



LIBRARY LINES

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

Book reviews in this issue cover the following areas:

- Information Technology / Assistive Technology / Communication
- Health / Hygiene
- Mental Health – Intellectual Disabilities
- Challenging Behaviour / Anger Management
- Intellectual Disability Nursing, and
- General texts on Intellectual Disabilities / Disabilities



Library Len



Congratulations!

Congratulations to Jennifer Sherlock, Supervisor, and Bryan Collins, Instructor, of the Multimedia Library, St John of God Kildare Services, on winning the Overall Award at the St John of God 2006 Innovations Awards for their wonderful work on the Multimedia Library (library and assistive technology services for people with intellectual disabilities).

My appreciation to Jennifer and Bryan, and their colleague, Sandra, who provided reviews for this issue.

St. John of God
Library and
Information Services

Information Bulletin

Vol. 10 No. 1
Summer 2006

Information Technology / Assistive Technology / Communication

Teaching Communication Skills to Students with Severe Disabilities, 2nd ed. (2005) Downing J.E.

This book is all about understanding that communication is the most important tool that can be given to anyone. The nice thing about this book is that they approach the subject of physical as well as intellectual disabilities. They go into how emotional disorders can interfere with effective communication, especially in unfamiliar situations. The problems that can be encountered with sensory impairments i.e. vision and hearing loss. "90% of something we want to say is non-verbal" (Evans, Hearn, Uhlemann & Leavy).

This book is for all levels from professionals to parents/advocates & key workers. Use this book with pre-school children to adults. It uses real life case studies on students of different ages.

Chapter 2 goes into the assessment procedure giving some very good examples of assessment forms. I have taken these forms and used them, the questions I use will depend on the age of the service-users. These forms help me get a full picture of the individual's needs and wants in relation to communication.

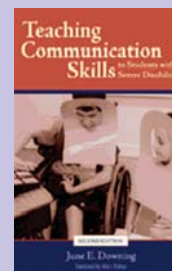
In the following chapters, we are introduced to different forms of communication from simple pictures to assistive technology devices i.e. speech generating devices, computers.

From here on you are given some very good advice on what forms to try to implement these, starting off with the very basic symbols, it makes you look at the symbols that are effective like the McDonalds sign or Coca Cola. These are recognised throughout the world.

We are continually using this book to get inspiration and ideas on what way to proceed with people with intellectual disabilities and behavioural issues.

I have been so impressed with this book I have recommended that we purchase a copy to keep on hand. This book gives you the ideas/suggestions on how to give control back to the service-user.

Review by: Jennifer Sherlock & Bryan Collins



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.

Technology for Inclusion: Meeting the Special Needs of All Students (2003) *Mary M.*

Technology for Inclusion is written for hands-on practitioners, teachers, service users and students. It is written in an informal style, with a heavy research based leaning. It appeals to both pre-service and professional in-service audiences. This book should allow people to assess their technology skills, while reflecting on the current impact of technology on service users.



Technology for Inclusion creates a vision of what technology can offer for a Service User while reviewing the various application and assessment tools available throughout the curriculum, the life cycle and social settings. It encourages teachers and students to use technological tools and devices (e.g. the internet) as an inclusive device within the family, school and wider community.

Review by Jennifer Sherlock & Bryan Collins

Learning to Solve Problems with Technology:

A Constructivist Perspective (2003) *Jonassen DH., Howland J., Moore J. & Marra M.*

Rather than focus on technology as a tool to teach with, this text stresses that technology e.g. video, hypermedia, the internet, is an excellent tool to learn with. The emphasis is on learning to solve problems. By concentrating on problem solving with several specific media, the authors show how a variety of technologies can be used to engage students in personally and socially constructed meaning. They address the internet, and how it can be used to foster community building; video, and how naturally students take to being behind the camera; and multimedia, as a new form of interactive literacy.



Getting IT: Using Information Technology to Empower People with Communication Difficulties (2006) *Murray D. & Aspinall A.*

Information technology (IT) has great potential to be an effective and empowering means of communication for people with communication difficulties. This book explores how IT can help such people communicate in more direct ways and increase their independence. The authors examine common problems faced by people with intellectual and communication difficulties, e.g. being judged on appearances, encountering impatience, having problems identifying and understanding key information and difficulties communicating decisions. They demonstrate how IT can help solve these problems: by using for example, internet search tools for accessing information at home, the socially neutral media of typed letters and emails, and anonymous, non-judgmental internet chatrooms and discussion forums. Three case studies are featured throughout the book as well as guidance on how to use common IT software and the technology available for people with specific difficulties.

