Learning Disabilities
Current Awareness Bulletin
April 2018

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Title: Diverse needs of students with learning disabilities: A case study of tutoring two students in algebra

Citation: Journal of Research in Special Educational Needs; Mar 2018
Author(s): Hord, Casey; Marita, Samantha; Ayaz, Salma; Tomaro, Taylor-Marie; Gordon, Kiyana; Tunningley, Joan; Haskins, Shelby

Abstract: In this exploratory case study, the researchers conducted a descriptive, qualitative microanalysis of the tutoring of two eighth grade students with learning disabilities while solving algebra problems. The researchers analyzed the participants’ problem solving tendencies and interventions that helped the students succeed. One of the students, Nicole, demonstrated considerable capability at supporting her memory and processing by carefully and neatly writing out her steps for solving equations on paper. The other participant, Rachel, struggled at times to organize her thinking processes on paper and solve equations due to poor handwriting legibility, math anxiety and issues of confidence as a learner of mathematics that all seemed to be inter-related. Both students demonstrated success with solving algebra equations, but Rachel required intensive intervention for addressing her difficulties with math anxiety and visual-motor integration, while Nicole mostly required mathematics instruction designed to capitalise on her success at creating useful visual representations of her thought processes.

Title: The effects of mother-child mediated learning strategies on psychological resilience and cognitive modifiability of boys with learning disability

Citation: British Journal of Educational Psychology; Mar 2018
Author(s): Tzuriel, David; Shomron, Vered

Objectives: The theoretical framework of the current study is based on mediated learning experience (MLE) theory, which is similar to the scaffolding concept. The main question of the current study was to what extent mother–child MLE strategies affect psychological resilience and cognitive modifiability of boys with learning disability (LD). Secondary questions were to what extent the home environment, severity of boy's LD, and mother's attitude towards her child's LD affect her MLE strategies and consequently the child's psychological resilience and cognitive modifiability. The main objectives of this study were the following: (a) to investigate the effects of mother–child MLE strategies on psychological resilience and cognitive modifiability among 7- to 10-year-old boys with LD, (b) to study the causal effects of distal factors (i.e., socio-economic status [SES], home environment, severity of child's LD, mother's attitude towards LD) and proximal factors (i.e., MLE strategies) on psychological resilience and cognitive modifiability.

Methods: A sample of mother–child dyads (n = 100) were videotaped during a short teaching interaction. All children were boys diagnosed as children with LD. The interaction was analysed for MLE strategies by the Observation of Mediation Interaction scale. Children were administered psychological resilience tests and their cognitive modifiability was measured by dynamic assessment using the Analogies subtest from the Cognitive Modifiability Battery. Home environment was rated by the Home Observation for Measurement of the Environment (HOME), and mothers answered a questionnaire of attitudes towards child's LD.

Results: The findings showed that mother–child MLE strategies, HOME, and socio-economic level contributed significantly to prediction of psychological resilience (78%) and cognitive modifiability (51%). Psychological resilience was positively correlated with cognitive
modifiability (Rc = 0.67). Structural equation modelling analysis supported, in general, the hypotheses about the causal effects of distal and proximal factors of psychological resilience and cognitive modifiability.

**Conclusion:** The findings validate and extend the MLE theory by showing that mother–child MLE strategies significantly predict psychological resilience and cognitive modifiability among boys with LD. Significant correlation between psychological resilience and cognitive modifiability calls for further research exploring the role of MLE strategies in development of both.

