



Mental Capacity and Consent in Learning Disability (2nd edition)

**Understanding and Responding to Behaviour that
Challenges in Intellectual Disabilities (2nd edition)**

The Restorative Resilience Model of Supervision

By Dr S

Attachment-based Practice with Adults
Understanding strategies and promoting positive change

Anne
for 2

Person-centred active support

A training resource to enable participation, independence and choice
for adults and children with intellectual and developmental disabilities

Non-violent Resistance Innovations in Prac

Edited by Elisabeth Heismann, Julia Jude and Elizabeth Day

I Can Feel Good (2nd edition)

Sarah Asht
Bridget In



Pavilion Publishing and Media

Catalogue 2019

Health and Social Care resources for training, CPD and self-study

Pavilion Publishing and Media

Professional development to help change lives



Welcome to the 2019 Pavilion Publishing and Media catalogue, where you will find all of our best-selling training packs, handbooks and guides, as well as brand new titles and the opportunity to pre-order titles that are due out this year.

Pavilion inspires individuals to change lives – both their own and others' – through professional, workforce and personal development publications across public sectors of civil society that support, safeguard and educate communities. As a leading publisher of professional development products and services for public, private and voluntary workers in the health, social care and education sectors, we're committed to bringing you the

most up-to-date books, training materials, magazines and events that address the ongoing changes and development in your area of practice or interest.

We believe that everyone has the right to fulfil their potential, which is why we publish products and services that help raise standards, promote best practice and support continuing professional development.



Write for us

Want to become a Pavilion author?

We are always looking to work with new academics, service provider organisations, practitioners, trainers and individuals with lived experience.

If you are an expert in your field and would like to share your knowledge of a topic you are passionate about please get in touch or for further information visit: www.pavpub.com/write-for-us

Stay in touch

☎ +44(0)1273 434 943

✉ info@pavpub.com

🌐 www.pavpub.com

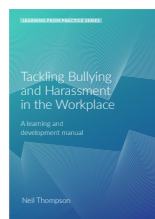
🐦 @Pavpub

✓ Sign up to our email bulletins at: www.pavpub.com/lets-stay-in-touch

New products for 2019

We are committed to making a positive difference through the forward-thinking and effective professional resources we publish for the health and social care sectors.

This year we will be launching a number of new and innovative publications written by authors with ample expertise and knowledge in their chosen field. Here is a small selection of our newest titles launching in 2019, and details of where you can find more information about them.



Learning from practice series
Find out more on pages 6-7.



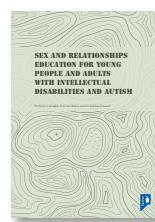
People with LD Hear Voices Too
Find out more on page 35.



Children and Young People's Mental Health: Early intervention, ongoing support and flexible evidence based care
Find out more on page 59.



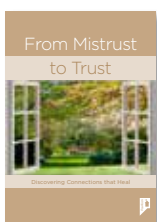
Structured Professional Judgment of Violence Risk
Find out more on page 8.



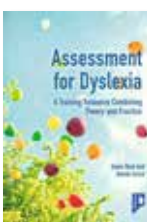
Sex and Relationships Education for Young People and Adults with Intellectual Disabilities and Autism
Find out more on page 45.



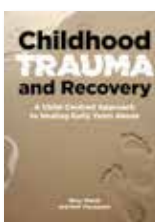
The Dementia Care Training Library
Find out more on page 16.



From Mistrust to Trust
Find out more on page 23



Assessment for Dyslexia
Find out more on page 23.



Childhood Trauma and Recovery
Find out more on page 24.



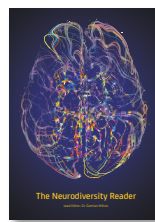
Child to Parent Violence and Abuse
Find out more on page 24.



Innovation and Change in Non-Profit Organizations
Find out more on page 8.



Positive Psychology in Business
Find out more on page 66.



The Neurodiversity Reader
Find out more on page 53.

Meet the editors

Meet some of the faces behind the training materials department.



Jan Alcoe

Publishing Consultant and Co-founder

Jan came from a background in Social Services training and learning disability. She co-founded Pavilion Publishing over 30 years ago and helped to build its portfolio of high quality staff training and development materials in health and social care. Jan still commissions new publications for Pavilion with leading experts in the field, including individual authors, academic institutions and service providers.



Darren Reed

Senior Publisher

Darren has worked in publishing for twenty years, managing programmes in areas including psychology, psychiatry, education, business and marketing. As Senior Publisher he commissions books and training materials for professional, academic and consumer audiences in psychology, mental health, education and social care. Please send proposals and publishing ideas to dreed@pavpub.com



Ruth Chalmers

Senior Production and Content Editor

Ruth came to Pavilion in 2015 having worked in journals production for several large publishers and across a range of subjects. Alongside colleague Mike she manages the book production process from submission of the manuscript through to the printing of the final product, liaising with authors and doing the editing and proofing. Ruth particularly enjoys working closely with our dedicated and knowledgeable authors, ensuring they have the support they need to produce the best possible publication.



Mike Bengé

Senior Production and Content Editor

Having worked in legal publishing for a number of years, and as a freelance journalist for a range of journals, Mike joined Pavilion's Editorial team in 2011. Along with Ruth Chalmers, he is responsible for guiding our authors through the writing and editorial process, editing manuscripts and managing the production of our books. Over the years Mike has worked on many of our best-selling titles, and helped many authors hone their work to the high quality our customers expect.

Contents

Health and Social Care Practice	06
• Learning from Practice	
Supervision	10
• Staff Supervision Models	• Early Years
• Midwives	• Schools
Vulnerable Adults, Older People	13
• Attachment-based Practice	• Dementia Care
• Risk Management	• Safeguarding
Children and Families	18
• Parental Mental Health and Family	• Child Health
• Trauma	• Youth Self-harm
Learning Disability	25
• Person-Centred Practice and Active Support	• Health
• Profound and Multiple Disabilities	• Sexuality
• Challenging Behaviour	• Communication
• Learning Disability and Mental Health	• Autism and Intellectual Disability
• Older People	
Autism	49
• Ten Rules Series	• Understanding Autism
• Supporting Autistic Students	• Phoebe Caldwell
Mental Health	58
• Children and Families	• Trauma
• Practice	• Assessment
• Depression	• Forensic
• Management and Psychology	• Addiction
Order form	69
Index	70

Key to symbols



Meets CPD
certification
criteria



Some parts of the
resource can be
photocopied/printed



Self-study



Postage code
See page 68 for
more information



Downloadable
resources



CD-ROM
resource



DVD
resource



Downloadable
as an ebook



Film

Learning from Practice

A new series of training manuals with online resources

Edited by Dr Neil Thompson

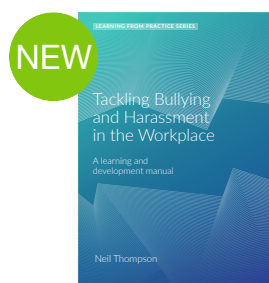
This exciting new series of learning and development manuals brings together a team of highly experienced writers, practitioners and learning facilitators with series editor Neil Thompson, a well-respected author and educator. Together, they ensure that these manuals offer an effective way of bridging academic content with the challenging world of practice. As such, they will be invaluable for training presenters and tutors wanting to host events addressing the important range of issues covered by each manual.

Each one provides all the resources you need to provide a high quality learning experience, including

helpful background material to set the scene, a range of exercises and worksheets to encourage participant involvement and associated PowerPoint slides to aid the clear and effective presentation of key elements of knowledge and practice. These expertly written resources will provide a foundation of understanding and confidence that will enable even the most inexperienced of trainers to provide high-quality training.



Dr Neil Thompson

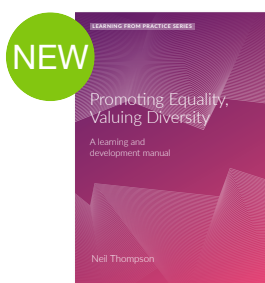


Tackling Bullying and Harassment in the Workplace

Neil Thompson

Bullying and harassment continue to be major problems in the modern workplace. This manual provides the basis for the training of staff and managers to recognise, respond to and prevent bullying and harassment. Topics include understanding bullying and harassment, the law, resisting the bully, positive leadership, sexual, racial and other forms of harassment, dangerous organisations, policy and practice, taking staff care seriously.

£45.00 | 100pp | Spiral Bound | 9781912755424 | Jun 2019

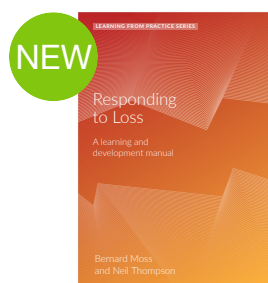


Promoting Equality, Valuing Diversity

Neil Thompson

The challenge of developing forms of practice that are effective in tackling discrimination and oppression remains a major one. In this manual, internationally renowned author Dr Neil Thompson explores a wide range of issues relating to equality and diversity. Topics include the case for equality and diversity, understanding and challenging discrimination in relation to age, race and ethnicity, gender, sexual orientation, disability and religion.

£45.00 | 100pp | Spiral Bound | 9781912755431 | Jun 2019



Responding to Loss

Bernard Moss and Neil Thompson

Loss and grief present major difficulties, not only for the people directly affected, but also for care professionals across wide spectrum of settings. Despite the significance of these issues, the subject matter is often neglected. This manual helps to put that right by offering trainers and tutors a basis of understanding loss and grief and how best to respond. Topics include the dual process model, the idea of stages, tasks of grief, the role of culture, ritual, religion and spirituality, loss and the workplace, difficult and complicated grieving and finding new meanings.

£45.00 | 100pp | Spiral Bound | 9781912755448 | Jun 2019





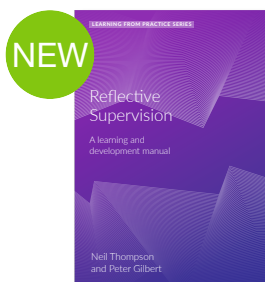
Spirituality, Meaning and Values

Developing Empowering Practice

Neil Thompson and Bernard Moss

There is much talk these days about empowerment, but generally very little by way of practical guidance as to how to put the ideas into practice. By focusing on the key roles of spirituality, meaning and values in practice, this manual offers training resources to help participants make empowerment a reality. Topics include the importance of values, the power of language, finding meaning in life and work, understanding the place of religion and spirituality.

£45.00 | 100pp | Spiral Bound | 9781912755455 | Jun 2019



Reflective Supervision

Neil Thompson and Peter Gilbert

The supervision of staff is an essential part of effective people management. The quality of supervision can be the difference between acceptable and unacceptable practice at one level and between good and excellent practice at another. This manual offers an excellent grounding in the understanding and practice of reflective supervision. Topics include setting the context, promoting anti-discriminatory practice, preparing for supervision, making supervision work, developing reflective practice, recording, giving feedback, providing support, managing poor performance, mediating and trouble shooting.

£45.00 | 100pp | Spiral Bound | 9781912755462 | Jun 2019

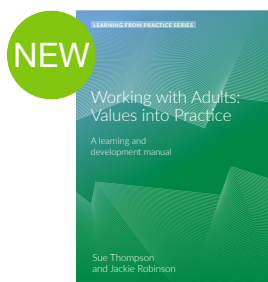


Developing Leadership

Neil Thompson and Peter Gilbert

Leadership has been a hot topic for some time now, but unfortunately it is subject to a number of common misunderstandings and oversimplifications. In this training manual, the authors enable you to benefit from their experience and expertise in clearing away the misunderstandings and helping participants to get to grips with what leadership is really all about. Topics include understanding leadership, styles of leadership, personal and professional values, creating an effective culture, self-awareness, motivation and obstacles to leadership.

£45.00 | 100pp | Spiral Bound | 9781912755479 | Jun 2019



Working with Adults: Values into practice

Sue Thompson and Jackie Robinson

The importance of child-centred practice as a key part of the value base of working with children and young people is well established. But what about working with adults? How do values make a positive difference? By providing a sound base of understanding and best practice, the authors give trainers and tutors an excellent tool for promoting learning in this area. Topics include promoting dignity – what it means in practice, working in partnerships with service users and carers, legal and moral issues, listening skills, rights and risks, assessment and partnership, continuing professional development and staff care, discrimination and oppression, language sensitivity and workplace culture.

£45.00 | 100pp | Spiral Bound | 9781912755486 | Jun 2019





Innovation and Change in Non-Profit Organisations

A Case Study Guide to Survival, Sustainability and Success

Edited by Don Macdonald, University of Greenwich, UK

The global non-profit sector is vast, but smaller organisations currently face serious challenges. While technology and social media have enabled unprecedented levels of communication, funding cuts and rising inequality have made operations much harder to sustain. Tackling this issue, *Innovation and Change in the Social Sector* explores good practice across diverse service areas, challenging conventional wisdom and offering inspirational new ideas for innovation, community action and social enterprise.

The book brings together individuals who have made a significant impact at the coalface – including Charles Fraser CBE (St. Mungo's), Sarah Brennan OBE (Young Minds), Tommy Hutchison (i-genius) and Sian Lockwood OBE (Community Catalysts). Reflecting on their achievements, they explore a wide range of relevant issues including management skills, funding cuts, social enterprise, procurement, social housing, community organising, mental health, sustainability and social innovation.

£29.95 | 228pp | Paperback | 9781912755561 | Jun 2019



Structured Professional Judgment of Violence Risk

A Practical Guide

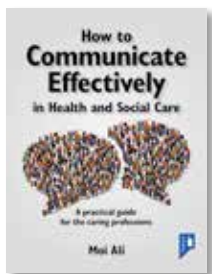
Edited by Derek Eaves, deceased, Christopher D. Webster, Simon Fraser University, Canada, Quazi Haque, Elysium Healthcare, UK, and Joanne Eaves-Thalken, Burnaby Hospital, Canada

Assessing an individual's risk of committing future violent acts is an issue of perennial public concern. The field of violence risk management was born in 1970s, when psychiatrist Peter Scott identified variables that were likely to predict future violence and others that, contrary to popular belief, were not. Since then, the field has exploded with many hundreds of books, assessment instruments and research papers. It is hard to keep up, and harder still to apply new findings in real-world practice.

Featuring state-of-the-art chapters by globally renowned experts including Sheilagh Hodgins, David Farrington, Stephen Hart, David Cooke and Caroline Logan, *Structured Professional Judgment of Violence Risk* cuts through this complexity. It offers students, trainees and practitioners a clear and readable overview of the key principles and practices of contemporary violence risk assessment and management, and in doing so provides a new best entry point for this challenging field.

£24.95 | 241pp | Paperback | 9781912755240 | May 2019





How to Communicate Effectively in Health and Social Care

A practical guide for the caring professions

Moi Ali

There was once a time when having adequate technical skills and competencies, and the appropriate clinical management plan, was sufficient to be considered an effective member of the healthcare team. Today, effective communication is regarded as an essential skill for any healthcare or social care professional. The various healthcare professionals' codes of practice all demand good communication as a basic requirement, and yet despite more than three decades' mainstream acceptance of the positive impact of good communication, and widespread understanding of the consequences of poor communication, first-class communication is not always evident on hospital wards, in doctors' and dentists' surgeries, in ambulances and at clinics.

This practical handbook aims to address this problem for anyone working in health and social care, from students undergoing professional education or on practice placements to recently qualified doctors, nurses, midwives and paramedics. Senior members of healthcare teams whose formal training may not have covered communications will find it helpful, as will many other staff, including non-regulated health and social care workers such as healthcare assistants, who have received limited formal training in communications.

£27.95 | 230pp | Paperback | 9781911028376 | Mar 2017



An Advocate's Guide to Complaints in England

For professional and voluntary advocates supporting adults, young people and children through complaints

Muna Adam, Lynn Bradley and Malcolm Johnson

The concise and informative handbook provides accessible advice with a minimum of legal jargon and can be used as a reference book for all those who undertake advocacy work with adults, young people and children, either in a professional or voluntary capacity.

The book describes the different types of advocacy provided to complainants and the role and tasks of the advocate, explaining the various sources of guidance for advocates who present or assist with complaints. It describes the process of how a complaint is initially made and follows through the various stages of complaints and advises on how best to achieve a positive outcome.

The first three chapters describe the advocacy world; explaining how it fits with the legal system, and answering the general questions commonly put by advocates who are dealing with difficult cases. The rest of the chapters go into detail about the respective complaints procedures of various organisations. Where possible examples of cases that have progressed to higher bodies such as ombudsmen or courts are included to give examples of the type of complaints that are successful. At the end of each chapter there is a helpful 'Key points' section.

The aim is that the advocate should be able to 'dip into' these chapters for advice as and when needed and can use the book as a comprehensive route map for the main complaints systems that we have in England. This should be particularly helpful for advocates dealing with complaints that may cross between different institutions, such as social care and mental health.

£24.95 | 90pp | Paperback | 9781911028895 | Mar 2018





The Restorative Resilience Model of Supervision

An organisational training manual for building resilience to workplace stress in health and social care professionals

Dr Sonya Wallbank

This training resource and accompanying reader is based on the model of Restorative Resilience supervision, which was first developed in response to the emotional demands on midwives, doctors and nurses caring for families who had experienced miscarriage and stillbirth. Since then, thousands of healthcare professionals, social workers and other front-line staff in the UK and beyond have been trained in this unique and effective approach, which tackles the problems of work-based trauma, stress, burnout and sickness absence.

The programme is designed to support professionals to process their workplace experiences and help them to build resilience levels to ensure they have future coping strategies beyond the initial life of the supervision sessions.

It includes full step-by-step instructions for both phases of this training, and a DVD supplying all the handouts and PowerPoints needed to introduce the

model into an organisation and deliver supervisor training. It also includes several video clips of Restorative Resilience in action, modelled by the author, Sonya Wallbank, to demonstrate what good practice should look like.

Contents Include:

Training manual:

- > Session 1: Welcome and introductions
- > Session 2: Why are we here?
- > Session 3: Background to stress and resilience
- > Session 4: Activity for stress and resilience
- > Session 5: Background to Restorative Resilience supervision
- > Session 6: What is the model?
- > Session 7: Recognising emotional states
- > Session 8: Getting past the negative
- > Session 9: Moving into the positive
- > Session 10: Closing the day and next steps in practice

£115.00 | 110pp | Ring Bound with Paperback | 9781910366943 | Mar 2016



The Restorative Resilience Model of Supervision

A reader exploring resilience to workplace stress in health and social care professionals

Dr Sonya Wallbank

This reader will introduce anyone with supervisory responsibilities to the Restorative Resilience model and give them an in-depth understanding of the model, allowing them to begin using its methods with those they work with.

The reader gives an in-depth understanding of the theoretical principles and research background to the approach, and explores how to put the approach into action on an individual level, providing all the information you need to start using the model within your daily practice.

It can also be used in conjunction with the Restorative Resilience Model of Supervision training pack (see left).

Contents Include:

- > Introduction
- > Workplace stress
- > Vulnerability of the helping professions
- > Resilience and protective factors
- > Why Restorative Resilience supervision?
- > Key elements of the model
- > Case studies

£12.95 | 90pp | Paperback | 9781910366950 | Mar 2016





Developing and Supporting Effective Staff Supervision

A training pack to support the delivery of staff supervision training for those working with vulnerable children, adults and their families

Jane Wonnacott

Developed from materials by Tony Morrison

This training pack draws on the core concepts in Tony Morrison's *Staff Supervision in Social Care* (2005) and demonstrates how they can be used to train staff to deliver sound and effective supervision that makes a real difference to service users.

The training pack is for use by experienced trainers who are well grounded in supervision practice and theory. It focuses on training supervisors to deliver one-to-one supervision, and its flexible structure enables trainers to design their own bespoke training programmes.

Through group and pair work, participants are actively encouraged to examine and explore their own practice and work together to extend their thinking and improve their skills as supervisors. This pack goes beyond merely teaching theory, and actively encourages professional reflection and development.

The accompanying reader (included in the pack) gives further detail on supervision theory and provides a good source of preparatory material.

Contents Include:

- | | |
|---|---|
| Training Pack: | > Supervising front-line practice in health and social care |
| > Introduction to the course: options | > Exploring practise dynamics |
| > What do we mean by supervision? | > Working positively to improve performance |
| > Supervision and outcomes for service users | > Identifying performance concerns: contributory factors and avoiding the set-up-to-fail syndrome |
| > Introduction to the supervision cycle | > The blocked cycle |
| > Factors affecting the supervisory relationship | > Working with the blocked cycle: strategies for improving performance |
| > Developing the relationship: working with diversity and the role of the supervision agreement | > Mid-course tasks |
| > Working with emotions | > References and PowerPoint slides |
| > Working positively with the transition | > Handouts and training materials |

£95.00 | 110pp | Ring Bound with Paperback and CD-ROM | 9781908993540 | Jan 2014



Developing and Supporting Effective Staff Supervision

A reader to support the delivery of staff supervision training for those working with vulnerable children, adults and their families

Jane Wonnacott

Developed from materials by Tony Morrison

This reader draws on the core concepts in Tony Morrison's *Staff Supervision in Social Care* (2005) and demonstrates how they can be used to train staff to deliver sound and effective supervision that makes a real difference to service users. This reader accompanies the training pack of the same name (see left) and is for use by experienced trainers who are well grounded in supervision practice and theory. The reader gives further detail on supervision theory and provides a good source of preparatory material.

The supervision model and accompanying tools have been designed to enable practitioners to respond to the individual nature of the issues they are working with and create a reflective space for exploring challenging issues and ideas, using the knowledge generated through the process to inform both front-line practice and the strategic direction of the organisation.

Contents Include:

- > What difference can supervision make?
- > An integrated approach to the delivery of supervision – the 4x4x4 model
- > Developing the supervisory relationship
- > Working positively with emotions in supervision
- > Supervising front-line practice
- > Supervising to improve performance
- > Supervision training in context

£12.95 | 130pp | Paperback | 9781908993557 | Jan 2014





Staff Supervision in Social Care

Making a real difference for staff and service users

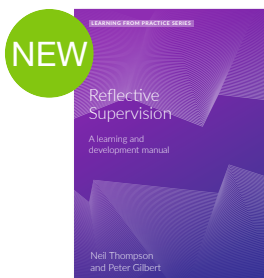
Tony Morrison

This substantial manual contains vital information for anyone involved in supervising, coaching, mentoring or assessing trainees, students and staff involved in delivering or managing services in health, social care, education welfare and community justice settings. The resource contains accessible theory and frameworks with illustrations, examples, diagrams and summaries, photocopyable exercises, checklists and questionnaires.

