



LIBRARY LINES

Hi everybody. Welcome to the Summer issue of **Library Lines**.

Book reviews in this issue cover the following areas:

- Physical Therapy / Massage
- Psychology / Counselling (ID)
- Service Provision / Support Services / Supported Living
- Mental Health / Behaviour (ID)
- Education
- Health Policy
- Disabilities - General



Library Len



Library Website – www.library.sjog.ie

The new updated St John of God Joint Library Services website has recently been launched. This website is a one stop shop for members of the three St John of God Libraries:

Library & Information Services, Provincial Administration

Irene Mullaney Library, Lucena Clinic

St John of God Hospital Medical Library



These libraries provide information in the fields of intellectual disabilities, child and adolescent mental health and adult mental health respectively, plus many other related areas. Access to library catalogues, medical/health/nursing databases, full text journals, and links to useful resources are provided.

Library members should contact their own library for password information.

Library & Information Services, Provincial Administration

Users of Provincial Administration library will note that while the web address from the old site is retained, there is a new web design and the library catalogue has been upgraded with a new search screen. Books, articles, etc, can be requested through the Cart. A new password system is in place with individual username and password for each user.

Main Features of the Website

Catalogues

New online catalogues which can be searched and items requested from your library. Accessible online from work, home, anywhere!

IDAAL

Link to www.idaal.com providing access to databases: Medline, PsycINFO, CINAHL with full text, ProQuest Nursing Journals.

Library Lines

Current and archive issues of Library Lines can be read or downloaded from the Provincial Admin gateway page.

Journals

Journal holdings of the three libraries, many with full text. See also extensive list of ProQuest full text nursing journals.

External Resources

Links to databases such as Cochrane, ERIC, PubMed, MedlinePlus. See also IMI Knowledge Hub and NDA library.

Links Page

Links to useful websites in the areas of intellectual disabilities, mental health, plus many others, e.g. Irish legislation, 'Acts of the Oireachtas'.

St. John of God
Library and
Information Services

Information Bulletin

Vol. 11 No. 1
Summer 2007

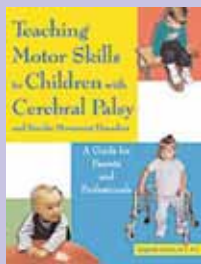
St. John of God
Library and
Information Services,
Hospitaller House
Stillorgan
Co. Dublin

Tel. 2771500
Fax: 2783024
Email:
library@sjog.ie
Website:
www.library.sjog.ie
www.idaal.com

Opening Hours:

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

Physical Therapy / Massage



Teaching Motor Skills to Children with Cerebral Palsy and Similar Movement Disorders: A Guide for Parents and Professionals (2006) *Martin S.*

Written by an experienced physical therapist, this practical guide gives parents the keys they need to help their child with cerebral palsy or another developmental delay master gross motor skills beginning in infancy.

Organised in the sequence children acquire gross motor skills, this guide explains how motor development unfolds, and how cerebral palsy can affect this development. There are dozens of illustrated exercises that can help children gradually strengthen back, neck and tummy muscles and then master motor skills, such as head control, sitting, crawling, standing, and walking. While parents can and should practice these exercises at

home, the author stresses how success is dependent on parents and therapist working together. Real-life vignettes provide examples of how parents, children, and physical therapists interact, what difficulties can arise and how to try and work through them. The author guides parents step-by-step through techniques and practical exercises that address such issues as: head control; muscle tone; proper positioning; involuntary movements; stretching and flexibility; balance and coordination; strength training. Each chapter includes a section of frequently asked questions by parents, and the final chapter covers important topics such as the medical management of spasticity, serial casting, bracing, neuromuscular electrical stimulation and surface electromyography. Consistent and regular practice of motor exercises is crucial for a child with CP to reach their motor potential; this practical guide makes it easy for parents and other caregivers to reinforce at home the exercises introduced by a child's physical therapist.

Pediatric Massage: For the Child with Special Needs (2000) *Fleming Drehobl K. & Gengler Fuhr M.*

This book provides massage techniques for use with children with special needs using a holistic approach. It addresses issues such as the benefits of massage, how to position the child, which strokes to start with on a child, what conditions promote massage, and what is the latest research on massage. There are twelve chapters as follows: General physiological effects of therapeutic massage; Psychosocial considerations; Potential benefits of massage; Infant states; The autonomic nervous system and massage; Signs and symptoms of overstimulation; Medical considerations; Research; Common questions; Getting started; General positioning principles; Massage strokes.