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**Title:** Attentional functioning in individuals with 22q11 deletion syndrome: Insight from erps

**Citation:** Journal of Neural Transmission; Mar 2018

**Author(s):** Mannarelli, Daniela; Pauletti, Caterina; Accinni, Tommaso; Carlone, Luca; Frascarelli, Marianna; Lattanzi, Guido Maria; Currà, Antonio; Fattapposta, Francesco

**Abstract:** The 22q11 deletion syndrome (22q11DS), or DiGeorge syndrome (DG), is one of the most common genetic deletion syndromes. DG also carries a high risk for psychiatric disorders, with learning disabilities frequently being reported. Impairments in specific cognitive domains, such as executive functioning and attention, have also been described. The aim of this study was to investigate attentional functioning in a group of subjects with DG using ERPs, and in particular the P300 and CNV components. We studied ten patients with DG and ten healthy subjects that performed a P300 Novelty task and a CNV motor task. P3b amplitude was significantly lower in patients than in controls, while P3b latency was comparable in patients and controls. The P3a parameters were similar in both groups. All CNV amplitudes were significantly lower in DG patients than in controls. DG patients displayed slower reaction times in the CNV motor task than healthy subjects. These results point to a cognitive dysfunction related above all to executive attentional processing in DG patients. In particular, a specific difficulty emerged in selective attention and in the ability to orient and to sustain the anticipatory attention required for an executive motor response.

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**Title:** How common are challenging behaviours amongst individuals with fragile x syndrome? A systematic review

**Citation:** Research in Developmental Disabilities; Mar 2018

**Author(s):** Hardiman, Rebecca Lyndsey; McGill, Peter

**Abstract:** Fragile X Syndrome (FXS) appears to be associated with an increased risk for engaging in challenging behaviour, particularly self-injury, relative to those with mixed aetiology learning disabilities. Such behavioural issues are reported to be of high concern for those providing support. As such, this systematic review aimed to gain further epidemiological data regarding challenging behaviours in individuals with FXS, including: self-injurious behaviour (SIB), hand-biting as a specific topography of SIB, aggression and property destruction. Twenty eight manuscripts were identified which reported the prevalence of a relevant topography of behaviour, with widely varying prevalence estimates. Weighted averages of the prevalence of behaviours were calculated across studies. Comparison of proportions revealed significant gender differences and differences in the prevalence of types of behaviour. It is hoped that this comprehensive overview of data on this clinically significant topic will help to inform and drive future investigation to understand and provide effective intervention for the benefit of those with FXS.
Title: Southern Health is fined £2m over deaths of two patients

Citation: BMJ : British Medical Journal (Online); Mar 2018; vol. 360
Author(s): Torjesen, Ingrid

Abstract: An investigation by the Care Quality Commission prompted by Sparrowhawk’s death led to the discovery that Southern Health had not properly investigated the unexpected deaths of more than 1000 patients with learning disabilities or mental health problems from 2011 to 2015. The trust now has an entirely new board and has significantly strengthened management within the trust, and “substantial evidence has been put before the court to the effect that the trust has now addressed the deficiencies in its health and safety management systems,” the judge said.

Title: Margaret McCartney: Why do we ignore uncertainty?

Citation: BMJ : British Medical Journal (Online); Mar 2018; vol. 360
Author(s): McCartney, Margaret

Abstract: People are trained to respond to the clean lines of the perfectly filled form, but the uncertainty inherent in medicine has not disappeared—it’s just ignored. When we forget uncertainty we forget that the basis for suggesting that only chest pain of a certain short duration needs a fast exercise test, for example, is based on a probability. Thomas Bayes must surely look down at the panoply of medical protocols with despair. The inquest has been held into the death of Richard Handley, a man with Down’s syndrome, who effectively died from constipation. From the publicly available information it was “highly suggestive” that he had Hirschsprung disease. For various good reasons he never had a biopsy to prove this condition and, as a result, never had it formally diagnosed. This information may have been hugely helpful in achieving better care before he died, but it was no longer visible. Reference was made to it on the old paper record, but not on the visible electronic one. Our systems don’t reflect the uncertainty, nuance, and probability of healthcare. But, when our work involves little else, why do we ignore it?

Title: Paid employment amongst adults with learning disabilities receiving social care in England: trends over time and geographical variation

Citation: Tizard Learning Disability Review; 2018; vol. 23 (no. 2); p. 117-122
Author(s): Hatton, Chris

Objective: The purpose of this paper is to examine trends over time and geographical variation in rates of paid employment amongst working age adults with learning disabilities receiving long-term social care in England.