Contents Include:

- > Chapter 1: Supervision: purposes, policies and definitions
- > Chapter 2: Supervision and outcomes in a turbulent world
- > Chapter 3: What we bring to supervision: history, stage and style
- > Chapter 4: Contracts and structures for individual supervision
- > Chapter 5: Promoting reflective practice in supervision
- > Chapter 6: The blocked cycle: frameworks and strategies
- > Chapter 7: Group supervision
- > Chapter 8: Emotional impact: sources and strategies
- > Appendix 1: Supervisor competence questionnaire
- > Appendix 2: Resilience checklist

£55.00 | 320pp | Spiral Bound | 9781841961682 | Jan 2001

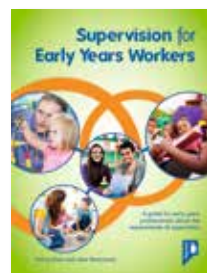


Reflective Supervision

Neil Thompson and Peter Gilbert

The supervision of staff is an essential part of effective people management. The quality of supervision can be the difference between acceptable and unacceptable practice at one level and between good and excellent practice at another. This manual offers an excellent grounding in the understanding and practice of reflective supervision. Topics include setting the context, promoting anti-discriminatory practice, preparing for supervision, making supervision work, developing reflective practice, recording, giving feedback, providing support, managing poor performance, mediating and trouble shooting.

£45.00 | 100pp | Spiral Bound | 9781912755462 | Jun 2019



Supervision for Early Years Workers

A guide for early years professionals about the requirements of supervision

Jane Wonnacott and Penny Sturt

This guide will support early years providers in the delivery of effective staff supervision. Although the Early Years Foundation Stage (EYFS) sets out the framework of expectations in relation to supervision, there are still many differing ideas as to what good supervision looks like in practice and how this can be provided by a busy early years manager. This guide addresses these fundamental questions:

- > Why is supervision so important?
- > What are the core components of supervision?
- > How can a supervisor and supervisee work together to make supervision effective?

Contents Include:

- > Chapter 1: Why is supervision important and what does effective supervision look like?
- > Chapter 2: 4x4x4 Model of supervision
- > Chapter 3: The supervision cycle
- > Chapter 4: Authoritative supervision – agreeing and recording reflective supervision
- > Chapter 5: What are the issues when implementing supervision for early years providers?
- > Chapter 6: Establishing a culture of supervision

£14.95 | 100pp | Paperback | 9781910366844 | May 2016





Using Supervision in Schools

A guide to building safe cultures and providing emotional support in a range of school settings

Penny Sturt and Jo Rowe

Teachers and staff are increasingly recognising that they do not have a structured framework for emotional support, that other, similar professionals do. Alongside this, increasing demands are being placed on schools to provide emotional support for children and their families. As a universal service, education is expected to meet the needs of all children, some of whom may have complex needs. Supervision is a method of supporting staff to provide for those needs and to build safe cultures for both staff and students.

This new and invaluable guide sets out an effective model of supervision which can be used in a variety of school settings from Reception to Year 13. It will help a range of schools to support staff with their safeguarding role, and with the emotional demands of their work. Also, it will help relevant schools to comply with the statutory requirements of supervision in The Early Years Framework,

The illustrated book will be an invaluable guide to all schools, governing bodies, those trained in supervision, local authorities, national educational advisers and school academy trusts.

Contents Include:

- > Why supervision is of value to schools,
- > How supervision fits with safeguarding
- > Building safe cultures in schools using supervision
- > The value of supervision in schools
- > What does effective supervision look like?
- > Introduction to the integrated model of supervision – a 16-piece jigsaw
- > Supervision cycle – linking to safeguarding
- > Supervision in practice – examples from schools
- > Establishing a culture – policy, agreements, recording and review
- > Overcoming the challenges of implementation

£24.95 | 100pp | Paperback | 9781911028918 | Jun 2018



Self-Soothing 2nd edition

Coping with everyday and extraordinary stress: a resource for individual and group work with children and adults

Gerrilyn Smith

The new edition of this best-selling manual provides a range of self-soothing techniques that can be used by children and adults to combat everyday and extraordinary stress. Drawing on theories of attachment, stress and trauma, its potential use has been expanded to include working with a broader range of people, from vulnerable adults and others in mental health and clinical settings to traumatised groups receiving emergency support, from children who have experienced trauma or unstable family lives, to the parents struggling to care for them, and from members of the emergency services, to any workers at risk of experiencing secondary post-traumatic stress disorder.

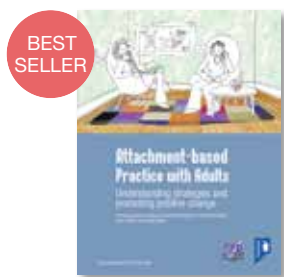
The manual provides anyone working with vulnerable or traumatised individuals or groups with accessible theoretical information and guidance, exercises that can be used at any time to induce relaxation and avoid the consequences of chronic stress, practice examples and printable exercise sheets online.

Contents Include:

- > The Brain, the Body and the Stress Response
- > The Brain, the Body and Attachment
- > The Impact of Trauma on Affect Regulation and Self Soothing
- > Harness the Breath
- > Connect with the Body
- > Seeing and Sight
- > Small
- > Sound and Vibration
- > Touch
- > Designing a Programme
- > Working with Specific Client groups
- > Training others to deliver a Programme

£35.00 | 100pp | Spiral Bound | 9781911028994 | Aug 2018





Attachment-based Practice with Adults: Understanding strategies and promoting positive change

A new practice model and interactive resource for assessment, intervention and supervision

Clark Baim and Tony Morrison

This illustrated, multi-media resource offers a theoretically coherent, practice-based model for the application of attachment theory in working with any adults, including those who pose a risk to themselves or to other adults or children.

At the heart of the resource is the five-step LEARN model, a flexible interviewing strategy which helps practitioners work with confidence in an attachment-informed way. Having introduced contemporary attachment theory, its links with neuro-biology and the importance of personal stories, the manual and audio DVD provide five powerful case studies to illustrate the three different attachment strategies, with audio interviews, commentaries and guided practical exercises. A detailed interviewing guide provides an invaluable framework for conducting and making sense of interviews, with examples of possible responses which might promote integration. Further exercises provide the basis for assessment and intervention with clients, and a final section shows how attachment-informed supervision can help to enhance practice.

Contents Include:

- > Chapter 1: Introducing attachment theory
- > Chapter 2: Memory systems, integration and discourse
- > Chapter 3: The LEARN Model for promoting narrative integration
- > Chapter 4-8: Five case studies illustrating the different attachment strategies
- > Chapter 9: Tools and exercises for practice
- > Chapter 10: Supporting, supervising and sustaining practitioners
- > References

This pack contains illustrated, colour-coded print material with audio DVD, including: five audio and print-based case studies and interviews with guided practice exercises, a 42 page interviewing guide plus discourse marking sheets, 10 exercises for assessment and intervention with clients, and a wealth of background information and guidance.

This resource will benefit front-line practitioners and teams within social care, mental health, criminal justice and education, professionals in social work, psychology, nursing, psychotherapy, counselling, family therapy, psycho-sexual counselling, education, probation, forensic mental health, adoption and fostering, residential care, leaving care services, teaching and training. It will also benefit students on qualifying and post-qualifying professional courses.



Dr Clark Baim is a registered senior trainer with the British Psychodrama Association (UKCP affiliate) and Co-Director of Change Point Learning and Development, focusing on professional training in the social work, mental health, criminal justice and voluntary sectors.

Dr Tony Morrison was a leading figure in the field of social care, particularly respected for his work on supervision, staff development and promoting interdisciplinary collaboration.

£95.00 | 350pp | Spiral Bound | 9781908066176 | Jul 2011





Risk Decision-making

Working with risk and implementing positive risk-taking

Steve Morgan

Taking risks in one way or another is something we all do every day, and we take for granted our freedom to take such risks as we choose. For many service users, a bureaucracy that is fearful of a blame culture means that they often do not get the chance to take the risks they are entitled to, and their lives are impoverished as a result. While we normally view risk in terms of danger and consequence, we must attempt to redress the balance and recognise that there are many potential benefits to risk-taking.

Primarily aimed at those working with people in mental health, learning disability and older persons' services, this manual will enable local services to develop their own packages of training and support for implementing good practice in working with risk, including taking risks and good risk decision-making.

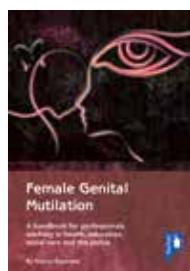
Contents Include:

- > Chapter 1: Introduction
- > Chapter 2: Developing a risk training strategy
- > Chapter 3: Principles into practice
- > Chapter 4: Person-centred practice
- > Chapter 5: Working with risk
- > Chapter 6: Positive risk-taking
- > Chapter 7: Risk decision-making
- > Chapter 8: Organisation culture
- > Chapter 9: Working with suicide and self-harm

The risk resources include:

- > Working with risk: the current situation
- > Working with risk: detailed review
- > Risk decision-making: checklist and format
- > Aide memoire for health and social care services
- > Service user personal safety plan
- > Implementing principles of best practice
- > Implementing Department of Health principles of best practice

£65.00 | 300pp | Spiral Bound |
9781908993397 | Feb 2013



Female Genital Mutilation

A handbook for professionals working in health, education, social care and the police

Dr Sharon Raymond, MBBS MRCGP

Female genital mutilation (FGM) is a healthcare issue that is currently high up on the government's agenda and a major priority for NHS England.

From October 2015 all healthcare professionals in the UK have a mandatory personal duty to report all identified cases of FGM. With gaps in knowledge among healthcare professionals, this handbook aims to address these, including the diagnosis, implications and management of FGM cases, particularly in relation to national guidance, legal aspects, safeguarding issues and resources, including support groups.

This handbook is aimed at professionals across health, education, social care, police and those working in the third sector, especially those working with children and young people.

Contents Include:

Part One: An Introduction to FGM

- > Terminology
- > Types of FGM
- > How it is carried out
- > Physical and psychological complications
- > Demographics, motives and prevalence
- > Collecting data in the UK

Part Two: FGM and the law

- > The law abroad
- > UK legislation
- > Challenges posed by the legislation
- > The Serious Crime Act (2015)

Part Three: Risk assessment, management and safeguarding

- > Risk factors and indicators that FGM is planned
- > Consultation skills and tips
- > The 4Cs risk assessment tool
- > Department of Health risk assessment tool
- > Management of FGM
- > Safeguarding
- > Information sharing and confidentiality

Further resources

- > Specialist services
- > Organisations
- > Helplines
- > Reference materials, books and guidance

£14.95 | 90pp | Paperback | 9781910366417
| Oct 2015





Providing good support for people with learning disabilities as they grow older:

A self study guide and training pack

Christine Towers

Growing older is a process with numerous gradual or sudden changes over time. For staff supporting people with learning disabilities, it may be difficult to recognise these changes or know how best to meet their changing needs. People with learning disabilities often age biologically at a younger chronological age than the general population, and many will have very different life experiences of getting older, for example, having missed out on work, having a family and developing long-term relationships. These factors can adversely affect self-esteem as well as sources of financial and social support to fall back on as they grow older.

This new self-study guide and training pack addresses a significant gap in the knowledge and practice of supporting people with learning disabilities as they grow older. Both aim to help staff and others to improve their understanding of how growing older may affect individuals, and ways of providing good support to people with learning disabilities so that they can:

- > age well through staying healthy, keeping friendships and connections and adapting their lifestyle as necessary
- > cope with challenges and difficulties they may face, particularly as they

become frailer and lose some independence.

Through knowledge content, exercises, key learning points and video clips of older people with learning disabilities talking about their experiences of growing older, the materials will help support staff to explore how planning for and providing good support can make a positive difference to individuals' lives in the key areas of:

- > Emotional well-being
- > Health
- > Being active and involved
- > Home life
- > Dying well

Throughout the learning process, the themes of person-centred planning, good communication, building confidence and encouraging independence are central to the development of good support.

The training pack provides a full day of training divided into shorter sessions for flexible use, and comes with guidance on running each session, together with online exercise sheets and handouts, presentation slides, video clips and other resources. The self-study guide (also included in the training pack) can be purchased separately and contains a self-study route with access to the video clips online.

Training pack

£65.00 | 60pp | Ring Bound with Paperback | 9781912755608 | Oct 2019

Self-study guide

£15.95 | 60pp | Paperback | 9781912755516 | Oct 2019



The Dementia Care Training Library

A complete resource for developing person-centred skills and approaches – Starter Pack

Sarah Mould and Timothy Forester-Morgan, The Dementia Training Company, UK

The Dementia Care Training Library is an important new project designed to provide authoritative training materials across a wide range of dementia-specific topics. These topics have been chosen to relate directly to the learning needs of care staff working in a range of settings, including those dedicated to dementia and those where people with dementia are supported alongside people with diverse needs. The materials will help learners to develop and maintain person-centred practice.

The *Starter Pack* provides trainers with a master ring binder and two core modules of content: 'Dementia Awareness' and 'Understanding Behaviour Viewed as Challenging.' Over time, an array of further discretionary modules will become available in areas such as communication, sexuality, teamwork, the physical environment and quality of life, enabling trainers to build a customised library of the content they need to meet the needs of learners and the people they care for.

£95.00 | 120pp | Ring Bound | 9781912755530 | Jun 2019



Dementia Awareness

A Care Quality Guide for health and social care staff and carers

David Moore and Kirsty Jones

The *Dementia Awareness Care Quality Guide* aims to help health and social care staff and carers refresh, develop or extend their learning in key areas of practice. It can be used to develop knowledge, work towards a relevant qualification, refresh learning, and for continuing professional development. Managers can use this guide with staff in the context of supervision and continuing professional development, and to contribute towards meeting Care Quality Commission (CQC) Standards and Health Care Professions Council (HCPC) Standards.

This guide also provides underpinning knowledge for Qualifications and Credit Framework QCF unit DEM201 Dementia Awareness, and the thinking and practice activities can contribute to evidence of learning.

Includes free DVD: *Understanding the Experience of Dementia*.

This is a short, illuminating film in which people with dementia and their carers talk about their experiences of living with dementia, which can help staff and carers understand how people with dementia can be supported in a positive and meaningful way. Members of the HOPE group and their carers talk about living with dementia and the supports they have valued.

Contents Include:

- > Section 1: What is dementia?
- > Section 2: Models of dementia
- > Section 3: The most common types of dementia
- > Section 4: The individual's experience of dementia
- > Certificate of achievement
- > Useful contacts

£5.95 | 60pp | Paperback | 9781908993304 | Oct 2012



She'll be Alright

A story-based approach to exploring issues of hidden neglect in care homes. A training and self-study guide with a focus on dementia care

Alex Matthews

This guide contains 12 short episodes showing neglect in an English nursing home. They are the stories of people who can no longer speak for themselves, which invite the reader to access the world of care as it unfolds behind closed doors. Exploring neglect through these stories offers a chance to reflect on its causes and discover its roots in care management, human resources, staffing levels and training of staff, and to realise how these underlying problems can negatively affect service users.

Throughout the case examples, the events described are linked to the Fundamental Care Standards in the Health and Social Care Act (2008) (Regulated Activities) Regulations 2014, and to Skills for Care's Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England, both of which are fully reproduced in appendices. This enables the reader to refer quickly and easily to legislation and guidance, developing their knowledge of best practices and raising their awareness of neglect that might otherwise remain hidden.

Managers, trainers and carers can use this guide to explore the causes and effects of hidden neglect through poignant case studies, learn how to use the legislation in the Care Act in order to identify and expose neglect, gain an insight into some of the management and human resources challenges in nursing and care homes, with a focus on dementia care, and to understand the importance of supporting residential care staff and dementia workers.

If you are a trainer or care manager you will find these powerful case studies useful in teaching and exploring the following topics:

- | | |
|---|---|
| <ul style="list-style-type: none"> > Safeguarding residents in nursing and care homes. > Supporting nursing and care home staff and dementia workers. > Improving management and supervision within residential settings. > End of life care and palliative care > How to apply the Fundamental Care Standards and the Code of Conduct for Healthcare Support | <ul style="list-style-type: none"> Workers and Adult Social Care Workers in England in order to identify hidden neglect and make a disclosure. <p>This guide can be used to address:</p> <ul style="list-style-type: none"> > Induction in care homes and care agencies. > Health and social care certificates. > Health and social care diploma/BA. > Gerontology studies. > Care management studies. |
|---|---|

£19.95 | 200pp | Paperback | 9781911028383 | Oct 2016





Parental Mental Health and Child Welfare Work, Volume 1

Edited by Dr Marie Diggins

Research has established the potential direct and indirect impacts of mental illness on parenting, the parent-child relationship, and the child, and the extent to which this poses a public health challenge. Problems with how adult and children's services understand and deliver support to parents with mental health problems and their children have also been identified. In contrast, far less is known about how parents with mental health difficulties and their children can be supported successfully.

Part of the new *Learning from Success* series, this first edition brings together different perspectives on success and collaborative working for parental mental health and child welfare professionals.

The primary aim of *Parental Mental Health and Child Welfare Work, Volume 1* is to begin to address this gap in research by capturing different perspectives (policy, research, professional and family) about what constitutes success and the contributions that lead to success. The annual will share this information, tools and resources in ways that are accessible, useful and usable by the broad range of professional groups involved in this complex area of practice.

Content includes:

- > Personal experiences
- > Policy and drivers for change
- > Children and Early Years Intervention
- > Impacts and Influences on mental health recovery, parenting and children's development and well-being
- > Conceptual models
- > Assessment and interventions
- > Working together
- > Research digest

£35.00 | 160pp | Paperback | 9781910366912 | Dec 2015



Parental Mental Health and Child Welfare Work, Volume 2

Edited by Dr Marie Diggins

This is the second volume in a series that explores the mental health of parents and its impact on child welfare, and which acts as a yearly update on key research, policy developments and practice innovations, both in the UK and around the world.

Content includes:

- > Guest Editorial (Ruth Allen)
- > Impacts and influences on mental health recovery, parenting and children's development and well-being
- > Do families with experience of mental ill health have a voice? Gatekeeping in health and social care research (Jennie Rose, Sarah Redsell & Jane Akister)
- > Grandparents as primary caregivers for their grandchildren when parents have a mental illness (Vicki Cowling)
- > Exploring the wellbeing needs and preferences of children and adolescents who have parents with a severe mental illness (Dr Judith Gellatly, Dr Penny Bee, Dr Lina Gega, Diane Hunter, Professor Kathryn Abel)
- > Working with multi-level relationships to improve child protection outcomes in families experiencing mental health difficulties (Nhlanguiso Nyathi & Jane Akister)
- > Assessment, interventions and services
- > Inter-Act a whole family approach to promoting the resilience of children of parents with a mental illness (Mandy Bell)
- > Medications for mental disorders – Balancing risks and benefits (Eleni Palazidou)
- > C-Change: An approach to assessing parental capacity to change (Wendy Weal & Dendy Platt)
- > Southwark Parental Mental Health and Child Welfare Team PLUS interviews
- > Creative Families Art Programme (Lucy Brazener)
- > Specialist roles and responsibilities
- > NI Champion Model (Mary Donaghy, Gavin Davidson & Sharon Crawford)
- > Moving Between Two Worlds (Chris McCree)
- > Education and Training
- > Integration of the Family Model into education programmes (Bente Weimand, Anne Hexeberg, Dag Willy Tallaksen, Magne Haukland, Anne Grant & Adrian Falkov)
- > Research digest (Spencer Paul Ross)
- > Useful tools and resources

£35.00 | 160pp | Paperback | 9781911028703 | Dec 2017





Non-violent Resistance Innovations in Practice

A handbook for anyone working with carers and parents of children and young people who show violent or challenging behaviours

Elisabeth Heismann, Julia Jude and Elizabeth Day.

This multi-contributor, multi-faceted book takes a comprehensive look at Non-violent Resistance (NVR) and New Authority techniques from theory through to practice. The views and experiences of academics and front-line practitioners are interlinked throughout to provide professionals with an in-depth look into the past, present and future of NVR and its related approaches. The book will benefit professionals who wish to develop their knowledge and practice, academics and students in related fields.

Connection, participation, collaboration and reflecting on practice are all key elements of the NVR approach. This is mirrored in the wide range of specialist contributors; including established authors, scholars from around the world, key academics, as well as parents, practitioners and first-time writers. Many voices that offer alternative views are brought together to generate creative practices, learning and development.

Contents Include:

The 20 chapters in this extensive handbook are grouped into five sections, with case examples from authors' own practice throughout:

- > Part 1: Emerging themes
- > Part 2: Working for a better future
- > Part 3: Working with difference
- > Part 4: Working with groups
- > Part 5: Working in and with schools

£35.00 | 200pp | Paperback | 9781912755080 | Feb 2019



Non-violent Resistance Training

A multi-media pack for all those working with parents and carers of children and adolescents with violent behaviours

Elizabeth M Day and Elisabeth Heismann

This resource contains a programme of 10 sessions for people working with parents and carers of children and young people with violent, destructive and harmful behaviours. It uses the principles of non-violent resistance (NVR) to help carers to resist violent or out-of-control behaviours and to establish a warm, loving and containing parental presence with their children. The programme is designed to be used with groups of parents, but the concepts and activities can be used with individuals.

The National Institute for Clinical Excellence (NICE) (2006) recommends group-based parent training/education programmes in the management of children under 12 with conduct disorders. GPs, social workers, children's mental health services and voluntary organisations receive many requests for help from parents and carers who are concerned about extreme behaviours in their children (violence, school refusal, drug taking, social withdrawal, criminal behaviour). Many of these young people have other difficulties, including attention deficit hyperactivity disorder (ADHD), conduct disorder (CD) or oppositional defiant disorder (ODD) or have experienced family breakdown or domestic violence.

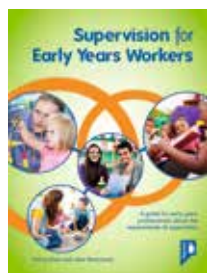
The programme consists of 10 x 1 ½ hour sessions which include mini presentations, outcome-focused activities, discussion and video role plays. Structured homework tasks help reinforce the ideas from the session and make an active connection to situations with their children. Facilitators should have some experience of group work and training, ideally in a therapeutic environment.

Contents Include:

- > Part 1: Introduction
- > Part 2: How to run the programme
- > Part 3: Background information for facilitators
- > Part 4: The programme
- > Part 5: Parent workbook

£115.00 | 108pp | Ring Bound with CD-ROM and DVD-ROM | 9781841962665 | Mar 2010





Supervision for Early Years Workers

A guide for early years professionals about the requirements of supervision

Jane Wonnacott and Penny Sturt

This guide will support early years providers in the delivery of effective staff supervision. Although the Early Years Foundation Stage (EYFS) sets out the framework of expectations in relation to supervision, there are still many differing ideas as to what good supervision looks like in practice and how this can be provided by a busy early years manager. This guide addresses these fundamental questions:

- > Why is supervision so important?
- > What are the core components of supervision?
- > How can a supervisor and supervisee work together to make supervision effective?

