisation as they have been experienced by people with intellectual disabilities: living inside total institutions, moving out, living in the community and moving on to new forms of both institutionalisation and community life. Many of the chapters are contributions from people with intellectual disabilities. They are based on a life history approach and give personal accounts of the lived experiences of institutional life and deinstitutionalisation by the people who were subject to it. Episodes from the life story of Tom Allen (1921-1991) are interspersed throughout the book, providing a testimony of the way institutions and deinstitutionalisation have affected one individual over the course of almost a century.



Informing Families of Their Child's Disability: National Best Practice Guidelines

(2007) *Harnett A*

These guidelines on how to inform families of their child's disability were developed by the National Federation of Voluntary Bodies in collaboration with families of children with disabilities and professionals from across community, hospital and disability service settings in Ireland. This document reports on the development and findings of the Informing Families Project. The project involved a literature review and examination of national policies, the establishment of consultative focus groups with parents of children with disabilities from around Ireland and groups of many disciplines of professionals, as well as the National Questionnaire Survey which was disseminated to 584 parents and 1588 professionals.

Intellectual Disabilities / Disabilities – contd.

Health Facilitation and Learning Disability

(2007) *Mir G, Allgar V, Cottrell D, Heywood P, Evans J & Marshall J*

Health inequalities affecting people with intellectual disabilities and high levels of unmet health needs have been well documented in recent years. This study explores the implementation of three policy targets outlined in the White Paper, Valuing People (UK Dept of Health, 2001), which states that every person with an intellectual disability should:

1. Be offered a named health facilitator by Spring 2003;
2. Be registered with a GP by June 2004;
3. Have a Health Action Plan by June 2005.

This study includes attention to the specific needs of people from minority ethnic groups and people with complex needs. This document is downloadable from:

<http://www.etn.leeds.ac.uk/document/resources/HF&LD.pdf>.

The Quality of Life of People with Disabilities in Ireland in 2007: Results of a National Survey

(2007) *McCormack B & Farrell M.*

The purpose of this “Delivering Outcomes to People Project” was to establish a national baseline on the quality of life of adults with disabilities in Ireland in 2007. The study focused on people currently supported by specialist disability agencies, and used the Council on Quality and Leadership’s Personal Outcome Measures (POMs) as its quality of life measure. The POMs instrument allowed measurement of participants’ answers to three main questions: 1. Which of the twenty-three personal outcomes are present for this person at this time? 2. Are there effective agency supports in place to achieve/maintain these personal outcomes? 3. Which three personal outcomes are the person’s own priority?

Learning About Friendship

(2008) *St John of God Carmona Services*

Developed by ‘Choices’, St John of God Carmona Services, this skills training course is for people with intellectual disabilities who wish to enhance their skills in developing and maintaining friendships and furthering their social opportunities. There are twelve sessions as follows: Introduction; Levels of friendships (1 and 2); Definition of friendships; Choosing friends; Going places with friends; Practical planning; Practical session (1 and 2); Active listening; Staying safe; Quiz and celebration. The pack includes tutor/facilitator guidelines and training materials.

Making Decisions About Money

(2008) *Inclusion Ireland*

Laid out in easy-read format, this booklet provides information to people with an intellectual disability on making decisions about money. It explains financial terms such as budgeting, ATM machines, credit cards, banks, credit unions, loans, savings, the Euro etc.

Caring for People with Learning Disabilities Who are Dying

(2005) *Blackman N & Todd S*

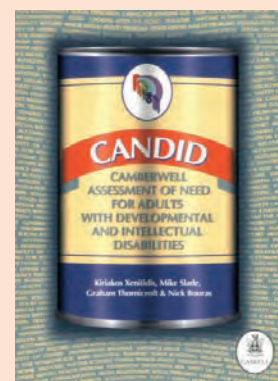
The majority of people with intellectual disabilities are likely to die whilst living in a service setting. This book aims to raise awareness of everyone involved in enabling people with intellectual disabilities to be treated with respect and dignity as they approach death. It can be used by service managers and staff to assess how well their services are prepared for this phase in their clients’ lives, with a view to developing policies based on good practice.

Challenging Behaviour / Dual Diagnosis / Mental Health

CANDID: Camberwell Assessment of Need for Adults with Developmental and Intellectual Disabilities

(2003) *Xenitidis K, Slade M, Thornicroft G & Bouras N*

The Camberwell Assessment of Need for Adults with Developmental and Intellectual Disabilities (CANDID) is a tool for assessing the needs of people with intellectual disabilities and mental health problems. It is a modification of the Camberwell Assessment of Need (CAN) which is a needs assessment for people with severe mental health problems. The CANDID assesses met and unmet needs in 25 areas, covering the full range of social, physical health and mental health domains. The perspectives of staff, service-users and carers are each assessed so that care planning is fully informed. Two versions have been developed: CANDID-R is the full version for research use and CANDID-S is the short version for both clinical and research use. Both versions are included in photocopiable form, along with a training programme and full rating guidance. CANDID has been developed and tested by a multi-disciplinary team at the Institute of Psychiatry in London. It is suitable for use with adults with all levels of intellectual disability.



