

# LIBRARY LINES

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

Book reviews in this issue cover the following areas:

- n Down's syndrome
- n Supported Living
- n Short breaks/Respite care
- n Behaviour
- n Epilepsy
- n BILD publications
- n Autism
- n Research
- n Nursing
- n High Tide Disability Series



## Library Website - [www.library.sjog.ie](http://www.library.sjog.ie)

New developments are taking place in relation to our web-based library catalogue. Software is being upgraded which will involve a new look searchable catalogue on the web. The website is also being reconstructed and this is due for completion in late 2005. Further information will be circulated in due course.



St. John of God  
Library and  
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Information Bulletin

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## Down's Syndrome

### Down Syndrome and Health Care (2002) *Prasher V. & Smith B.*

A practical guide for professionals, carers and families on the health needs of adults with Down's syndrome. The book deals with both minor and more serious health issues for people with Down's syndrome, their possible causes and how they can be managed. Personal and social issues are covered, as well as specific medical issues, a medical checklist and further sources of information.

Incorporated are the newest developments concerning issues of sexuality, inclusion, transition into adulthood, and legislation and features of the implication of the Human Genome Project and the sequencing of chromosome 21. The book comprises ten chapters covering: Self-determination; Self-advocacy; Advocacy; Role of the family; Health and clinical care; Research; Psychosocial issues; Education/inclusion; Communication, math, and language skills; Turning the vision into reality.

### Down Syndrome: The Facts (1997) *Selikowitz M.*

Frequently asked questions about Down's syndrome are discussed and addressed in this guide as are the many new developments that have taken place over the past few years in educational, social, and employment opportunities for people with Down's syndrome. This book was written primarily for parents who have a child with Down's syndrome but will be of interest also to relatives, friends, teachers and health care professionals.

### Down Syndrome Across the Life Span (2002) *Cuskelly M., Jobling A. & Buckley S.*

This book promotes a positive message for people with Down's syndrome across the world believing that living with Down's syndrome is a positive experience for the majority of children and adults with Down's syndrome, and for their families. It argues that despite of difficulties being faced, quality of life, from infancy to old age, is determined more by the quality of healthcare, education and social inclusion offered to individuals, than by the developmental difficulties that are associated with Down's syndrome. The aim of this book is to bring the latest information on research and good practice to families, practitioners and policy makers.

### Down Syndrome: Visions for the 21st Century (2002) *Cohen WI, Nadel L, Madnick ME.*

Providing a comprehensive survey of the clinical, educational, developmental, psychosocial, and transitional issues relevant to people with Down syndrome, this book is structured to meet the needs of parents and professionals alike. The controversial topics of alternative and non-conventional therapies are included alongside the best practices of top experts in the field of family support, supported living, and life in the community.



### The Down Syndrome Nutrition Handbook (2002) *Guthrie Medlen JE.*

Covered in this book are all aspects of nutrition and healthy living for children with Down's syndrome, from birth through young adulthood. The author, a registered dietician and a mother of a child with Down's syndrome, encourages parents to start teaching healthy habits early in their child's life. Thoroughly described is the connection between Down's syndrome and nutrition and provided are numerous hands-on and fun activities to teach and practice nutrition

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## Down's Syndrome *continued*

concepts. Chapters cover: Breast and bottle-feeding; Basic nutrition and physiology; Celiac disease; Diabetes; Alternative therapies; Food and school; Weight management; Fitness and exercise; Cooking and menu planning; Teaching activities.

Appendices include cookbook lists, information for calculating calorie needs, growth charts, food safety tips, activity suggestions, resource and reading lists.

### Dsii: Development and Education for Children with Down Syndrome (0-16 years)

*Buckley S. & Bird G. et al, Down Syndrome Educational Trust*

Down Syndrome Issues and Information is a modular range of materials that provide comprehensive information and practical advice about a range of developmental, health and social issues related to Down syndrome in a concise and accessible format. The series is divided into groups of modules related to a particular issue or area of development, e.g. Speech and Language, Reading and Writing, and Education. Each of these groups includes an Overview module and one or more 'practical' modules, which are specific to different age ranges - 0-5, 5-11, 11-16. The 'practical' sections have been written on the assumption that they will accompany the related Overview.

