

# Relationships And Adults With An Intellectual Disability

**Exploring the Relationships of People with an Intellectual Disability and Their Support Staff** Maria Hurman 2017

Active Support Jim Mansell 2012-05-15 Active Support is a proven model of care that enables and empowers people with intellectual disabilities to participate fully in all aspects of their lives. This evidence-based approach is particularly effective for working with people with more severe disabilities, and is of growing interest to those responsible for providing support and services. The authors provide a comprehensive overview of Active Support and how it can be used in practice, based on the theory and research underpinning the methods involved. They describe how to engage people with intellectual disabilities in meaningful activity as active participants, and look at the communication style needed to foster positive relationships between carers and the people they are supporting. Highlighting the main issues for those trying to put Active Support into practice, they explain what is needed on a day-to-day basis to support the implementation, improvement and maintenance of the approach, along with possible solutions for the difficulties they may encounter. Finally, they look at how to integrate Active Support with other person-centred approaches, drawing on examples from various organisations and individual case studies. The definitive text on Active Support, this book will be essential reading for anyone professionally concerned with the quality of life of people with intellectual disabilities, including psychologists, behaviour specialists, social workers, care managers, occupational therapists and inspectors and regulators of services, as well as families.

Talking Together about Sex and Relationships Lesley Kerr-Edwards 2007-05 Helps older adolescents with learning disabilities to understand sex and relationships, issues around keeping safe, the importance of assertiveness and other skills and information they will need as they approach adulthood. For teachers and other professionals working with young people aged 13 and above with learning disabilities, parents & carers.

**Support Work Relationships** Deborah Luise Lutz 2020-03-03 Deborah Luise Lutz explores support work relationships, the relationships between people with intellectual disabilities in receipt of a personal budget and their support workers. Through the methodology of Institutional Ethnography, she specifically investigates how personal budget policies that organize support work in Germany and Australia influence support work relationships. She found that the policies of personal budgets are connected to people's views and expectations about the support work relationship and the support work context that influence the relationship. The author argues that disability research, policy and practice need to be cognisant of this interconnection to improve the quality of support work relationships.

**Parental Roles and Attitudes Regarding Sexuality and Intimate Relationships** Rebecca R. Kammes 2019 Despite the known benefits of experiencing healthy intimate relationships in adulthood, adults with intellectual disabilities (ID) are often denied these experiences. This occurs because of deficits in their sexuality education, as well as restrictions placed on them from parents and caregivers-limiting opportunities for sexuality expression and intimate relationships. High rates of abuse and exploitation that occur within this population can lead parents to use tools such as guardianship to maintain control over the sexuality education they receive and the types of interpersonal relationships in which their adult child can engage. However, such restrictions do not deter adults with ID from desiring intimate relationship experiences. Instead, restrictions frequently lead to secretive relationships, which often include abuse and exploitation. Although we understand these patterns, there is still a gap in our understanding of the role parents specifically play in their adult child's experiences of romantic relationships. The purpose of this research project was to examine the role that parents play in the creation and maintenance of intimate relationships, as well as their experiences responding to the sexuality expression for their adult with ID. This was done by examining parents who have an adult child with ID, as well as a typically developing (TD) adult child, and comparing parental experiences between these two adult children. This study used a mixed methods design was used within this study including an online survey with 50 parents nationwide, and follow-up phone/video conferencing interviews with a subset of 20 parents from the survey. Both the survey and interview demonstrate parental experiences and perceptions regarding sexuality education, expression, and intimate relationship experiences for both of their adult children. Study 1 examined the parental role in overall sexuality education and sexuality expression for adult children with and without ID. Parents elaborated on educational methods, as well as how they help their adult children develop positive sexuality expression and manage sexual behaviors. Findings from this study indicate that parents are more involved with their adult child with ID and struggle to determine the appropriate level of sexuality education they should be providing to them. Study 2 examined the parental role of helping their adult children with ID create and maintain intimate relationships in comparison to their TD adult children. Parents struggled to determine the appropriate level of involvement they should have in the romantic relationships of their adult child with ID, and voiced a strong need for coaching and mentoring parents in these areas. Both studies contribute to the knowledge base of sexuality expression and intimate relationships among adults with ID by further exploring the parental role, and the educational and training needs for parents trying to navigate these experiences successfully.