Findings: In 2016/2017, councils reported that 5.7 per cent of working age adults (7,422 people) with learning disabilities receiving long-term social care were in paid/self-employment, with higher employment rates for men than women and most people working
less than 16 hours per week. Paid employment rates seem to be slightly declining over time, and there is wide variation across councils in reported paid/self-employment rates.

**Social implications:** Despite good evidence for the cost effectiveness of supported employment support, employment rates for adults with learning disabilities receiving long-term social care remain extremely low.

**Originality/value:** This paper presents in one place statistics concerning the paid employment of working age adults with learning disabilities in England.

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**Title:** Commentary on "Fall prevention for people with learning disabilities: key points and recommendations for practitioners and researchers"

**Citation:** Tizard Learning Disability Review; 2018; vol. 23 (no. 2); p. 100-102

**Author(s):** Freiberger, Ellen

**Objective:** Age-related processes are marked by physiological, psychological and social decline, threatening health, quality of life, functional status and the mobility of individuals. As the impact of demographic change also begins to affect persons with intellectual disabilities (ID), issues and needs regarding the aging process are slowly entering the field of ID research. The paper aims to discuss these issues.

**Design:** In the population of older people with ID, important, age-related events such as falls have prompted increasing research. Falls may lead to several negative health outcomes, require that an individual receives higher levels of care sometimes including hospitalisation and, in the worst case, hasten death. Falls also lead to psychological consequences such as fear of falling which fuels a vicious circle in which older persons afraid of falling reduce their physical activity, in turn hastening their functional decline.

**Findings:** Fall prevention in persons with ID is just evolving and further research is clearly necessary. This research can draw on the existing evidence from other fall prevention areas, especially the work carried out with the general older population.

**Originality/value:** As stated by Finlayson, a useful next step would be the development of a consensus on the definitions and methodology that should underpin future fall prevention research with persons with ID.

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**Title:** Fall prevention for people with learning disabilities: key points and recommendations for practitioners and researchers

**Citation:** Tizard Learning Disability Review; 2018; vol. 23 (no. 2); p. 91-99

**Author(s):** Finlayson, Janet

**Objective:** The purpose of this paper is to provide a narrative review of what is currently known about the high rates of falls, and fall injuries, which are experienced by people with learning disabilities (LDs) throughout their lives.

**Design:** Narrative review. Current evidence is summarised as key points and recommendations for practitioners and researchers. Findings People with LDs experience similar rates of falls as older adults in the wider population, but throughout their lives, or at an earlier age. Originality/value Key points and recommendations are summarised for practitioners and researchers to promote fall prevention strategies and interventions for people with LDs.
Title: Commentary on "Evaluating service users’ experiences of using Talking Mats®"

Citation: Tizard Learning Disability Review; 2018; vol. 23 (no. 2); p. 87-90
Author(s): Harding, Celia; Stewart, Alison

Objective: The purpose of this paper is to provide some thoughts following on from reading “Evaluating service users’ experiences of using Talking Mats®”.
Design: This commentary outlines some considerations for the continued discussions about how to engage people who have profound and multiple learning disabilities.
Findings: The literature is not clear on the involvement of people with more profound and multiple learning disabilities, or for those who do not use much spoken language. Some papers have explored the notions of involvement and interpretation of pre-intentional communicators’ desires and interests.
Originality/value: There needs to be a robust discussion across carer, academic and service user communities to consider what the communication rights and needs are for people who have profound and multiple disabilities.