Shot by Shot: A Workbook about Using Video With People With Learning Difficulties (1999) *Rothwell J. & Shaw J.*

Drawing on the experience of 'Fastforward', a project set up by Mental Health Media in 1994, this resource pack helps groups to exchange ideas through video, shares examples of good practice, and offers information to groups who want to use video but don't know where to start. It is aimed at day centre workers, self-advocacy facilitators, social workers, occupational therapists, community media workers and other support workers. This pack contains: 1. Shot by Shot workbook, an easy to use introduction to video work for people with intellectual disabilities, including activities and ideas to get you started; 2. Fastforward video, featuring clips from six short videos produced by people with intellectual disabilities (16 mins).

Computer Resources for People with Disabilities: A Guide to Assistive Technologies, Tools and Resources for People of All Ages (2004) *The Alliance for Technology Access*

This book provides a comprehensive guide to choosing computers and peripherals. It starts by looking at the reasons why one needs a plan, to focus on personal goals and ways in which technology can help achieve these goals. It provides a number of "real life" examples of how technology can help people with disabilities utilise assistive technology to their advantage and achieve their goals.

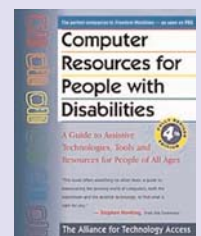
A number of worksheets are provided to help track the assistive technology plan, looking at again this helps to keep focussed. These worksheets, I found useful as they provided a means to probe and raise questions, ideas, suggestions which may not originally have been considered or thought about. It provided very useful practical thought provoking information, useful for perhaps somebody who is unaware of potential "technology" problems which can sometimes crop up.

The book outlines the various types of assistive technology available. It gives practical guidelines and description in clear understandable language of this technology. Suppliers are also detailed. It stresses the importance of matching the appropriate technology with the person's individual needs and requirements.

Legislation and funding strategies are also discussed.

While the book focussed on disability it did not cover in any great detail intellectual disabilities which was disappointing.

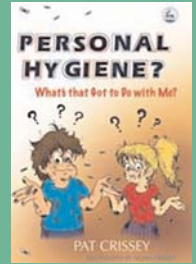
Review by Sandra Oxley, Moore Abbey



Health / Hygiene

Personal Hygiene? What's That Got To Do With Me? (2005) *Crissey P.*

Developed for young people aged 8 to 14, this book explains the basics of personal hygiene and helps them understand the social implications of neglecting personal hygiene. It has cartoons throughout, and quizzes and activity pages provide numerous opportunities for repetition and reinforcement of what to do to establish good personal hygiene. There are also hands-on activities to demonstrate why and how to perform various hygiene tasks, along with a set of worksheets that help students set up a daily schedule to allow time for completing hygiene tasks. This book is also suitable for young people with intellectual disabilities.



POMONA: Status of Health Monitoring for Adults with Intellectual Disability in the Member States (2005) *National University of Ireland (UCD), Noonan Walsh P.*

Funded by the Public Health Division of the European Commission (EC), the POMONA project (2002-2004) aimed to identify a set of European health indicators for people with intellectual disabilities (ID). Pomona is unique in its focus among the projects selected for funding by the EC, as it is the only project that specifically addresses the needs of people with intellectual disability. By developing a draft set of 18 health indicators specifically for people with ID, POMONA aims to advance the future understanding of health of people with ID across the EU, and facilitate the planning, monitoring and evaluation of health programmes. Throughout the project, a consultation process was conducted in each Member State with a variety of interested parties such as individuals who have intellectual disabilities, family members, advocates, health professionals and policy makers.

Oral Health of Adults with an Intellectual Disability in Residential Care in Ireland 2003 (2005) *Crowley E, Whelton H, Murphy A, Kelleher V, Cronin M et al.*

This national oral health survey was a collaborative project involving The Dept of Health and Children and the Health Boards and was coordinated by the Oral Health Services Research Centre in UUC. Specific objectives of this study were: 1. To conduct an assessment of oral health needs of adults with intellectual disability in residential care; 2. To measure current oral health care practices; 3. To measure the current level of service provision; 4. To assess barriers to care; 5. To communicate the findings of the study to decision makers at departmental and service level.