Psychology / Counselling – Intellectual Disabilities



The Handbook of Intellectual Disability and Clinical Psychology Practice (2007) *Carr A., O'Reilly G., Noonan Walsh P. & McEvoy J. Eds.*

This book will equip clinical psychologists in training with the skills necessary to complete a clinical placement in the field of intellectual disability. The book is divided into seven sections, which cover conceptual frameworks, assessment frameworks and intervention frameworks, and the specific problems that arise in infancy and early childhood, middle childhood, adolescence and adulthood. Chapters combine discussion of the theoretical and empirical issues with practical considerations. The authors incorporate detailed practice descriptions throughout, which will allow clinicians to use the book as a step-by-step guide to clinical work.

Practice exercises are also included where relevant to aid skills development. This comprehensive, evidence-based practice handbook is a resource for anyone undertaking postgraduate training in clinical psychology, as well as practising clinical psychologists, psychiatrists and psychotherapists.

Counselling Adults with Learning Disabilities (2003) *Hodges S. & Sheppard N.*

The author of this book draws on a psychodynamic framework to bring together current ideas and thinking. Through clinical material and case examples, the book illustrates how complex theories can be translated into clinical practice. Common problems are tackled and addressed within a lifespan framework, with attention given to key issues such as: abuse, bereavement, challenging behaviour, mental illness, relationships with peers, families and staff, and sexual relationships. The book concludes with a review of the research literature in the area of intellectual disabilities, as well as its practical application.

Families in Context: Emerging Trends in Family Support and Early Intervention (1997) *Carpenter B. Ed.*

Recent approaches in early intervention have recognised the need for the family to be at the heart of effective practice. This book seeks to share these approaches as many professionals working with families with children with special educational needs and disabilities begin to re-examine their practice. By examining the context of the family itself, and the role of key family members such as mothers, fathers, siblings and grandparents, this book seeks to share approaches to working with families. Through its international overview, it looks at developing practice in Europe, America and Australasia, as well as the UK. The book also looks at the role of research in relation to early intervention practice.

Intellectual Disabilities / Disabilities -- General

Working with Families of Children with Special Needs: Partnership and Practice (1996) Dale N.

Written for practitioners and those in training, this book recognises that forming partnerships can be a fraught process involving dissent as well as cooperation. The author draws on case histories from her own experience to examine key partnership issues such as consent, confidentiality and diagnosis delivery. She combines up-to-date theory and research with practice to provide a new negotiating framework, together with other ideas for effective family work. This book features exercises with each chapter, making it a resource book and practice manual for multi-disciplinary professionals.

Atkinson and Hilgard's Introduction to Psychology (2003)

Smith EE, Nolen-Hoeksema S, Fredrickson BL, Loftus GR.

This revised edition offers an up-to-date view of the dynamic nature of contemporary psychology. The authors build a foundation in the fundamentals of psychology while featuring the most innovative contemporary research. With supportive pedagogy, experiments are explained in detail, and charts and figures add to an understanding of the results. The book offers an integrated biological orientation, a trend that is changing the way psychological topics are viewed, exemplified by the coverage of bio-evolutionary research. Also available in the library: *Atkinson and Hilgard's Introduction to Psychology: Lecture Outlines for Note Taking* by Dow-Nelson P.

Intellectual Disabilities / Disabilities - General



Developmental Disabilities: Etiology, Assessment, Intervention, and Integration (2004) Williams WL, Ed.

This book represents a description of developments in the developmental disabilities field from a perspective that recognizes the importance of both the 'people' issues and the 'technical' advances. It presents contributions from researchers, clinicians, educators, and service administrators in the field concerning the causes of, assessment of, and interventions for a wide variety of developmental disabilities. This book also provides descriptions of recent developments from some of the most recognised leaders on issues of integration and accessibility of psychological and educational services. The basic research topics examined include advances in genetics, behavioural phenotypes, and learning. Treatment topics include pharmaceutical interventions, functional behavioural assessment, movement disorders, basic learning abilities test, autism, motivation and mand training, emotional recognition, psychopathology, depression, and the elderly. There is a discussion of community integration including changes in special education law, person-centred planning, and management, staff training, and improvement of services

Health Care Provision for People with Learning Disabilities: A Guide for Health Professionals (2006) Corbett J.