Contents Include:

- > Chapter 1: Why is supervision important and what does effective supervision look like?
- > Chapter 2: 4x4x4 Model of supervision
- > Chapter 3: The supervision cycle
- > Chapter 4: Authoritative supervision – agreeing and recording reflective supervision
- > Chapter 5: What are the issues when implementing supervision for early years providers?
- > Chapter 6: Establishing a culture of supervision

£14.95 | 100pp | Paperback | 9781910366844 | May 2016



Children and Young People's Mental Health: Early intervention, ongoing support and flexible evidence based care

Edited by Dr Louise Theodosiou, Prof Sue Bailey, Dr Pooky Knightsmith and Paula Lavis

The mental health of children and young people is of increasing concern to us all. Formerly entitled *Child and Adolescent Mental Health Today*, this new edition has been substantially updated and extended to reflect contemporary issues and approaches, and to focus on early intervention, ongoing support and evidence-based care. It introduces the subject to the wide array of frontline workers in health, education, social services and youth justice who have regular contact with children and young people, and need some knowledge of the mental health issues that affect them and the services available.

The team of editors, well-known for their contributions to the field, have commissioned a wide range of expert clinicians, professionals and researchers to update the original themes of the book and address new issues and approaches that have since emerged, including mental health in schools, the impact of social media, suicide prevention, gender and sexuality issues and the mental health needs of young offenders.

This accessible and wide-ranging introduction will be invaluable both to experienced practitioners and students who wish to develop their knowledge and understanding of the difficulties that the young people and families with whom they work are experiencing, and current, evidence-based approaches to effectively meeting their needs.

Contents include:

- > The mental health of young offenders
- > Depression and bipolar disorder
- > Early intervention in psychosis
- > Neurodevelopmental issues
- > Self-harm
- > Eating disorders
- > Drugs and mental health
- > Perinatal mental health
- > Impact of social media
- > Suicide prevention
- > Gender and sexuality
- > Improving physical health

£35.00 | 300pp | Paperback | 9781912755400 | Oct 2019





MPAS-ChA

A mental health assessment of children and adolescents across the full developmental spectrum. Fully compliant with ICD-11 and DSM-5 (Formerly known as The ChA-PAS Interview)

Dr Steve Moss, Dr Robin Friedlander and Dr Pauline Lee

The MPAS-ChA is for mental health assessment of children and adolescents across the full developmental spectrum, including intellectual disability. Like the MPAS-ID (see p.37), the MPAS-ChA uses a scoring system that provides a single score for each of the diagnostic constellations, each of the constellations having a corresponding threshold. If the child or young person reaches or exceeds the threshold it is probable that they warrant a diagnosis in that constellation. However, a strong emphasis is placed on the importance of expert clinical judgement when interpreting the scores in relation to other pieces of information, e.g. history, environment, and family factors.

The MPAS-ChA provides a semi-structured interview format in which the young person may contribute to whatever degree they are able, or it may be conducted by informant interview only. Question wordings, symptom definitions and glossary notes were developed by clinical experts from Canada and the UK. Updated from the original *ChA-PAS Interview*, all necessary symptoms for ICD 11 and DSM 5 diagnoses are included.

Fully compliant with DSM-5 and ICD-11, the MPAS-ChA covers:

- > Anxiety disorder
- > Depressive episode
- > Manic episode
- > Obsessive compulsive disorder
- > Conduct disorder
- > Attention deficit hyperactivity disorder (ADHD)
- > Psychosis
- > Autistic spectrum

The assessment manual provides full guidance and comes with a starter pack of 20 score forms.

Assessment manual

£179.00 | 88pp | Spiral Bound | 9781912755233 | March 2019



Score forms

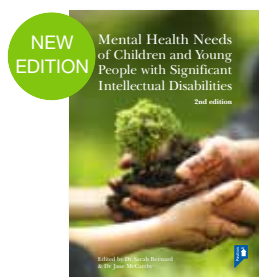
16pp | Paperback | 9781912755356 | March 2019

Pack of 20: £70.00 Pack of 40: £120

Pack of 60: £175 Pack of 80: £225

Pack of 100: £275





Mental Health Needs of Children and Young People with Significant Intellectual Disabilities

2nd edition

Edited by Dr Sarah Bernard & Dr Jane McCarthy

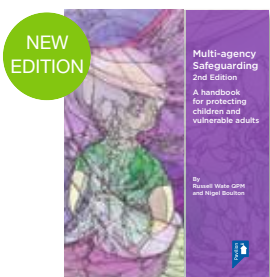
Originally entitled *Mental Health Needs of Children and Young People with Learning Disabilities*, this new edition focuses on the care and support of those with moderate and severe learning disabilities (intellectual disabilities).

This handbook provides health and social care professionals with a sound knowledge base for shaping and enhancing their practice, along with the skills and confidence to improve the outcomes for these young people. Each chapter includes short case illustrations, examples of good practice, reflections on current practice, key learning points, references and key websites for further exploration.

Target audience:

Child and adolescent psychiatrists, psychologists in health and educational services, nurses (children's nurses, school nurses, mental health and learning disability nurses), social workers, teachers, service commissioners and providers, IAPT Psychological Wellbeing Practitioners and IAPT High Intensity Therapists.

£35.00 | 350pp | Paperback | 9781912755493
| Dec 2019



Multi Agency Safeguarding 2nd edition

A handbook for protecting children and vulnerable adults

Dr Russell Wate QPM and Nigel Boulton

Any practitioner who begins work in the difficult and unique professional arena of public protection feels that they are entering a different world, made up of its own unique processes and guidelines and which, on many occasions, appears to have a language of its own.

This long-awaited second edition of our best-selling book has been fully updated by its expert editors, Dr Russell Wate QPM and Nigel Boulton, both former police officers and current specialist consultants in safeguarding. It has been considerably expanded to include new legislation and guidance (including full compliance with Working Together 2018), as well as to tackle contemporary issues that are of much concern to workers in today's safeguarding arena, including:

- > Lived Experience of Children
- > Gangs and county lines
- > Unaccompanied minors
- > Private fostering
- > Modern slavery
- > Edge of care and transitioning
- > Young carers
- > GDPR
- > Safeguarding in non-statutory settings
- > Harmful cultural practices

The book is a vital aid to all those working in the field of child and adult services. It provides a valuable overview of the major and very different areas of public protection practice. It aims to translate the processes, guidelines and language to enable them to have a workable understanding of the varied areas of practice that may impact their own working lives.

Contents include:

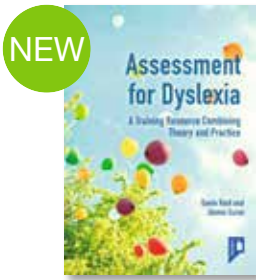
- > Safeguarding children
- > Complex child abuse
- > Domestic violence and abuse
- > Safeguarding vulnerable adults
- > Sexual violence
- > Exploitation both in children and in adults

All author royalties from the sales of this book will go to the charities Embrace Child Victims of Crime and Winston's Wish



£35.00 | 300pp | Paperback | 9781910366387 | Dec 2019





Assessment for Dyslexia

A complete training resource combining theory and practice

Gavin Reid and Jennie Guise

Dyslexia is a specific learning difficulty that presents life challenges on a daily basis. The only way to establish whether and in what ways an individual is dyslexic is via assessment. Different tests exist however, each with pros and cons. Furthermore, no single test gives a full profile of an individual, and skilled assessors draw on a wide range of sources in order to make their recommendations.

Assessment for Dyslexia provides professionals working in educational contexts with the knowledge, understanding and procedures required to carry out a comprehensive, contextualised assessment for dyslexia. Learners will come to understand fully the rationale for and theoretical underpinnings of a dyslexia assessment, the barriers to learning that can exist, and the diverse tests and strategies for assessment that have been developed to identify them. Later sections of the resource look at dyslexia's overlap with other forms of specific learning difficulty, and the particular requirements of assessing for dyslexia beyond school. Armed with this comprehensive learning programme, readers will be ready to select appropriate tools in order to generate a complete and accurate profile of an individual, provide a detailed interpretation of the results, and recommend suitable next steps.

- > The only commercially-available training pack for dyslexia assessment, written by recognised leaders in dyslexia research, training, assessment and intervention
- > Covers all the information and guidance required to select appropriate tools, conduct a complete assessment, report on results and recommend next steps
- > Shows how to gather data from a range of formal and informal sources before and throughout the assessment process to gain a full picture an individual's needs
- > Includes a wealth of case studies, practical learning tasks and exercises, sample results, and reproducible forms for observation and data collection

£95.00 | 140pp | Ring Bound | 9781912755585 | Sep 2019



From Mistrust to Trust

Discovering connections that heal

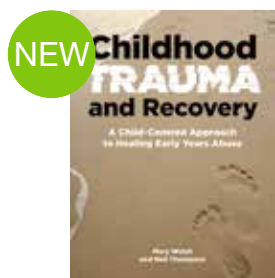
Deborah Page and Rachel Swann, Sussex Partnership Foundation NHS Trust, UK

This new resource provides professionals supporting foster, adoptive and residential carers with a comprehensive, evaluated group training programme that addresses the therapeutic parenting needs of children who have experienced abuse and neglect. The work is underpinned by Dyadic Developmental Psychotherapy (DDP), a family-based treatment that is based on and brings together attachment theory, developmental trauma, the neurobiology, intersubjectivity theory and child development.

At the heart of DDP is PACE (Playfulness, Acceptance, Curiosity and Empathy), a therapeutic stance enabling carers to get beyond the defences and blocked trust of the children in their care. Distilling learning from contemporary research and practice into accessible materials that target the core concepts and skills of therapeutic parenting, these step-by-step materials will enable users to help those they support to develop new ways of relating to and parenting the children in their care.

£115.00 | 100pp | Ring Bound | 9781912755547 | Jul 2019





Childhood Trauma and Recovery

A child-centred approach to healing early years abuse

Mary Walsh, Institute of Recovery from Childhood Trauma, UK, and Neil Thompson, Avenue Consulting, UK

This book presents best practice in helping children affected by early life sexual abuse to recover and lead healthy lives. At its heart is the SACCS approach, pioneered by Mary Walsh, which was developed to provide such children with specialist care and treatment. By creating recovery teams that cross over traditional boundaries to put the child at the centre of all activity, the approach enables young people to replace unhealthy ways of thinking with stronger, more appropriate cause-effect mechanisms.

Drawing on decades of experience with thousands of young people, the authors challenge the view that simply placing traumatised young people in safe, loving environments will be sufficient for them to recover. They expose the challenges of caring for children who may be highly sexualised by abuse then show how, by ensuring that these children feel safe and trusted and learning to communicate with them effectively, practitioners can begin a process of actively helping them to heal.

£27.95 | 272pp | Paperback | 9781912755554
Jun 2019



Child to Parent Violence and Abuse

A practitioner's guide to working with families

Helen Bonnick, Holes in the Wall, UK

Child to parent violence and abuse (CPVA) can be defined as a pattern of behaviour instigated by a child using verbal, physical, psychological or financial means in order to gain power and control over a parent or carer. It affects millions yet is often kept hidden or not recognised as being abuse, and even when reported it presents serious challenges to established support services. This is the first step-by-step guide to dealing with this underreported yet deeply traumatic problem within the home.

Helen Bonnick addresses the key challenges that face practitioners encountering CPVA, explores specific ways in which they can respond when asked for help, and provides links to skill development resources. Readers are encouraged to reflect on their own practice, and to understand that as a new area of work this may require innovative ways of thinking. The book also draws on the real-world experience of affected families, who share insights on what they have found helpful and unhelpful.

£27.95 | 264pp | Paperback | 9781912755257
May 2019



The Family Model Handbook

Think child, parent and family mental health – a handbook for clinicians and managers

Dr Adrian Falkov

The Family Model Handbook will aid understanding of the complex interplay between mental ill health in parents, the development and mental health of their children, and the relationships within family units affected by mental ill health.

The model has proved extremely durable, and in this handbook the Family Model has been extensively revised and refined in the light of developments in the field over the last 10 years. Many features have been retained while enhancements have been added to ensure contemporary relevance in an ever-growing field. This enhanced Family Model provides the conceptual framework to support clinical approaches to family-focused practice, including a service dimension to ensure that service provision is explicitly incorporated into thinking and practice, and a culture and community component to ensure that broader factors influencing individuals and impacting on family life are also addressed.

The handbook comes with a fully interactive CD-ROM to aid a greater understanding of the Family Model and to explain in a visually engaging way the principles of this approach to working with families affected by mental ill health.

£30.00 | 320pp | Paperback | 9781908066619
Jul 2013



About the author



Dr Eddie Chaplin is

Professor of Mental Health in Neurodevelopmental Disorders at London South Bank University. Eddie has extensive clinical experience in both local and national mental health services for individuals with learning disabilities and autism spectrum disorders across the lifespan. Eddie has an extensive publication portfolio, including editing and writing many Pavilion publications over the years, in particular on mental health and intellectual disability. He is Editor for the *Advances in Autism Journal*. Eddie's current research projects include autism in the Criminal Justice System, developing a co-produced peer-mentoring programme and mental health programmes for people with intellectual disabilities and autism.



**Fully updated new edition
in the best-selling series**

Learning Disability Today (Fourth Edition)

Eddie Chaplin, Joanne Delree, Renee Francis, Marion Jennings, Gill Concannon and Lesley Bedford

This fully revised and updated edition of *Learning Disability Today* provides an accessible and thought-provoking introduction to some of the key issues in the lives of people with learning disabilities and the practice of those who support them.

Learning Disability Today was first published in 2007 to meet the need for a handbook which, while well-grounded in latest research and practice, was accessible for staff occupying many roles, such as support workers and managers in learning disability service settings, community learning disability teams and professionals who may find themselves supporting a person with an intellectual disability from time to time, families and voluntary supporters, as well as students of learning disability/intellectual disability. It has continued to be a highly successful title, and has been published in three previous editions over the past nine years.

This new, fourth edition is a complete revision, aiming to address key knowledge requirements, challenges and concerns for people working in the field and provide opportunities for reflection and continuing professional development. The content is illustrated throughout by case studies to help the reader explore how to best to address issues in practice.

Contents Include:

Section 1: It's my life

- > Positive Behavioural Support (PBS): Enhancing quality of life for people with learning disabilities whose behaviour is considered challenging
- > Communication
- > From advocacy to involvement to co-production and back again
- > Sexuality and Relationships Education (SRE) for people with learning disabilities

Section 2: Staying healthy

- > Health promotion and supporting people to access health services (mental and physical)
- > Physical health
- > Mental Health

Section 3: Topical issues

- > Dementia in people with learning disability

- > Autism
- > Supporting People with Profound and Multiple Disabilities
- > End of life Care: Supporting people with learning disabilities at end of life

Section 4: Staying Safe

- > Safeguarding Adults with Learning Disabilities: What is abuse?
- > Safeguarding Adults with Learning Disabilities: What to do and how to prevent abuse
- > Positive Risk-taking: Supporting people with learning disabilities to live a life like any other
- > Hate Crime: Crime against disabled people
- > People with learning disabilities in the Criminal Justice System

£19.95 | 210pp | Paperback | 9781911028697 | Apr 2018





Person-centred Active Support Training Pack (2nd Edition)

A training resource to enable participation, independence and choice for adults and children with intellectual and developmental disabilities

Professor Julie Beadle-Brown, Bev Murphy and Dr Jill Bradshaw

The principles of active support are based on a sound evidence base from behaviour and learning theory, and as such are what we know works best for everyone who needs support to be independent, exercise choice and control and be a contributing part of their local community.

This new training resource reflects the changes in the social care and learning disability context in the UK as well as in many other countries, and the valuable experience the authors have gained from 13 years of using the resources for training in many different settings.

Although initially developed for use with people with severe and profound intellectual disabilities, active support has much wider application and over the past 5 years the authors have additionally worked with those supporting children and young people (including in schools), children and adults across the autism spectrum, mental health needs, and physical and sensory impairments. The newly filmed video clips and case examples that underpin the new resource demonstrate these wider applications.

This resource is designed for those who wish to lead face-to-face group-based training, which is still the recommended option for delivering training in person-centred active support to support teams.

The resource includes:

- > PowerPoint presentations
- > Suggestions for how to deliver the training, including exercises and activities.
- > Additional videos and photos which can be used to tailor the presentation to different audiences.
- > A summary learner's workbook with key points from each element of the training and space to complete the exercises

during the sessions.

- > A copy of the full self-study guide which forms the script for the training. See opposite.

Contents Include:

- > Introductions
- > Values into action
- > Engagement in meaningful activities
- > The four essentials of active support
- > Maximising choice and control

£155.00 | 110pp | Ring Bound with Paperback | 9781911028710 | Nov 2017



Person-centred Active Support Self-study Guide (2nd edition)

A self-study resource to enable participation, independence and choice for adults and children with intellectual and developmental disabilities

Professor Julie Beadle-Brown, Bev Murphy and Jill Bradshaw

A fully revised, new edition of *Person-centred Active Support self-study guide*, including new video.

This book provides the learner with knowledge about what active support is, why it is important, what it looks like in practice, and some of the key facts around what is needed for success.

The book is designed for people to follow as self-study or as part of a training programme. It includes videos and exercises to promote independent thinking and learning. It is available in hard copy and digital formats and provides approximately 5 to 7 hours of learning, with a certificate of completion.

A copy of this guide also comes as part of the Person-centred Active Support multi-media training resource, which uses the information in this book as the script and guide for a classroom-based training programme.

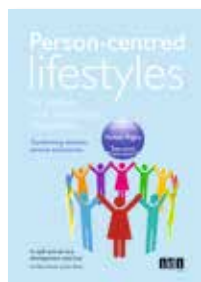
For information about the training pack for classroom-based training in person-centred active support, see left.

Contents Include:

- > Why is active support important?
- > Why is engagement important?
- > The four essentials 1: every moment has potential
- > The four essentials 2: little and often
- > The four essentials 3: graded assistance
- > The four essentials 4: maximising choice and control
- > Excuses and myths
- > Integrating person-centred active support with other approaches
- > Making it work

£35.00 | 200pp | Paperback | 9781911028758 | Nov 2017





Person-centred Lifestyles for People with Intellectual Disabilities

Transforming attitudes, services and practice

Dr Hilary Brown and Jan Alcoe

This simple but powerful resource provides a vital stimulus to exploring and evaluating attitudes, services and practice in relation to people with intellectual disabilities and the quality of lives they are enabled to lead. It can be used with any group of stakeholders, in any kind of service – whether public, private or voluntary – and in any country of the world. Whatever the nature of the organisation and the cultural context, the exercise offers a way of holding existing attitudes, practices, systems and structures ‘up to the light’, in order to ensure that they meet the values we would espouse for our own lives and those of our families and loved ones. The aim is not only to guard against the violation of human rights and to meet minimum standards imposed by regulatory bodies, but also to make genuine progress towards creating consistent person-centred responses – individualised, flexible and self-directed, and clearly based on human values of dignity, respect and equality.

Features:

Manual with full instructions for trainers and examples for running the exercises, along with a DVD containing slides and films of training sessions, plus 126 cards, all stored in a presentation wallet.

£45.00 | 200pp | Paperback | 9781910366011 | Jul 2014



About the author



Julie Beadle-Brown is Professor in Intellectual and Developmental Disability at the Tizard Centre, University of Kent, and in Disability Studies at La Trobe University in Melbourne. Her teaching, research and consultancy focuses on promoting better quality of life for people with learning disabilities and autism through high quality, community based services at both national and international levels. In particular, she has researched, published and consulted on deinstitutionalisation and community living and on person-centred approaches such as active support and what is needed in terms of workforce development and leadership to ensure better quality of life outcomes for people with disabilities.



Supporting Person-centred Thinking and Planning in Learning Disability

A Care Quality Guide for health and social care staff and carers

Richard Cresswell

This Care Quality Guide aims to help health and social care staff and carers refresh, develop or extend their learning in key areas of practice. It can be used to quickly develop knowledge when working with a new client group, and where appropriate, work towards a relevant qualification. If you are a more experienced worker, you can use the guides to refresh your learning, and for continuing professional development. If you are a manager, you can use these guides with staff in the context of supervision and continuing professional development, and to contribute towards meeting Care Quality Commission (CQC) and The Health and Care Professions Council (HCPC) standards. This guide also provides underpinning knowledge for Qualifications and Credit Framework unit *LD 202: Support person-centred thinking and planning*, and the thinking and practice activities can contribute to evidence of learning.

Contents include:

- > Section 1: The principles and practice of person-centred thinking, planning and reviews
- > Section 2: The context within which person-centred thinking and planning takes place
- > Section 3: Your role in person-centred planning, thinking and reviews
- > Section 4: Applying person-centred thinking in relation to your own life
- > Section 5: Implementing person-centred thinking and person-centred reviews

£9.95 | 100pp | Paperback | 9781908993380 | Jan 2013





An Introduction to Active Support

A guide to supporting children and adults with intellectual and developmental disabilities

Bev Ashman and Professor Julie Beadle-Brown

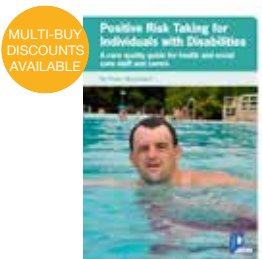
This booklet explains what active support is, and why it is important to benefit and aid the understanding of learning disabilities support staff, personal assistants and volunteers as well as the friends and family of people with learning disabilities. It draws on recent publications and experiences of implementing active support in practice, giving real life examples and case studies. The resource explains the four key principles of active support and what active and meaningful engagement is, giving examples of engagement and disengagement.

The booklet can either be used as a standalone resource for those wanting an introduction to understanding and implementing active support, or as part of an induction pack.

Contents Include:

- > Section 1: Explanation of person-centred active support and its importance
- > Section 2: Quality of life and engagement
- > Section 3: Engagement in meaningful activity and relationships
- > Section 4: The essential principles of active support

£9.95 | 100pp | Paperback | 9781910366899
1 Sep 2015



Positive Risk-Taking for Individuals with Learning Disabilities

A Care Quality Guide for health and social care staff and carers

Peter Woodward

Positive Risk Taking for Individuals with Disabilities Care Quality Guide aims to help health and social care staff and carers refresh, develop or extend their learning in this key area of practice. This convenient practice guide offers an engaging, value for money, simple and flexible way of self-learning about the key principles of positive risk taking for individuals with disabilities. The guide also contains a certificate of achievement and is CPD accredited.

Contents Include:

- > The importance of risk taking in everyday life for individuals with disabilities
- > The importance of positive, person-centred risk assessment
- > Legislation and policies relevant to positive risk taking
- > How to support individuals with disabilities in decisions about risk taking
- > How to support individuals with disabilities to manage identified risks
- > Thinking activities and key learning points to reflect on learning

£9.95 | 100pp | Paperback | 9781910366059
1 Aug 2014



Supporting Individuals with Learning Disabilities: Understanding the context

A Care Quality Guide for health and social care staff

Rorie Fulton and Kate Richardson

This Care Quality Guide aims to help health and social care staff and carers refresh, develop or extend their learning in key areas of learning disability practice, as well as provide opportunities for training and development and continuing professional development.