Meeting the Health Needs of People with Learning Disability (2001) *Thompson J & Pickering S.*

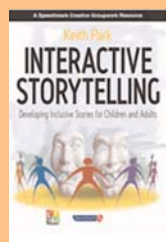
The main focus of this book is the right of people with intellectual disabilities to live long and healthy lives. There are four sections, working from the general political and professional factors, which impinge on health, through to specific strategies for assisting individuals to improve their health and reduce high-risk behaviours. The central focus throughout is the person who has an intellectual disability, all issues are addressed in this context. Short case studies are incorporated, as well as practice examples, 'think' points and action points.



Intellectual Disabilities / Disabilities - General

Interactive Storytelling: Developing Inclusive Stories for Children and Adults (2004) *Park K.*

Interactive storytelling, where the story is spoken or chanted, began as a way to include individuals with severe and profound intellectual disabilities in larger group activities, whether children at school or adults in day services. The stories are performed in call-and-response - one person calls out a line and the rest of the group respond either by calling back the same line or by calling out a pre-arranged response. Various stories are explored, ranging



from folktales and pantomime to poetry, the works of Charles Dickens, Shakespeare and stories from the Old Testament. This hands-on manual will enable teachers, therapists, parents and anyone working with children or adults in community settings to use performance and recital to bring stories, drama and poetry to life for people, irrespective of their level of disability.

Demystifying Syndromes: Clinical and Educational Implications of Common Syndromes Associated with Persons with Intellectual Disabilities (2004) *Griffiths D & King R.*

This book was developed to be a practical summary of some of the common syndromes related to intellectual disability for professionals and students in the field. The editors have selected some common and some lesser known syndromes that are associated with persons with intellectual disabilities and coexisting mental or behavioural challenges, specifically Fragile X syndrome, Down's syndrome, Williams syndrome, Smith-Magenis syndrome, Pervasive Developmental Disorders, Tourette's syndrome, 22q Deletion, Smith-Lemli-Opitz syndrome, and Angelman Syndrome. The objective was to demonstrate how and why support and treatment can be individualised by recognizing the differential realities of persons, with various syndromes, who are all labeled as intellectually disabled.

Intellectual Disabilities / Disabilities - General

Ageing with a Lifelong Disability: A Guide to Practice, Program and Policy Issues for Human Services Professionals (2004) *Bigby C.*

Based on the author's research experience and social work practice, this guide discusses the issues and practicalities confronting older people with a lifelong disability, including discrimination. Bigby proposes an integrated framework of service development that incorporates the physiological, psychological and sociological challenges of ageing. Particular focus is given to lifestyle planning, encompassing daily activities and leisure, housing and support, advocacy, case management and health. Consideration is also given to working with older parental carers of adults with a lifelong disability to support preparation and planning for the transition from parental care.

Understanding Learning Disabilities: A Video-based Training Resource for Trainers and Managers to Use with Their Staff (2004) *MacKinnon S, Bailey B & Pink L.*

The aim of this training pack is to facilitate and promote a greater understanding of intellectual disabilities; to help managers and care staff develop skills to devise intervention strategies to lessen the effects of the core difficulties associated with intellectual disabilities; and to assist agencies as they develop a more consistent strategy towards clients with intellectual disabilities. The pack was developed by clinical psychology and speech and language services into a "video-based training workshop". Provided is the theoretical background to the topics covered in the workshop; the materials to run the workshop; the methods of running the workshop; and a standardised way to provide core training to staff teams. Video running time: 30 mins.

The Human Rights of Persons with Intellectual Disabilities (2003) *Herr SS., Gostin LO. & Hongju Koh H.*

This volume brings together two important contemporary social movements: human rights and disability rights. It analyses the global struggle to realise equality, dignity and comprehensive human and civil rights for persons with intellectual disabilities. In twenty chapters, contributors from a range of disciplines address the latest international developments in the field. These include international human rights standards and other sources of legal protection, non-discrimination laws and the economics of equality, preventative technology, remediation and habilitation, and lifestyle choices and autonomy. This book identifies recent international advances in their human rights and public policy positions, in addition to making recommendations for further advances at both national and international levels.

