



LIBRARY LINES

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

Book reviews in this issue cover the following areas:

- Intellectual Disabilities
- Employment
- Relationships
- Dementia
- Autistic Spectrum Disorders
- Research



Library Len

Best Wishes for 2008 from Brigid and Carla
Hope you have lots of success searching our new full text databases.



New Full Text Databases on IDAAL

Good news for all researchers in 2008!

Our IDAAL consortium is subscribing to the full text databases listed below from January 2008. All databases can be searched simultaneously or individually. **Idaal.com** is also currently being redesigned – hope you will like the new look! Contact **library** for further information or assistance.

Psychology & Behavioral Sciences Collection™ (full text)

This is a comprehensive database covering information in such fields as emotional and behavioural characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This full text psychology database offers full text coverage for nearly 600 journals.

MEDLINE® with Full Text

MEDLINE® with Full Text is the world's most comprehensive source of full text for medical journals, providing full text for more than 1,200 journals indexed in MEDLINE. This wide-ranging file contains full text for many of the most used journals in the MEDLINE index.

CINAHL® Plus with Full Text

CINAHL® Plus with Full Text is the world's most comprehensive nursing and allied health research database, providing full text for more than 530 journals indexed in CINAHL. The database also provides full text for 217 books/monographs.

PsycINFO®

PsycINFO®, from the American Psychological Association (APA), contains more than 2.4 million citations and summaries of scholarly journal articles, book chapters, books, all in psychology and related disciplines. The database also includes information about the psychological aspects of related fields such as medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, anthropology, business, law and others. Some full text is available in PsycINFO.

A-Z Journal Title List (will be available shortly)

To check if a journal is available in full text, you can search the A-Z Journal Title List. This list comprises all full text journals from the above listed databases, together with journals subscribed to by idaal member libraries, print and full text.



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Opening Hours:

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

This is a series of learning resources designed to teach adults with intellectual disabilities essential skills in the area of work and employability. It comprises eight units (CD-

ROMs) focusing on general work skills applicable to all jobs. The series also includes four units that teach introductory skills in the areas of horticulture, catering, working in an office and working in a supermarket.

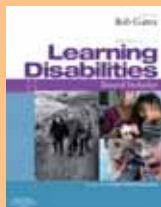
These CD-ROMs contain student's workbooks, trainer's manuals, other supporting documents, videos, and interactive exercises.

Work, Jobs and Skills	Getting a Job and Preparing for Work
Being Effective in Work	Communication
Appropriate Work Behaviour	Assertiveness, Respect and Rights
Health and Safety at Work	Personal Hygiene and Self-Presentation
Introduction to Horticulture	Introduction to Catering
Introduction to Working in an Office	Introduction to Working in a Supermarket

Intellectual Disabilities

How to Teach People with Profound Developmental Disabilities, Including How to Run a Group Activity [DVD and CD-ROM] (2005) YAI, National Institute for People with Disabilities

Teaching people with profound intellectual disabilities is a challenge for most staff and requires knowledge of specific teaching strategies. This DVD demonstrates, through actual footage, two instructors who are teaching while running group activities. Highlighted are four areas for skill development: Functional Skills, Communication Skills, Social Skills, and Thinking Skills. Teaching both individually and within a group activity is demonstrated. This publication contains a DVD (57 mins) and also a CD-Rom with written instructional materials.



Learning Disabilities: Toward Inclusion (2007) Gates B. Ed.

A comprehensive textbook on intellectual disabilities, this fifth edition is divided into eight sections comprising thirty-two chapters in total. Each chapter is supported by contemporary research and other relevant

literature. In addition to this, use of reader activities has been made throughout the book and all chapters provide further resources. The eight sections are as follows:

1. Understanding learning disabilities;
2. Services and support for people with learning disabilities;
3. Independence and well-being across the life span;
4. Distressed states of learning disabilities;
5. Therapeutic interventions;
6. Relationships and learning disabilities;
7. The European dimension;
8. Education and leadership.

Learning Disability Today: Key Issues for Providers, Managers, Practitioners and Users (2007) Carnaby S. Ed.

With contributions from many experts in the field of intellectual disabilities, this revised edition provides an introduction to some of the central issues in the lives of people with ID and their supporters. It addresses recent developments in the policy and legal framework, changes that have acted as drivers for partnership working and anti-oppressive practice. It sets out an evidence-based approach to a range of areas of practice, including challenging behaviour, seeking good mental and physical health care and

issues such as sexuality, safety from abuse, choice making, risk and parenthood. The particular needs of people with autistic spectrum disorders and/or profound and multiple disabilities, and of older people with ID, are also addressed, as well as communication skills, record keeping, advocacy, and sensitive planning.