Contents Include:

- > Section 1: Legislation and policies that support the human rights and inclusion of individuals with learning disabilities
- > Section 2: The nature and characteristics of learning disability
- > Section 3: The historical context of learning disability
- > Section 4: The basic principles and practice of advocacy, empowerment and active participation
- > Section 5: How views and attitudes impact on the lives of individuals with learning disabilities and their family carers
- > Section 6: How to promote communication with individuals with learning disabilities

£12.95 | 100pp | Paperback | 9781909810938
1 Jul 2014





Supporting People with Profound and Multiple Learning Disabilities

A training pack and self-study guide

Erren Wheatland and Katie Reid

This valuable new training pack and self-study guide will help support staff and others to understand and respond to the complex and holistic needs of people with profound and multiple learning disabilities. Written by expert trainers and practitioners in the field, they will help to develop knowledge in how to support, communicate, engage and develop appropriate strategies to provide effective, meaningful support.

The training pack provides full guidance for running up to two days' training, including online, printable resources and video clips. The self-study guide includes key knowledge, case studies, reflective exercises, learning points and links to video clips to enable staff to study at their own pace as part of their continuing professional development or to support any qualifying training in the field. A copy of the self-study guide is included in the training pack, but the guide can also be purchased as a separate publication.

Contents include:

- > Supporting health and everyday needs
- > Definitions of PMLD, the everyday support needs for a person with PMLD and associated complex health needs
- > Supporting social and emotional wellbeing
- > The importance of living a meaningful life: supporting social and community participation and inclusion; developing and maintaining friendships, and; enhancing life opportunities.
- > Communication
- > The importance of being able to communicate and to have choice and control over your own life. Enabling decisions and choice-making; giving someone a voice and ensuring they can be heard. Exploring practical ways we can support and enhance communication for people with PMLD.
- > Sensory engagement
- > The importance of creative planning to enable someone with PMLD to engage in the world around them
- > Co-production
- > Learning about the essence of co-production and collaboration and why multi-faceted support is fundamental to delivering high quality, effective support in adult social care
- > Values and Attitudes
- > Legislative, professional and parental movements that are transforming and enhancing the lives of people with PMLD. Recognising that everyone is a citizen; everyone can make a valuable contribution if supported in the right way. Respecting that everyone has the right to an ordinary, fulfilling life and how we can get involved to ensure this is truly embedded into everyday practice.

Training pack

£95.00 | 45pp | Ringbound | 9781912755370
1 Sept 2019

Self-study guide

£15.95 | 65pp | Paperback | 9781912755615
1 Aug 2019



Responsive Communication:

Combining attention to sensory issues with using body language (intensive interaction) to interact with autistic adults and children

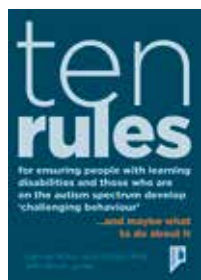
Phoebe Caldwell, Elspeth Bradley, Kate Richardson, Janet Gurney, Jennifer Heath, Hope Lightowler and Gemma Swales

This groundbreaking book has been put together by a team of authors led by Phoebe Caldwell, who during her long-time practice in this field has found some unique paths to achieving deep and meaningful engagement with autistic people and people with profound and multiple learning disabilities. The authors offer a range of fascinating and informative perspectives on the approach and application of responsive communication, from backgrounds including expert by experience, communication, service management, occupational therapy, neuroscience and psychiatry. What this range of contributors has in common is a sense that before we can address communication, we need to attend to the sensory features of autism and reduce the information processing distress that may be hindering our ability to get in touch with our autistic partners.

This will benefit support staff, professionals and family members supporting autistic adults and children and people with profound and multiple learning disabilities.

£24.95 | 250pp | Paperback | 9781912755363
1 Jul 2019





Ten Rules for Ensuring People with Learning Disabilities and Those Who Are On The Autism Spectrum Develop Challenging Behaviour...and maybe what to do about it

Dr Damian Milton and Richard Mills
with Simon Jones

This short illustrated booklet aims to challenge our thinking about the way we support and interact with people with learning disabilities and those who are on the autism spectrum. The 'ten rules' concept sets out to be deliberately provocative, by suggesting ways in which people, services and environments can unconsciously create what is then seen as 'challenging behaviour'.

This booklet can be used for a range of purposes, including staff induction, awareness training, individual professional development and reflection, and discussions regarding service development and design.

It can be used by services, professionals and support workers providing any kind of support to people with learning disabilities and people on the autism spectrum, trainers, teachers and community services.

£5.95 | 52pp | Paperback | 9781910366882 |
Mar 2016



Understanding and Responding to Behaviour that Challenges in Intellectual Disabilities: A handbook for those who provide support

Edited by Peter Baker and Tony Osgood

Challenging Behaviour and People with Intellectual Disabilities (second edition) addresses the need for an up-to-date handbook which, while well-grounded in research and latest clinical practice, is essentially non-academic and accessible for staff occupying many roles, for example, support workers and managers in learning disability service settings, community learning disability teams, psychologists, psychiatrists and other professionals who may find themselves supporting a person with an intellectual disability from time to time, as well as family members and students of both mental health and intellectual disability.

The new edition is a complete revision and updating of content, aiming to address key knowledge requirements and concerns of people working in the field, with opportunities for reflection and professional development. The content is illustrated by case studies to help the reader explore how to best to address issues in practice.

Contents Include:

Part 1: Clearer Values

- > Foreword
- > What is behaviour that challenges?
- > Behaviour that challenges: how big is the problem?
- > Positive behavioural support
- > Legal considerations
- > Listening to people using services

Part 2: Gaining a Better Understanding

- > Assessing behaviour that challenges
- > Communication and behaviour that challenges
- > Well-being

Part 3: Delivering Support

- > Practice leadership and behaviour that challenges
- > Building a good rapport
- > Getting the environment right
- > Keeping people safe - reactive strategies
- > Learning new ways of behaving
- > The use of medication

Part 4: Lessons Learned

- > We're in this together: supported staff
- > Working together with families
- > Working for change: policy and practice contexts
- > Afterword

£35 | 275pp | Paperback | 978191128956 | June 2019

TIZARD
University of Kent





Introduction to Mental Health and Mental Wellbeing for Staff Supporting Adults with Intellectual Disabilities: A training and self-study resource

Karina Marshall-Tate and Ruwani Trabelsi with Eddie Chaplin and Steve Hardy

In association with The Estia Centre, London South Bank University and Oxleas NHS Foundation Trust

This training resource and accompanying reader has been developed for a range of care and support staff who work with adults with intellectual disabilities and provides a full day's training. It aims to provide learners with an understanding of the mental health needs of this population and to promote mental health and wellbeing.

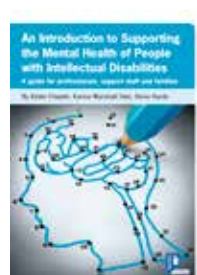
The materials will also be of value to clinicians and support professionals relatively new to either mental health or learning disability, as well as students undertaking relevant courses.

Through video clips and exercises, the materials give voice to the experiences and insights of people with learning disabilities who experience mental health issues. The resource includes slides and other online resources, guided self-learning and a separate reader *An Introduction to Supporting the Mental Health of People with Intellectual Disabilities* (see opposite). This is provided in digital format but can be purchased separately in print format.

Contents include:

- > What is mental health and mental wellbeing?
- > Vulnerability factors and determinates of health
- > Mental Health problems in people with learning disabilities
- > Assessment of mental health problems in people with learning disabilities
- > Mental Health legislation and frameworks
- > Professional roles and services
- > Interventions for mental health
- > What staff can do to support someone with a learning disability and a mental illness

£65 | 55pp | Spiral Bound with Paperback | 9781912755417 | Aug 2019



An Introduction to Supporting the Mental Health of People with Intellectual Disabilities

A guide for professionals, support staff and families

Eddie Chaplin, Steve Hardy, Karina Marshall-Tate

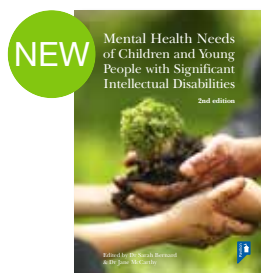
This introductory guide uses common language in order to demystify mental health and illness in the lives of people with intellectual disability. The varied content contains a number of case studies illustrating common mental health problems, and explains how people with intellectual disabilities can be supported to protect their mental well-being.

It provides guidance on treating a person with intellectual disability for a mental health problem, adaptations to treatment that may have to be made, and how best to find the right services for individuals.

This booklet is for healthcare professionals and support staff to help them when diagnosing, treating and caring for people with a learning disability and mental health problems.

£12.95 | 100pp | Paperback | 9781911028369 | Nov 2016





Mental Health Needs of Children and Young People with Significant Intellectual Disabilities 2nd edition

Edited by Dr Sarah Bernard & Dr Jane McCarthy

Originally entitled *Mental Health Needs of Children and Young People with Learning Disabilities*, this new edition focuses on the care and support of those with moderate and severe learning disabilities (intellectual disabilities). In addition to bringing the content fully up to date, the editors, both longstanding experts in this field, have commissioned the most experienced contributors to address new topics such as gender issues and mental health in education. The importance of developing evidence-based practice is a key theme of the book, acknowledging its key role in helping professionals and practitioners to be able to provide high-quality personalised care for children and young people with intellectual disabilities who have mental health needs.

This handbook provides health and social care professionals with a sound knowledge base for shaping and enhancing their practice, along with the skills and confidence to improve the outcomes for these young people. Each chapter includes short case illustrations, examples of good practice, reflections on current practice, key learning points, references and key websites for further exploration.

Target audience

Child and adolescent psychiatrists, psychologists in health and educational services, nurses (children's nurses, school nurses, mental health and learning disability nurses), social workers, teachers, service commissioners and providers, IAPT Psychological Wellbeing Practitioners and IAPT High Intensity Therapists.

£35 | 300pp | Paperback | 9781912755493 | Dec 2019



Mental Health in Intellectual Disabilities (Fifth Edition)

Edited by Dr Colin Hemmings

Now in its 5th edition, *Mental Health in Intellectual Disabilities* continues to address the need for a handbook which, while well-grounded in research and latest clinical practice, is essentially non-academic and accessible for staff occupying many roles, for example, support workers and managers in learning disability service settings, GPs, psychologists, psychiatrists, community learning disability teams and other professionals who may find themselves supporting a person with an intellectual disability from time to time, as well as students of mental health and intellectual disability.

The new edition represents a complete revision and updating, aiming to address key knowledge requirements and concerns of people working in the field and provide opportunities for reflection and continuing professional development. The content is illustrated by case studies to help the reader explore how to best to address mental health issues in practice.

Contents Include:

- > Introduction
- > Legislation and policy
- > Assessment
- > Dementia and old age
- > Psychosis
- > Mood disorders
- > Anxiety disorders
- > Autism and mental health
- > ADHD
- > Genetic syndromes
- > Epilepsy and neuropsychiatric syndromes
- > Offending behaviours and risk assessment
- > Relationship between mental health and challenging behaviours
- > Challenging behaviours
- > Personality disorder and deliberate self-harm
- > Psychological interventions
- > Life events and abuse
- > Medication
- > Capacity and consent
- > The Mental Health Act and DoLS

£30.00 | 230pp | Paperback | 9781911028963 | Jun 2018





Mental Capacity and Consent in Learning Disability:

a training pack and resource for managers, support staff and professionals to develop good practice in assessing capacity and making best interests decisions

Steve Hardy and Theresa Joyce with Linda Spencer

This best-selling training pack and resource has been updated and extended since the first edition (entitled 'The Mental Capacity Act and People with Learning Disabilities'). It has been specifically written to support health and social care professionals in understanding the relevant legislation, in particular the Mental Capacity Act (2005) and Deprivation of Liberty guidelines, how it specifically relates to people with learning disabilities, and the roles and responsibilities of those supporting and working with individuals. The aim is to develop good practice in defining and assessing capacity and making best interests decisions, while safeguarding the rights of and empowering people with learning disabilities. The new edition now covers areas that have developed since the Act was first introduced and resources that were not available at the time the first edition was published.

The user-friendly, flexible materials can be used to deliver training or as a valuable resource in discussing the assessment of an individual's capacity to make an important decision. Wherever possible, each session includes relevant case law and case studies that can help the learner to better understand the relevant legislation and put it in the context of everyday practice. The pack includes a range of different resources that can be used for short one-off sessions which address a particular issue that might have arisen in a service, through to a 2 ½ day programme to develop staff understanding of the law and the implications for their service and practice over a number of sessions. It can be used with single or mixed groups of support staff, managers and professionals.

Contents

The pack includes full guidance with case studies, plus online printable worksheets and slides to support the following sessions:

1. Introduction to the Mental Capacity Act (2005)
2. Capacity, incapacity and enhancing capacity
3. Assessing capacity
4. Making best interests decisions
5. Roles, bodies and safeguards
6. Deprivation of liberty

£95.00 | 75pp | Ring Bound | 9781912755226 | Dec 2019



I Can Feel Good 2nd edition

DBT-informed skills training for people with intellectual disabilities and problems managing emotions

Bridget Ingamells, Catrin Morrissey, Natalie Brotherton and Sarah Ashworth

The purpose of this updated and much extended resource is to enable practitioners to deliver skills training to people with mild to borderline intellectual disabilities who have problems managing and regulating their emotions, which in turn impacts on their lives and relationships. Much anticipated, this extensive new edition, with printable, online resources, offers many new benefits. These have come out of the delivery and evaluation of programmes run by the author team with a wider range of people in a wider range of settings and reflect valuable evidence-based research and clinical advances in this approach.

Informed by Dialectical Behavioural Therapy (DBT) *I can Feel Good 2nd edition* provides a structured, modular programme to teach individuals and groups mindfulness skills, managing feelings, coping in crisis and people skills, and will guide the learner to have accountability and recognition in managing their emotions. The people who could benefit from such training may live in community settings, residential settings or forensic and secure settings.

The programme can be run by a range of professionals and support workers who will need experience of structured group work and an understanding of cognitive behavioural approaches and mindfulness training. Bespoke training packages and programmes for individuals and/or services are available facilitated by the programme authors.

Contents Include:

- > Module 1: Mindfulness skills
- > Module 2: Managing feelings
- > Module 3: Coping in crisis
- > Module 4: People skills
- > Mindfulness booster module

£95.00 | 300pp | Spiral Bound | 9781912755172 | Nov 2018





Reflections on the Challenges of Psychiatry in the UK and Beyond

A psychiatrist's chronicle from
deinstitutionalisation to community care

Professor Nick Bouras

Reflections on the Challenges of Psychiatry in the UK and Beyond is a personal journey through British psychiatry, the NHS and academic life over a career spanning 40 years. It describes personal experiences as perceived by a postgraduate student, practicing clinician, teacher, trainer, researcher and health service manager.

This book presents a personal historical, chronicle of some of the most significant milestones of modern psychiatry. The process of developing mental health services (including those for people with intellectual disabilities) through a maze of policies, sometimes contradictory, but also with strong ideological, sociological and political encounters, proved to be a foremost challenge.

The author examines the complex connections of these processes and gives a comprehensive picture of the mental health map over four decades. Successes and disappointments are featured throughout the book, through memories, archives and personal statements.

Contents Include:

- > Chapter 1: Early years
- > Chapter 2: Mental health advice centre
- > Chapter 3: Consultant psychiatrist
- > Chapter 4: Developing the service
- > Chapter 5: Resettlement programme
- > Chapter 6: Policy context
- > Chapter 7: Community mental handicap team
- > Chapter 8: Specialist psychiatric service
- > Chapter 9: Mental Health in Learning Disabilities Service (MHLD)
- > Chapter 10: Estia Centre
- > Chapter 11: The university component
- > Chapter 12: The international dimension

£14.95 | 200pp | Paperback | 9781911028413 | Feb 2017



Guided Self-help for People with Intellectual Disabilities and Anxiety and Depression

Edited by Dr Eddie Chaplin

This manual can be used as a guided self-help resource for clinical use or to help promote positive mental health for people with intellectual disabilities. It provides resources to supplement the implementation of guided self-help and gives a theoretical background and evidence base for this type of approach.

The manual is in an Easy Read format with instructions on common mental health conditions and problems, as well as dos and don'ts for people using the resource and those supporting them.

Using colour photographs and easy to read text, the SAINT (Self-Assessment and INTERvention) offers a structured and accessible way to deliver guided self-help with this population. By using a daily diary, clients can learn to recognise their emotions and develop ways to cope with them.

This facilitator manual explores the role of guided self-help, its evidence base and its role in treating anxiety and depression. It details the development of the SAINT and the rationale for its use, and offers experiences from individuals who have used it in their own lives. The manual will help a facilitator to prepare for sessions with a client who is using the SAINT.

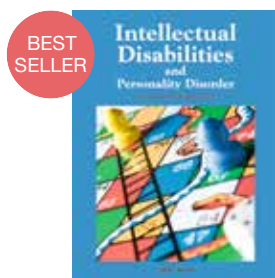
The DVD contains guided self-help materials and video clips of people with intellectual disabilities talking about their experiences of mental health problems and how they cope.

Contents Include:

- > Introduction
- > Chapter 1: Promoting positive mental health
- > Chapter 2: A guide to depression and anxiety disorders
- > Chapter 3: The evidence base for guided self-help
- > Chapter 4: The SAINT
- > Chapter 5: Personal experiences of using the SAINT
- > Chapter 6: What is CBT and how does it differ from self-help?
- > Chapter 7: Additional resources
- > DVD with the SAINT manual and guidance, Easy Read leaflets and worksheets.

£35.00 | 56pp | Spiral Bound with DVD-ROM | 9781909810532 | Jun 2014





Intellectual Disabilities and Personality Disorder

An integrated approach to support

Dr Zillah Webb

This handbook introduces personality disorders, their epidemiology and how to recognise them. It examines how a personality disorder is shaped by an individual's intellectual disability and the difficulties this may lead to. It also explores a range of practical approaches to any difficulties that may arise to help staff work more effectively with this client group.

This handbook aims to bridge this gap in resources and gives staff a framework for understanding and addressing the problems that arise when an individual has both intellectual disabilities and a personality disorder.

Contents Include:

- > Chapter 1: Introduction: personality disorder and individuals with intellectual disabilities
- > Chapter 2: Unhealthy self-image and low self-esteem
- > Chapter 3: Emotional distress
- > Chapter 4: Difficulties with interpersonal relationships
- > Chapter 5: Difficulties in relationships with staff
- > Chapter 6: Difficulties with self-control and impulsivity
- > Chapter 7: Distorted thinking
- > Chapter 8: Physical health problems
- > Chapter 9: Mental health problems
- > Chapter 10: Challenging behaviours
- > Chapter 11: Suicidal behaviour and self-harm
- > Chapter 12: Crisis management
- > Chapter 13: Difficulties engaging with services
- > Chapter 14: Tensions and disagreements within and between teams
- > Chapter 15: Difficulties with relatives, family and partners



People with Learning Disabilities Hear Voices Too

Understanding and adapting best practice to support people with learning disabilities who hear voices that others cannot hear
A self-study guide

Dr John Cheetham and Dr Nina Melunsky

This unique publication aims to address a gap in understanding the experiences of people with learning disabilities who hear voices, and how best to offer support in practical, person-centred ways. It draws on best practice guidance on psychosis and also learning disability from NICE and from the British Psychological Society.

This material is designed for anybody who supports someone with a learning disability who also hears voices, including support workers, family carers and mental health practitioners.

The self-study guide covers current knowledge on evidence-based theories of understanding voice-hearing, as well as common ways of understanding these experiences as described by voice-hearers, included in supportive video footage.

Contents include:

- > Myth and jargon busting
- > How people with learning disabilities are affected by voice-hearing
- > Theories of voice-hearing
- > Role of trauma
- > Evidence-based interventions
- > Common triggers and coping skills
- > Communication skills
- > How do we use this knowledge in practice?
- > How and when to seek help from services

A complementary resource pack and training pack are in development.

£35.00 | 230pp | Paperback | 9781909810358 | Apr 2014

£24.95 | 100pp | Paperback | 9781912755509 | Jun 2019



The Moss Psychiatric Assessment Schedules

The Moss Psychiatric Assessment Schedules (MPAS) are the successors to the well known PAS-ADD system. The original *Psychiatric Assessment Schedule for Adults with Developmental Disabilities* was developed to provide improved patient interviewing for adults with intellectual disability, and over the years the name became synonymous with mental health assessment in people with intellectual disability. Since those early days, the author has continued to develop new assessments, and to train several thousand people in their use round the world. The insight and feedback from these users has enabled ongoing refinement of the questions, and improvements in the descriptions of symptoms in various levels of severity. The result of this 30 years of development is a set of assessments of unparalleled quality and ease of use. **The series now includes versions for adults and children, both with intellectual disability, and of normal developmental level.** Coming soon will be an expert interview designed specifically for forensic use.

For full information about validity and reliability, together with sample pages to view, visit our PAS-ADD website www.mospas.com



MPAS-ID

A wide-spectrum mental health assessment for adults who have limited language or reduced cognitive development. Fully compliant with ICD-11 and DSM-5 (formerly known as Mini PAS-ADD)

Dr Steve Moss

The *MPAS-ID* provides a wide-spectrum mental health assessment primarily designed for clients who have limited language or reduced cognitive development. It is not a screening tool, but is a sophisticated assessment that uses a glossary of symptom definitions to guide the coding. Precise definitions of symptom severities give a high level of reliability, making it an excellent choice for measuring change, for example in response to treatment. Information from the MPAS-ID is also ideal for providing precise information on symptoms when conducting a full case formulation and diagnosis. The MPAS-ID can be used by staff who do not have a background in psychiatry or psychology. However, *all* users should receive appropriate training (available from Steve Moss, info@pasadd.co.uk).

The MPAS-ID can be used to collect symptom information directly from an informant via a semi-structured interview procedure, or can be completed by trained staff members on the basis of knowledge already possessed about the individual. The glossary definitions appears adjacent to their relevant interview questions, making it easy for the interviewer to keep the guidelines in mind while conducting the conversation. Question wordings have been refined over many years to provide a flexible yet precise and economical way of guiding the interviewer to determine presence and severity of symptoms.

Updated from the original Mini PAS-ADD, the MPAS-ID score form enables two different clinical episodes to be rated on the same form. This is important if the person has a fluctuating mood disorder, or if it is otherwise suspected that the individual has changed significantly from one time period to another.

Fully compliant with DSM-5 and ICD-11, the MPAS-ID covers:

- | | | |
|-------------------------|-------------------------|-----------------------------|
| 1. Depressive episode | disorder | other organic problems |
| 2. Anxiety disorders | 5. Psychosis | in the author's field-trial |
| 3. Manic episode | 6. Unspecified disorder | sample) |
| 4. Obsessive compulsive | (mostly dementia and | 7. Autism |

Threshold scores are provided for each of the above seven diagnostic areas. MPAS-ID is at its most effective when used as part of a comprehensive case review and formulation.