*Planning for the future. Adults with intellectual disabilities living with their families* Katharina Ramm 2020-07-20 Seminar paper from the year 2011 in the subject Health - Nursing Science - Nursing Management, grade: 1,0, University of Applied Sciences Bremen (Gesellschaftswissenschaften), course: Internationale und interkulturelle Aspekte der Pflege/ des Gesundheitswesens, International vergleichende Aspekte der Steuerung und Organisation der Gesundheitsversorgung, language: English, abstract: In the paper the author delineates the situation of adults with intellectual disabilities living with their family carers who are not in contact with social services for their personal future plans. Many adults with intellectual disabilities live with their parents and receive the necessary support from them in everyday life. Even today, many grown-ups with intellectual disabilities, who are living with their often very old parents, can hardly be included in the social system. Personal future plans are rarely realized, because the family care arrangements are consolidated in a way that the parents benefit from their children's presence and are not interested in any changes. A sudden illness or the death of the parents can cause a lot of problems and trouble for their child. The person must deal with different new social situations, which are often very frustrating and overcharging for a person, who lived in a shielded, peaceful family care arrangement. Thus, planning becomes the key to preventing a crisis when family care is no longer achievable because of death or illness. In this case existing knowledge and practice are largely based upon the perspective of professionals. Study findings show that adults with intellectual disabilities are very aware of the need for alternative housing or support in the future and had clear preferences about their future options. The awareness of the unavoidable death or a possible severe illness of family carers reveal the importance of involving adults with a learning disability in planning for their future, as well as supporting them in the case of a bereavement.

**Helping People with a Learning Disability Explore Relationships** Eve Jackson 1999 This book is a teaching aid for individuals and groups of adults with learning disabilities. Stories, in simple English, about relationships are followed by points for discussion and suggested discussion questions for counsellors.

Enhancing the Quality of Life of People with Intellectual Disabilities Ralph Kober 2010-09-24 This book contains a series of articles, written by international experts in the fields of intellectual disability and quality of life, that explore a broad range of issues that impact on the quality of life of people with intellectual disabilities and their families. The book commences with a general discussion on defining quality of life and family quality of life and the appropriateness of using these constructs in the field of intellectual disability, and is followed by an analysis on the effects of living arrangements and employment on quality of life. The book concludes with discussions on the unique issues facing children with intellectual disabilities and people living in developing countries and the effect these issues have upon their quality of life.

*Interactions and Relationships in Adults with Intellectual Disability* Jennifer Clegg 1990

**Sex and Relationships Education for Young People and Adults with Intellectual Disabilities and Autism** Kelly Asagba 2019

**Intellectual Disabilities - E-Book** Helen Atherton 2022-03-13 This leading textbook (previously known as Learning Disabilities) aims to further the practice of professionals and agencies who support people with intellectual disabilities. It emphasizes the strengths rather than deficits of people with intellectual disabilities, highlights the crucial role of family and friends, and places individuals firmly at the heart of everything that impacts them. Intellectual Disabilities: Toward Inclusion centres on the concepts of respecting the personhood of people with intellectual disabilities, and their rights to holistic health and to live their best lives. Most of the 27 chapters are co-authored by respected international authors, and the content has been fully updated to reflect contemporary policy, legislation and service configuration. This unique text will challenge and reframe typically held views, and provides an international focus that recognizes we have much to learn from the experiences and perspectives of other nations around the world. Comprehensive overview of the field – relevant to contemporary practice Content organized around three central themes: Who am I?; Maximizing my health; Living my best life Well-written and accessible Artwork and perspectives of people with intellectual disabilities bring content to life Authors from a range of professional backgrounds representing Australia, Austria, Germany, Iceland, Ireland, Malta, the Netherlands, Norway, South Africa, Spain, the UK, and the United States Activities, case studies, diagrams and useful web links Additional material in an online resource complements reader activities found throughout the text