Title: Full and equal equality

Citation: Tizard Learning Disability Review; 2018; vol. 23 (no. 2); p. 72-77
Author(s): Redley, Marcus

Objective: This commentary takes the article, "Participation of adults with learning disabilities in the 2015 United Kingdom General Election", as a jumping-off point for considering a tension between the aim of full and equal equality for all people with disabilities as set out in the Convention on the Rights of Persons with Disabilities and more traditional beliefs, that on occasion, it is necessary to deny legal autonomy of men and women with intellectual disabilities in order to protect them. The paper aims to discuss these issues.
Design: This issue is explored by reviewing the multiple and often conflicting ways in which disability and intellectual disability are conceptualised.
Findings: Given the multiple and contradictory ways in which both disability and intellectual disability are understood, any discussion of the rights of persons with disabilities is going to be highly problematic.
Originality/value: Equal recognition before the law and the presumption that all persons with intellectual disabilities can - with support - make autonomous decisions could be treated as an empirical question.

Title: Participation of adults with learning disabilities in the 2015 UK General Election

Citation: Tizard Learning Disability Review; 2018; vol. 23 (no. 2); p. 65-71
Author(s): James, Elaine; Harvey, Mark; Hatton, Chris

Objective: People with learning disabilities may experience discrimination which prevents them from exercising choice and control over their right to participate in democratic processes. The paper aims to discuss this issue.
**Design:** Taking data collected by social workers during a campaign from the 2015 UK General Election, this paper analyses the variables associated with higher rates of democratic participation by people with learning disabilities.

**Findings:** The present authors undertook secondary analysis on data collected by social workers supporting adults with learning disabilities who were living in community housing units. In total, 1,019 people with learning disabilities who were living in 124 community housing units in one English county gave consent to participate. In total, 84 per cent were registered to vote and 26 per cent cast a vote on polling day. People were significantly more likely to cast a vote if they lived in a housing unit where they understood their rights ($\text{Wald } \chi^2 =4.896, \ p=0.027$)

**Practical implications:** The analyses are consistent with the hypothesis that supporting people with learning disabilities to understand their right to participate in elections increases the likelihood they will cast a vote on a polling day. There are practical implications from this finding for commissioning practices, support planning, and education of health and social care practitioners.

**Originality/value:** This is the first study of this size which examines data from people with learning disabilities on their experience of democratic participation and the role of social work.

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**Title:** 'I shouldn't be living there because I am a sponger': negotiating everyday geographies by people with learning disabilities.

**Citation:** Disability & Society; May 2018; vol. 33 (no. 4); p. 562-578

**Author(s):** Power, Andrew; Bartlett, Ruth

**Abstract:** Learning disability policy has for some time been framed by the goal of inclusion which purports to enable people with learning disabilities to lead a 'life like any other' person. This article examines the extent to which this is the case in England, by tracing the lived experiences of people with learning disabilities within their communities. The article draws on two interlinked qualitative studies involving interviews that examined their local place-based experiences of inclusion and exclusion. The findings reveal 'moments of inclusion' and opportunities for social encounter from peer support, but these were situated amidst wider experiences of exclusion and harassment.

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**Title:** Giving voice to all patients: On patients at the margins and their intention and perceived ability to complain.

**Citation:** Health Care Management Review; Apr 2018; vol. 43 (no. 2); p. 126-137

**Author(s):** Salge, Torsten Oliver; Antons, David; Cichy, Patrick; Foege, J. Nils; Hannen, Julian; Huetten, Antje S. J.

**Background:** It is now widely established that health care organizations are well advised not only to identify and act upon the concerns of all patient groups but also to encourage and enable them to voice their concerns in the first place. That said, research has begun to reveal that patients differ substantially in their readiness to complain, with many deciding to remain silent even after experiencing severe adverse events. Little research has explored whether patients at the margins (e.g., elderly, disabled, or mentally ill patients) are more likely to remain silent.
We examined the extent to which patients’ social (being elderly or poorly educated), physical (having a permanent impairment such as deafness, blindness, or a chronic physical condition), and mental marginality (having a mental illness or learning disability) is associated with their intention and perceived ability to complain.