Handbook

£179.95 | 80pp | Spiral Bound | 9781912755202 | Nov 2016

Score forms

12pp | 9781912755295 | Mar 2016
Pack of 20: £60 Pack of 40: £118 Pack of 60: £174
Pack of 80: £224 Pack of 100: £275





MPAS-Check

A questionnaire to identify potential mental health problems in people with intellectual disabilities (formerly known as PAS-ADD Checklist)

Dr Steve Moss

MPAS-Check is a 25-item questionnaire, written in everyday language, for use primarily by care staff and families who are best placed to notice changes in the behaviour of the people they support. It is designed to record the presence of a range of problems, all of which may be part of a psychiatric condition.

The Checklist aims to help staff and carers to identify potential mental health problems and decide whether a further assessment of an individual's mental health may be helpful.

MPAS-Check can be used to screen whole groups of individuals, or as part of a regular monitoring of people who are considered to be at risk of mental illness. The scoring system includes threshold scores which, if exceeded, indicate the presence of a potential psychiatric problem. This may then be more fully assessed using MPAS-ID or MPAS-Diag (ID).

The score forms with guidance are available in packs of 20.

12pp | Paperback | 9781912755301 | Apr 2019
Pack of 20: £60 Pack of 40: £95
Pack of 60: £135 Pack of 80: £175
Pack of 100: £195



MPAS-Diag (ID)

A semi-structured clinical interview for adults with intellectual disabilities producing full ICD-11 and DSM-5 diagnoses. Fully compliant with ICD-11 and DSM-5 (Formerly known as PAS-ADD Clinical Interview)

Dr Steve Moss and Dr Robin Friedlander

The *MPAS-Diag (ID)* is semi-structured clinical interview with separate sets of questions for patients and informants. It is primarily designed for people who have enough language to give at least some verbal contribution to an interview, but can also be used as an informant-only interview. It has been developed from the well-known *PAS-ADD 10 psychiatric interview* and *PAS-ADD Clinical Interview*, but has been completely updated and re-designed on the basis of more than twenty five years' experience of training users around the world.

The *MPAS-Diag (ID)* is probably the most sophisticated patient interview that is globally available for people with intellectual disability, and for those who have limited language skills. It is also suited to research studies, and for any routine clinical assessment requiring a precise evaluation of symptoms.

The interview produces criterion-by-criterion diagnoses under both ICD 11 and DSM-5. The score form has been designed to make it clear, not just the criteria that have been fulfilled, but also those that are close to it. This makes the process of clinical interpretation easier, and based on firm clear evidence.

Fully compliant with DSM-5 and ICD-11, MPAS-Diag (ID) covers:

- > Agoraphobia
- > Social phobia
- > Specific phobia
- > Panic disorder
- > Generalized anxiety disorder
- > Obsessive compulsive disorder
- > Depressive episode
- > Depressive episode with psychotic features
- > Manic episode
- > Manic episode with psychotic features
- > Schizophrenia
- > Schizoaffective disorder
- > Other non-organic psychosis
- > Other persistent delusional disorder
- > Delusional disorder
- > Psychosis unspecified
- > Hyperkinetic disorder
- > Autism Spectrum Disorder
- > Delusional disorder
- > Psychotic disorder NOS
- > Brief psychotic disorder
- > ADHD
- > Autism

Score forms (Sets of 20)

24pp | Paperback | 9781912755592 | Jul 2019
Pack of 20: £70 Pack of 40: £136
Pack of 60: £201 Pack of 80: £264
Pack of 100: £330

Manual

£225.00 | 70pp | Spiral Bound | 9781912755318 | Jun 2011





MPAS-ChA

A mental health assessment of children and adolescents across the full developmental spectrum. Fully compliant with ICD-11 and DSM-5

(Formerly known as The ChA-PAS Interview)

Dr Steve Moss, Dr Robin Friedlander and Dr Pauline Lee

The *MPAS-ChA* is for mental health assessment of children and adolescents across the full developmental spectrum, including intellectual disability. Like the *MPAS-ID* (see p.36), the *MPAS-ChA* uses a scoring system that provides a single score for each of the diagnostic constellations, each of the constellations having a corresponding threshold. If the child or young person reaches or exceeds the threshold it is probable that they warrant a diagnosis in that constellation. However, a strong emphasis is placed on the importance of expert clinical judgement when interpreting the scores in relation to other pieces of information, e.g. history, environment, and family factors.

The *MPAS-ChA* provides a semi-structured interview format in which the young person may contribute to whatever degree they are able, or it may be conducted by informant interview only. Question wordings, symptom definitions and glossary notes were developed by clinical experts from Canada and the UK. Updated from the original *ChA-PAS Interview*, all necessary symptoms for ICD 11 and DSM-5 diagnoses are included.

Fully compliant with DSM-5 and ICD-11, the *MPAS-ChA* covers:

- > Anxiety disorder
- > Depressive episode
- > Manic episode
- > Obsessive compulsive disorder
- > Conduct disorder
- > Attention deficit hyperactivity disorder (ADHD)
- > Psychosis
- > Autistic spectrum

The assessment manual provides full guidance and comes with a starter pack of 20 score forms.

Assessment manual

£179.00 | 88pp | Spiral Bound | 9781912755233 | May 2007



Score forms

16pp | Paperback | 9781912755356 | May 2007

Pack of 20: £70.00 Pack of 40: £120
Pack of 60: £175 Pack of 80: £225
Pack of 100: £275



About the author



Dr Steve Moss has worked for 30 years in disability research, initially in the fields of children with visual impairment and children's motor development, and subsequently in the areas of intellectual disability and mental health assessment.

His work on development of the PAS-ADD system, now entitled MPAS (Moss Psychiatric Assessment), is particularly well known, and these assessments are now used in many countries throughout the world.

Dr Moss has published over 80 articles, chapters, books and assessments, and has trained several thousand people around the work in use of the MPAS (PAS-ADD) system.

He worked for 20 years at the Hester Adrian Research Centre, Manchester University, and later at the Institute of Psychiatry, King's College London, where he continues to have an honorary post.

Coming soon:

MPAS-DIAG (For) for forensic assessments (in digital format only) where precise and reliable information on symptoms and diagnoses is required.

DIGITAL MPAS

Digital versions of all the MPAS assessment tools are currently in the beta testing stage and will be released during 2019/20. If you would like to trial these, contact info@pasadd.co.uk



Supporting People with Learning Disabilities and Dementia

A training pack and self-study guide for support staff
(based on the Supporting Derek film and guide)

Karen Watchman, Heather Wilkinson and Philly Hare

These valuable training and self-study resources aim to equip staff and volunteers with the confidence and knowledge to provide a high quality of support that is appropriate to each person with a learning disability and dementia. The materials, based on the groundbreaking *Supporting Derek* pack, originally published by the Joseph Rowntree Foundation, have been updated and extended in order to promote holistic support that will maintain the abilities of the individual and provide them with services that meet their needs.

The materials now offer a structured training programme to enhance the learning of whole staff teams, plus a self-study option to benefit staff or volunteers who find it difficult to attend formal training. The contents reflect the recent increase in research that includes talking with people who have learning disabilities and dementia, a greater understanding of their choices and preferences, and an emphasis on what these mean for practice. The original *Supporting Derek* film, still relevant and in use around the world, is incorporated into the training and self-study routes via an online link, together with new training material that has been successfully piloted with staff teams at different stages of supporting people with a learning disability and dementia, and with peers of people who have a dementia diagnosis. The training pack includes a participant Practice Development Guide to enhance learning during and post training.

Training pack

Includes all the materials needed to run a full day's training to staff teams and groups, including trainer's guidelines, printable handouts and PowerPoint presentation (hard copy and online), Practice Development Guide for participants (online), a copy of the self-study guide (hard copy), and online access to the *Supporting Derek* film.

Contents include:

The training pack provides a full day's training in 4 sessions, including:

- > Introduction
- > The lived environment
- > Let's talk about dementia
- > Future planning

£55.00 | 85pp | Spiral Bound | 9781912755066 | Nov 2018



Supporting People with Learning Disabilities and Dementia

Self-study guide for support staff
(based on the *Supporting Derek* film and guide)

Karen Watchman, Heather Wilkinson and Philly Hare

This study guide provides a complete self-study route, with colour diagrams and photos, up-to-date references and further reading, and online access to the *Supporting Derek* film.

Contents include:

- > Learning disability and dementia
- > Understanding behaviour
- > Developing supportive and meaningful environments
- > Responding to pain
- > Effective communication
- > Meaningful activities
- > When a friend has dementia
- > Eating and drinking
- > Night-time care
- > Advanced dementia

£15.95 | 90pp | Paperback | 9781912755073
| Nov 2018





Providing Good Support for People with Learning Disabilities as They Grow Older: training pack

Christine Towers

Growing older is a process with numerous gradual or sudden changes over time. For staff supporting people with learning disabilities, it may be difficult to recognise these changes or know how best to meet their changing needs. People with learning disabilities often age biologically at a younger chronological age than the general population, and many will have very different life experiences of getting older, for example having missed out on work, having a family and developing long-term relationships. These factors can adversely affect self-esteem as well as sources of financial and social support to fall back on as they grow older.

These new resources address a significant gap in the knowledge and practice of supporting people with learning disabilities as they grow older. Both aim to help staff and others to improve their understanding of how growing older may affect individuals, and ways of providing good support to people with learning disabilities so that they can:

- > age well through staying healthy, keeping friendships and connections and adapting their lifestyle as necessary;
- > cope with challenges and difficulties they may face, particularly as they become frailer and lose some independence.

Through knowledge content, exercises, key learning points and video clips of older people with learning disabilities talking about their experiences of growing older, the materials will help support staff to explore how planning for and providing good support can make a positive difference to individuals' lives in the key areas of:

- > Emotional well-being
- > Health
- > Being active and involved
- > Home life
- > Dying well

Throughout the learning process, the themes of person-centred planning, good communication, and building confidence and encouraging independence are central to the development of good support.

The training pack provides a full day of training divided into shorter sessions for flexible use, and comes with guidance on running each session, together with online exercise sheets and handouts, presentation slides, video clips and other resources. The self-study guide (also included in the training pack) can be purchased separately and contains a self-study route with access to the video clips online.

£95 | 85pp | Ring Bound with Paperback | 9781912755608 | Oct 2019



Providing good support for people with learning disabilities as they grow older: a self study guide

Christine Towers

This new self-study guide is designed to both support the delivery of training via the companion training pack (opposite) but can also be purchased separately to provide a self-study route. With access to online video clips, the guide works through the same content in order to provide opportunities for support staff to learn at their own pace and to enhance their continuing professional development in this vital area.

Contents include:

- > Emotional well-being
- > Health
- > Being active and involved
- > Home life
- > Dying well

£15.95 | 65pp | Paperback | 9781912755516 | Oct 2019





Taking Control of My Health

A training manual for health and social care staff to deliver a course for people with learning disabilities who have health conditions

Mary Codling

A manual and CD-ROM for health and social care staff to deliver a course for people with learning disabilities who also have a diagnosed health condition, so that they can understand their condition, how it affects their lives and become more active in the care of their own health.

The aim of this material is to equip a wide range of facilitators with the guidance and tools required to deliver a programme for people with learning disabilities that will enable them to express emotions, network with their peers and create opportunities to promote self-understanding.

The piloting of this material showed that understanding of complicated health conditions in itself is too complex for a number of people with learning disabilities, but focusing on the effects of the health condition and how people react has increased confidence and self-esteem.

The course is designed for people who have mild to moderate learning disabilities and are able to communicate verbally, and is based around the use of the Kolb's (1984) experiential learning cycle. This enables people with learning disabilities to gain a better understanding of their health through learning from interactive and participatory sessions. It provides the framework that will guide the facilitator by creating opportunities such as role play, active participation, exercises, games, homework and action plans, which are all forms of experiential learning. The course is organised into six weekly sessions.

The CD-ROM includes printable handouts, action plans, certificate of attendance, and a film which shows extracts of facilitators discussing the course and its aims and detailing each session's contents, plus feedback from real life participants on their experience of each session.

This training pack will inform and benefit support workers, nurses, occupational therapists, psychologists, speech and language therapists, learning disability service providers and teachers.

Contents Include:

- > Session 1: Talking about your health condition
- > Session 2: Communication
- > Session 3: Pain
- > Session 4: Exercise
- > Session 5: Thoughts and feelings
- > Session 6: Working with health professionals

£35.00 | 54pp | Spiral Bound with CD-ROM | 9781910366622 | Mar 2016



Supporting Women with Learning Disabilities Through the Menopause (2nd edition)

A manual and training resource for health and social care workers

Michelle McCarthy and Lorraine Millard

The new edition of this comprehensive training pack provides a thorough introduction to the physical, emotional, psychological and social effects of the menopause and how it affects women with learning disabilities. It suggests flexible programmes for short, half-day, or one day training courses and includes staff training exercises, a film and illustrated leaflets, to help support women with learning disabilities going through this life change. The film includes real life group discussions between women with learning disability going through the menopause.

As well as providing advice to care workers, the pack also aims to empower women with learning disabilities to make their own decisions about how they manage the menopause, and includes material written directly for them.

Contents Include:

- > Introduction
- > Direct work with women with learning disabilities
- > Staff training
- > Resource materials
- > Leaflets
- > Pictures
- > DVD

£95.00 | 120pp | Ring Bound | 9781911028574 | May 2017





Successful Health Screening Through Desensitisation for People with Learning Disabilities

A training and resource pack for healthcare professionals

Lisa Harrington and Sarah Walker

This training and resource pack aims to enable people with a learning disability to successfully access health screening and overcome any fear and anxiety they may have about the process.

The substantial pack provides a practical evidence-based framework, tools and resources for supporting an individual with basic health screening and desensitisation.

The framework and resources in this training pack respond directly to evidence of how the health needs of people with a learning disability are not adequately met. The material provides the practical approaches necessary to positively support people with a learning disability to overcome fear and anxiety, successfully access health screening and so help to improve their overall health and quality of life. The materials in this pack can be used by a wide range of healthcare professionals, support staff, carers, families and adults with learning disabilities, and can be adapted for children.

Contents Include:

- > Barriers to health screening
- > What is desensitisation?
- > Individual case studies

Clinician's Section

- > The clinician's role
- > The screening process
- > Desensitisation screening tool
- > Barriers to health screening checklist
- > Preparing the environment
- > Health screening equipment
- > Person centred programmes
- > Educating and supporting services, what can go wrong?
- > Commitment Tool, setting up the Desensitisation Clinic, supporting families
- > Supporting children with a learning disability

Carer's Section

- > The role of the family and carer with health screening desensitisation
- > What can you do?
- > Commitment tool
- > Practical tools

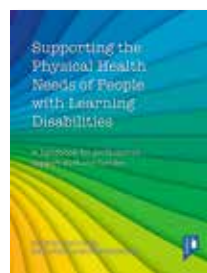
Service User's Section (in easy-read format)

- > Health checks
- > Getting help with health checks
- > Easy read information
- > 'All about you' and health screening stories

Ethical issues

- > Staff training resources

£125.00 | 200pp | Ring Bound with CD-ROM | 9781911028260 | Jun 2017



Supporting the Physical Health Needs of People with Learning Disabilities

A handbook for professionals, support staff and families

Steve Hardy, Eddie Chaplin and Peter Woodward

This informative and practical handbook provides healthcare professionals and support staff working with individuals with a learning disability and their family carers with information on a range of physical illnesses and health needs to support people with different conditions.

This handbook aims to simplify what can be a complex area in order to meet individual's healthcare needs, and also touches upon the psychological issues that occur during physical ill health. It also addresses the different ways that clinical healthcare professionals should adapt their practice to meet the needs of a person with a learning disability.

Within this book, issues around accessing healthcare services for individuals with a learning disability are explored in detail and from a number of perspectives, including from people with learning disabilities and their carers who bear the brunt of these inequalities.

£24.95 | 250pp | Paperback | 9781910366257 | Nov 2016





Sex and the 3 Rs: Rights, Risks and Responsibilities (fourth edition)

A sex education resource for working with people with learning disabilities

Dr Michelle McCarthy and David Thompson

This comprehensive guide is a training resource that provides ideas and materials for direct sex education for adults with learning disability, suggestions for assessing service users' experiences and suitable service responses. It explores an extensive range of difficult subjects including pornography, sexual abuse of children, consent in relationships and safer sex.

Sex and the 3 Rs: Rights, Risks and Responsibilities has been revised and updated with additional material covering recent policy and legislative changes, including detailed information on the ways in which the Mental Capacity Act (2005) has been invoked.

The new fourth edition of this widely-used training pack accounts for the increasing amount of time many people spend online, and gives some ideas on how to support people with learning disabilities to safely access online pornography and engage in 'sexting'. There are also new sections on forced marriage, domestic violence and 'mate crime'.

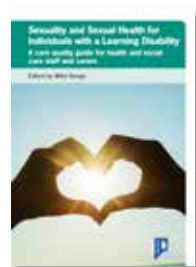
The pack will benefit and provide value to direct care staff and managers in residential, day and community services; all members of community learning disability teams, sex education workers, health promotion workers and health facilitators.

The pack includes a catalogue of 72 accompanying illustrations that reflect the actual reality of sexual experiences for people with learning disabilities.

Contents include (abridged, see website for full contents):

- > **Contexts**
 - > The law
 - > Race, culture, ethnicity and religion
 - > Staff supervision and safeguards
- > **Individual work**
- > **Group work**
- > **Issues**
 - > Masturbation
 - > Menstruation
 - > Consent
- > **Sexual abuse**
- > **Pornography**
- > **Sex workers**
- > **Contraception**
- > **Marriage**
- > **Parenting**
- > **Illustrations**
 - > Descriptions of pictures and ideas for use

£125.00 | 200pp | Spiral Bound | 9781911028406 | Oct 2016



Sexuality and Sexual Health for Individuals with a Learning Disability

A Care Quality Guide for health and social care staff and carers

Sexuality and Sexual Health for Individuals with a Learning Disability aims to help health and social care staff and carers refresh, develop or extend their learning in this key area of learning disability practice.

Covering the core elements of the *QCF unit LD307 Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health*, this convenient practice guide offers an engaging, value for money, accessible and flexible way of self-learning about sexuality and sexual health for individuals with a learning disability. The guide also contains a certificate of achievement and is CPD accredited.

Contents Include:

- > The development of human sexuality
- > The sexual development of individuals with learning disabilities
- > Issues of sexual health and how these can be supported
- > The relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities
- > Supporting the sexual expression of an individual with a learning disability

£9.95 | 100pp | Paperback | 9781910366172 | Sep 2014





Personal Development, Relationships and Staying Safe

A training pack for staff supporting adults with intellectual disabilities, high support and complex needs

Marie Walsh and Geraldine Cregg

This comprehensive training pack provides staff with the knowledge and practical skills to ensure the safety and personal development of individuals with intellectual disabilities, high support and complex needs.

This training pack provides front-line caregivers with the skills and knowledge to teach and inform their service users about a variety of complex and sensitive issues around developing their own identity, forming relationships and staying safe in the context of physical and sexual abuse.

The aims of this training course are to increase staff awareness, understanding and knowledge of the topic of staying safe, and the promotion of personal development and relationships specifically for persons with high support and complex needs i.e. people with a severe to profound level of intellectual disability. As well as this, the course can be used to provide staff with practical skills to help individuals who use intellectual disability services to learn about safety, personal development and relationships.

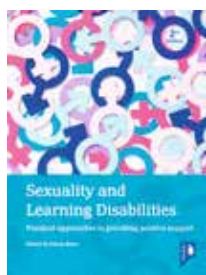
Contents Include:

- > Module 1: Self-awareness and self-identity
- > Module 2: Relationships
- > Module 3: Being safe and minimising risk
- > Module 4: Sexual expression

This multi-media resource includes:

- > DVD
- > Learner workbook
- > PowerPoint presentation

£125.00 | 200pp | Spiral Bound | 9781910366974 | Nov 2015



Sexuality and Learning Disabilities (2nd edition)

Edited by Dr Claire Bates

This brand-new edition of our best-selling handbook, brings the topic fully up to date, with legal changes, latest approaches to supporting relationships and sexuality, plus the inclusion of contemporary issues like sex, relationships and the internet, domestic violence and supporting people with learning disabilities who identify as LGBT.

Sexuality and Learning Disabilities is grounded in research and best practice. It is accessible for staff occupying many roles, for example support workers and managers in learning disability service settings, supported housing, community learning disability teams, social workers, students in health and social care and any professional who may find themselves supporting a person with a learning disability from time to time. The book may also be helpful for family members.

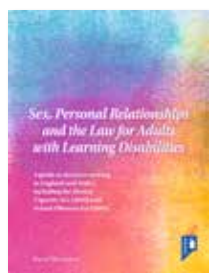
The new edition is a complete revision and updating of content, aiming to address key knowledge requirements and concerns of people working in the field, with opportunities for reflection and professional development. Case studies illustrate the content to help the reader explore how to best to address issues in practice.

Contents include:

- > Sex and marriage - What the law says
- > Masturbation
- > Sexuality support for people with profound and multiple disabilities
- > Supporting loving relationships for people with learning disabilities
- > Pregnancy, contraception and women choosing to have a child
- > Concerns about the sexual abuse and exploitation of people with learning disabilities
- > When sexual behaviours become harmful or abusive
- > Relationships and the Internet: Internet as an arena for love, sex and companionship for young people with learning disabilities.
- > Domestic violence and women with learning disabilities
- > We're all in it together: supporting young people around sex and relationships
- > Some people with learning disabilities are queer. Get over it!

£24.95 | 200pp | Paperback | 9781911028550 | Jun 2018





Sex, Personal Relationships and the Law for Adults with Learning Disabilities

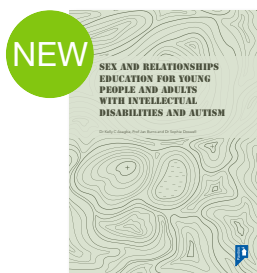
A guide to decision-making in England and Wales, including the Mental Capacity Act (2005) and Sexual Offences Act (2003)

David Thompson

This book explains how law and policy in England and Wales should inform support for adults with learning disabilities in matters related to sex and relationships. This covers how to decide if a person with learning disabilities can consent to a current sexual relationship, and what response is required depending on the outcome of this assessment. It also explores consent issues related to marriage, civil partnerships and the control of procreation.

The book focuses on the law in England and Wales only, as these countries share the legislation most related to the capacity to consent to sex – particularly the Sexual Offences Act (2003) and the Mental Capacity Act (2005). The book explores key cases that have gone to court and asks how the judgements from these cases need to inform responses to people with learning disabilities in similar situations.