**Handbook of Intellectual Disabilities** Johnny L. Matson 2019-09-03 This handbook offers a comprehensive review of intellectual disabilities (ID). It examines historical perspectives and foundational principles in the field. The handbook addresses philosophy of care for individuals with ID, as well as parent and professional issues and organizations, staffing, and working on multidisciplinary teams. Chapters explore issues of client protection, risk factors of ID, basic research issues, and legal concerns. In addition, chapters include information on evidence-based assessments and innovative treatments to address a variety of behaviors associated with ID. The handbook provides an in-depth analysis of comorbid physical disorders, such as cerebral palsy, epilepsy and seizures, and developmental coordination disorders (DCD), in relation to ID. Topics featured in this handbook include: Informed consent and the enablement of persons with ID. The responsible use of restraint and seclusion as a protective measure. Vocational training and job preparation programs that assist individuals with ID. Psychological and educational approaches to the treatment of aggression and tantrums. Emerging technologies that support learning for students with ID. Key sexuality and relationship issues that are faced by individuals with ID. Effective approaches to weight management for individuals with intellectual and developmental disabilities. The Handbook of Intellectual Disabilities is an essential reference for researchers, graduate students, clinicians and related therapists and professionals in clinical child and school psychology, pediatrics, social work, developmental psychology, behavioral therapy/rehabilitation, child and adolescent psychiatry, and special education.

**Attachment in Intellectual and Developmental Disability** Helen K. Fletcher 2016-05-23 Attachment in Intellectual and Developmental Disability “Skillfully introduced and edited by Helen Fletcher and her colleagues, this long-needed collection of excellent chapters on attachment and disability reveals the vast wellspring of resilience that persons with disability possess – or can be helped to achieve. Readers will discover how best to support a family member, client or friend with a ‘disability’. A definitive resource for multiple disciplines, this book is surely required reading for all those working in the health professions aimed at addressing the needs of those with severe physical, mental or emotional impairments.” Professor Howard Steele, New School for Social Research “This informative, comprehensive text is unique, and is destined to become an invaluable national and international resource on attachment issues in the field of intellectual and developmental disabilities. Given the breadth and depth of this book, practitioners can use it both as a guide in practice and as a resource for research purposes. Both the editors and contributors are to be congratulated for introducing attachment theory to a wider audience, who will all, I am sure, appreciate the centrality and importance of this theoretical framework to their everyday practice.” Professor Bob Gates, University of West London This title in The Wiley Series in Clinical Psychology is the first to explore the role of attachment theory in understanding and helping children and adults with intellectual and developmental disabilities (IDD). There is a growing evidence base of interventions for IDD underpinned by attachment theory, including direct intervention and the application of attachment theory to understand the interactions and relationships that occur between individuals with IDD and those who support them. Attachment in Intellectual and Developmental Disability brings together leading clinicians and researchers to present and integrate cutting-edge models and approaches that have previously been accessible only to specialists. They discuss the role of attachment theory in clinical practice when working across the lifespan of people with IDD, the theoretical basis of attachment difficulties, and how these difficulties are presented. They also discuss practical approaches to assessment and intervention, using clear case studies to illustrate the applications of attachment theory to clinical work.

**S.T.A.R.S.** Susan M. Heighway 2008 Specially designed for teaching adolescents and adults with developmental disabilities, the STARS model focuses the goals of promoting positive sexuality and preventing sexual abuse.

**Talkabout Relationships** Alex Kelly 2018-10-24 The third title in the successful "Talkabout" series, "Talkabout Relationships" reflects current literature and research on developing relationships for people with learning disabilities, and aims, through groupwork, to improve self-esteem and relationship skills in people who are having difficulties in making or maintaining friends. This highly illustrated, practical resource: is designed to help teachers or therapists to work through self-esteem and relationship skills within a group setting in a structured way. It was originally written for young adults with a learning disability, it has also been used successfully with children with learning disabilities and those who present with social skills difficulties. Includes a staff rating assessment of a client's relationship skills and criteria for inclusion in a relationships group, as well as a self-esteem assessment and a self-rating assessment of relationship skills. This title contains illustrated, photocopiable group activities and worksheets to address self-image, identity and self-confidence as well as the different types of relationship, the qualities of friends and some of the skills involved in improving and developing relationships. Illustrated by the author, this hands-on groupwork resource is ideal for speech language therapists, teachers, occupational therapists, community learning disability nurses and anyone working in the field of learning disability.