Health Care Provision and People with Learning Disabilities provides clear information that will assist mainstream health care providers in gaining greater understanding of people with intellectual disabilities and managing their health needs. Each chapter gives the reader information and guidance on dealing with a variety of situations found in health care settings. Examples of good practice are explained using case examples and experiences of people with learning disabilities and their carers. The book describes what is expected from the various health care teams and offers solutions to potential challenges and barriers they may be faced with. It includes information regarding specialist support services that can offer assistance to the individual and to the mainstream staff teams, while ideas are also offered on how to present information in a format people who have communication difficulties can understand. The evidence base for this book has been drawn from extensive research, personal experience, policy guidance. The information shared will prove useful for those working in health settings as well as those undertaking studies in health care.

Recommended Accessibility Guidelines for Public Transport Operators in Ireland (2005) Koornneef E., Cummins D., Masterson C. & Maynard A.

The purpose of this document [published by the National Disability Authority (NDA)], is to assist and support bus, rail and light rail operators in Ireland, in making their services more accessible to passengers with disabilities. The recommendations are based on the principle of 'Transport for All' which focuses on the whole experience of a journey, from information that is accessible, vehicles and buildings that are accessible, to disability awareness training for staff, and consultation and communication with people with disabilities. Although the document is primarily aimed at public transport operators, other transport providers, such as community, voluntary or private operators, as well as people who need accessible transport, may use these guidelines to improve the accessibility of their services.

Face On: Disability Arts in Ireland and Beyond (2007) O'Reilly K Ed.

This international publication explores Disability and Deaf arts and culture in an Irish context. A thought provoking collection contains compelling, engaging, honest and often humorous accounts of artists' personal experiences of disability in terms of both their lives as artists and their identities. Pioneers and veterans of Disability Arts practice meet emerging disability artists and innovators in form; shared experience and difference is acknowledged, whilst speculation, advice and hopes are offered up for the future. Featuring 24 contributions from key thinkers and artists from the disciplines of visual art, dance, theatre, literature, film and comedy, *Face On* presents cultural and political commentary, poetry, academic essays, life writing, extracts from existing scripts and a wealth of visual art.

Service Provision / Support Services / Supported Living

Supported Living Standards and Documentation (2006) *Butler B.*

Developed by the Programme Development Department of St John of God Services, this document presents supported living standards as well as supported living documentation, encompassing the Order's vision to provide the supports required to facilitate individuals live an independent life in a safe and healthy way as equal members of society. There are 16 standards for supported living services as follows: Referral arrangements; Needs assessment; Circle of support; Support plan; Support agreement; Support plan review; Health; Management of medicines; Recording practice; Money and valuables; Protection of vulnerable adults; Tenancy agreement; Security of the tenant's home; Tenant's view; Complaints; Management of supported living services. Documentation includes request/referral forms, tenancy agreement, support agreement, support plan, tenant induction, tenancy handbook.

A Supported Living Initiative: Evaluating Aspects of a New Framework of Support (2006) *Corrigan M., Pepper J. Jnr., Menon J. & Izbal Z.*

This study followed the development of a framework of support for Menni Services and its commencement of supported living services (previously Menni Services had adhered to a model of care). Menni Services provides a range of day, educational, employment, vocational and residential services to people with intellectual disabilities. The participants in this study are 25 residents of new apartments located within the community, in Exchange Hall, Tallaght. The development of the framework of support was monitored with a number of aspects to be specifically examined. They were: Effectiveness of supported living services for individuals accessing them; Effectiveness of support package to support the maintenance of a person's health, safety and security and to flag emerging vulnerabilities; Comparison of service effectiveness across three residential settings; Effectiveness of skills acquisition for individuals accessing supported living; Development of training package for staff working within supported living.