£24.95 | 150pp | Paperback | 9781911028888
| Mar 2018



Sex and Relationships Education for Young People and Adults with Intellectual Disabilities and Autism

Dr Kelly C Asagba, Prof Jan Burns and Dr Sophie Doswell

It has been estimated that approximately 60-80 per cent of people with intellectual disabilities also have autism and for these, sex and relationships remains a major concern. This much-needed handbook provides practical guidance for professionals working with, and parents or carers of, people with co-occurring autism and intellectual disabilities, on how to deliver and adapt sex and relationships education. People with autism have specific characteristics which can make interpersonal relationships challenging. When this is combined with intellectual disabilities it can make responding to these challenges even more difficult. While positive experiences can enhance quality of life considerably, negative experiences can be life damaging.

The publication provides the resources and guidance needed to provide education tailored to support young people and adults to manage intimate relationships, acknowledging not only the characteristics of both conditions, but also how they interact. Based on the authors' research study drawing on the extensive experience of practitioners working in this area, as well as the authors' own clinical and educational expertise, it aims to provide professionals, carers and parents with the knowledge and skills to best prepare for and meet the unique educational needs of this population. Needs might include difficulties with learning, social communication, sensory sensitivities, interpreting subtleties in body language and social cues, and understanding the complex social rules involved in different relationships.

The contents address the adaptations of formal interventions and informal education and discussions about sex and relationships, supplemented by case studies, session plans, online illustrated worksheets and resource lists.

Contents

- > Introduction
- > Understanding the impact of autism and intellectual disabilities
- > Preparing to talk about sex and relationships
- > Setting up sex and relationships education sessions
- > Adaptations and teaching methods
- > Supporting successful relationships in the real world

Target audience:

Health, education and social care professionals who work with people with co-occurring autism and intellectual disabilities in education, health, residential and community settings, and parents and carers

This publication can be utilised during the following RQF qualifications:

Level 2 Diploma in care; Level 3 Diploma in Adult care; Level 4 Diploma in Adult care

Level 4 and 5 Diplomas in Adult Care, Leadership and Management.

£35.00 | 120pp | Spiral Bound | 9781912755523 | Sep 2019





Effective Communication with People with Learning Disabilities

A training pack

Rorie Fulton and Kate Richardson

This pack provides a wide-ranging training programme to cover the concepts and techniques which underpin and make possible effective communication with people with learning disabilities. The training programme comprises four sessions that can be delivered together as a day's training or, alternatively, as stand-alone sessions delivered over a series of team meetings or in-house training days.

The training is based on the unique EPIC model of communication, devised by the authors, and explains how the four elements of this model need to be in place for good communication to take place:

- E – The communication environment
- P – The communication partner
- I – The individual's communication skills
- C – The communication culture

It includes film clips of individuals, their family members and support workers talking about their communication experiences, and interactive activities and exercises allow participants to explore the various communication techniques and to discuss and reflect upon ways of incorporating them into their work.

The pack sets out a Total Communication approach where participants are introduced to an extensive selection of communication techniques that can be used in addition to the spoken word and adapted according to the communication skills of the individual in question.

Contents Include:

- > Session 1: Communication: the basics
- > Session 2: Communication as a jigsaw
- > Session 3: Communication repair
- > Session 4: A Total Communication approach
- > Learning resources
- > PowerPoints



Southdown



An Introduction to Communicating Effectively with People with Learning Disabilities

A Care Quality Guide for health and social care staff and carers

Rorie Fulton and Kate Richardson

This self-learning guide is based on the *Effective Communication with People with Learning Disabilities training pack*, and explains the fundamental basics of good communication to inspire care workers to think about the way they communicate with the people in their care.

This guide distils the information in the main training pack and includes new and unique content to allow for individual study.

In this model, the communication partner is the essential element of the jigsaw that needs to be in place for all the others to connect.

It also covers how to avoid communication breaking down, and practical guidance for techniques to repair if and when it does. It provides descriptions of a wide range of communication techniques and aids to further enhance work with people with learning disabilities such as gesture and eye gaze, pictures and photographs, visual timetables and hi-tech communication aids such as iPads or other technological supports.

£125.00 | 200pp | Ring Bound with DVD-ROM | 9781908993083 | Aug 2012



£9.95 | 60pp | Paperback | 9781910366509 | Sep 2015



TaSSeLS Tactile Signing for Sensory Learners (2nd edition)

For staff working with children and young people

By Joe Woodall and Denise Charnock

For those with profound and complex learning disabilities, traditional approaches to communication and learning need to be creatively adapted to ensure they meet individual needs. Touch is a vital method of communication for those with profound learning difficulties, who can often also have visual and/or hearing impairments. The TaSSeLS system utilises touch to promote meaningful interaction by communicating what is going to happen next and preparing learners for changes. This allows them to be involved in their own routine and offers comfort, nurture and respect.

In this second edition of the TaSSeLS training pack, techniques have been refined, improved and added to, based upon the invaluable feedback of users. It provides all the necessary resources and information to help someone learn to use the system with children and young people aged from 0-19 years, including background information, key principles and explanations of the three different methods of delivering the signs. These methods are hand-under-hand (preferred method), hand-under-hand (adapted method) and the on-body method. The training pack includes new strategies that will increase the ease of signing, as well as increase the interaction between learner and adult.

Contents include:

- > Introduction
- > Rationale
- > The TaSSeLS system
- > The core vocabulary
- > The TaSSeLS DVD and CD-ROM
- > Targets
- > Consistency, consistency!



£125.00 | 200pp | Ring Bound with DVD-ROM and CD-ROM | 9781911028536 | Oct 2017



These two titles are part of the Learning from Success range which is a series designed to provide material containing contemporary and pressing issues in health and social care theory, research and professional practice.

Find out more online:

www.pavpub.com/learning-from-success/



Autism and Intellectual Disability in Adults, Volume 1

Edited by Dr Damian Milton and Professor Nicola Martin

Autism and Intellectual Disability in Adults: Volume 1 explores issues and practice affecting the support of adults with intellectual disabilities who are on the autism spectrum. This annual explores potential key moments in the lives of adults with intellectual disabilities who are on the autism spectrum, covering a breadth of subjects including policy, health, economics, well-being and equality, as well as offering a wealth of practical information and advocacy-related material.

Autism and Intellectual Disability in Adults: Volume 1 will inform and benefit health, social care and education professionals, families, students, support staff in learning disability services and many others. The annual shares information, tools and resources in ways that are accessible, useful and usable by the broad range of professional groups involved in this area of practice.

Contents include

(abridged, see website for full contents):

- > Impact of The Care Act
- > Autistic-friendly spaces and Universal Design
- > End of ethical social care
- > Supporting communication
- > Safeguarding adults
- > The National Autism Project
- > Well-being and creative methodologies
- > Care Quality Commission requirements
- > Creativity through performance
- > An ethnographic approach



Autism and Intellectual Disability in Adults, Volume 2

Edited by Dr Damian Milton and Professor Nicola Martin

Autism and Intellectual Disability in Adults: Volume 2 explores issues and practice affecting the support of adults with intellectual disabilities who are on the autism spectrum, and moments in their lives. In this second volume, there is a substantial focus on autistic people with intellectual impairments who come into contact with the criminal justice system, with three chapters on the topic.

Contents include

(abridged, see website for full contents):

- > Safeguarding
- > The Transforming Care agenda
- > Rethinking housing
- > Challenging idealised normalcy
- > The Mental Capacity Act and its implications for participation in research
- > Getting healthcare right in hospitals
- > The use of spit hoods by police
- > Old age
- > Mental health
- > Changing the story around stigma and 'behaviours of concern'
- > Considering employment of young people leaving school and college
- > Accessible information within the criminal justice system

£35.00 | 90pp | Paperback | 9781911028093 | Nov 2016



£35.00 | 90pp | Paperback | 9781911028673 | Nov 2017



The Ten Rules Series –

Challenging thinking and practice in autism and intellectual disability

This new and unique range of powerful booklets aims to challenge thinking about the way we support and interact with autistic people and those with learning (intellectual) disabilities. The 'Ten Rules' concept sets out to be deliberately provocative by suggesting ways in which people, services and environments can unconsciously create problems and obstacles for those they seek to support.

Each 'rule' speaks powerfully with the voice of person on the receiving end of services and practice. Together, the ten rules provide a useful starting point for discussion and a catalyst for action. Each is followed by suggestions for positive practices. The booklets also contain additional background information on good practice, together with references and sources of further information.

The booklets can be used for a range of purposes, including staff induction, awareness training, individual professional development and reflection, and discussions regarding service development and design. They can be used by services, professionals and support workers, trainers, teachers, students and carers.

The 'Ten Rules' series was conceived by Richard Mills (research director, Research Autism and Hon. Research Fellow, University of Bath, visiting professor, Taisho University, Tokyo; Bond University, Australia) and Dr Damian Milton (Lecturer in intellectual and developmental disabilities, Tizard Centre, University of Kent).

Titles in the series



Ten Rules for Ensuring People with Learning Disabilities and Those Who Are On The Autism Spectrum Develop Challenging Behaviour...and maybe what to do about it

£5.95 | Paperback | 9781910366882 | Mar 2016



Ten Rules for Ensuring Autistic People and People with Learning Disabilities Can't Access Health Care... and maybe what to do about it

£5.95 | Paperback | 9781911028789 | Oct 2017



Ten Rules for Delivering a Diagnosis of Autism or Intellectual Disabilities in a Way That Ensures Lasting Emotional Damage... and maybe what to do about it

£5.95 | Paperback | 9781911028925 | April 2018



Ten Rules for Ensuring Miscommunication When Working With Autistic People and People with Learning Disabilities... and maybe what to do about it

£5.95 | Paperback | 9781911028932 | Sep 2018



Ten Rules for Ensuring That the Mental Health Needs of Autistic People and People with Learning Disabilities are not Recognised or Supported... and maybe what to do about it

£5.95 | Paperback | 9781911028970 | Oct 2019





Understanding and Responding to Autism, the SPELL Framework 2nd edition

A training resource and self-study resource for staff working in social, education, health and employment settings

Dr Julie Beadle-Brown and Richard Mills

A fully revised, new edition of Understanding and Responding to Autism: The SPELL Framework (2nd edition) including new video, self-study guide and learner workbook.

These new training and self-study resources reflect the changes in the autism context in the UK as well as in many other countries, and the valuable experience the authors have gained from many years of using the original resources for training in many different settings.

This training pack is designed for those who wish to lead more traditional classroom-based training, which is still the recommended option for delivering training in understanding and supporting people on the autism spectrum. The resource includes:

- > PowerPoint presentations for the training
- > The trainer's guidelines which include:
 - > Instructions
 - > Background information
 - > Optional examples and thinking activities
 - > Ideas for tailoring the presentation to different audiences
- > A learner workbook for classroom-based training with key points from each element of the training, some additional background information and space to complete the exercises during the sessions etc.
- > Training evaluation form and attendance certificate.
- > Illustrative video clips

Contents include:

- > Introduction
 - > Part 1: Understanding autism
 - > Part 2: Supporting children and adults on the autism spectrum
- References and further reading

Training pack

£155.00 | 170pp | Ring Bound | 9781911028680 | Nov 2018



Understanding and Responding to Autism, the SPELL Framework 2nd edition

Self-study guide

Dr Julie Beadle-Brown and Richard Mills

A copy of the self-study guide mirrors the trainer's guidelines from the pack, and therefore provides the background information needed to run the training in a convenient format. It also provides a self-study route through the content, guiding the reader through the materials and when to watch particular videos and do the various exercises and activities, to encourage independent thinking and learning

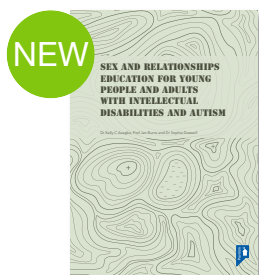
Contents include:

- > Understanding autism
- > Terminology, cause, diagnosis, characteristics, social and communication difficulties, stress
- > Supporting children and adults on the autism spectrum
- > The SPELL framework, positive approaches and expectations, empathy, good communication support, low arousal
- > References and further reading

Self-study guide

£35.00 | 110pp | Paperback | 9781912755196 | Nov 2018





Sex and Relationships Education for Young People and Adults with Intellectual Disabilities and Autism

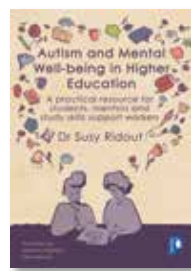
Dr Kelly C Asagba, Prof Jan Burns and Dr Sophie Doswell

This publication provides the resources and guidance needed to provide education tailored to support young people and adults to manage intimate relationships, acknowledging not only the characteristics of both conditions, but also how they interact. Based on the authors' research study drawing on the extensive experience of practitioners working in this area, as well as the authors' own clinical and educational expertise, it aims to provide professionals, carers and parents with the knowledge and skills to best prepare for and meet the unique educational needs of this population. Needs might include difficulties with learning, social communication, sensory sensitivities, interpreting subtleties in body language and social cues, and understanding the complex social rules involved in different relationships.

The contents address the adaptations of formal interventions and informal education and discussions about sex and relationships, supplemented by case studies, session plans, online illustrated worksheets and resource lists.

Contents

- > Introduction
- > Understanding the impact of autism and intellectual disabilities
- > Preparing to talk about sex and relationships
- > Setting up sex and relationships education sessions
- > Adaptations and teaching methods
- > Supporting successful relationships in the real world



Autism and Mental Well-being in Higher Education: A practical resource for students, mentors and study skills support workers

Dr Susy Ridout

Contents Include:

Part 1: University life and support for autistic students and students with mental health needs

- > Mentoring support
- > Academic support

Part 2: Exploring autism-related issues with your mentor

- > Terminology
- > Friendships
- > Autism, mental health and self-awareness
- > Sensory sensitivity and sensory overload
- > Managing stress and anxiety
- > Communication
- > Disclosure – a personal choice
- > Focusing
- > Wellness Recovery Action Plan (WRAP)
- > Self-esteem and confidence-building

Part 3: Being Independent

- > Independent living, money management
- > Employment, further study
- > Autism research, activities and the autistic community
- > Organisations/contacts you may find helpful
- > Suggested reading

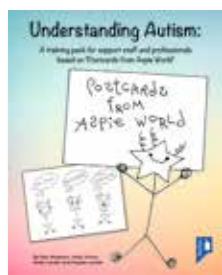
parc

£35.00 | 120pp | Spiral Bound | 9781912755523 | Sep 2019



£40.00 | 180pp | Spiral Bound | 9781911028949 | Apr 2018





Understanding Autism

A training pack for support staff and professionals based on 'Postcards from Aspie World'

Dan Redfearn, Holly Turton, Helen Larder and Hayden Larder

A unique training resource based on the powerful illustrations, stories and experiences of a young woman with autism.

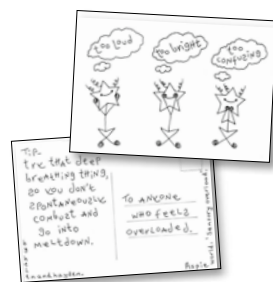
The fundamental idea behind this training resource is that the lived experience of such people is a powerful learning tool. By using the 'Postcards from Aspie World', illustrated and written by a young woman on the autism spectrum, participants can better understand what life is like for people on the autism spectrum, and then explore what they can do, as practitioners, to provide effective support.

The training meets learning outcomes in the Skills for Care 'Autism and Knowledge List' (2011) and each session is cross-referenced to the stated outcomes of QCF autism-specific units, including LD210, LD310 and LD510

The boxed set of 'Postcards from Aspie World', a booklet of life stories and an explanatory leaflet are included within this training pack and also available to be purchased separately by families, carers and autism groups to prompt discussion of issues affecting people who are on the autism spectrum.

Contents Include:

- > Session 1: Understanding autism
- > Session 2: Autism in a wider context
- > Session 3: Supporting individuals with autism: the 'triad'
- > Session 4: Supporting individuals with autism: sensory sensitivity, routines and special interests
- > Session 5: Supporting individuals with autism: anxiety and difficult behaviours
- > Session 6: Supporting individuals with autism: independence and equality



Postcards from Aspie World

Helen Larder and Hayden Larder

Postcards from Aspie World and the accompanying life stories are a funny, moving and engaging set of 61 double sided postcards that can be used to prompt and aid discussions around autism, and how it affects individuals on a daily basis. Created by Hayden, who has Asperger's, and her mother Helen, the postcards offer insights into critical moments in the life of a young woman as she navigates the world with Asperger's syndrome.

The postcards would be useful for support staff, families, teachers, self-advocacy and support groups, students and anyone wishing to explore the issues affecting the lives of people with autism.

As well as the postcards, there is a booklet of the life stories that complement each postcard and another booklet offering ideas and examples of the variety of ways the resource can be used.

£115.00 | 120pp | Ring Bound with Paperback | 9781910366929 | Apr 2016



£19.95 | 61pp | Paperback | 9781911028062 | Apr 2016



The Neurodiversity Reader

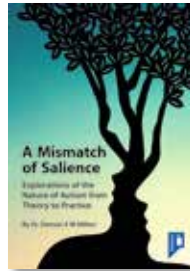
Lead Editor: Dr. Damian Milton

Editorial team: Dr. Dinah Murray, Prof. Nicola Martin, Dr. Susy Ridout and Prof. Richard Mills

This collection will bring together work from pioneering figures within and beyond the neurodiversity movement to critically explore its associated concepts and how they might be translated into practice. The concept of neurodiversity can be traced to the late 1990s and the work of the autistic Australian sociologist Judy Singer (1998), with its origins within the autistic rights movement that had begun in earnest some years prior to that. In the 20 years since the inception of the concept, a strong international neurodiversity movement championing the civil rights of those deemed 'neurodivergent' from idealised norms has grown, rallying behind the slogan 'Nothing about us without us'. Alongside this political movement has been an increasing academic interest in the concept of neurodiversity and how such ideas can relate to practice and service provision.

This collection will explore the history of the neurodiversity movement, the concepts that have shaped it, and where the future might lead to. Through a variety of accounts, the relevance and criticisms of these concepts in understanding ourselves and one another will be examined, as well as implications for practice.

Readers from differing stakeholder positions in health, social care and education, and/or working in a number of allied roles and fields, will find this an invaluable resource on the topic. This collection will also be of fundamental use to students studying neurodevelopmental disabilities.



Mismatch of Salience

Explorations of the Nature of Autism from Theory to Practice

Dr Damian Milton

For more than a decade, Dr Damian Milton has been sharing his insider views into the nature of autism. This collection of essays and articles brings together for the first time a wide range of Damian's writings, which explore the communication and understanding difficulties that can create barriers between people, and celebrates the diversity in our communication styles and experiences. He reframes the view that autistic people represent a 'disordered other' and shows that communication difficulties are not due to impairment in one party, but due to what he terms the 'double empathy problem' – a two-way mismatch of salience.

Contents include:

Part One: This thing called autism

- > So what exactly is autism?
- > 'Problems in living' and the mental well-being of autistic people
- > Natures answer to over-conformity: a deconstruction of pathological demand avoidance
- > Impaired compared to what? Embodiment and diversity

Part Two: A mismatch of salience

- > On the ontological status of autism: the 'double empathy problem'
- > Embodied sociality and the conditioned relativism of dispositional diversity
- > Autistic expertise: a critical reflection on the production of knowledge in autism studies

Part Three: From theory to practice

- > 'Filling in the gaps', a micro-sociological analysis of autism
- > So what exactly are autism interventions intervening with?
- > Tracing the influence of Fernand Deligny on autism studies
- > 7 concepts of sociological interest

Part Four: Participation

- > Autistics speak but are they heard?
- > Moments in time
- > Aut-ethnography: working from the inside out
- > How is a sense of well-being and belonging constructed in the accounts of autistic adults?
- > Educational discourse and the autistic student: a study using Q-sort methodology (thesis summary)

£30 | 285pp | Paperback | 9781912755394 | Nov 2019



£19.95 | 180pp | Paperback | 9781911028765 | Nov 2017



About the author Phoebe Caldwell



For over 40 years Phoebe Caldwell DSc has pioneered the development of communication support for individuals on the autistic spectrum, opening up channels of communication

and emotional engagement for thousands of individuals across the UK whose previous experience had been one of social and emotional isolation. Phoebe's work was recognised nationally when she won The Times/Sternberg Award. Internationally, Phoebe collaborates with a range of professionals from countries including Denmark, The Netherlands, Russia, Australia and Canada.

Phoebe's way of working is distinctive in that it is rooted in respect for the identity of the individual as they are. The Caldwell Foundation uses the terms Responsive Communication and Intensive Interaction to describe Phoebe's approach to communication support.

At the heart of Phoebe's work is her one-to-one work with individuals on the autistic spectrum with whom we find it difficult to communicate. She visits families and care givers and shows them how to interact so they can do it themselves. In this way, Responsive Communication is used as a continuous communication tool so that the individual always has a meaningful point of reference.

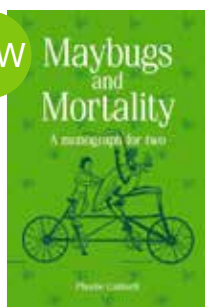
Phoebe is employed by the NHS, local authorities, schools, and individual parents, and she delivers training to managers, therapists and parent's groups or on an individual basis.

She has published 11 books, contributed to journals and written many articles. She has also made a number of training films.

To find out more about Phoebe's life and her work, read her fascinating memoir, *Driving South to Inverness* also available from Pavilion Publishing.



NEW



Maybugs and Mortality

A new perspective on living and ageing

Phoebe Caldwell

Maybugs and Mortality speculates in a wholly different way on what it means to be alive. It is about an accidental encounter between the author and 'Maybugs', a maybug (cockchafer) on its last legs, that led to a light-hearted and partly autobiographical exploration of the latter half of their respective life cycles. Phoebe Caldwell, pioneer of responsive communication with autistic people, has spent a lifetime understanding and responding to barriers and challenges in communication between individuals, enabling autistic children and adults to engage with a world that is sensorily confusing. In this fascinating and diverse book, she draws on her work, personal experience and scientific advances in psychology and neurobiology to consider key aspects of the shared life-cycles and mortality of maybug and human. From this unique perspective, she examines themes such as consciousness, self-awareness and the need to reach out beyond ourselves in order to find confirmation and understanding. A fascinating and informative read of interest to anyone interested in human behaviour, psychology and autism.

£15.95 | 150pp | Paperback | 9781912755219 | Apr 2019





Responsive Communication:

Combining attention to sensory issues with using body language (Intensive Interaction) to interact with autistic adults and children

Phoebe Caldwell, Elspeth Bradley, Kate Richardson, Janet Gurney, Jennifer Heath, Hope Lightowler and Jemma Swales.

This groundbreaking book has been put together by a team of authors led by Phoebe Caldwell, who during her long-time practice in this field has found some unique paths to achieving deep and meaningful engagement with autistic people and people with profound and multiple learning disabilities. The authors offer a range of fascinating and informative perspectives on the approach and application of responsive communication, from backgrounds including expert by experience, communication, service management, occupational therapy, neuroscience and psychiatry. What this range of contributors has in common is a sense that before we can address communication, we need to attend to the sensory features of autism and reduce the information processing distress that may be hindering our ability to get in touch with our autistic partners.