**Methodology:** We matched survey and patient record data for hospital inpatients treated in the English National Health Service in 2007. We then computed two-stage probit selection models to estimate the cross-sectional association between patients’ social, physical, and mental marginality and their intention (Stage 1, N1 = 58,062) and perceived ability to complain (Stage 2, N2 = 3,765).

**Findings:** Only 6.47% of all patients intended to complain. Of these, only 10.41% indicated that hospital staff provided them with all the information they needed to complain. An additional 14.70% reported to have received at least some of the information needed for this purpose. Patients above 80 not only exhibited significantly lower intentions to complain than their mid-aged counterparts (-1.16%) but also felt considerably less well informed to file a complaint (-5.45%). Similarly, patients suffering from blindness or a severe vision impairment showed a significantly lower perceived ability to complain (-5.20%).

**Practice Implications:** Patients at the margins, especially elderly patients and those with a severe vision impairment, will often remain silent and require special attention, if health care organizations are to listen to, and learn from, the voices of all patients. Our results indicate the need for inclusive complaint procedures designed to fuel organizational learning. Dedicated roles such as case managers and complaint officers might help to make such feedback channels accessible to all patients.

**Title:** Academic procrastination and feelings toward procrastination in LD and non-LD students: Preliminary insights for future intervention.

**Citation:** Journal of Prevention & Intervention in the Community; Apr 2018; vol. 46 (no. 2); p. 199-212

**Author(s):** Hen, Meirav

**Abstract:** Academic procrastination is a prevalent behavior that negatively influences students’ performance and well-being. The growing number of students with learning disabilities (LD) in higher education communities leads to the need to study and address academic procrastination in this unique population of students and to develop ways to prevent and intervene. The present study examined the difference in academic procrastination between LD, non-LD, and supported LD college students in Israel. Findings indicated a significant difference between the three groups, both in academic procrastination and in the desire to change this behavior. Interestingly, supported LD students were similar to non-LD students in all parameters of academic procrastination; however, they expressed less desire to change this behavior than unsupported LD students. These findings highlight the effect of general academic support on academic procrastination in LD students. Future studies will need to further explore the specific elements of support that most contribute to the reduction of academic procrastination in LD students. Specific support programs for academic procrastination in LD students who take into account the findings of these future studies can then be developed and studied.
Title: Specialist nurse training is essential to meet the needs of service users.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 5-5
Author(s): Walker, Christine

Abstract: The author reflects on the need for specialist nurse training to effectively meet the needs of people with learning disabilities in Great Britain as of March 2018.

Title: Conference call

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 7-7

Abstract: The article offers information on the Learning Disability Practice journal conference to be held in Great Britain on October 10, 2018.

Title: More investment needed to ease pressures on nursing workforce.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 8-9
Author(s): Evans, Nick

Abstract: The article presents a report from the Common's health and social care committee as of March 2018 showing that more investment is needed to increase the number of learning disability nurse workforce in Great Britain.

Title: Insights into the scale of comorbidities in people with learning disabilities.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 10-10
Author(s): Atkinson, Dave

Abstract: The article presents insights on the scale of co-morbidities in individuals with learning disabilities in Great Britain as of March 2018.

Title: Study raises questions about how to deliver training in positive behaviour support.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 10-10
Author(s): Atkinson, Dave

Abstract: The article presents the English study as of March 2018 on how to effectively conduct training in positive behaviour support to people with learning disabilities.
Title: Dignity in healthcare for people with learning disabilities.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 11-11
Author(s): Pearce, Lynne

Abstract: The article presents the claim by the British Institute of Learning Disabilities as of March 2018 that around 2% of the population in England has a learning disability.

Title: ‘Always listen to the vibe of your tribe’.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 12-12

Abstract: An interview with University of Nottingham nurse Helen Laverty is presented, in which she talks about the reasons why she decided to become a learning disability nurse.

Title: Better communication can help to overcome care failures.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 13-13
Author(s): Jones, Simon

Abstract: In the article, the author cites the importance of good communication in overcoming failures of care for people with learning disabilities.