Challenging Behaviour / Dual Diagnosis / Mental Health – contd.

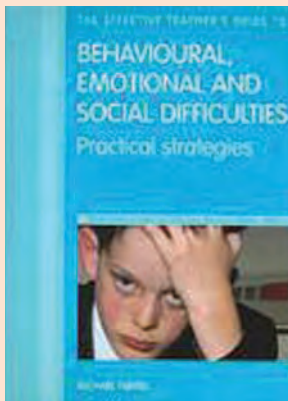
Psychiatric and Behavioural Disorders in Intellectual and Developmental Disabilities

(2007) Bouras N & Holt G Eds

With many contributors from around the world, and drawing on clinical experience and latest research findings, this new edition brings together information on mental health and behavioural problems of people with intellectual disabilities. This book highlights the principles behind clinical practice for assessment, management and services and offers practical advice for psychiatrists, psychologists, nurses, therapists, social workers, managers and service providers.

The Effective Teacher's Guide to Behavioural, Emotional and Social Difficulties: Practical Strategies

(2006) Farrell M



How to teach and support pupils with behavioural, emotional and social difficulties is what is provided in this volume. It gives busy teachers an overview of the basic theories surrounding behaviour. It also looks at the range of strategies that can be used in the classroom, and how their effectiveness can best be assessed. These strategies include: Cognitive approach; Systems-based approach; Behavioural approach; and

Psychodynamic approach. Also included is a chapter devoted to supporting pupils with attention deficit hyperactivity disorder (ADHD). The chapter contains information about identifying and assessing the condition and suggests effective intervention strategies, such as developing self-esteem and interpersonal skills.

An Analysis of the Theory and Practice of Psychotherapy with Sexual Offenders in an Irish Institute

(2007) Muldoon N

The St John of God Granada Institute is a child protection agency in Ireland providing treatment and assessment to persons who have sexually abused children. The Institute developed a model of therapy that was always positive and focused on challenging the clients in a respectful manner. After some years in existence it was decided to evaluate (phase 1) and describe the model of treatment (phase 2) at the Institute. This study looks at the pre and post assessment of 21 sexual offenders who spent a mean of 312 hours in group therapy in the Granada Institute.

Psychiatric/Mental Health Nursing: An Irish Perspective

(2008) Morrissey J, Keogh B & Doyle L

With contributions from key experts, academics and clinicians, and reflecting the many changes that have taken place over the last two decades, this textbook showcases psychiatric/mental health nursing from an Irish perspective. It provides an introduction and details the Mental Health Act 2001; and discusses all the main illnesses in a nursing care context, providing an overview of the treatments available with an emphasis on the nursing care and management of these illnesses. It provides a detailed account of a number of contemporary issues impacting on good practice including: service-user involvement; sexuality and mental health; clinical supervision; liaison psychiatric nursing; transcultural mental health nursing. It also includes a chapter on the physical assessment of service-users with mental health problems. Reflective questions are used at the end of each chapter to facilitate student learning and revision.

The Addictive Personality: Understanding the Addictive Process and Compulsive Behavior

(1996) Nakken C

The process of addiction i.e. the causes, stages of development, and consequences, is described in this book. The author aims to help people understand the depth and dimensions of one of the most widespread and costly illnesses facing our society today. Going beyond a former definition that limited addiction primarily to the realm of alcohol and other drugs, the common denominators of all addiction is uncovered bringing to light the emotional isolation, shame, and despair in which addicts live. The author examines how addictions begin and how they progress, as well as how our society often encourages addictive behaviour. In this second edition, he further refines these ideas, and includes the most recent information on recovery, genetic factors in addiction, mental health issues, and new research findings.

You Cannot Be Serious: A Guide to Involving Volunteers with Mental Health Problems

(2003) Clark S

In 2001 The National Centre for Volunteering received a grant from the Dept of Health (UK) to roll out a 20-month project: Volunteering for Mental Health. The project was to identify the barriers to, and develop good practice for, the involvement of people with mental health problems in volunteering. This booklet highlights that people with mental health problems can make the same contribution to volunteering as any other volunteer. Also, it provides some practical information about aspects of mental ill health, to better enable volunteer managers to support a volunteer.