Human Rights and Disability: The Current Use and Future Potential of United Nations Human Rights Instruments in the Context of Disability (2002) *Quinn G., Degener T., Bruce A., Burke C. & Castellino et al.*

The first aim of this study, which was based on an initiative of the Commission on Human Rights, is to clarify the relevance of the six United Nations human rights treaties to disability identifying the various obligations of States parties under the treaties and explain how the relevant enforcement mechanisms work in the context of

disability. The second aim of the study is to review how the system actually works in practice with respect to disability, by looking at how States parties report to the treaty monitoring bodies on human rights and disability and how the treaty monitoring bodies respond. The third aim is to provide options for the future and to strengthen the current system, while arguing for the adoption of a thematic convention on the rights of persons with disabilities.

National Standards for Disability Services, and, Audit Tool for the National Standards for Disability Services (2004) *NDA & DOH.*

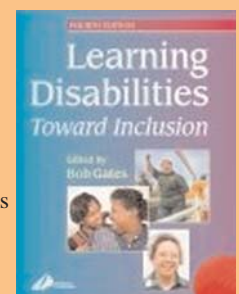
The National Disability Authority (NDA) and the Department of Health and Children have actively worked in partnership since June 2002 on the development of 'National Standards for Disability Services'. The aims of these standards are to ensure: That the safety, dignity, independence and well-being of service-users are protected and promoted; That person-centred service provision is established and nurtured in these services, and; That all services are provided to an agreed level of quality and performance and that the level of quality is consistent on a national basis. The "Audit Tool for the National Standards for Disability Services" is also available.

Handbook of Disability Studies (2001) *Albrecht GL, Seelman KD, Bury M.*

Drawing on the insights of disability scholars around the world and the advice of an international editorial board, this book engages the reader in the critical issues and debates framing disability studies and places them in an historical and cultural context. Divided into three sections, each part consists of original chapters designed to map the field and explore the key conceptual, theoretical, methodological, practice, and policy issues that constitute the field. Each chapter provides an analysis of issues on a topic in disability studies, a critical review of literature in that area, and an agenda for future research and practice. The Handbook answers the need expressed by the disability community for a thought-provoking, interdisciplinary, international examination of the field of disability studies. This book will be of interest to a wide range of interest groups.

Learning Disabilities: Toward Inclusion (2002) *Gates B, Ed.*

Recent developments in the field of intellectual disabilities, in the UK and elsewhere, is the focus of this textbook. It includes the future course outlined in the English White Paper "Valuing People". The four guiding principles of this legislation are central to the content of this book: rights, independence, choice and inclusion. The contents is divided into eight sections: 1. Understanding learning disabilities; 2. Services and support for people with learning disabilities; 3. Distressed states of learning disability; 4. Helping people achieve independence and well-being; 5. Therapeutic interventions for people with learning disabilities; 6. Relationships and learning disabilities; 7. European dimensions; 8. Education and leadership.



Mental Health – Intellectual Disabilities

Training Handbook of Mental Disorders in Individuals with Intellectual Disability (2006) *Cain NN, Holt G, Davidson PW & Bouras N.*

Recognising mental disorder in individuals with intellectual disabilities can make quite a difference in how they are understood and treated, which greatly improves their quality of life. This book brings together experts in the field in providing mental health care for individuals with ID. It is designed to help clinicians and health service providers with limited experience in working with such individuals. It focuses on assessment, recognition of psychiatric symptoms and various treatment options available. It discusses the difficulties of doing a comprehensive assessment and gives guidelines, as well as, descriptions of some tools that might be used. It looks at DSM-IV disorders, describes how the symptoms may manifest, gives some commonly observed behaviours that help identify mental disorders and provides some clinical examples. Discussion of treatment includes modalities used with individuals with ID, a description of how comprehensive care might be provided and a review of the ethical issues involved in providing care.

Psychiatric and Behavioural Disorders in Developmental Disabilities and Mental Retardation (1999) *Bouras N, Ed.*

Quality of life issues for people with intellectual disabilities have come to attention increasingly over recent years with improved community and social integration. In tune with this mood of concern, Dr Bouras has gathered together a dossier of facts and concepts for

all those involved with the care of the dually diagnosed. Drawing on both clinical experience and the latest research, it provides views from an international and multi-professional team of contributors. The authors highlight the principles of good clinical practice in assessment, management and services, providing advice for a wide range of mental health professionals including psychiatrists, nurses, therapists, social workers, managers and service providers.