Title: Shame and its role in the lives of people with learning disabilities.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 14-14
Author(s): O'Driscoll, David

Abstract: In the article, the author discusses shame and its role in the lives of individuals with learning disabilities, citing that failure to address the feelings of shame could hinder effective support to people with said disabilities.

Title: For whom we serve.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 15-15
Author(s): Johnson, Wendy

Abstract: In the article, the author poses a question about the qualities of a good service provider for people with learning disabilities and how to spot one.
Title: Staffing tool designed to reduce health inequalities.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 16-17
Author(s): Dean, Erin

Abstract: The article reports the publication by National Health Service (NHS) Improvement as of March 2018 of a guidance for commissioners and providers to effectively manage the number of nurses to provide safe care to individuals with learning disabilities.

Title: Use of mealtime advice mats in special schools for children with learning disabilities.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 20-26
Author(s): Morgan, Sally; Luxon, Elyse; Soomro, Anum; Harding, Celia

Objective: Eating, drinking and swallowing difficulties can have serious outcomes for children and adults with learning disabilities. Carers must adhere to management guidelines about mealtime support, and multidisciplinary teams must ensure this happens. A one-page point of care tool summarising the guidelines for a specific client, sometimes termed a ‘mealtime advice mat’ (MAM), is one method. The aim of this study was to determine whether MAMs are used in special schools, gain an understanding of their format and use and identify other methods of supporting adherence such as training.

Methods: Questionnaires were given to 14 speech and language therapists (SLTs) who work in special schools, and 13 members of staff of one London special school.

Results: The results suggest that SLTs use MAMS as common practice, and that there is agreement on their content and format, but not on the name of the resource. School staff also use this type of tool, but not directly at mealtimes.

Conclusion: Written, simplified guidelines to support children at mealtimes are used in special schools, however, although they contain similar information they vary in title and the way they are used. MAMs are simple and potentially cost-effective point-of-care tools that can reinforce eating and drinking guidelines, and can be used to measure adherence. Ensuring they are understood by and useful to carers requires further investigation.

Title: 'Just look at my face': co-production of a positive behavioural support plan.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 32-36
Author(s): Ham, Kim; Davies, Bronwen

Abstract: Service-user involvement is important in learning disability services. Historically, professionals have struggled to involve service users fully in their care, and behavioural assessments and plans can be lengthy and complex. This article describes how a service user became fully involved in the development of his positive behavioural support plan and participated in training his care team. Involving service users in this way increases the validity and credibility of plans, empowers service users, promotes ownership and improves insight; and is, therefore, rewarding for service users and professionals. The article encourages nurses to be creative in meeting the challenges associated with service-user involvement to promote a person-centred approach.
Title: International and interprofessional experiences on welfare services for people with learning disabilities.

Citation: Learning Disability Practice; Mar 2018; vol. 21 (no. 2); p. 38-42
Author(s): Nondal, Turid Johanne

Abstract: International student exchange is an opportunity to discover and learn from practice in other countries but few students sign up. This article describes two European Union Erasmus Intensive Programmes that gave learning disability nurses from England and Scotland, special teachers from Sweden and Romania, and special educators from Norway, the opportunity to participate in international and multidisciplinary classroom learning about health, employment and educational services for people with learning disabilities. A module on this will be delivered online in the future.

Title: Sanitised workforce guidance won't help achieve safe staffing.

Citation: Nursing Standard; Mar 2018; vol. 32 (no. 30); p. 30-30
Author(s): Osborne, Susan

Abstract: The article reports on a guidance that has been published for five healthcare settings in Great Britain that covers learning disability, mental health and district nursing services, along with adult inpatient acute care and draft guidance on children and young people’s services.

Title: Developing a service improvement initiative for people with learning disabilities in hospice settings.