**Personal Development, Relationships and Staying Safe** Marie Walsh 2015 In light of The Ryan Report (2009) this comprehensive training pack will provide staff with the knowledge and practical skills to ensure the safety and personal development of individuals with intellectual disabilities, high support and complex needs. Personal Development, Relationships and Staying Safe: A training pack for staff supporting adults with intellectual disabilities, high support and complex needs will provide frontline caregivers 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, 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.

**Transition and Change in the Lives of People with Intellectual Disabilities** David May 2000-12 One claim made for the policy of care in the community was that it would rescue people with intellectual disabilities from social marginality. To what extent has this promise been fulfilled and their lives transformed? David May presents the lives of people from this group as a series of transitions and offers us a view of the world that is as complex and changeable as any other. Each section covers a different aspect of choice, opportunity and transition on the lifepath, for example, \* moving from home to school \* leaving school \* employment \* living independently and \* growing old The contributors have extensive research experience in the field of intellectual disabilities and provide a comprehensive review of this research, drawing out the implications for policy and practice. This book will be an invaluable resource for professionals and carers working with those with intellectual disabilities, as well as their families.

**Healthy Relationships** 2013-03-08 A workbook that provides strategies and fun activities while teaching the importance of investigating and building friendships and relationships over time.

**Social Interactions and Processes that Underpin Positive Relationships for Adults with Severe Intellectual Disability and Limited Symbolic Communication Skills** Hilary Johnson 2012

**Boyfriends & Girlfriends: A Guide to Dating for People with Disabilities** Terri Couwenhoven 2022-09-10 Everyone knows that dipping your toe in the dating pond can be a little intimidating without first seeking some expert advice. And that's exactly what Terri Couwenhoven delivers in her new book written expressly for teens and adults with intellectual or developmental disabilities. Boyfriends & Girlfriends explains the do's and don'ts of dating and validates their normal, age-appropriate desire for companionship and romance. The book covers the biggest questions and smallest concerns of every would-be dater, including: - Who is an appropriate dating partner & who is not - How to read signals & judge whether the interest is mutual - How to ask someone out on a date - How to turn down a date - How to handle rejection - What sexual feelings are - How to work through problems in a relationship - What to do when a relationship is not working Written and illustrated for a hi/lo reader, Boyfriends & Girlfriends is perfect for anyone who is already in a relationship, ready to start one, or still only dreaming about it. The guide is also an informative read for parents, counselors, and other support providers.

**Sexuality and Relationships in the Lives of People with Intellectual Disabilities** Daniel Docherty 2014-10-28 Drawing extensively on personal experiences, this important volume looks at sexuality and relationships in the lives of people with intellectual disabilities, painting a genuine picture of the range of sexualities and relationships people want. Honest and reflective, it shows how sexuality has been managed and controlled in different countries. It explores a range of issues such as rights, resilience, protection, sexual oppression and the lack of privacy for those living in care institutions. Co-edited and with contributions by people with intellectual disabilities and allies, this unique book offers an authentic account of the challenges people face and what society needs to do to respect people's rights. Providing insight into a morally, ethically and legally complex area, this book will be essential reading for people with intellectual disabilities, their advocates, families and supporters; social care managers, social workers, and other professionals working in the field as well as academic researchers and students.