Personal Communication Passports: Guidelines for Good Practice

(2003) Millar S.

Personal Communication Passports are a practical and person-centred way of supporting children, young people and adults who cannot easily speak for themselves. Passports are a way of pulling complex information together and presenting it in an easy-to-follow format. They are easy to read, informative, useful and fun. Passports are highly personal, so guidelines to good practice are outlined in this book to protect the people who use them. This book outlines key principles of making and using Passports and provides some examples taken from real Passports.

Families' Views: A Report on Families' Views on Day Services Provided to Adult Members with Down Syndrome (2006) Joe Wolfe and Associates

Down Syndrome Ireland (DSI) commissioned Joe Wolfe and Associates to conduct a study into the views of families of adults with Down syndrome, who were members of DSI, and whose family members were attending day services in Ireland. The views of over 300 families from all parts of the country were analysed. A range of services were examined, including training, skill development, employment, literacy and numeracy as well as social and recreational provision.

Early Communication Skills for Children with Down Syndrome: A Guide for Parents and Professionals (2003) Kumin L.

For parents and educators alike, this book offers a comprehensive guide in developing communication skills for children with Down's syndrome. The author shares her expertise, gained through her work with hundreds of children with Down's syndrome. She incorporates the latest research and offers information on issues such as articulation and

Intellectual Disabilities *continued*

phonology, speech and intelligibility, hearing loss, apraxia, pragmatics, reading and literacy, assessment and treatment, augmentative and alternative communication. From explanations of the speech-language assessment to description of what to expect when a child enters school, and

from new checklists on evaluating and treating speech problems to numerous home activities, this book helps ensure that children with Down's syndrome meet their communication potential.

Relationships



Series on Relationships for People with ID/DD

YAI, National Institute for People with Disabilities

Each series contains a DVD and a CD-ROM with written instructional material.

Series I: FRIENDSHIP (1995)

Friendship is the main focus of this Series I in the YAI relationship series. The DVD is in three parts: Part 1. The Difference Between Strangers, Acquaintances, and Friends (14 mins); Part 2. Becoming Acquaintances or Friends (21mins); Part 3. Being a Friend (36 mins). It teaches students the basic social skills and techniques needed in friendship relationships as well as the possible dangers in befriending strangers.

Series II: BOYFRIEND/GIRLFRIEND (1996)

Relationships with boyfriends/girlfriends are the main focus of this Series II in the YAI relationship series. The DVD is in three parts: Part 1. Starting a Special Relationship (27 mins); Part 2: Building a Relationship I Like (24 mins); Part 3: Having a Good Relationship (29 mins). It teaches students the basic social skills needed in building, maintaining or ending relationships with boyfriends/girlfriends as well as safety issues and ways to say 'no'.

Series III: SEXUALITY (1996)

Sexuality is the main focus of this Series III in the YAI relationship series. The DVD is in three parts: Part 1. Enjoying your sexual life (33 mins); Part 2: Working out problems in your sexual relationship (14 mins); Part 3: Sexual acts that are against the law (20 mins). It teaches students how to have a healthy and enjoyable sexual relationship. It also covers safety issues and the difference between appropriate and inappropriate sexual behaviour.

Dementia

In the Know: Implementing Good Practice (2005)

Kerr D. & Wilkinson H.

This pack has been developed to try and help anyone trying to support a person with intellectual disabilities who develops dementia. The authors believe that the ability of staff and carers to cope and implement good practice is influenced by their level of knowledge and their understanding of the impact of dementia. This pack is arranged in three sections: 1. Background; 2. Fact sheets; 3. Tools. Each of these sections can be used alone or together with other parts of the pack. The fact sheets and tools cover issues such as: Basic information, Diagnosis, Assessment, Communication, Life story work, Challenging behaviour, Environment, Nutrition, Later stages, Carer support, Skin care.



Understanding Learning Disability and Dementia: Developing Effective Interventions (2007) *Kerr D.*

The author, Diana Kerr, covers all the essential issues in supporting a person with an intellectual disability when they develop dementia. People with ID are living longer, and therefore an increasing number are developing dementia. Service providers, planners, doctors, social workers, carers and direct support staff need to be equipped with relevant knowledge

prior to the onset of dementia, so that they can devise appropriate therapeutic interventions and coping strategies, including health and medication management and palliative care. This book provides knowledge for anyone involved in the provision of services, assessment of need and direct care and support for people with dementia who also have ID.