<b>Overview</b>	Series introduction Living with Down syndrome An overview of the development of infants with Down syndrome (0-5 years) An overview of the development of children with Down syndrome (5-11 years) An overview of the development of teenagers with Down syndrome (11-16 yrs) [NOT YET PUBLISHED] An overview of less typical developmental issues in DS Assisting individuals with Down syndrome to access information technology – an overview
<b>Speech and Language</b>	Speech and language development for individuals with Down syndrome – an overview Speech and language development for infants with Down syndrome (0-5 years) Speech and language development for children with Down syndrome (5-11 years) Speech and language development for teenagers with Down syndrome (11-16 yrs)
<b>Memory</b>	Memory development for individuals with Down syndrome
<b>Reading and Writing</b>	Reading and writing for individuals with Down syndrome – an overview Reading and writing development for infants with Down syndrome (0-5 years) Reading and writing development for children with Down syndrome (5-11 years) Reading and writing development for teenagers with Down syndrome (11-16 yrs)
<b>Number Skills</b>	Number skills for individuals with Down syndrome – an overview Number skills development for infants with Down syndrome (0-5 years) Number skills development for children with Down syndrome (5-11 years) Number skills development for teenagers with Down syndrome (11-16 yrs)
<b>Motor Skills</b>	Motor development for individuals with Down syndrome – an overview [NOT YET PUBLISHED] Motor skills development for infants with DS (0-5 years) [NOT YET PUBLISHED] Motor skills development for children with DS (5-11 years) [NOT YET PUBLISHED] Motor skills development for teenagers with DS (11-16 yrs)
<b>Social</b>	Social development for individuals with Down syndrome – an overview
<b>Development</b>	[NOT YET PUBLISHED] Social development for infants with Down syndrome (0-5 years) [NOT YET PUBLISHED] Social development for children with Down syndrome (5-11 years) [NOT YET PUBLISHED] Social development for teenagers with Down syndrome (11-16 yrs) [NOT YET PUBLISHED] Strategies for changing behaviour and developing social skills for individuals with Down syndrome
<b>Education</b>	Education for individuals with Down syndrome – an overview Education for individuals with Down syndrome – whole school issues Accessing the curriculum – Strategies for differentiation for pupils with Down syndrome Utilising information technology to assist the education and development of individuals with Down syndrome
<b>Family</b>	Issues for families with children with Down syndrome
<b>Vocabulary</b>	Vocabulary checklists and record sheets: Checklist 1 – First 120 words Vocabulary checklists and record sheets: Checklist 1 – Second 340 words Vocabulary checklists and record sheets: Checklist 1 – Third 350 words
<b>Speech Sounds</b>	Speech sounds checklists and record sheets
<b>Communication</b>	Interactive communication and play checklists and record sheets
<b>Grammar</b>	Sentences and grammar checklists and record sheets



**Social Skills Activities for Special Children** (1993) Mannix D.  
For all teachers of children with special needs, here are 142 ready-to-use lessons and reproducible line master activity sheets to help children become aware of acceptable social behaviour and develop proficiency in

acquiring basic social skills. Each lesson places a specific skill within the context of real-life situations. It gives the teacher a means to guide students to think about the social skill and why it is important, and provides a hands-on activity for students to work through, think about, discuss, and practice in or outside of the classroom. This resource is organised into 3 sections with lessons covering: Accepting rules and authority at school;

## Down's Syndrome *continued*

Relating to peers; and Developing positive social skills. Every lesson is complete, including (1) a specific skill objective, (2) rationale for the skill, (3) several questions to direct students' thinking, (4) an illustrated reproducible activity sheet for hands-on working through problem situations, and (5) follow-up suggestions.

**101 Games for Social Skills** (2003) *Mosley J, Sonnet H.*  
For parents and teachers this book is packed with creative and dynamic games that will help children to develop positive

relationships and to learn the skills of healthy interactions. The activities are grouped to focus on the following skills: Looking, Listening, Speaking, Thinking, Concentrating, Thinking of others, Working together, Enhancing communication skills, Skills for out and about, and Celebrating together. Included are some tried and tested, as well as some "new" games. They are suitable for schools, youth groups, young adults' groups, social services etc.