This will benefit support staff, professionals and family members supporting autistic adults and children and people with profound and multiple learning disabilities in educational, residential, community and healthcare settings

Contents include:

- > Forward by Baroness Sheila Hollins
- > Attention to Sensory Issues: Hyper- and Hypo-sensitivities
- > Unrecognised Autism
- > Us in a Bus and Intensive Interaction
- > Responsive Communication: an occupational therapy perspective
- > 'Autus' in Cumbria
- > A one-year Responsive Communication pilot project in Carmarthenshire
- > A psychiatrist's perspective on Responsive Communication

£24.95 | 250pp | Paperback | 9781912755363 | Jul 2019



Hall of Mirrors – Shards of Clarity

Autism, neuroscience and finding a sense of self

By Phoebe Caldwell

Drawing on Phoebe Caldwell's 40 years of experience and expert knowledge of autism and Intensive Interaction, *Hall of Mirrors – Shards of Clarity* marries recent neuroscience research evidence and practical approaches used in care to cover a wide range of vital subjects.

Sense of self, confirmation, sensory issues, case studies and neuroscience findings are explored and weaved together in an inspired way which aims to bring theory into practice and vice versa, while at the same time listening to the voices of people with autism. The result is to allow everyone in the autism field to take a few steps forward with how they interact and support autistic people.

The journey in this book is one of exploration. Phoebe uses her experience of working with people on the autistic spectrum to consider what life is like for them and seeks to use new neuroscientific knowledge to help us understand better how this group of people see the world. In doing this she includes her own personal experiences, her years of work and most importantly the voices of people labelled as being on the autistic spectrum. This is an unusual synthesis and one which provides the reader with an accessible and interesting account and which makes a unique contribution to our understanding of each other.

In trying to understand better how people see the world, Phoebe takes the reader on a personal journey into the recent research which is revealing more about how our brains work to create our own unique perceptions and view of the world. Her interest and passion inform the pages and provide the reader with an accessible account in which the practical implications of the research are clearly stated.

While many books now provide accounts of the lives of people labelled as being on the autistic spectrum, they are often written from one particular perspective. This book is interdisciplinary in its approach. As part of her journey Phoebe draws on history, psychology, neuroscience and personal narratives, clearly drawing them together and expressing them in her own unique voice.

£15.95 | 200pp | Paperback | 9781911028772 | Nov 2017





Listening with All Our Senses

Establishing communication with people on the autism spectrum or those with profound learning disabilities and sometimes distressed behaviour

Phoebe Caldwell

This handbook collects together three of Phoebe Caldwell's groundbreaking books on Intensive Interaction and other innovative techniques for communicating with people with autistic spectrum disorder (ASD) and/or profound learning disabilities:

- > *Person to Person*
- > *You Don't Know What It's Like*
- > *Crossing the Minefield*

She uses multiple case studies from her years of experience in the field to illustrate Intensive Interaction and the innovative techniques that she has developed for entering the person's world, as they experience it, and approaching two-way communication from this perspective.

The compendium includes a new introduction written by Phoebe Caldwell and *You Don't Know What It's Like* also features an updated 'GP's viewpoint' provided by Dr Matt Hoghton.

£15.95 | 290pp | Paperback | 9781908993007
| Dec 2013



Creative Conversations

Communicating with people with profound and multiple learning disabilities (DVD)

Phoebe Caldwell with Pene Stevens

Unique video footage of Phoebe Caldwell's work in the Intensive Interaction approach, which demonstrates the techniques and benefits. Intensive Interaction is probably the most positive and accessible way of getting in touch with and empowering people who may seem locked in their 'inner world'.

This DVD training resource seeks to bridge the gap in the range of currently available materials, by showing carers learning how to use Intensive Interaction with four adults with profound learning disabilities, under the guidance of Phoebe Caldwell. The film includes discussion with Phoebe and co-author Pene Stevens, and feedback from the carers themselves.

£20.00 + VAT | DVD-ROM | 9781841962221 |
Mar 2007



Learning the Language

Building relationships with people with severe learning disability, autistic spectrum disorder and other challenging behaviour (DVD)

Phoebe Caldwell

This training DVD shows how carers can use Intensive Interaction to get in touch with people whose severe learning disabilities or autism are allied to behaviour that presents significant management problems. Phoebe Caldwell's work in this area is nationally known and has had unparalleled success getting in touch with 'hard to reach' individuals. Intensive Interaction provides the means to relate to individuals in a new way and to make a real difference to the quality of their lives.

£20.00 + VAT | DVD-ROM | 9781841962214 |
Mar 2007





The Anger Box

Sensory turmoil and pain in autism

Phoebe Caldwell

Phoebe Caldwell, an expert practitioner with over 30 years' experience working with people with learning disabilities, offers us a fresh insight into autism spectrum disorders with her bestselling book, *The Anger Box*. Shifting her attention away from presentation and symptoms alone, Phoebe explores and attempts to understand the sensory issues experienced by those on the spectrum and their neurobiological roots, in an effort to find new ways of alleviating the distress that can characterise this condition.

The Anger Box is a book of ideas that spans a wide field of research and will be of interest to professionals, but it will also appeal to parents with autistic children, those with a general interest in the subject and many individuals on the autism spectrum themselves.

Drawing upon her own wealth of experience, the experiences of people on the spectrum and new scientific research, Phoebe presents a fascinating and engaging exploration of life on the spectrum, richly textured, vibrant and above all informative.

Contents Include:

- > Chapter 1: The Anger Box
- > Chapter 2: All in the mind
- > Chapter 3: Processing problems
- > Chapter 4: Seeing straight
- > Chapter 5: Internal messages to the brain
- > Chapter 6: Flight, freeze, flight
- > Chapter 7: Friends, lions, tortoises
- > Chapter 8: A behavioural approach?
- > Chapter 9: Living on the borders
- > Chapter 10: One thing at a time
- > Chapter 11: Listening in
- > Chapter 12: Confirmation and the sense of self

*'Ground breaking stuff!!
For me – and I'm sure a lot of other
voiceless people will be benefiting
from your new perspectives.
Breaking the autistic silent scream.
Thanks again.'*

Woman with autism



Delicious Conversations

Reflections on autism, intimacy and communication

Phoebe Caldwell

This book shows how we can have effective communication with those on the autistic spectrum and how we can learn to 'read' other people by recognising our subconscious reactions to their body language. Phoebe Caldwell offers us her personal insights supported by real life examples.

Contents Include:

- > Chapter 1: Introduction
- > Chapter 2: Whose reality?
- > Chapter 3: Spaced out
- > Chapter 4: Body language and conversation
- > Chapter 5: Why does 'imitation' work?
- > Chapter 6: Talking to myself
- > Chapter 7: A walk by the sea
- > Chapter 8: Compare and contrast
- > Chapter 9: 'Happiest days of your life'
- > Chapter 10: Behind the mirror
- > Chapter 11: Joined up islands

£12.95 | 140pp | Paperback | 9781909810440 | Jan 2014

£9.95 | 180pp | Paperback | 9781908993052
| Jul 2012



These two titles are part of the Learning from Success range which is a series of volumes designed to provide material containing contemporary and pressing issues in health and social care theory, research and professional practice.

Find out more online:

www.pavpub.com/learning-from-success/



Parental Mental Health and Child Welfare Work, Volume 1

Edited by Dr Marie Diggins

Research has established the potential direct and indirect impacts of mental illness on parenting, the parent-child relationship, and the child, and the extent to which this poses a public health challenge. Problems with how adult and children's services understand and deliver support to parents with mental health problems and their children have also been identified. In contrast, far less is known about how parents with mental health difficulties and their children can be supported successfully.

The primary aim of *Parental Mental Health and Child Welfare Work, Volume 1* is to begin to address this gap in research by capturing different perspectives (policy, research, professional and family) about what constitutes success and the contributions that lead to success. The annual will share this information, tools and resources in ways that are accessible, useful and usable by the broad range of professional groups involved in this complex area of practice.

Content includes:

- > Personal experiences
- > Policy and drivers for change
- > Children and Early Years Intervention
- > Impacts and Influences on mental health recovery, parenting and children's development and well-being
- > Conceptual models
- > Assessment and interventions
- > Working together
- > Research digest



Parental Mental Health and Child Welfare Work, Volume 2

Edited by Dr Marie Diggins

This is the second volume in a series that explores the mental health of parents and its impact on child welfare, and which acts as a yearly update on key research, policy developments and practice innovations, both in the UK and around the world.

This annual is a unique opportunity to explore and share ideas about 'success' and what 'leads to success' from the different perspectives of parents, children and the professionals who work with them. Much like its predecessor, it draws together a range of experts in the field – researchers, policy makers, practitioners and service users – to identify both the opportunities and challenges, as well as to explore what works in which contexts, for whom and why.

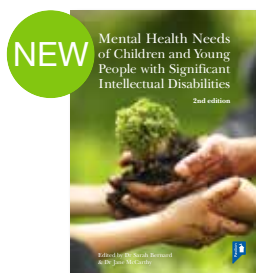
Content includes:

1. Northern Ireland Champions Initiative *Mary Donaghy, Gavin Davidson and Sharon Crawford*
2. New models of integrated community services for children: how can we make sure that families are at the centre? *Clare Mahoney*
3. Do families with experience of mental ill health have a voice? Gatekeeping in health and social care research *Jennie Rose, Sarah Redsell and Jane Akister*
4. Moving between two worlds *Chris McCree*
5. Medications for mental disorders – Balancing risks and benefits *Eleni Palazidou*
6. Domestic violence in the context of parental mental health and child welfare *Shula Ramon*
7. Working with whole families (in CAMHS) *Ragni Whitlock*
8. Grandparents as primary caregivers for their grandchildren when parents have a mental illness *Vicki Cowling*
9. Research digest *Paul Spencer Ross*

£35.00 | 160pp | Paperback | 9781910366912 | Dec 2015



£35.00 | 160pp | Paperback | 9781911028703 | Dec 2017



Mental Health Needs of Children and Young People with Significant Intellectual Disabilities 2nd edition

Edited by Dr Sarah Bernard & Dr Jane McCarthy

Originally entitled *Mental Health Needs of Children and Young People with Learning Disabilities*, this new edition focuses on the care and support of those with moderate and severe learning disabilities (intellectual disabilities). In addition to bringing the content fully up to date, the editors, both longstanding experts in this field, have commissioned the most experienced contributors to address new topics such as gender issues and mental health in education. The importance of developing evidence-based practice is a key theme of the book, acknowledging its key role in helping professionals and practitioners to be able to provide high-quality personalised care for children and young people with intellectual disabilities who have mental health needs.

This handbook provides health and social care professionals with a sound knowledge base for shaping and enhancing their practice, along with the skills and confidence to improve the outcomes for these young people. Each chapter includes short case illustrations, examples of good practice, reflections on current practice, key learning points, references and key websites for further exploration.

Target audience

Child and adolescent psychiatrists, psychologists in health and educational services, nurses (children's nurses, school nurses, mental health and learning disability nurses), social workers, teachers, service commissioners and providers, IAPT Psychological Wellbeing Practitioners and IAPT High Intensity Therapists.

£35.00 | 350pp | Paperback | 9781912755493
| Dec 2019



Children and Young People's Mental Health: Early intervention, ongoing support and flexible evidence based care

Eds Dr Louise Theodosiou, Prof Sue Bailey, Dr Pooky Knightsmith and Paula Lavis

The mental health of children and young people is of increasing concern to us all. Formerly entitled *Child and Adolescent Mental Health Today*, this new edition has been substantially updated and extended to reflect contemporary issues and approaches, and to focus on early intervention, ongoing support and evidence-based care. It introduces the subject to the wide array of frontline workers in health, education, social services and youth justice who have regular contact with children and young people, and need some knowledge of the mental health issues that affect them, and the services available.

The team of editors, well-known for their contributions to the field, have commissioned a wide range of expert clinicians, professionals and researchers to update the original themes of the book and address new issues and approaches that have since emerged, including mental health in schools, the impact of social media, suicide prevention, gender and sexuality issues and the mental health needs of young offenders.

This accessible and wide-ranging introduction will be invaluable both to experienced practitioners and students who wish to develop their knowledge and understanding of the difficulties that the young people and families with whom they work are experiencing, and current, evidence-based approaches to effectively meeting their needs.

Contents include:

- > The mental health of young offenders
- > Depression and bipolar disorder
- > Early intervention in psychosis
- > Neurodevelopmental issues
- > Self-harm
- > Eating disorders
- > Drugs and mental health
- > Perinatal mental health
- > Impact of social media
- > Suicide prevention
- > Gender and sexuality
- > Improving physical health

£35.00 | 300pp | Paperback | 9781912755400 | Oct 2019





The Family Model Handbook

Think child, parent and family mental health – a handbook for clinicians and managers

Dr Adrian Falkov

The Family Model Handbook will aid understanding of the complex interplay between mental ill health in parents, the development and mental health of their children, and the relationships within family units affected by mental ill health.

The model has proved extremely durable, and in this handbook the Family Model has been extensively revised and refined in the light of developments in the field over the last 10 years. Many features have been retained while enhancements have been added to ensure contemporary relevance in an ever-growing field. This enhanced Family Model provides the conceptual framework to support clinical approaches to family-focused practice, including a service dimension to ensure that service provision is explicitly incorporated into thinking and practice, and a culture and community component to ensure that broader factors influencing individuals and impacting on family life are also addressed.

The handbook comes with a fully interactive CD-ROM to aid a greater understanding of the Family Model and to explain in a visually engaging way the principles of this approach to working with families affected by mental ill health.

Contents Include:

- > Chapter 1: Introduction
- > Chapter 2: Overview: breadth, burden, barriers and benefits
- > Chapter 3: Conceptual approaches
- > Chapter 4: The Family Model: introduction
- > Chapter 5: The Family Model: individual domains
- > Chapter 6: The Family Model: relationships and linkages between key domains
- > Chapter 7: The Family Model: approaches to practice
- > Chapter 8: Services and systems organisational frameworks
- > Chapter 9: Prevention and early intervention: achieving family-focused mental health services
- > Chapter 10: Conclusions: challenging the status quo

£30.00 | 320pp | Paperback | 9781908066619 | Jul 2013



Self-soothing 2nd edition

Coping with everyday and extraordinary stress: a resource for individual and group work with children and adults

Gerrilyn Smith

The new edition of this best-selling manual provides a range of self-soothing techniques that can be used by children and adults to combat everyday and extraordinary stress. Drawing on theories of attachment, stress and trauma, its potential use has been expanded to include working with a broader range of people, from vulnerable adults and others in mental health and clinical settings to traumatised groups receiving emergency support, from children who have experienced trauma or unstable family lives, to the parents struggling to care for them, and from members of the emergency services, to any workers at risk of experiencing secondary post-traumatic stress disorder.

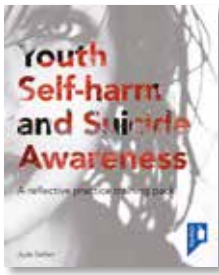
The manual provides anyone working with vulnerable or traumatised individuals or groups with accessible theoretical information and guidance, exercises that can be used at any time to induce relaxation and avoid the consequences of chronic stress, practice examples, and printable exercise sheets.

Contents Include:

- > Chapter 1 : The Brain, the Body and the Stress Response
- > Chapter 2: The Brain, the Body and Attachment
- > Chapter 3: The Impact of Trauma on Affect Regulation and Self Soothing
- > Chapter 4: Harness the Breath
- > Chapter 5: Connect with the Body
- > Chapter 6: Seeing and Sight
- > Chapter 7: Smell
- > Chapter 8: Sound and Vibration
- > Chapter 9: Touch
- > Chapter 10: Designing a Programme
- > Chapter 11: Working with Specific Client groups
- > Chapter 12: Training others to deliver a Programme

£35.00 | 100pp | Spiral Bound | 9781911028994 | Aug 2018





Youth Self-harm and Suicide Awareness

A reflective practice training pack

Jude Sellen

Youth Self-harm and Suicide Awareness is a reflective practice training pack that examines self-harm and suicide and encourages staff to reflect on how their attitudes impact their work with young people who self-harm or feel suicidal. The training also explores key facts and research to help raise awareness of self-harm and suicide.

The training manual also includes three optional youth suicide awareness workshops, which can be run together as a full day's training. The purpose of the workshops is to increase participants' knowledge and understanding about youth suicide and to look at developing local youth suicide prevention guidelines and support within local areas and organisations.

This resource will benefit front-line practitioners and teams within social care, mental health, criminal justice and education, as well as professionals in social work, psychology, nursing, psychotherapy, counselling, family therapy, psycho-sexual counselling, education, probation, forensic mental health, adoption and fostering, residential care, leaving care services, teaching and training. It will also benefit students on qualifying and post-qualifying professional courses.

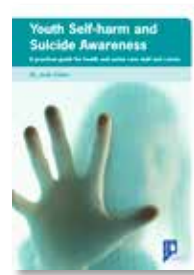
Contents Include:

- > Module 1: An introduction to self-harm and young people
- > Module 2: Working with people who self-harm

Workshops to support youth suicide awareness:

- > Workshop 1: The epidemiology of suicide
- > Workshop 2: Key areas to consider when thinking about youth suicide prevention
- > Workshop 3: Action learning – direct work and community responses
- > Resources

£95.00 | 150pp | Ring Bound with DVD-ROM | 9781908993281 | Mar 2013



Youth Self-harm and Suicide Awareness

A practical guide for staff and carers working with children and young people

Jude Sellen

Self-harm and suicide are notoriously difficult to talk about and can provoke strong emotional responses in those who work with vulnerable children and young people. But when research shows that, on average, two children in every classroom self-harm and one young person tries to take their life every half an hour, it is imperative that staff know how to respond effectively.

This guide emphasises the importance of acknowledging attitudes about self-harm and suicide and encourages the reader to reflect on how these attitudes can impact on their work with young people.

As well as exploring key facts and research to help raise awareness, it also provides guidance on developing local youth suicide prevention guidelines and support within local areas and organisations.

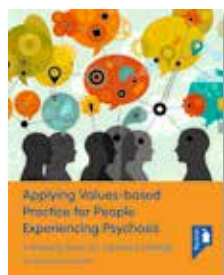
The guide is underpinned by a framework of reflective practice and a basic application of theories from transactional analysis. Readers are encouraged to reflect on their responses to the learning and to apply this awareness to their work with children and young people.

Contents Include:

- > Section 1: An introduction to self-harm and young people
- > Section 2: Working with young people who self-harm
- > Section 3: The epidemiology of suicide
- > Section 4: Key areas to consider when thinking about suicide prevention
- > Section 5: Action learning – direct work and community responses
- > DVD: 15 minute DVD featuring young people talking about their experiences of self-harm.

£12.95 | 100pp | Paperback | 9781910366370 | Apr 2015





Applying Values-based Practice for People Experiencing Psychosis

A values-based training pack and guide for inpatient settings

Wendy Hawthorth

This pack and accompanying guide, *Person-centred Care for Individuals with Mental Illness: A values-based approach*, has been designed to offer nurse educators, staff trainers and clinicians a curriculum and materials to deliver values-based psychosis (VBP) training to staff working in inpatient settings.

A contemporary, unique training resource that teaches how to apply the principles of a values-based practice (VBP) framework to clinical situations.

This work is part of a group of new publications from the burgeoning field of VBP developed by the philosopher and psychiatrist KWM Fulford.

This work weaves in the principles of VBP within mental health care in acute inpatient units. VBP uses an applied approach to mental health care that balances the professional, organisational and personal values present in a given situation. Through scenario analysis and discussion, the training provides participants with knowledge and skills to guide clinical decisions and deliver person-centred care; fills a practice gap of conflict resolution within the workplace from a VBP framework; and focuses on processes of caring, as they occur in the moment between the health provider and the consumer. The flexible modular training provides practical and reflective exercises that can be self-directed or facilitated in a group setting. It can be taken as a whole or scenarios can be used individually.

This training pack and guide will inform and benefit nurses and clinicians within in-patient units, undergraduate university students for supervision/ clinical placement analysis.

Training pack contents:

- > Section one: Introduction to VBP
- > Section two: Reasons to include all values
- > Section three: Creating a space for understanding psychosis
- > Section four: Practice analysis – implementing skills of including all values in practice

Handbook contents:

- > The importance of working with values to provide person-centred care
- > The importance of values for the person living with mental illness – historical perspective
- > The importance of including all values relevant to the person
- > How to stay connected with the person when there is a conflict of values
- > How to stay connected by being aware of different responses to values
- > How to manage your values to keep the person central.

£95.00 | 180pp | Ring Bound with CD-ROM and Paperback | 9781910366967 | Jul 2016



Applying Person-centred Care in Mental Health

A values-based approach

Wendy Hawthorth

This guide explains the values-based practice approach and provides background reading and theory for nurses and clinicians within inpatient mental health settings and undergraduate university students.

A copy of this guide is included with *Applying Values-based Practice for People Experiencing Psychosis: a values-based training pack and guide for inpatient settings*.

Contents Include:

- > The importance of working with values to provide person-centred care
- > The importance of values for the person living with mental illness – historical perspective
- > The importance of including all values relevant to the person
- > How to stay connected with the person when there is a conflict of values
- > How to stay connected by being aware of different responses to values
- > How to manage your values to keep the person central

£12.95 | 60pp | Paperback | 9781911028086 | Jul 2016





The Resilience Coaching Toolkit

A resource pack for professionals to increase people's awareness of resilience and self-management approaches

Laurel Alexander

Psychological resilience could be defined as an individual's ability to successfully adapt to life tasks in the face of adverse conditions. Resilient people don't dwell on failures – they acknowledge the situation, learn from their mistakes and move on. Resilience doesn't mean being tough – one can be resilient and still show emotion.

This flexible training pack is designed to be used in one-to-one sessions as well as for group work. It teaches the Resilience Coaching Model, a non-directive approach whereby the facilitator encourages the learner(s) in the proactive self-management of resilience.

The training can be used by freelance resilience coaches, mental health support workers, counsellors and psychotherapists, among others, to help those struggling with stress, anxiety and mild depression, as well as anyone looking to improve their general mental well-being.

Using this proactive approach, learners will be able to:

- > make a conscious decision to shape a resilient lifestyle
- > assume responsibility for the quality of their life
- > adopt a series of key principles in varied life areas which could lead to high levels of resilience
- > understand that resilience is the integration of mind, body and spirit
- > make changes to enhance their resilience
- > understand what motivates them to lead the lifestyle they've chosen
- > learn the difference between what they can change and what they cannot, and focus their energies wisely
- > develop a resilient lifestyle which will allow them to revitalise and re-energise themselves so that they can continue to thrive in the face of the demands of life
- > prepare to cope with change
- > learn how to control their thoughts and emotions
- > be aware of and be in tune with the flow between external productivity and rest periods
- > create a sense of connection and meaning in life.