Home for Good?: Preparing to Support People with Learning Difficulties in Residential Settings when they Develop Dementia (2004) *Wilkinson H., Kerr D., Cunningham C. & Rae C.*

An investigation of how residential settings can better support people with intellectual disabilities who develop dementia. As increasing numbers of people with intellectual disabilities live longer, they encounter age-related illnesses and conditions such as dementia. These demographic changes create pressure on the planners and providers of intellectual disability services yet there is still a lack of useful information and evidence on how best to provide services that are needs-led, multidisciplinary and supportive. This report explores the findings of a study which investigated the current models of practice for supporting people with intellectual disabilities and dementia living in care home settings. It looked at the key issues and discovered examples of best practice in relating to providing care homes for this group.

Dementia

Responding to the Pain Experiences of People with Learning Difficulty and Dementia (2006) *Kerr D., Cunningham C. & Wilkinson H.*

This report explores knowledge and practice in relation to pain recognition and management amongst direct support staff, members of community intellectual disabilities teams and general practitioners. It also examines the understanding and experiences of pain amongst people with an intellectual disability and dementia. It identifies the dilemmas and obstacles to effective pain management, and reports on examples of good practice. The authors make recommendations for practitioners and service providers.

Down's Syndrome and Dementia Workbook for Staff (2006) *Dodd K., Kerr D. & Fern S.*

This book is primarily for support staff working with people with Down's syndrome who have dementia. It is designed for use with a specific named person, to enable staff to offer them the most effective care possible as the person's condition progresses and their needs change. Contents covers early stage, middle stage and late stage in dementia care. The book offers care guidance and record charts are included throughout.

The Shadow Line from Normal Aging to Dementia: Clinical, Genetic and Ethical Aspects (2001) *Binetti G., Alberici A., Ghidoni R. & Zanetti O.*

This volume is one of the outcomes of the decennial frontline experience of the Institute "St John of God Fatebenefratelli" in Brescia (Italy) in the field of Alzheimer's disease and other types of dementia, and covers many of the major aspects of brain cognitive function and dysfunction in relation to the various forms of dementia. The contents holds proceedings of the meeting 'The shadow line from normal aging to dementia: clinical, genetic, and ethical aspects' held in Brescia, 20th-22th Sep 2001.

Ethical Issues in Dementia Care: Making Difficult Decisions (2006) *Hughes J.C. & Baldwin C.*

The aim of this book is to offer practical guidance and advice to carers of people with dementia while considering ethically difficult decisions in the context of relationships, treatment, safety and quality of life. Drawing on the experiences of family members caring for a relative with dementia, and on existing research, the authors emphasize the importance of empathy and the need to acknowledge different perspectives in order to reach the best decision for the person with dementia. They highlight the importance of conscience and the need to reflect on patterns of practice. In particular, they discuss the way that decision-makers are themselves changed by the decision they make, and the impact of this on the decision-making process.



No Place Like Home: Domiciliary Care Services for Older People in Ireland (2006) *Timonen V., Doyle M & Prendergast D.*

The Social Policy and Ageing Research Centre (SPARC) was established at Trinity College in 2005. This book is the result of a study conducted in 2005-2006 involving interviews with 125 informants who are closely involved in planning, financing and delivering home care to older persons across Dublin. The book provides an analysis of policy issues in a contemporary Irish context. This includes the operation of public, non-profit and private providers, and the proliferation of home care packages. The book argues for the importance of putting home care first and creating policies that enable older persons with care needs to access high-quality home care services on an equitable and needs-led basis. It offers insights into developing this area of policy in the light of Irish data and international comparisons.

Making Each Day Count: A Guide to Day Care Services for People with Dementia (2003) *Moore D. & Sheard D.*

The purpose of this book is to provide a resource for anyone involved in the day care of people with dementia. It's a guide to setting up new services and making the most of existing ones. The authors believe that making a real difference to the lives of people with dementia is not just about the use of resources, it is also about following a philosophy that focuses on what really matters to people with dementia, their families and friends and the staff who work with them. This publication looks at: feelings and emotions; basic beliefs; developing a day care service; staffing; transport; care planning; reviewing the environment; food; activities; personal care; medication; intimacy and sexuality; meeting different needs; service evaluation.