## Supported Living

**Reach: Standards in Supported Living** (2002) *Gitsham N, Kinsella P & Hilson N.*

Reach: Standards in Supported Living provides a clear definition of supported living together with a set of standards, best practice targets that can be applied to any service who says "we do supported living". It was developed by Paradigm in partnership with six organisations that have experience in developing supported living. Reach may be used in a number of ways: For individuals and families to test out if services are being honest and real when they say "we do supported living"; As a means to apply purpose-designed standards to supported living services; To help regulatory staff in making an assessment of "is it really the person's own home?" and therefore not registerable; To supplement, extend and enhance how the supporting people housing-related support standards are applied at a local level; As a quality improvement process for supported living providers. Includes CD-ROM.

**A Foot in the Door: The Early Years of Supported Living for People with Learning Difficulties in the UK** (1997) *Simons K & Ward L.*

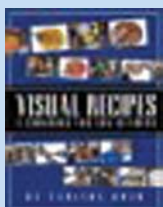
The aim of this book was to review the experience of developing supported living in the UK, focusing in particular on the Supported Living Programme set up by the National Development Team (NDT). It is based on a series of visits and discussions carried out through 1995 and 1996. Included in these were users of Supported Living arrangements, their families and supporters as well as purchasers, providers, NDT consultants, and other contacts with relevant knowledge or experience. There are 8 chapters as follows: The principle of supported living; Housing; Support; The cost of supported living; Risk and protection; Barriers; Promoting supported living; Context.

**Supports Intensity Scale (SIS) (includes: User Manual and Guidelines for Interviewing People with Disabilities)** (2004) *Thompson JR, Bryant BR, Campbell EM, Craig EM, Hughes CM, Rotholz DA, Schalock RL, Silverman WP, Tasse MJ, Wehmeyer ML.*

*The Supports Intensity Scale (SIS)* was developed in response to changes in how society views and relates to people with disabilities. Developed by a team of ten disability, psychology and assessment experts, it is a planning tool to help professionals determine the true support needs of people with intellectual disabilities. The SIS is composed of three sections: The Support Needs Scale; The Supplemental Protection and Advocacy Scale; and Exceptional Medical and Behavioral Support Needs.

**VRR I Home Safety Assessment [Second edition] and VRR I Home Safety Guide: A Manual to Accompany the VRR I Home Safety Assessment** (1998) *Biersdorff K, Boomer K, Gilson D, Boer S, Hoover E. (Vocational and Rehabilitation Research Institute)*

This pack comprises the VRR I Home Safety Assessment tool, an accompanying manual and 14 colour-pictures. Uses for this tool include: To guide safety training and assess its effectiveness; To identify new issues to be addressed when moving to a different living situation; To inform and document decisions regarding safety for individuals home alone. It is divided into 3 checklist sections (home emergencies, home security, and general home safety) and it is not limited in applicability to one type of living situation. The interviewer may use it in a number of sessions, in a variety of natural contexts and can adapt it to suit the individual's abilities. The manual largely follows that of the assessment tool and focuses on different home safety emergencies or issues. Most units in the manual are divided into the following sections: Things to think about; Home Safety Assessment item explanations; Prevention strategies; Emergency basics; Scenarios for discussions; and Resource list.



**Visual Recipes: A Cookbook for Non-Readers** (2000) *Orth T.*

The author of this book is the mother of a son with autism. She developed this for people with autism and other intellectual disabilities in order to foster and encourage independent living skills in the kitchen. Visual learners and those without reading skills can follow step-by-step recipes depicted through clear photographs and pictograms to achieve independence and confidence. Every one of the 35 recipes is highly broken down and gives clear, step-by-step instructions through visual directions.

# Short Breaks/Respite Care

## Book Review

Des Hanrahan, Co-ordinator, FAILTE Adult Respite

**All Kinds of Short Breaks: A Guide to providing a range of quality services to disabled children & young people** (2004) *Carlin J; Morrison J; Bullock J; Nawaz S.*