Citation: Nursing Standard; Mar 2018; vol. 32 (no. 30); p. 49-54
Author(s): Springall, Fiona

Abstract: People with learning disabilities are often marginalised in healthcare, including in hospice settings, and as a result may not receive effective end of life care. Research in hospice settings has identified that many staff lack confidence, skills and knowledge in caring for people with learning disabilities, which can have a negative effect on the care these individuals receive. To address these issues, the author has proposed a service improvement initiative, which she developed as part of her learning disability nursing degree programme. This proposed initiative aimed to enhance end of life care for people with learning disabilities through the implementation of a community learning disability link nurse in the hospice setting.

Title: Sharing the wisdom of learning disability nurses.

Citation: Nursing Standard; Mar 2018; vol. 32 (no. 29); p. 38-39
Author(s): Moore, Alison
Abstract: The article discusses the author's conversation with Amanda McKie, a learning disabilities nurse (LDN) and a matron at Calderdale and Huddersfield NHS Foundation Trust in West Yorkshire, England. Topics mentioned include the positive outcomes for hospitals of offering 24-hour access to a LDN, the levels of health needs of people with LD, and McKie’s job responsibilities including the development of policies on staff training.

Title: Increasing participation of people with learning disabilities in bowel screening.

Citation: British Journal of Nursing; Mar 2018; vol. 27 (no. 5); p. 250-253
Author(s): Gray, Jonathan

Abstract: Learning disability nurses have a key role in addressing the health inequalities experienced by people with learning disabilities. People with learning disabilities are less likely to participate in bowel screening than other sectors of the population, despite there being evidence of this population being at an increased risk of developing bowel cancer. There are a range of barriers at individual and systemic levels that impact on participation in bowel screening by people with learning disabilities. Actions to address these barriers have been identified in the literature and learning disability nurses are a key agent of change in enabling people with learning disabilities to participate in the national screening programmes.

Title: Four fields system should end, says education expert.

Citation: Nursing Standard; Mar 2018; vol. 32 (no. 28); p. 9-9
Author(s): Mckew, Matthew

Abstract: The article focuses on the need to scrap the four fields of nursing such as children, mental health, learning disability, and adult nursing branches in place of a two-stream system, according to London South Bank University deputy dean and nurse Alison Twycross. According to Professor Twycross, one set of nurses should qualify as children's nurses with skills in mental health and learning disabilities for children and young people and the second set would specialise in adult health.

Title: RCN guidance on dignity in healthcare for people with learning disabilities [including commentary by Simon Jones].

Citation: Nursing Standard; Mar 2018; vol. 32 (no. 28); p. 15-15
Author(s): Pearce, Lynne

Abstract: The article provides information on the third edition of the guidance "Dignity in Health Care for People with Learning Disabilities," produced by the Royal College of Nursing (RCN) in December 2017. Topics discussed include estimated percentage of the population in England that has a learning disability, leading cause of death for those people with a learning disability, and the role of healthcare professionals in promoting the health of people with learning disabilities.
Title: Neurodiversity in the workplace: exciting opportunities on the horizon.

Citation: Exceptional Parent; Mar 2018; vol. 48 (no. 3); p. 50-52
Author(s): Nelson, Angela

Abstract: The article explores the growing interest in neurodiversity in the workplace among companies, which involves the hiring of individuals with intellectual or developmental and learning disabilities. Companies such as Microsoft, Hewlett Packard Enterprise and Ford have examined their human resources practices to accommodate neurodiverse talent. Awareness and training for managers and employees can help facilitate a successful neurodiverse workforce.


Citation: Psychological Medicine; Mar 2018; vol. 48 (no. 4); p. 629-641
Author(s): Ford, T.; Parker, C.; Salim, J.; Goodman, R.; Logan, S.; Henley, W.

Background: Children with poor mental health often struggle at school. The relationship between childhood psychiatric disorder and exclusion from school has not been frequently studied, but both are associated with poor adult outcomes. We undertook a secondary analysis of the British Child and Adolescent Mental Health Surveys from 2004 and its follow-up in 2007 to explore the relationship between exclusion from school and psychopathology. We predicted poorer mental health among those excluded.