Quality Dementia Care in Care Homes: Person-centred Standards (2005) *Alzheimer's Society*

The standards set out in this publication are about achieving good quality care for people with dementia living in care homes. They are the result of a one-year development partnership between the Alzheimer's Society and the Royal College of Nursing, UK. The standards in this publication will help you look at new ways of providing care for people with dementia using a person-centred approach. Care and support extends beyond physical care and includes aspects such as emotional well-being, occupation and activity and an individual's right to participate in decisions about their own life. The standards are organised into six colour-coded chapters. They are: 1. Person-centred care; 2. Staff; 3. Care processes; 4. Life in the home; 5. Relationships; 6. Environment.

Autism



Understanding Motor Skills in Children with Dyspraxia, ADHD, Autism, and Other Learning Disabilities: A Guide to Improving Coordination (2008) *Kurtz L.A.*

Coordination problems often make everyday activities a challenge for children with intellectual disabilities. This manual offers strategies and advice for helping children with coordination difficulties. The author explains how to recognise normal and abnormal motor development, when and how to seek help, and includes specific teaching strategies to help children with coordination difficulties succeed in the classroom, playground, and home. She describes a range of therapeutic methods and provides a list of resources.

Revealing the Hidden Social Code: Social Stories for People with Autistic Spectrum Disorders (2005) *Howley M. & Arnold E.*

The Social Stories approach is a technique for helping people with autistic spectrum disorders understand and become familiar with social and life skills. This book is a guide to writing and using successful and targeted Social Stories to develop understanding of social interaction. The authors review the guidelines for writing them, and help writers to structure and develop their stories. They provide guidance and encouragement for the different stages of what is often a challenging process, offering advice on presentation and suggestions for using the approach to enhance other strategies.

Writing and Developing Social Stories: Practical Interventions in Autism (2003) *Smith C.*

Based on work carried out in homes, schools and preschools, this book offers support to anyone meeting the needs of a child or young adult with an autistic spectrum disorder. Social Stories are short stories intended for children with autism, to help them understand their social world and behave appropriately within it. There are examples of successful stories to use as guides, as well as information and photocopyable resources for delivering training on the use of Social Stories.

Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems (2003) *Baker J.E.*

Ready-to-use activities are provided in this book for both parents and educators working with children and adolescents with Asperger syndrome and social-communication problems. The book covers issues such as assessment and strategies for social skills training, generalisation of those skills, behaviour management, and the importance of promoting peer acceptance through sensitivity training. The centrepiece of the book is a series of seventy specific skills found to cause problems for individuals with autism spectrum and other social-communication disorders. Each skill is presented together with related activities.



Comic Strip Conversations: Illustrated Interactions that Teach Conversation Skills to Students with Autism and Related Disorders (1994) *Gray C.*

Comic Strip Conversations is a communication tool designed to illustrate and simplify conversations with simple drawings. It can be used by parents and professionals working with students with autistic spectrum disorders or intellectual disabilities. There is an emphasis placed on ‘what people may be thinking’ as an integral part of each conversation. Symbols are used to represent basic conversational skills. In addition, colour may be incorporated to identify the emotional content of statements, thoughts, and questions. It can be used independently or in conjunction with social stories.

Understanding and Teaching Children with Autism (1995) *Jordan R. & Powell S.*

Understanding the development processes and problems of children with autism, and the implications of these problems for social and educational learning, is the purpose of this book. The authors provide an account of psychological concepts and research in social and emotional development, communication, cognition and behaviour, as related to individuals with autism. The fundamental problems of autism are addressed, i.e. relationships, communication and flexibility of thought and behaviour, and practical guidance is offered on how these might be overcome or circumvented, in both home and school.



Toilet Training for Individuals with Autism and Related Disorders: A Comprehensive Guide for Parents and Teachers (2004) *Wheeler M.*

Individuals with autism have been reported by researchers as being a difficult population to toilet train. This book offers many strategies for teaching toileting skills and will help you, for example, to teach the person to: Overcome fear of the bathroom or sitting on the toilet; Prevent repeated flushing; Avoid negative reactions to taking away nappies; Want to use the toilet; Properly use the toilet paper; Wash hands after toilet use; Use unfamiliar facilities.