Short Breaks Services are changing. In recent years, a range of alternative options for families has supplemented the traditional overnight stay. These might include sitting and overnight sitting, day-care, befriending, integrated leisure services and the use of salaried carers. All Kinds of Short Breaks brings providers, practitioners, families and children up to speed as to what is happening in this important area. It confronts the current preoccupation with risk and offers safe solutions to some of the problems constantly identified by providers. The book draws on current literature and research as well as the experience and practice of short-break schemes across Britain. Each chapter introduces a different way of providing short breaks with emphasis on what works. The chapters present issues and evidence, provide examples of good practice and outline critical success factors. There is a chapter on "What works for children with A.S.D." and another chapter relating to "Children with Complex Health Needs". The final chapter addresses "Managing Short Break Services". Published by Shared Care Network, this guide is essential for everyone thinking about providing short breaks. It is also a handy resource for anyone managing such services and is a good starting point for those contemplating research in this area. There is a list of up-to-date references at the end of each chapter, which includes befriending services (Chapter 5) and inclusive play and leisure services (Chapter 6). Although written for a British audience it will inform the Irish setting as good as any book covering this subject. However for readers with a good general knowledge of the topics involved it is short on detail.

**Safe and Sound: Guidelines for Short-break Carers and the Safe Care of Disabled Children Receiving Family Based Breaks** (2001) *Shared Care Network*

This booklet offers short-break carers guidance on protecting the child/ren they care for and protecting themselves and their families from unjust allegations. It also looks at the reasons why children with disabilities are more vulnerable than others to abuse and offers useful advice and guidance on: safe caring practices, reporting incidents, intimate care, communicating with children who do not use verbal communication, working with children whose behaviour is perceived as challenging, and allegations against short-break carers.

**Safe and Healthy: Health and Safety Advice for Short-break Carers Looking After Disabled Children** (2001) *Shared Care Network*

This booklet offers advice for short-break carers on how to care for children with disabilities as safe and healthy as possible. It covers: safety around the home; fire safety; safety in the garden; safety outside the home; safety in the car; illness and accidents; some basic hygiene rules; looking after the child's equipment; pets; and how to look after yourself. This booklet is also relevant for a range of carers such as childminders, nursery nurses, and others caring for children with disabilities.

# Behaviour

## Book Review

Gillian Martin, Behaviour Specialist, Callan Institute

**First Course In Applied Behaviour Analysis** (1997) *Chance P.*

On opening this book you enter a classroom, where alongside various other quirky students, you are brought by 'Dr. Cee' through the lectures with questions, reviews, quizzes & assignments to supplement the reading. The author uses a wide variety of case studies looking at intellectual disability, mental health & challenging behaviour emphasising the broad applicability of ABA. The author tackles some of the controversial ethical debates head on, e.g., he presents convincing arguments for using aversives, however, I felt the arguments for a non-aversive approach were not adequately represented. He doesn't resolve these issues – instead, students are encouraged to come to their own conclusions. This book provides an easy to read, comprehensive, up-to-date look at ABA. Behaviour change strategies are considered here, rather than lifelong behaviour support. As such, it would make excellent reading for anyone with an existing value base in behaviour support wishing to sharpen their skills on specific behaviour change procedures.

# Epilepsy

**Epilepsy and Learning Disabilities: A Video Training Pack to Aid Teaching on Epilepsy and Its Management** (2004) *Codling M, MacDonald N, Simpson F, Chandler B.*

This pack provides instructors/trainers with relevant material to deliver training to care and residential staff on epilepsy and its management, particularly relating to epilepsy in people with intellectual disabilities. The pack has been designed in two sessions: Session A: Introduction to Epilepsy is flexible so that a wide range of organisations can use it, including residential care homes. The video, The Right Stuff: Facts and First Aid for Epilepsy (25 mins), is used in this session. Session B: Administration of Rectal Diazepam looks at when to administer rectal diazepam, and the principles and safety aspects of the procedure for administration. As this is an invasive medical procedure, session B must be taught by a qualified nurse. A 19 min video Rectal Diazepam accompanies this session.

**Growing Up with Epilepsy: A Practical Guide for Parents** (2003) *Bennett Blackburn L.*

Organised with the busy parent in mind, this book provides a quick reference guide: information is easy to look up, chapters discuss social and behavioural as well as psychological concerns and issues, and parents receive basic tools to help their kids through all manner of concerns. The book discusses basic issues such as understanding epilepsy, a guide to brain organisation and changing challenges, while focusing on different stages in the child's life from early childhood to adolescence and early adulthood.

## BILD Publications

This series of workbooks from the British Institute of Learning Disabilities (BILD) cover the learning outcomes for those working on the LDAF certificates (UK). They can be used for personal study also.