Contents Include:

- > Introduction
- > Developing Mindful Awareness
- > Taking Ownership
- > Understanding Personal Values
- > Managing Strong Emotions
- > Effective Questioning
- > Active Listening
- > Building Perseverance
- > Developing a Non-Judgemental Mindset
- > Developing Problem-solving Skills
- > Improving Confidence and Self-Esteem
- > Assertive Communication
- > Fostering Self-Care
- > Improving Self-Compassion

£85.00 | 150pp | Spiral Bound with CD-ROM | 9781911028390 | Oct 2017



Working with Strengths

A handbook for delivering person-centred practice and recovery

Steve Morgan

The language in health and social care is full of references to person-centred care, person-centred planning, personalisation, self-directed support, recovery and enablement. However, there remains a degree of confusion between service users, carers, practitioners, managers and commissioners about the practical delivery of these concepts in daily practice. This handbook elaborates why and how we work with strengths.

Contents Include:

- > Chapter 1: Defining a strengths approach
- > Chapter 2: Values-based practice
- > Chapter 3: Strengths-based practice
- > Chapter 4: Personalisation
- > Chapter 5: Recovery and a strengths approach
- > Chapter 6: Positive theory and positive practice
- > Chapter 7: Reviewing the evidence base
- > Chapter 8: Strengths assessment
- > Chapter 9: Strengths-based support planning
- > Chapter 10: Care and support planning guide
- > Chapter 11: Supporting staff innovation
- > Chapter 12: Team development
- > Chapter 13: Funky mental health
- > Chapter 14: Management and leadership

£19.95 | 180pp | Paperback | 9781909810648 | May 2014





Mental Health Today ... and Tomorrow

Exploring current and future trends in mental health care

Edited by Dr David Crepaz-Keay

This forward thinking, multi-author handbook builds on the first edition of *Mental Health Today: A handbook*, and expands on a range of current key issues in the field of mental health, while also looking to the future – where things are heading and where we want them to go.

Mental Health Today... and Tomorrow provides a comparative view of how things are done around the UK and beyond, explores the role of language used in mental health care and the use of technology, and offers some predictions for the future of services.

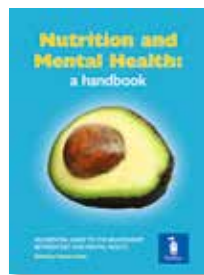
This handbook explores the whole lifespan, with chapters examining early interventions and mental health and well-being within school settings, mental health in the workplace, and finally the issues faced as people enter later life.

Mental Health Today... and Tomorrow has been written in partnership with the Mental Health Foundation.

Contents Include:

- > Chapter 1: No time like the present
- > Chapter 2: Mental well-being: concepts and controversies in mental health policy and practice
- > Chapter 3: Early investment in children's mental health
- > Chapter 4: Building resilience and improving mental health and well-being within school settings
- > Chapter 5: From diagnosis, disease and disorder to decision making, disability and democratic rights – time for a paradigm shift?
- > Chapter 6: What is 'parity of esteem'? Is it a useful concept?
- > Chapter 7: Mental health and work
- > Chapter 8: A crisis of meaning? Searching for an antidote to the pathological picturing of distress
- > Chapter 9: Is old age a mental illness?

£28.00 | 166pp | Paperback | 9781910366332
| May 2015



Nutrition and Mental Health

A handbook

Martina Watts

This handbook explains the science behind nutrition and its effects on mental health in a clear, accessible way. It helps readers to think about the complex and dynamic relationship between mental health, diet and nutrition. It explores how mental health and mental illness related factors, dietary factors and other social, biological and environmental factors interact to affect mental well-being. Leading health practitioners have contributed their own valuable insights, experiences and nutritional strategies to create an informed, up-to-date and fully referenced resource.

Contents Include:

- > Chapter 1: Modern diets: a recipe for madness
- > Chapter 2: Mental health and mineral depletion
- > Chapter 3: The influence of chemical additives on children's behaviour
- > Chapter 4: The effect of mercury on the body and brain
- > Chapter 5: Resolving depression: the role of the gut in taming inflammation
- > Chapter 6: Omega-3 fatty acids for behaviour, learning and mood
- > Chapter 7: Gut and psychology syndrome (GAP syndrome or GAP5)™
- > Chapter 8: Duncan's story: a case history of institutional discrimination

£9.95 | 180pp | Paperback | 9781841962450 | Aug 2008





Working with Compassion

A training manual in compassion-focused therapy

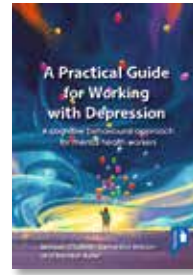
Michael O'Sullivan, Brendan Butler, Samantha Watson and Andy Jones

This manual is designed for use by practitioners working in a one-to-one setting, with groups, or for the individual reader. It aims to look at how thoughts and feelings around threat lead to problems, how problems are managed, what the role of compassion is, and how compassion can help us to manage better. It makes practical use of case studies and thinking activities. Divided into two parts, the first part explains the model of compassionate mind and the second part introduces useful interventions.

Contents include:

- > Chapter 1: Beginnings
- > Chapter 2: Cognitive Behavioural Therapy
- > Chapter 3: An introduction to compassion
- > Chapter 4: Introduction to the theory of the compassionate mind
- > Chapter 5: Formulation part 1
- > Chapter 6: Formulation part 2
- > Chapter 7: Working with change
- > Chapter 8: Writing
- > Chapter 9: Mindfulness
- > Chapter 10: Compassionate self correction vs self attack
- > Chapter 11: Endings

£45.00 | 136pp | Spiral Bound with CD-ROM | 9781908993441 | Oct 2013



A Practical Guide to Working with Depression

A cognitive behavioural approach for mental health workers

Michael O'Sullivan, Samantha Watson and Brendan Butler

This practical guide to cognitive behavioural therapy approaches for mental health workers who work directly with people with depression, and for mental health students, enables reflective learning about cognitive approaches to working with depression. It fills a gap between self-help books and post-graduate publications aimed at those undertaking psychotherapy training and is designed to improve the awareness and skill level of workers using psychological therapies.

The aim of this manual is to provide a broad range of mental health workers with information and practical techniques to help people work with their condition, based on modern theories from cognitive behavioural therapy. Each section will provide learning outcomes linked to units from the Level 3 Health and Social Care Diploma (formerly NVQ3) in the Qualifications and Credit Framework.

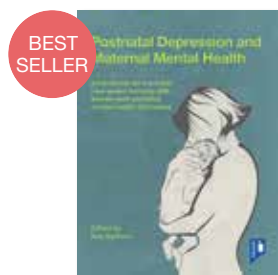
The information in each chapter will act as a pathway through depression from understanding the condition to working directly with it, to finally planning for recovery.

Contents Include:

- > Where to start
- > The extent of the problems
- > Formulation - the links between thoughts, feelings, physical sensations and behaviours in depression
- > Making sense of depression – thinking
- > Making sense of depression – activity
- > The therapeutic relationship
- > Maintaining progress

£40.00 | 92pp | Spiral Bound | 9781910366905 | Dec 2016





Postnatal Depression and Maternal Mental Health

A handbook for front-line caregivers working with women with perinatal mental health difficulties

Sue Gellhorn

Postnatal Depression and Maternal Mental Health is an accessible handbook intended to support healthcare professionals in the detection and assessment of postnatal depression and maternal mental health issues.

The handbook will provide readers with a good understanding of postnatal depression and the range of perinatal mental health difficulties they may come across in universal services for this client group, and will support them in their detection and assessment of these difficulties in the women on their caseload. The book highlights current good practice guidelines, newly developed care pathways, and cross discipline initiatives addressing the care needs of this potentially vulnerable group.

This resource will be useful for midwives, health visitors, community workers and front-line healthcare providers for pregnant women, and mothers in the first postnatal year.

Contents Include:

- > Chapter 1: Introduction
- > Chapter 2: Perspectives on postnatal depression
- > Chapter 3: Detection, recognition and assessment of maternal mental health difficulties
- > Chapter 4: Levels of intervention, treatment and support
- > Chapter 5: Normal anxieties in early motherhood and those needing professional attention
- > Chapter 6: Keeping the baby in mind: baby-mindedness in parents and professionals
- > Chapter 7: Working with the whole family
- > Chapter 8: Supporting mothers in complex family contexts
- > Chapter 9: Severe perinatal mental health difficulties
- > Chapter 10: Other types of maternal mental health difficulties
- > Chapter 11: Challenges for midwives
- > Chapter 12: Challenges for health visitors
- > Chapter 13: Perinatal mental health pathways and networks

£19.95 | 150pp | Paperback | 9781910366295 | Jun 2016



Positive Psychology in Business

101 workplace ideas and applications

Sarah Lewis

An organisation's health is directly determined by the well-being of the employees within it. Firmly grounded in psychology and management research, *Positive Psychology in Business* shows how to play to strengths, lead with compassion and put people first.

This accessible book gathers key ideas and techniques for applying concepts drawn from positive psychology and strengths-based management in workplace settings. It illuminates the application of reinforcing, impactful approaches in a wide variety of settings and cultures, so that most readers will find examples that reflect their own workplace and its challenges. In a series of 101 concise chapters, appreciative change expert Sarah Lewis shows how any leader, manager, organisation or employee can benefit from concepts like playing to strengths, encouraging positive deviation, leading authentically, creating conditions for change, having courageous conversations and building happy teams.

- > A unique collection of short, practical, to-the-point articles on the application of positive psychology concepts and principles to business and the workplace
- > Shows how individual, team and organisational effectiveness can be enhanced by recognising the value of social capital and promoting the wellbeing of staff
- > Links positive psychology with strengths-based management and appreciative inquiry, and with dialogue-based tools for organisational leadership and change
- > Topics covered include strengths-based development, creating a positive culture, leadership gratitude, appreciative listening, creating hope, resilience and flow

£24.95 | 200pp | Paperback | 9781912755578 | May 2019



Promote your organisation with our sponsorship, promotional and exhibiting opportunities



learning disability today

Venue: ILEC Conference Centre, London

Date: Thursday 28 November 2019

www.pavpub.com/ldt-london-2019/

The exhibition continues to be an excellent way for professionals in the learning disability field to hear about new practices, enhance their professional development and network with an all inclusive learning disability community.

Everybody deserves to have the same rights as each other – including us.



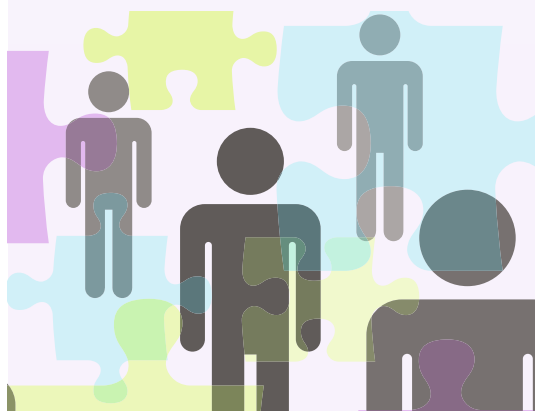
Venue: Motorpoint Arena, Cardiff

Date: Wednesday, 22 May 2019

www.mentalhealthtoday.co.uk

Mental Health Today is an exhibition bringing together 400 visitors, 15 exhibitors and a full, multi-stream seminar programme.

This major Welsh exhibition is for the entire mental health sector – professionals and people who use services – from across the statutory and independent sectors.



For more information or to discuss your ideas

Contact: Graham Hoare, Head of Business Relationships

Tel: 01273 434938

Email: graham.hoare@pavpub.com

How to place your order

Tel: For availability and credit card orders: +44 (0) 1273 434 943

Post: Send your completed order form to:
FREEPOST RLUZ-ATEU-RYUZ, Pavilion Publishing and Media Ltd,
Rayford House, School Road, Hove BN3 5HX, UK

Web: For 24-hour ordering on our website visit: www.pavpub.com



How to pay

Cheque

Orders of less than £50 should be accompanied by a cheque made payable to: Pavilion Publishing and Media Ltd.

Credit/debit card

Visa/Mastercard/Maestro/Electron/Solo/Visa Delta/American Express

Telephone customer services on 01273 434 943

Please be ready to quote your card details.

Invoice

We will invoice for official orders over £50 in value to UK and Northern Ireland customers only. Written confirmation of invoice details with authorised signature and purchase order number is required.

BACS

For training resources and magazines:

Bank: HSBC Bank Plc

Acc. Name: Pavilion Publishing and Media Ltd

Acc. Number: 41299964

Sort Code: 40-25-06

Always forward remittances to Pavilion Publishing and Media.

Shipping

We can safely send your parcels and letters to over 200 countries around the world including popular shipping destinations such as the USA, Australia, Canada, Germany, France and China.

UK

	1 item	2 items	3 items	4-6 items	7-9 items
A	£2.40	£4.80	£4.80	£4.80	£20.00
B	£2.40	£4.80	£4.80	£4.80	£12.00
C	£4.80	£4.80	£4.80	£7.20	£12.00
D	£7.20	£12.00	£12.00	£12.00	£12.00

Europe and Rest of the world

Visit www.pavpub.com/shipping for shipping costs

Next-day delivery

If you need something urgently, we can despatch on a next-day delivery service for an extra charge of £12 plus standard postage and packing in the UK – please contact our customer services on tel: **+44 (0) 1273 434 943** or by email: info@pavpub.com for more details on next-day delivery.

Large orders

For a large order please contact our customer services on tel: +44 (0) 1273 434 943 or by email: info@pavpub.com and we may be able to combine postage and packing for a better shipping price.

Terms and conditions

- > Prices are subject to change without notice.
- > Terms are strictly 30 days net.
- > Items that remain undelivered must be reported within 28 days of order or liability may not be accepted.
- > Pavilion must be notified of faulty or damaged items on receipt of delivery.
- > Ownership of goods remains with Pavilion until the amount due is paid in full.
- > Payment must be taken in full on PDF products prior to despatch.
- > Products that are 'Coming soon' may be delayed without notice.

Previews and refunds

We consider our publications to be of a high standard and therefore do not send materials for preview. However, we are happy to refund your payment in full if the materials do not meet your requirements. Simply return them within 21 days of receipt, together with our invoice.

Please return goods by recorded delivery to:

Pavilion Publishing and Media Ltd, Rayford House, School Road, Hove BN3 5HX, UK

The original or comparable packaging must be used so that they arrive back with us in good condition. No responsibility will be accepted for goods lost in the post that have not been returned by recorded delivery. We regret that we cannot accept returns of electronic or CD-rom materials.

Offers to special groups

Special prices to voluntary, service user and carer groups should be accompanied by a cheque made payable to: Pavilion Publishing and Media Ltd.

We apologise, we cannot invoice on special pricing. Please add postage and packing to your order.

TITLE	ISBN	PRICE EXC. VAT	PRICE INC. VAT <small>(if applicable)</small>	NUMBER REQUIRED	TOTAL VALUE
				Subtotal	
Marketing code:				P & P	
Purchase order number (if applicable)				Total	

Delivery address (in block capitals)

Name	Position
Organisation	
Address	
	Postcode
Telephone	Email

Invoice address (if different from above)

Position	Organisation
Address	
Postcode	Signature
Telephone	

Payment details

Please debit my Visa / Mastercard / Maestro / Solo / American Express number			Security code	Issue no:
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
Valid from (mm/yr)	Expires end (mm/yr)	Cardholder's signature		
<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>	<div></div>		
Cardholder's name (IN CAPITAL LETTERS)				
Cardholder's registered address				
Postcode				
Telephone				

A

An Advocate's Guide to Complaints in England	09
An Introduction to Active Support	28
An Introduction to Communicating Effectively with People with Learning Disabilities	46
An Introduction to Supporting the Mental Health of People with Intellectual Disabilities	31
Applying Person-centred Care in Mental Health	62
Applying Values-based Practice for People Experiencing Psychosis	62
A Practical Guide to Working with Depression	65
Assessment for Dyslexia	23
Attachment-based Practice with Adults: Understanding strategies and promoting positive change	14
Autism and Intellectual Disability in Adults, Volume 1	48
Autism and Intellectual Disability in Adults, Volume 2	48
Autism and Mental Well-being in Higher Education: A practical resource for students, mentors and study skills support workers	51

C

Childhood Trauma and Recovery	24
Children and Young People's Mental Health: Early Intervention, Ongoing Support and Flexible Evidence Based Care	20, 59
Child to Parent Violence and Abuse	24
Creative Conversations	56

D

Delicious Conversations	57
Dementia Awareness	17
Developing and Supporting Effective Staff Supervision: A training pack	11
Developing and Supporting Effective Staff Supervision: A reader	11
Developing Leadership	07

E

Effective Communication with People with Learning Disabilities	46
--	----

F

Female Genital Mutilation	15
From Mistrust to Trust	23

G

Guided Self-help for People with Intellectual Disabilities and Anxiety and Depression	34
---	----

H

Hall of Mirrors – Shards of Clarity	55
How to Communicate Effectively in Health and Social Care	09

I

I Can Feel Good 2nd edition	33
Innovation and Change in the Social Sector	08
Intellectual Disabilities and Personality Disorder	35
Introduction to mental health and mental wellbeing for staff supporting adults with intellectual disabilities: a training and self-study resource	31

L

Learning Disability Today (Fourth Edition)	25
Learning from Practice	06
Learning the Language	56
Listening with All Our Senses	56

M

Maybugs and Mortality	54
Mental Capacity and Consent in Learning Disability:	33
Mental Health in Intellectual Disabilities (Fifth Edition)	32
Mental Health Needs of Children and Young People with Significant Intellectual Disabilities	22,32,59
2nd edition	
Mental Health Today ... and Tomorrow	64
Mismatch of Salience	53
MPAS-ChA	21,38
MPAS-Check	37
MPAS-Diag (ID)	37
MPAS-ID	36
Multi Agency Safeguarding	
2nd edition	22

N

Non-violent Resistance Innovations in Practice	19
Non-violent Resistance Training	19
Nutrition and Mental Health	64

P

Parental Mental Health and Child Welfare Work, Volume 1	18,58
Parental Mental Health and Child Welfare Work, Volume 2	18,58
People with Learning Disabilities Hear Voices Too	35
Personal Development, Relationships and Staying Safe	44
Person-centred Active Support Self-study Guide (2nd edition)	26
Person-centred Active Support Training Pack (2nd Edition)	26
Person-centred Lifestyles for People with Intellectual Disabilities	27
Positive Psychology in Business	66
Positive Risk-Taking for Individuals with Learning Disabilities	28
Postcards from Aspie World	52
Postnatal Depression and Maternal Mental Health	66
Promoting Equality, Valuing Diversity	06
Providing good support for people with learning disabilities as they grow older	16,40
Providing good support for people with learning disabilities as they grow older: a self study guide	40
Providing good support for people with learning disabilities as they grow older: training pack	40
Reflections on the Challenges of Psychiatry in the UK and Beyond	34

R

Reflective Supervision	07,12
Responding to Loss	06
Responsive Communication.	29,55
Risk Decision-making	15

S

Self-Soothing 2nd edition	13,60
Sex and Relationships Education for Young People and Adults with Intellectual Disabilities and Autism	45,51
Sex and the 3 Rs: Rights, Risks and Responsibilities (fourth edition)	43
Sex, Personal Relationships and the Law for Adults with Learning Disabilities	45
Sexuality and Learning Disabilities (2nd edition)	44
Sexuality and Sexual Health for Individuals with a Learning Disability	43
She'll be Alright	17
Spirituality, Meaning and Values:	07
Staff Supervision in Social Care	12
Structured Professional Judgment of Violence Risk	08
Successful Health Screening Through Desensitisation for People with Learning Disabilities	42
Supervision for Early Years Workers	12,20
Supporting Individuals with Learning Disabilities: Understanding the context	28
Supporting People with Learning Disabilities and Dementia: Training Pack	39
Supporting People with Learning Disabilities and Dementia: Self Study Guide	39
Supporting people with profound and multiple learning disabilities	29
Supporting Person-centred Thinking and Planning in Learning Disability	27
Supporting the Physical Health Needs of People with Learning Disabilities	42
Supporting Women with Learning Disabilities Through the Menopause (2nd edition)	41

T

Tackling Bullying and Harassment in the Workplace	06
Taking Control of My Health	41
TaSSeLS Tactile Signing for Sensory Learners (2nd edition)	47
Ten Rules for Delivering a Diagnosis of Autism or Intellectual Disabilities in a Way That Ensures Lasting Emotional Damage... and maybe what to do about it	49
Ten Rules for Ensuring Autistic People and People with Learning Disabilities Can't Access Health Care... and maybe what to do about it	49
Ten Rules for Ensuring Miscommunication When Working With Autistic People and People with Learning Disabilities... and maybe what to do about it	49
Ten Rules for Ensuring People with Learning Disabilities and Those Who Are On The Autism Spectrum Develop Challenging Behaviour...and maybe what to do about it	30,49
Ten Rules for Ensuring That the Mental Health Needs of Autistic People and People with Learning Disabilities are not Recognised or Supported... and maybe what to do about it	49
The Anger Box	57
The Dementia Care Training Library	16
The Family Model Handbook	24,60
The Moss Psychiatric Assessment Schedules	36
The Neurodiversity Reader	53
The Resilience Coaching Toolkit	63
The Restorative Resilience Model of Supervision: A reader	10
The Restorative Resilience Model of Supervision: An organisational training manual	10

U

Understanding and Responding to Autism, the SPELL Framework 2nd edition	50
Understanding and Responding to Behaviour that Challenges in Intellectual Disabilities: A handbook for those who provide support	30
Understanding Autism	52
Using Supervision in Schools	13

W

Working with Adults: Values into Practice	07
Working with Compassion	65
Working with Strengths	63
Youth Self-harm and Suicide Awareness	61



**Mental Capacity
in Learning Dis**

**Understanding and Responding
Challenges in Intellectual Disabi**

**The Restorative Re
Model of Supervisio**

Attachment-based Prac
Understanding strategies and prom

Person-centred act
A training resource to enable participation,
for adults and children with intellectual and

Non-violent Resistance I
Edited by Elisabeth Heismann, Julia Jude an

I Can Feel Good

Write for us

Pavilion loves new ideas and we're always excited to work with academics, service provider organisations and professionals.

If you are an expert by experience or an expert in your field and would like to share your knowledge of a topic you are passionate about, we would like to hear from you.

Visit www.pavpub.com/write-for-us/ for further information.
Alternatively, call us on 01273 434 943 or email us at info@pavpub.com to discuss your ideas further.

Talk to us

We value you and your opinions, so we'd love to know what you think about the handbooks and training packs that we publish. Your feedback will help us to improve and refine our offering so that you can rely on us to provide you with exactly what you want.

Email info@pavpub.com to share your thoughts.

Pavilion Publishing and Media



Health and Social Care resources for training, CPD and self-study