Person-Centred Active Support: A Multi-media Training Resource for Staff to Enable Participation, Inclusion and Choice for People with Learning Disabilities (2004) *Mansell J., Beadle-Brown J., Ashman B. & Ockenden J.*

Person-centred active support is about enabling people with intellectual disabilities to engage in meaningful activity and relationships, minute-by-minute, day-by-day, at home and in the community. Training in person-centred active support includes both study-based and hands-on components. This pack offers the study-based components. It can be used both by trainers working in a group situation and by individual staff studying for their own personal development or as part of a required training course. The materials include PowerPoint presentations, video clips, scripts, job-aids and study materials. There are texts for six modules: Values into action; Essentials of active support; Organisation and improving practice; Implementing active support; Person-centred approaches; The evidence base.

Keys to Citizenship: a Guide to Getting Good Support Services for People with Learning Disabilities (2003) *Duffy S.*

Keys to Citizenship is a guide for anyone who wants to develop individual supports for people with intellectual disabilities. It offers practical advice covering the main topics that should be considered when helping someone with an intellectual disability to plan for their future: self-determination; direction; community life; home; support; money. The book includes stories of innovation and success as well as step-by-step guides on matters such as finding a job, buying a house and making friends. It is written in an easy-to-read style suitable for anyone who wants to make practical changes in their life or in the life of someone they care about.

Deciding Together: Working With People with Learning Disabilities to Plan Services and Support (2001) *Aitchison J.*

Valuing People promised advice on how organisations can better involve people with intellectual disabilities in decision-making that affects their lives. This publication offers such advice. Based on the evidence of successful development work from across the UK, it introduces strategies, suggestions and practical ideas for managers and those responsible for ensuring that their organisations adapt to working in a manner which truly promotes and encourages "engagement" i.e. the working together in an equal partnership. This publication is one outcome of the "User Engagement Project".

Imperfect Change: Embracing the Tensions of Person-Centered Work (1990) *Mount B.*

Person-centred changes challenge us to engage with people as friends and allies instead of remaining distant from people in professional roles. The more we encourage people to dream and work for their highest ideals, the more we must learn to live with their struggles. System-centred work often distracts us from these personal struggles with rational activities that promise perfection but distance us from people. This monograph describes what we are learning about the imperfect nature of person-centred change; the challenges and the richness of working together with people with disabilities to pursue their desires.

Consulting with Children with Disabilities as Service Users: Practical and Methodological Considerations (2006) *Whyte J., Children's Research Centre, TCD.*

This project was undertaken in response to a request from the Social Services Inspectorate (SSI) to undertake a review which would assist the SSI to prepare for the inspection of children's residential centres for children with a disability in Ireland. The SSI has been inspecting children's residential centres in Ireland since 2000 with particular attention to how children in residential centres experience their care. The methods used by inspectors include direct observation, review of policies and records, interviews with parents and professionals, and in particular, interviews and less formal meetings with children and young people. Inspections are conducted against the National Standards for Children's Residential Centres which was published by the Dept of Health and Children in 2001. The main purpose of the review is to assist inspectors to develop methods of accessing children's experiences and to help them become aware that there may be specific challenges in working with children with different types of disabilities.

Service Provision / Support Services / Supported Living

Learning Disability: A Life Cycle Approach to Valuing People (2005) *Grant G., Goward P., Richardson M. & Ramcharan P. Eds.*

This book adopts a life cycle approach in order to reveal important dimensions in the lives of people with intellectual disabilities (IDs) and the effects upon them and their families. It tackles issues about transitions in people's lives and how services, professionals, advocates, allies and wider communities of interest can support people with IDs in achieving healthy and valued lives. Different voices are heard in this book, but prominence has been given to the views and experiences of people with IDs and their families. Each major life stage section of the book begins with one such narrative-based chapter, followed by chapters that develop practice, policy and theoretical themes that inform an evidence-based approach to supporting people

Better Rewards: The Cost and Effectiveness of Employing Salaried Support Carers to Reduce Waiting Lists for Short-term Care (2003) *Heslop P., Byford S. & Weatherly H.*

There is a crisis in the recruitment of short break carers for people with disabilities in the UK resulting in substantial waiting lists. In recent years, some short break services have attempted to address recruitment problems by introducing extra payments for some short break carers. This research study was carried out jointly by The Norah Fry Research Centre and Health Economics Research Centre (based at the University of York) and compared the costs and effectiveness of Shared Care Network schemes which did and did not employ salaried support carers. During the project, the opinions of young people with disabilities were sought as well as the views of families receiving, or waiting to receive a service, short break carers and scheme coordinators.