**Positive Approaches to Challenging Behaviour: Supporting Relationships - Families, Carers and Friends** (2001) *Harris J, Hewett D, Hogg J.*

**Positive Approaches to Understanding and Managing Risk** (2002) *Bradley A.*

**Positive Approaches to Person Centred Planning** (2004) *Bradley A.*

**Positive Approaches to Reviewing Care Plans** (2002) *Bradley A.*

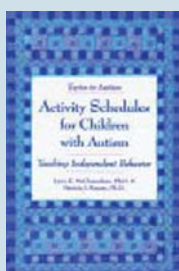
**Positive Approaches to Palliative Care** (2004) *Jones A, Tuffrey-Wijne I.*

**Positive Approaches to Communication** (2002) *Bradley A.*

**Positive Approaches to Managing Mental Ill Health** (2003) *Brooke J.*

**Positive Approaches to Assessing Care Planning** (2002) *Bradley A.*

## Autism



**Activity Schedules for Children with Autism: Teaching Independent Behavior** (1999) *McClannahan LE, Krantz PJ.*

Activity schedules enable children with autism to accomplish activities with greatly reduced adult supervision. An activity schedule is a set of pictures or words that cues a child to engage in a sequence of activities. When this is mastered, children are more self-directed and purposeful in their home, school, and leisure activities. In this book, parents and professionals will find detailed instructions and examples to help them: Assess a child's readiness to use activity schedules; Prepare a first photographic activity schedule; Understand how to use graduated guidance as a teaching tool; Monitor progress; Introduce new elements such as choice and use of timers; Expand social skills; Progress to written schedules. This book can be used successfully with adolescents and adults also.

**Right from the Start: Behavioral Intervention for Young Children with Autism: A Guide for Parents and Professionals** (1998) *Harris SL, Weiss MJ.*

In this book, the authors explain how the teaching method known as Intensive Behavioral Intervention (IBI) can benefit young children with autism and related disorders. This includes all children whose diagnosis falls within the broad spectrum of Pervasive Developmental Disorder (PDD), especially those five and younger. Applied Behavior Analysis (ABA), the central component of IBI is discussed and readers learn how ABA can be used to teach speech and language, social, motor, and adaptive skills through a system of repetition, reward, and goal adjustment. The descriptions of a real-life family going through the process of understanding their young child's diagnosis and choosing an intensive behavioural intervention programme bolster the confidence of other parents in making their own evaluations. The authors also discuss what families should consider before choosing any treatment method and specifically what key elements an IBI programme should have. Curriculum, professional roles, parent involvement, inclusion, and the pros and cons of a home-based versus center-based programme are all covered.

## Research

**Inclusive Research with People with Learning Disabilities: Past, Present and Futures** (2003) *Walmsley J & Johnson K.* In this volume the authors discuss participative approaches to research and provide an account of inclusive practice with people with intellectual disabilities. They examine the origins and the process of inclusive research, describing how and why it takes place, who carries it out, who funds it, how it is designed, and how it relates to policy and practice. They also look at the challenges inherent in this work, such as balancing the voice of the researcher with that of the participants and clarifying roles within research projects. This book is for researchers, policy makers, students as well as health and social care professionals.

**The International Handbook of Applied Research in Intellectual Disabilities** (2004) *Emerson E, Hatton C, Thompson T, Parmenter TR. Eds.* Presented in this publication is an overview of the use of research, and evaluation methods in this field. It offers contributions from a range of active researchers of international standing in their particular field, to summarise current thinking in relation to key conceptual and

methodological issues. The authors discuss broader aspects of the historical and social context within which research is undertaken, approaches to measurement, and the application of research methods to understanding the nature of intellectual disability, the needs of people with intellectual disabilities and the effectiveness of services designed to support people with intellectual disabilities.

**Researching Disability Issues** (1998) *Moore M, Beazley S, Maelzer J.*

This book is designed to meet a need for clear illustrations of how to carry out research which seeks to explore disability issues. It aims to demonstrate the value of a critical attention to social, rather than medical starting points for researching disability, through reviewing a variety of studies which look at different aspects of the lives of people with disabilities. Different quantitative and qualitative methodological frameworks are considered ranging from analysis of observation data concerning children with disabilities in schools to rich conversation-based data which focuses on family life.