**Belonging for People with Profound Intellectual and Multiple Disabilities** Melanie Nind 2020-05-06 This book pushes the boundaries in the way we approach people with profound intellectual and multiple disabilities, and in how we work with them in education and research. While it is grounded in diverse theoretical frameworks and disciplines, the book coheres around a commitment to seeing people with profound intellectual and multiple disabilities as equal citizens who belong in our classrooms, research projects and community lives. Each section covers policy contexts, key ideas and recent research. Featuring contributions from around the world, the book incorporates established and new voices, different disciplines and experiences. Additionally, it includes pieces from family members of people with profound intellectual and multiple disabilities. Divided into three parts, the book explores three main topics: Belonging in education Belonging in research Belonging in communities Belonging for People with Profound Intellectual and Multiple Disabilities is an invaluable resource for scholars, professionals and postgraduate research students with an interest in children or adults with profound intellectual and multiple disabilities.

**Relationships and Adults with an Intellectual Disability** Brigit Mirfin-Veitch 2003

*Parents with Intellectual Disabilities* Gwynnyth Llewellyn 2010-02-18 The first international, cross-disciplinary book to explore and understand the lives of parents with intellectual disabilities, their children, and the systems and services they encounter Presents a unique, pan-disciplinary overview of this growing field of study Offers a human rights approach to disability and family life Informed by the newly adopted UN Convention on the Rights of Persons with Disabilities (2006) Provides comprehensive research-based knowledge from leading figures in the field of intellectual disability

Four Stories Family Planning Association Resource Unit (NZ Family Planning Association Resource Unit) 1997-10-01 A video about personal relationships for people with intellectual disabilities.

**Helping People with a Learning Disability Explore Relationships** Eve and Neil Jackson 1999-02 The books are short, simply laid out, easy to use with practical advice and exercises. The case studies seem to be taken from real life scenarios. Clients, staff and families would find these books very useful. They put in print the ordinariness of community living and how seemingly small incidences can impact on people. They may remind us to be more conscious and aware in our practice and to be creative in finding solutions and developing programmes.' - Irish Social Worker Focusing on the nature of relationships with other people, *Helping People with a Learning Disability Explore Relationships* continues the story of John, Danny, Terry, Lucy and Liz - the five people with learning disabilities who share a house - from where *Helping People with a Learning Disability Explore Choice* ended. In this book, Lucy grieves when her old friend Mrs Coles dies, Terry learns to stand up for himself in the factory where he works, and Danny falls in love. Sections for the carer draw out the issues raised in each chapter - friendships, bullying, loss, depression and romance - and suggest ways of exploring them in discussions and exercises for groups and individuals. The book is designed for adults with learning disabilities to read alone or with a carer. It can also be used as a teaching aid for workshops, group work or drama sessions; and can be read in conjunction with its companion volume, *Helping People with a Learning Disability Explore Choice*, or alone. Illustrations by Tim Baker help the reader to visualise the characters and engage with the topics raised.

Women With Intellectual Disabilities Rannveig Traustadottir 2000-03 I recommend this book to anyone engaged in working collaboratively with people with the label 'learning difficulty', particularly in women's; groups, self advocacy or rights bases/citizenship concerns. The plain English accounts are accessible, but I also found the main bulk of the text easily translatable and used it extensively in my recent research. For the women involved in this project it provided a framework of reference in which they recognized similar life events and experiences. Not only does this book fill this gap by providing a frame in which women can examine this exclusion, it also questions the marginalized position of women classified as having 'learning difficulties' in feminist and disability literature.' - Disability and Society 'This is such a good read that it is difficult to be objective about the content, criticism was suspended! It is divided into parts and each part is helpfully introduced by the editors. There is also a short straightforward description of the content at the beginning of each chapter so that women with intellectual disabilities can be included in the readership. This book gives us a valuable insight into the lives of women with learning disabilities. It changes an often discriminated group into individuals of considerable interest and value. It is to be recommended to everyone who feels that difference is important in our community.' - Ann Craft Trust Bulletin This book provides the first comprehensive exploration of the issues affecting the lives of women with intellectual disabilities. Women from all over the world, with and without intellectual disabilities, have collaborated to write about their lives, their experiences and their hopes for the future. Different aspects of life - work, family, relationships and community involvement - are discussed. Some of the women have found, or are finding, fulfilling, happy, creative lifestyles. One message which emerging from many of their stories is that their intellectual disability is less of a problem than the social and economic discrimination these women experience. This book thus raises important questions about society's attitudes to women with intellectual disabilities. It is also a place where these women's stories - from the sad or disturbing to the happy, moving or inspirational - can be heard. The book's unique plain English versions of chapters will ensure that it is accessible to other women with intellectual disabilities. It is an important, interesting and readable addition to literature about intellectual disabilities and about women's lives across the world.