Mental Health in Learning Disabilities: A Reader (2005) *Holt G., Hardy S. & Bouras N.*

This reader provides up-to-date information on mental health problems in people with intellectual disabilities. This new edition has been rewritten and extended to take account of recent developments in services and treatment. Written by a range of contributors from multi-disciplinary backgrounds, this resource provides information and learning opportunities for support staff, professionals and managers in the field. Organised into 18 chapters, the reader is provided with information and a variety of training techniques to develop the skills and knowledge that support staff need to meet the mental health needs of people with intellectual disabilities. Explored are issues such as: assessment; biological, psychological and social interventions; service factors; challenging behaviour; epilepsy; stress management; legal and ethical issues; risk assessment/management; autism; older people; families; offenders; cultural diversity; staff training.

Intellectual Disability Nursing

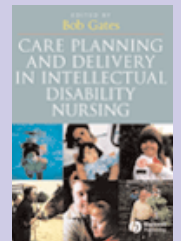
Learning Disability Nursing (2004) *Turnbull, J, Ed.*

Explored in this book is the theory and practice of intellectual disability nursing, with an emphasis on understanding the experiences of intellectual disability nurses as they seek to practice effectively. With contributions from fourteen leading professionals in this field, this volume develops a framework for intellectual disability nursing practice; examines key issues for people with intellectual disabilities; identifies distinctive features of intellectual disability nursing; supports intellectual disability nurses in developing their roles and supporting those with intellectual disabilities in exercising their rights, and explores ethical and moral dilemmas, challenges and successes.

Care Planning and Delivery in Intellectual Disability Nursing (2006) *Gates, B.*

Care planning and delivery form an essential part of everyday

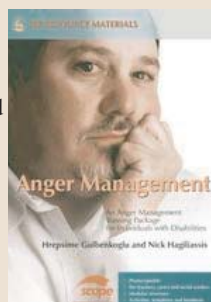
practice for all intellectual disability nurses. This volume explores how nurses can enable people with intellectual disabilities to obtain good quality care, encouraging them to use the best possible guidance to plan their professional care and to reflect on their practice. This first section explores care planning, care pathways, person-centred planning, life planning, legal and ethical implications of care planning and risk management. The second section explores care planning for people with profound or complex needs, care planning for good health, and care planning and delivery in more specialist settings including forensic, mental health, palliative care, community nursing and residential settings.



Challenging Behaviour / Anger Management

Anger Management: An Anger Management Training Package for Individuals with Disabilities (2006) *Gulbenkoglou H. & Hagiliassis N.*

Designed specifically for people with intellectual disabilities, this training pack provides tried and tested practical training strategies for anger management trainers, psychologists, and counsellors. The programme consists of 12 fully-scripted sessions dealing with topics such as recognising feelings of anger, learning to relax and think calmly, being assertive and handling problems competently. Each session follows a standard format and includes an opening explanation, a review of key learning aims, and a summary. Photocopiable handouts, facilitator scripts and evaluation sheets are provided to accompany the sessions.



Communicative Alternatives to Challenging Behavior: Integrating Functional Assessment and Intervention Strategies (1993) *Reichle J. & Wacker DP.*

This book explains how challenging behaviour can be redirected into socially acceptable behaviour through functional communication intervention. Researchers in the fields of communication and applied behaviour analysis offer hands-on assessment and intervention strategies that can be used in school, home, work, and community settings. The practical chapters in this volume address empirical, conceptual, and programmatic issues, and provide support and intervention strategies. This book aims to support speech and language therapists, psychologists, teachers, researchers, and students in their efforts to help individuals with challenging behaviour to use socially acceptable, communicative alternatives.

Challenging Behaviour / Anger Management

Communication-based Intervention for Problem Behavior: A User's Guide for Producing Positive Change (1994) Carr EG., Levin L., McConnachie G., Carlson JL., Kemp DC. & Smith CE.

Demonstrated in this book is how to uncover the communicative purpose that problem behaviour often serves, and how to teach individuals alternative skills for expressing their needs and influencing their environment, rather than aggression and self-injury. Consolidating years of research, this step-by-step guide details methods for managing episodes of challenging behaviour, conducting initial and outgoing functional assessments, selecting and teaching forms of communication, using an array of intervention strategies, and working toward maintenance and generalisation. A resource for educational and vocational staff, behaviour specialists, teachers, job coaches, parents and psychologists to help people with intellectual disabilities curtail challenging behaviour and gain greater independence in the community.

Severe Behavior Problems: A Functional Communication Training Approach (1990) Durand VM.