## Research continued

### **The Hard-pressed Researcher: A Research Handbook for the Caring Professions** (1999) *Edwards A. & Talbot R.*

This book provides guidance on how to undertake a research project. It has been written specially for practitioners and students in the fields of education, health and social care and assumes no specific knowledge of the research process. This revised and updated version of the first edition covers the major modes of research (experimental research, survey work, case study, interpretative research and action research) and provides step-by-step guidance from conceptualisation through to report writing. Each chapter provides sources for further reading and the book ends with a series of statistical tables.

### **An Introduction to Qualitative Research** (2002) *Flick U.*

This second edition retains all of the student-friendly elements and structured qualities of the first preserving its status as the essential introductory text for all students of qualitative research. All of the major theories, methods and new approaches are still presented in an accessible manner. The incorporation of practical examples and summary boxes, helping to inform students and researchers of the right decisions to take in terms of research strategy, ensures that this text remains practical.

### **Research Methods in Psychology** (2003) *Shaughnessy JJ, Zechmeister EB, Zechmeister JS.*

Considered one of the best undergraduate methods texts in the field, this book has been praised for the clarity of its writing style, its logical organisation and depth of coverage, and the variety of examples from different fields of psychology. A revised structure features fourteen chapters to help students' understanding and instructors' flexibility of assignments. Students are encouraged to think critically by taking a problem-solving approach to the study of research methods. Stressed also is the importance of the analysis and interpretation of evidence gathered and the analysis of the strengths and weaknesses of the method chosen. Five parts cover: general issues; descriptive methods; experimental methods; applied research; and analysing and reporting research.



### **Real World of Research** (2002) *Robson C.*

This text furnishes students with the skills necessary in order to conduct research in "real world" situations. For this second edition, the text has been revised in order to bring it up-to-date, and to make it as useful as possible for teachers and students from a range of behavioural and social science disciplines. Four parts cover

Before you Start; Designing the Enquiry; Tactics: The Methods of Data Collection and Dealing with the Data. Included in the appendices are Writing a Project Proposal and The Roles of Practitioner-Researchers, Researchers and Consultants in Real World Research.

### **Multivariate Data Analysis, 5th ed.** (1998) *Hair JF Jr, Anderson RE, Tatham RL, Black WC.*

Today's researcher is faced with ever-increasing amounts of information and the need for an objective method of discovery as well as explanation. In approaching this

revision, the authors have embraced both the academic and applied researcher with a presentation strongly grounded in statistical techniques. While focusing on design, estimation, and interpretation, the authors reduce the reliance on statistical notation and terminology, and instead identify the fundamental concepts that affect the use of these techniques. The result is an applications-oriented introduction to multivariate analysis for the non-statistician.

### **Case Study Research Methods** (2000) *Gillham B.*

Drawing on his vast experience of teaching and mentoring researchers, Bill Gillham here provides a comprehensive guide to case study research. Using real life examples throughout, this book guides the reader through all the stages of a case study, from initial design to the processing and writing up of findings. Especially detailed guidance is offered on: Observation techniques; Using documentary and electronic resources and physical artefacts; Conducting interviews; Analysing and writing up case study data.

### **Case Study Research in Educational Settings** (1999) *Bassey M.*

This book offers new insights into the case study as a tool of educational research and suggests how it can be a prime research strategy for developing educational theory which illuminates policy and enhances practice. Several different kinds of case studies are identified, namely: theory-seeking, theory-testing, story-telling, picture-drawing, and evaluative case study and there are substantial examples of each of these. Readers are taken through the various stages in conducting case study research, including a helpful account of data collection and data analysis methods. Structured, narrative and descriptive approaches to writing case study reports are also discussed and the value of conducting an audit is considered.

### **Ethics in Research with Human Participants** (2000) *Sales BD. & Folkman S. Eds.*

This book is an educational, advisory resource that promotes scientific rigor within an ethical context. Throughout, it emphasizes practical solutions to ethical problems. In addition to laying the moral foundations of research with human participants, the examples and analyses in this book will help researchers identify conflicts of interest, plan research, recruit participants, and maintain their trust and safety. The larger aspects of managing the research process are also covered, including training researchers, dealing with authorship and intellectual property issues, working with special populations, updating protocols for institutional review boards, and managing matters of informed consent, privacy, and confidentiality.