Teaching Children with Autism to Mind-Read: A Practical Guide (1999) *Howlin P, Baron-Cohen S & Hadwin J.*

This teaching guide explores the relationship of “theory of mind” deficits to other areas of children’s functioning and describes existing experimental work that has attempted to enhance the skills associated with understanding others’ minds. Drawing on their own intervention programme, and providing detailed information about the teaching materials and the strategies they use, the authors provide guidelines for helping children with autism spectrum conditions to improve their understanding of beliefs, emotions and pretence.

Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage and Meltdowns (2005) *Smith Myles B. & Southwick J.*

This revised and expanded edition contains information for

Autism

parents of children with Asperger syndrome and educators. One of the most frustrating challenges for both groups is to interpret and resolve the meltdowns that children with Asperger syndrome often experience. This book contains an entire chapter devoted to the rage cycle, including warning signs, interpretation of the behaviours, and the crucial role the adult plays in the outcome of the situation. It pays particular attention to prevention strategies and it offers practical suggestions for the day-to-day issues that confront families, including morning, homework, and bedtime routines.

The Autistic Spectrum: A Guide for Parents and Professionals (2002) *Wing L.*

The author, Lorna Wing, is a psychiatric consultant for the National Autistic Society and has an autistic daughter. In this guide, she explains how people with autism experience the world and why they need an organised, structured environment. Addressed are issues such as diagnosis, behaviour, prevalence, associated conditions, causes, intervention, basic skills training, infants, adolescents, relationships, families, professionals support services, etc. She suggests ways of improving communication, developing abilities and widening social interaction, and how to cope with stresses within the family.



Keys to Parenting the Child with Autism (2001) *Brill M.T.*

The purpose of this book is to advise parents on dealing with autism. It focuses on issues such as understanding feelings, working with therapists, and evaluating recent education laws, treatments, and therapies to help children with autism develop their potential.

The book is arranged in short 'keys' offering information about one aspect of the child's life.

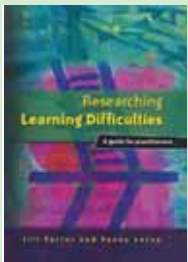
Autism and Learning: A Guide to Good Practice (1997) *Powell S. & Jordan R. Eds.*

Demonstrated in this book is how a cognitive perspective on the way in which individuals with autism think and learn, may be applied to particular curriculum areas. It shows how theory can influence practice and sets out a new view (i.e. a cognitive one) of the relationship between learning and autism and hence the way in which the curriculum must be constructed so as to accommodate that relationship. The book also sets out principles of pedagogy and illustrates their application.

Research

Doing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science (2005) *Bell J.*

If you are a beginner researcher, the problems facing you are much the same whether you are producing a small project, an MA dissertation or a PhD thesis. You will need to select a topic; identify the objectives of your study; plan and design a suitable methodology; devise research instruments; negotiate access to services, material and people; collect, analyse and present information; and finally, produce a well-written report or dissertation. This book services as a source of reference and guide to good practice for all beginner researchers. This new edition includes: New chapters on ethics and integrity, reading, referencing, management of information, and literature searching; Coverage of additional techniques such as grounded theory and electronic referencing; Updated coverage of documentary evidence; More examples from health studies and other disciplines.



Researching Learning Difficulties: A Guide for Practitioners (2005) *Porter J. & Lacey P.*

In this source book the authors explore previous research in intellectual disabilities to help shape future studies. It will help readers to critically analyse research, enabling them to evaluate the implications for their own practice. It will also help those engaged in research to meet the particular difficulties of carrying out investigations in this field. The authors show how others have attempted to address these and draw on new research technologies outside the field to suggest ways forward. This book will enable readers to: Access research in intellectual disabilities, drawing on other disciplines; Know about different types of research methodology: their strengths and limitations; Examine how researchers must consider the constraints on methodology because of the characteristics of the field; Understand the particular issues of small-scale research.

How to Write a Thesis (2006) *Murray R.*

Provided in this book is a down-to-earth guide to help students shape their theses. It offers advice as well as practical tips and techniques, incorporating boxed summaries and checklists to help students stay on track or regain their way. The book is the culmination of many years of work with postgraduates and academics and covers all aspects of the research, writing and editing involved in the process of successfully completing a thesis. The author also introduces practical writing techniques such as free writing, generative writing and binge writing. This second edition deals with the range of different doctorates on offer and integrates more examples of thesis writing. Building on the evidence-based approach used in the first edition, there is also coverage of masters' theses and undergraduate research projects, along with outlines of generic structures for social science and humanities projects.