Mental Health / Behaviour – Intellectual Disabilities

Mental Health Care for People with Learning Disabilities

(2004) *Priest H. & Gibbs M.*

This book aims to go towards meeting the shortage of specific educational provision for professional and informal carers of people with intellectual disabilities in the field of mental health. It does not profess to be a complete mental health manual, but with case studies to illustrate the situations faced by carers and their clients, it introduces the reader to the key issues and concerns that surround mental health in people with ID such that they might have a positive impact on the care that those people receive. The book aims to answer the following questions: What is mental health? What are mental health problems? What causes them? How do mental health problems affect the lives of people with IDs and those around them? How can mental health problems be identified in people with IDs? How can carers and services respond?

Learning Disabilities and Mental Health: A Nursing Perspective (2005) *Raghavan R. & Patel P.*

An evidence-based perspective on care of individuals with intellectual disabilities and mental health problems is outlined in this book. Many people with intellectual disabilities will experience mental health disorders during their lives. The book examines current theory and practice in supporting people with intellectual disabilities and additional mental health needs; evaluates the intellectual disability nursing contribution to care; identifies the key knowledge and skills required by intellectual disability and mental health nurses and other health care professionals; addresses key issues in contemporary practice; and explores assessment of needs in order to provide needs-led services.

Applied Behavior Analysis (2007) *Cooper JO., Heron TE. & Heward WL.*

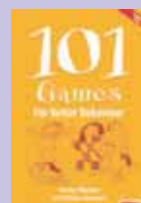
Provided in this text is a description of the principles and procedures needed to systematically change socially significant behaviour and to understand the reasons for that change. It is appropriate for courses in basic principles, applications, and behavioural research methods, and helps students, educators, and practitioners appreciate and begin to acquire the conceptual and technical skills necessary to foster socially adaptive behaviour in

diverse individuals. There are 13 chapters as follows: 1. Introduction and basic concepts; 2. Selecting, defining, and measuring behaviour; 3. Evaluating and analysing behaviour change; 4. Reinforcement; 5. Punishment; 6. Antecedent variables; 7. Developing new behaviour; 8. Decreasing behaviour with nonpunishment procedures; 9. Functional analysis; 10. Verbal behaviour; 11. Special applications; 12. Promoting generalised behaviour change; 13. Ethics.



101 Games for Better Behaviour (2006) *Mosley J. & Sonnet H.*

Full of games and activities, this book aims to help children to develop skills and attributes needed for positive behaviour and effective learning. Some of the games focus on promoting emotional literacy, helping children to recognise and manage emotions in themselves and others, while promoting effective listening and thinking skills, and recognising that we are all different. Other games help children to understand the difference between outer and inner strength and learn how they can become more independent and self-determining in their actions and reactions. There are also sections of games that help to calm a group or provide outlet for excess energy.



101 Games for Self-Esteem (2002) *Mosley J. & Sonnet H.*

Full of tried and tested, as well as brand new innovative games, this book aims to enhance children's self-esteem. Some of the games provide children with the opportunity to experience personal success and enjoy the recognition of their peers. Others focus on promoting interpersonal skills through interaction with others. As children begin to appreciate their similarities and differences, they learn to value the uniqueness and worth of each individual. The interest and enjoyment involved in playing games promotes friendship and trust within the group, helping children to respond to one another in positive ways. Some of the games incorporate role-play, allowing the children to explore and learn, in a safe context, effective and appropriate ways to react in given situations.

Education

How to Use ICT to Support Children with Special Educational Needs (2007) Sparrowhawk A. & Heald Y.

Information and communication technology (ICT) offers benefits for all children, but it can bring particular advantages to those with special educational needs (SENs), allowing them access to learning that was previously not possible. Drawing from the experience of teachers who work with children with SEN every day in mainstream classrooms, this book offers practical tips and advice on: Assessing your school's ICT provision for SEN; Choosing hardware and software; Approaches for different types of special needs; How to use an interactive whiteboard in a classroom with children with SEN; How ICT can facilitate the work of a SENCO (Special educational needs coordinator).