### **Writing Reports** (2002) *Seely J.*

This book is aimed not just at those who write reports for businesses, but for many different areas of life, such as local societies and voluntary groups. Covering all aspects of preparing and writing reports, it contains strategies for adapting the process to the specific situation of the reader. In two sections, the first traces the different stages involved in writing a report, the second gives easy look-up advice and contains sample reports with analytical and critical commentary. Written in a clear and accessible way, full use is made of graphic and other devices to provide maximum clarity.

## Research *continued*

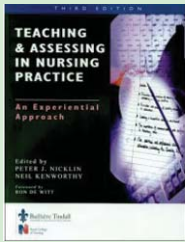
### **Writing Good Reports (The things that really matter about writing good reports)** (1999) *Bowden J.*

This book addresses the essentials of effective report writing and focuses on the things that really matter to you, whatever type of report you may be required to write. It shows you how to write a report that is easy to read, easy to understand and easy to act on; how to prepare and draft it, refine the layout and add the vital finishing touches.

### **Literature Searching: A User Guide** (2002) *Miller C.*

The purpose of this publication is to provide information on effective literature searching for physiotherapists, physiotherapy students and assistants. The publication examines the purpose of literature searching, where to find information, sources of information and how to search the literature. Although the information is primarily aimed at physiotherapists it may also be useful to other health care professionals.

## Nursing



### **Teaching and Assessing in Nursing Practice: An Experiential Approach** (2000) *Neckline PJ & Kenworthy N. Eds.*

This book provides a guide to the requirements of teaching in practice courses. It provides a balance of educational theory with practice and uses an experiential approach which recognises the stages through which

learners progress and encourages them to reflect on and apply the principles to their own experiences. The major themes of the books are: Principles and practices of teaching, learning and assessing in clinical practice; Principles and practice of quality management in education; Creating a supportive learning environment; The importance of communication and counselling skills in the teaching role. In this new edition these essential themes are retained, and reflected also are the recent context of nurse education and changes both statutory and regulatory, within health and higher education.

### **Critical Thinking in Practical/Vocational Nursing** (2002) *White L.*

The ability to think on one's feet is crucial for today's nurses. This book helps nurses adapt to the rapidly changing educational and work environments. It includes a discussion of both critical thinking and study skills concepts to help nurses adjust to these changes.

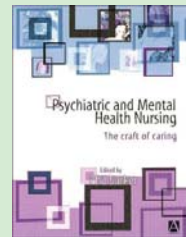
### **Looking into the Future: Maximising the Nursing Contribution to a Comprehensive Intellectual Disability Service** (2003) *Nursing and Midwifery Planning and Development Unit, ERHA*

This report sets out to identify what action is required to help secure the nursing contribution to the intellectual disability service within the ERHA area. It was developed in response to a call from practising Registered Mental Handicap Nurse practitioners and clinical nurse managers for a framework that draws together regional and local action required or underway, that will inform and develop clinical nursing practice, service development regionally and ultimately improve the quality of care for clients with an intellectual disability and their families.

### **Nursing and Human Rights** (2003) *McHale J & Gallagher A.*

Nurses and nursing bodies have long been concerned with ethical practice. The implementation of the Human Rights Act

1998 provided the impetus for a reconsideration of professional ethics and the role of rights. This book considers the impact of legislation on nursing practice in relation to a number of specific areas: Rights and reproduction; Human rights and consent to treatment; Human rights and mental health care; The right to privacy and health information; Rights and the allocation of health care resources; Research and rights; Rights and the end of life. Written by a health care lawyer and a nurse with a long-standing interest in ethics and professional issues, this book provides an account of the complex and legal issues which arise in these areas.



### **Psychiatric and Mental Health Nursing: The Craft of Caring** (2003) *Barker P. Ed.*

The central feature of this textbook is its emphasis on a new concept of nursing practice i.e. the craft of nursing: the idea that the care of people with psychiatric and mental health problems is neither science nor art, but a creative

combination of both. This guides the reader to look beyond the medical diagnosis, emphasizing the need for nurses to extend the treatment offered by other disciplines. Divided into 10 main sections, the book covers a wide range of psychiatric and mental health nursing settings, from acute, psychiatric intensive care units, and forensic settings, where the primary focus is on reducing distress and preventing further deterioration, to community settings, where the focus turns to the developmental aspects of genuine "mental health care". Contributions are mainly from the UK, but also from USA, Canada, Australia, Western Europe incl. Ireland.