*Moving on Without Parents* Christine Bigby 2000 Parents who have cared for their adult children with intellectual disabilities will one day face an important issue--who will care for them when they are no longer able? With this book, based on case studies of adults with disabilities and their families, you'll learn how to help families plan for this delicate transition. You'll explore possible services and providers who can take on the parents' role, and you'll discover how to create a network of agency and family supports. This book gives you the facts you need to help families prepare for the future and ensure that individuals with disabilities receive the best transitional supports.

**Social Skills for People with Learning Disabilities** Mark Burton 2013-12-14

*Friendships and Community Connections Between People with and Without Developmental Disabilities* Angela R. Novak Amado 1993 True community integration is much more than placing an individual with a disability in a community setting ... it also means belonging and being in close friendships with other community members without disabilities. Now, this perceptive book gleans principles from successful experiences to help

others build relationships of their own through natural social connections. The authors of this heartening guide to relationships and community connections combine the wisdom gained from their varied backgrounds in advocacy, service provision, parenting, and research to explore how friendships can enhance the lives of every individual in the community. Each author considers a different facet of friendship, such as: work and leisure relationship; gender-related expectations; community associations and groups; the roles of love, affection, and intimacy.

**Who are My People?** Fann Tay 2022

**Love Around Us** Kaarina Määttä 2018 This book provides research-based analyses about the different roles of love including forms that have aroused contradictory feelings and prejudices, such as falling in love in the old age and love in people with intellectual disability are discussed.

**Shared Lives** Roy McConkey 2009-01-01 Written by three authors who combine a wealth of expertise as researchers, clinicians and practitioners, this challenging book presents a renewed vision for the support of people with intellectual disabilities.

Providing Relationship Building Blocks for Adults with Intellectual Disability Mary Rita Smith 2006

**Choice, Preference, and Disability** Roger J. Stancliffe 2020-04-17 This book examines choice and preference in the lives of people with disability, focusing on people with intellectual and developmental disabilities. It provides an overview of choice and examines foundational concepts related to choice and preference, including self-determination and supported decision making. Chapters examine a range of critical service and policy issues, such as guardianship, individualized funding, the health care system, and the situation regarding choices for people with disability in international contexts. In addition, chapters explore issues ranging from the development of preference and choice in childhood to choices in older age and end of life matters. It provides in-depth analysis of particular choices faced at different points across the lifespan. The book concludes with implications for policy and practice. Topics featured in this book include: Supported decision making for adults with intellectual disabilities or acquired brain injury. The role of parents and families in the development of choice-making skills. Preference assessments for individuals who cannot tell us what they prefer. Employment opportunities for people with intellectual disabilities. Sexual and reproductive rights for people with intellectual disabilities. Disability and the choice to become a parent. Choice, Preference, and Disability is an essential resource for researchers, professors, clinicians, therapists, and other professionals as well as graduate students in the fields of developmental and positive psychology, rehabilitation, social work, special education, occupational, speech and language therapy, public health, and healthcare policy.