A Survey of Transition Education Programmes Available to Young Persons with General Learning Disabilities Attending Special Schools and Post-School Centres in the Republic of Ireland (2004) Minogue F.

This thesis investigates the transition services available to students attending transition classes in special schools and post-school centres catering for young people with general intellectual disabilities in Ireland. The Fish/CERI (1986) model of transition objectives was employed in the study. These objectives included preparation for employment and productive activity; autonomy, independence and adult status; leisure, recreation and use of the community, and adult roles and relationships. The main focus of the study was on the phases of transition involving the final *Thinking Skills: A Teacher's Guide* and the post-school and other services available in training centres and other locations. Twenty-three special schools and fifty-two post-school centres responded to the survey that used parallel forms of two specifically designed postal questionnaires. The survey questionnaires included sections on planning, links with external agencies, curriculum components related to the Fish/CERI transition objectives, assessment, certification and evaluation of outcomes. Results indicate the priority need for an over-arching authority such as the National Council for Special Education to oversee the development, delivery and certification of transition curricula for students with general intellectual disabilities, a responsibility which is currently exercised by such diverse bodies as the NCCA, FETAC, the Health Boards, the Dept of Education and Science and FAS.

VIDEO: Understanding Dyslexia: Challenges and Opportunities (2005) Dept of Education

This video was produced in Ireland as a joint initiative of the Departments of Education, North and South, and was sent to every primary and secondary school in the country. The video provides an introduction to what dyslexia is and how to cope with it in an educational context. There are seven sections in the video as follows: 1. Signs, 2. Facts, 3. Consequences, 4. Recognition and Intervention, 5. Dyslexia and Parents, 6. Dyslexia and Teachers, 7. Dyslexia Overcome [running time: 33 mins].

Health Policy

Health Policy and Practice in Ireland (2006) McCluskey D.

The development of Irish health care services and practices are traced in this book, as well as the role that different conceptions of disease and different institutional actors have on them. In particular, it explains how there has been a shift of attention away from an exclusively biomedical approach to the problems of health and illness to a more inclusive social model. The major themes of the book are the evolution and structure of the Irish health system; inequalities in health and health care; power imbalances in the organisation and delivery of health services; professional-patient interaction; the education and training of health care professionals; and the health beliefs and health practices of lay people. The contributors include administrators and practitioners in the health services as well as academics.

Unhealthy State: Anatomy of a Sick Society (2003) Wren M.

Maev-Ann Wren is an award-winning Irish Times journalist and commentator. This book began in a series of articles entitled "An Unhealthy State" published in The Irish Times in October 2000. The author's study of health care in Ireland describes a system beset by turbulent political divisions. Analysing contemporary health care and drawing on the experiences of other countries, she explores the potential for reform and the reluctance to pursue it.



Health Care Rights and Responsibilities: A Review of the European Charter of Patients' Rights (2005)

O'Mathuna DP., Scott PA., McAuley A., Walsh-Daneshmandi A. & Daly B.

This report is the result of research conducted by the members of the Patients' Rights Research Team (a team of researchers from the School of Nursing and School of Law and Government) and commissioned by the Irish Patients' Association. The research was to consider whether the European Charter of Patients' Rights should be adopted to improve the rights of patients in Ireland. The report found that the Charter had strengths and weaknesses and also emphasised the need for patients and society to recognise that rights also imply responsibilities. It recommended that any Charter or Bill of Patients Rights should also take into account the rights and responsibilities

of health care professionals. Finally, the report made recommendations for each of the fourteen rights of the European Charter of Patients' Rights.

Effective Healthcare Leadership (2005) Jasper M. & Jumaa M.

A variety of authors contribute to this book integrating theory and practice to distil the reality of healthcare leadership today. Addressed are the context and strategies for leadership and examined are the leadership skills required to implement and sustain developments in healthcare. Section one examines the contemporary context and challenges of healthcare leadership. Section two offers opportunities through the CLINLAP/LEADLAP model to see how modern management ideas, tools and techniques are used effectively in leadership development. Section three examines the role of leadership in implementing change and improving practice in different contexts of care. The final section explores future challenges in leadership.