### **Guidelines for Mental Health and Learning Disabilities Nursing: A Guide to Working with Vulnerable Clients** (1998) *United Kingdom Central Council for Nursing, Midwifery and Health Visiting (UKCC)*

This booklet has been produced as a guide for nurses working with clients with mental health and/or intellectual disabilities. These guidelines should help you develop and enhance your awareness and understanding of your own accountability by thinking through courses of action in relation to particular ethical and professional issues. There are chapters on accountability, consent, inter-disciplinary working, evidence-based practice, advocacy, autonomy, relationships, confidentiality, and risk management.



## The High Tide Disability Series

This series was designed with the goal of presenting a broad range of essential topics to people working in the field of disabilities. These handbooks are practical guides to help serve and support people with disabilities so that they might live richer, fuller lives.

**Outcome Management: Achieving Outcomes for People with Disabilities** (1995) *Dykstra A.*

The framework for putting fundamental change to work in your organisation is outlined in this book. By providing the philosophical foundations for his theories on learning, risk-taking, exploration, successful relationships, and personal responsibility, the author prepares us to understand the practices and methodologies he proposes. He provides approaches to clinical policies and procedures, as well as management strategies for leading organisations.

**Human Rights Committees: Keeping Organizations on Course** (1999) *Baker S, Tabor A.*

Baker and Tabor guide you through the issues, questions, concerns, and the nuts-and-bolts necessary to forming or enhancing a Human Rights Committee.

**Variable Pay: Aligning Employee Compensation with Organizational Goals** (2002) *Cohen N.*

This handbook offers a practical guide to using the Variable Pay practice to serve the highest purpose of an agency i.e. increasing the quality of services. It outlines the reasons to pursue a win-win environment, share financial information with employees, and tie performance indicators like attendance, utility costs, and quality of interaction to an employee's pay raises.

**Medical Issues: For Adults with Mental Retardation - Developmental Disabilities** (1999) *Tyler CV.*

This handbook offers information on commonly under-recognised health problems, preventive health care, evaluation of functional decline, and working with your primary care physician.

**Functional Assessment and Intervention: A Guide to Understanding Problem Behavior** (2003) *Carr JE, Wilder DA.*

Written for professionals in the field of intellectual disabilities this handbook provides a hands-on, practical approach to recognising, analysing and understanding challenging behaviours and helps you begin to use a variety of proven strategies that help people achieve the outcomes they want, without having to resort to the challenging behaviours that distance themselves from those around them and, in some instances, risk their health and safety.

**Vantage Point: A Dynamic Approach to Employee Orientation** (2002) *Suess G, Heikkinen J.*

This handbook explains the Vantage Point approach i.e. a programme which puts new employees in the place of the people they will serve. On their first day at work, Vantage Point trainees take a 5-senses journey through the day of a person with disabilities (all from the vantage point of a wheelchair, blindfold and adaptive equipment). Their experience is intended to be a recipe for empathy, caring and trust.

**The Exemplar Employee: Rewarding and Recognizing Outstanding Direct Contact Employees** (2000) *Dykstra A, Gustafson D.*

Written for managers and executives in the field of intellectual and physical disabilities, this handbook provides the philosophy, guidelines, and specific advice for putting an Exemplar Employee recognition programme in place in your own organisation. The authors show how to reward and recognise your organisation's role models, encouraging excellence from all and, ultimately, benefiting the people you serve and support.

**The Lillie Leapit Award: Using organizational symbols to facilitate employee recognition** (2000) *Gustafson D.*

The Lillie Leapit Award is a follow-up to The Exemplar Employee and written for managers and executives in the field of intellectual and physical disabilities. It offers ideas for establishing effective, inexpensive recognition programmes with employee input. The author details how to develop your organisation's mascot award, including how to encourage peer-to-peer recognition, evaluate the programme, and overcome barriers to success.

**Managed Care and Developmental Disabilities** (1999) *Mitchell D.*

The author traces the advent of managed care in the United States from both the acute and long-term care perspective, analyses the forces at work in government and the health care industry, points to the likely future outcomes, and suggests ways to prepare for and make the most of the far-reaching and significant changes to come for the field of intellectual disabilities. This book is for anyone concerned with the future of health care for persons with disabilities, as well as the quality and cost of that care.