Intellectual Disabilities: Health and Social Care Across the Lifespan Fintan Sheerin 2023-06-19 This textbook provides nurses, allied health and social care professionals with the background knowledge necessary to support individuals with intellectual disabilities and their families. It is a unique and viable resource which is particularly timely, as recent decades have seen a significant change in the demographics and associated care and support needs of this population. The textbook is laid into four sections to provide a logical structure for the content with chapters developing key topic areas relevant to the field. The introductory section sets the overall context for the book and considers the importance of developing an understanding of intellectual disability as a core concept identifying philosophies and models of service that underpin health and social care across the lifespan. Communication as a basis for caring and the overall concept of person-centred caring in a multidisciplinary context is considered. The second section explores key concepts from birth to adulthood exploring the nature of intellectual disability, the child with intellectual disability and other related neurodevelopmental conditions. The third section explores adulthood to older age and considers specific health care needs, understanding behaviour and other fundamental concepts including mental health, ageing and palliative care. The fourth and final section explores the integration of health and social care addressing such issues as supporting and enabling families, education, employment, and sexuality and relationships. Edited by experienced and widely respected professionals, this textbook is written by international practitioners, educators and researchers who all play critical roles in working with individuals with intellectual disability and their families.

*Intellectual Disability in Health and Social Care* Stacey Atkinson 2014-09-16 Many practitioners within health and social care come into contact with people with intellectual disabilities and want to work in ways that are beneficial to them by making reasonable adjustments in order to meet clients' needs and expectations. Yet the health and wellbeing of people with learning disabilities continues to be a neglected area, where unnecessary suffering and premature deaths continue to prevail. This text provides a comprehensive insight into intellectual disability healthcare. It is aimed at those who are training in the field of intellectual disability nursing and also untrained practitioners who work in both health and social care settings. Divided into five sections, it explores how a wide range of biological, health, psychological and social barriers impact upon people with learning disability, and includes: Six guiding principles used to adjust, plan and develop meaningful and accessible health and social services Assessment, screening and diagnosis of intellectual disability across the life course Addressing lifelong health needs Psychological and psychotherapeutic issues, including sexuality, behavioural and mental health needs, bereavement, and ethical concerns. The changing professional roles and models of meeting the needs of people with intellectual and learning disabilities. *Intellectual Disability in Health and Social Care* provides a wide-ranging overview of what learning disability professionals' roles are and provides insight into what health and social care practitioners might do to assist someone with intellectual disabilities when specific needs arise.

Attachment in Intellectual and Developmental Disability Helen K. Fletcher 2016-03-09 *Attachment in Intellectual and Developmental Disability: A Clinician's Guide to Practice and Research* is the first book to explore the clinical difficulties associated with attachment relationships in people with intellectual and developmental disabilities. Draws together knowledge from disparate sources in a definitive new resource for clinicians working in this area A growing body of evidence-based approaches in this area are underpinned by attachment theory, including direct intervention and the use of attachment theory to understand interactions and relationships Presents and integrates cutting-edge models and approaches that have previously been available only to specialists Written by mainstream practitioners who are active in clinical work and research; focused on real-world applications, with illustrative case examples throughout

**When Young People with Intellectual Disabilities and Autism Hit Puberty** Freddy Jackson Brown 2016-06-21 Puberty, personal hygiene and sex can be difficult topics to broach with your child, especially when they have an intellectual disability or autism. The authors of this guide provide honest answers to challenging questions and provide solutions to the dilemmas that many parents face on a daily basis. Structured around issues related to puberty and emerging sexuality in children with disabilities or autism, such as physical changes, mood swings and sexual behaviour, the book presents case studies alongside practical guidance on how to overcome problems that commonly arise. The book also explains laws relevant to disability and sexuality and suggests appropriate sex education programmes to meet the needs of differing degrees of disability.

**The New Common** Emile Aarts 2021-04-20 This open access book presents the scientific views of some fifty experts on how they believe the COVID-19 pandemic is currently affecting society, and how it will continue to do so in the years to come. Using the concept of a "common" (in the sense of common values, common places, common goods, and common sense), they elaborate on the transition from an Old Common to a New Common. In carefully crafted chapters, the authors address expected shifts in major fields like health, education, finance, business, work, and citizenship, applying concepts from law, psychology, economics, sociology, religious studies, and computer science to do so. Many of the authors anticipate an acceleration of the digital transformation in the forthcoming years, but at the same time, they argue that a successful shift to a new common can only be achieved by re-evaluating life on our planet, strengthening resilience at an individual level, and assuming more responsibility at a societal level.

## Relationships And Adults With An Intellectual Disability

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