Challenging behaviour often compounds the already difficult task of improving the lives of persons with severe disabilities. This book presents the procedures used in functional communication training, a positive approach for reducing severe challenging behaviour. The procedures described in this book have been validated by numerous empirical studies for use with children, adolescents, and adults who display behaviours as diverse as aggression, self-injury, tantrums, and bizarre, psychotic speech. This book has step-by-step instructions and case examples of assessment and intervention strategies.

Risk in Challenging Behaviour: A Good Practice Guide for Professionals (2005) Powell S.

This good practice guide sets out a structured and systematic approach to the identification, assessment and management of risks associated with challenging behaviours and intellectual disabilities. It covers philosophical and organisational issues and the nature of risk and risk-taking before going on to describe good practice in working with risk. Checklists and pro formas are provided to aid working with and assessing risk. There is also a section covering common problems in risk assessment where things might go wrong as a result of frame blindness, overconfidence or over-investment in expert solutions. Physical interventions are specifically discussed in the context of risk assessment.

Challenging Behaviour: Principles and Practice (1998)

Hewett D. Ed.

Staff from a variety of disciplines provide accounts of their work and the editor's commentary and summary highlights issues of practice, technique and theory from these accounts. This book is about working with people who have challenging behaviours and a resource for professionals, parents and carers. The focus and emphasis is on the practicalities: What is good practice? What do you do in challenging situations? What are good incident management procedures, particularly ones avoiding needless conflict and the use of dominance by staff? How do staff work together, plan and problem-solve?

Perspectives on Behaviour: A Practical Guide to Effective Interventions for Teachers (2000) Ayers H., Clarke D. & Murray A.

Eight perspectives and their implications for the classroom are outlined in this publication: biological, behavioural, cognitive-behavioural, social learning, psychodynamic, humanistic, ecosystemic and ecological. The biological perspective is included

solely for information, particularly with reference to ADD/ADHD. The other seven perspectives are examined through the use of case studies, examples of interventions along with the presentation of instruments and photocopiable materials.

Supporting a Child with Learning Disabilities and Challenging Behaviour: A Guide for Teachers and Classroom Assistants (2005) Powell S. & Green M.

In this booklet you will find practical guidance to supporting a child with an intellectual disability and challenging behaviour. Especially developed for teachers and classroom assistants, it defines challenging behaviour, identifies the particular difficulties that affect learning and the triggers that highlight the need for intervention. It includes simple and effective strategies that may help and a question and answer section dealing with challenging situations.

Understanding Difficult Behaviour: NAS Development and Outreach (1999) Bliss EV.

The aim of this booklet is to try and help parents to understand why their son or daughter uses difficult behaviour, by: Describing a basic example of how people learn to use difficult behaviour; Looking at finding the reasons for difficult behaviour and; Identifying a number of possible influences on difficult behaviour in the following areas: 1. physical health issues, 2. information processing - how your child takes in, stores and uses information, 3. the environment in which difficult behaviour occurs. Questions are included in each section to help you get a better understanding of why your child uses difficult behaviour.

Conduct Disorder and Behavioural Parent Training: Research and Practice (2005) O'Reilly D.

Provided in this book is an introduction to teaching and encouraging parents to use behavioural parent training with children with conduct disorder. Considering the individual, familial and social factors that influence the development of persistent antisocial behaviour, the author demonstrates that behavioural parent training and applied behaviour analysis can make a significant contribution to maintaining and continuing the improvement of children's behaviour further to the work that has been done with them in school. The author, who is the principal social worker at Lucena Clinic, offers evidence-based arguments for the effectiveness of compliance training, encourages positive parenting practices such as reinforcing good behaviour through attention, praise and enthusiasm and explains the effects of treatment on the child's siblings. He also considers the relative impact and costs of different settings and outlines ethical issues and future directions for research in this field.

Aggression and Other Disruptive Behavioral Challenges: Biomedical and Psychosocial Assessment and Treatment (2002) Gardner WI.

Aggression and related difficulties of conduct represent frequent targets of biomedical and psychosocial interventions. This book describes a multimodal contextual case formulation model that translates these treatment approaches into a single integrative focus. The various modalities (biomedical, psychological, and social-environmental) and contexts (instigating, central processing, and maintaining) conditions that influence frequency, severity, variability, and durability of aggressive responding are examined to provide an integrative diagnostic basis for individual centred treatments. A rehabilitative mental health treatment approach that emphasises interrelated triads of emotion-cognitions behaviours is offered as a model for guiding these treatments. There are separate chapters on sexual aggression and anger management training.