Method: Psychopathology was measured using the Strengths and Difficulties Questionnaire, while psychiatric disorder was assessed using the Development and Well-Being Assessment and applying Diagnostic and Statistical Manual of Mental Disorders Fourth Edition (DSM IV) criteria. Exclusion from school and socio-demographic characteristics were reported by parents. Multi-variable regression models were used to examine the impact of individual factors on exclusion from school or psychological distress.

Results: Exclusion from school was commoner among boys, secondary school pupils and those living in socio-economically deprived circumstances. Poor general health and learning disability among children and poor parental mental health were also associated with exclusion. There were consistently high levels of psychological distress among those who had experienced exclusion at baseline and follow-up.

Conclusions: We detected a bi-directional association between psychological distress and exclusion. Efforts to identify and support children who struggle with school may therefore prevent both future exclusion and future psychiatric disorder.

Title: Fathers of people with intellectual disability: A review of the literature.

Citation: Journal of Intellectual Disabilities; Jun 2017; vol. 21 (no. 2); p. 175-196
Author(s): Davys, Deborah; Mitchell, Duncan; Martin, Rachel

Abstract: The aim of this article is to review the literature related to fathers of people who have an intellectual disability (ID). Electronic databases and citation tracking were used to collate data using key terms such as fathers, adults with an ID, learning disability, mental handicap and developmental disability. Relevant articles were analysed and compared for
commonality and difference. Eight themes emerged from the literature: response to diagnosis, varied response to ID, concern for the future, work, roles and relationships, impact of fathers upon child development, fathers and service providers, fathers’ needs and coping strategies. This review of the literature presents areas of similarity and divergence and highlights the lack of information that relates specifically to fathers of adults. There are clear messages to service providers to support the inclusion of fathers and the need for further research in this area is indicated.

Title: Generic or specialist profession? Identifying social work in community learning disability teams.

Citation: Journal of Integrated Care; Aug 2016; vol. 24 (no. 4); p. 214-224

Author(s): Boahen, Godfred

Objective: Social work is integral to community learning disability teams (CLDTs), however there is little research on how social workers discharge their statutory duties within them. The purpose of this paper is to report a study designed to describe what social workers do within a CLDT (anonymised as Maples). The question addressed is: what is the social work role in CLDTs and how is this accomplished?

Design: Ethnographic fieldwork was conducted in a CLDT in London during 2011/2012. This involved interviews of professionals and observations of “everyday” social work practice. Data were analysed using constructivist grounded theory.

Findings: Social work practice in Maples could be categorised along five domains of practice, namely: case management, safeguarding, assessments, mental health practice, and duty. The accompanying professional activities within these domains are described in Table I, with a subsequent focus on the less researched domains of case management, assessment, and duty.

Originality/value: This research is one of the few to delineate the professional activities of social workers within CLDT. By showing what professionals do, it has important implications for policy – example personalisation – and role effectiveness.

Title: Adult protection in Scotland in 1857 and in 2015: what have we learned?

Citation: Journal of Adult Protection; Mar 2016; vol. 18 (no. 2); p. 96-108

Author(s): Campbell, Martin

Objective: The purpose of this paper is to compare recent developments in adult protection legislation, policy and practice in Scotland in 2015 with the first attempts at protection of adults at risk of harm, in 1857-1862, with a particular focus on people with learning disabilities.

Design/methodology/approach: The paper uses comparative historical research, drawing on primary archive material from 1857 to 1862 in the form of Annual Reports of the General Board of Commissioners in Lunacy for Scotland and associated papers.

Findings: Growing public awareness of the extent of neglect and abuse, and the need for overarching legislation were common factors in the development of both the "The Lunacy Act" of 1857 and the Adult Support and Protection (Scotland) Act of 2007. Both pieces of legislation also had the common aim of "asylum", and shared some other objectives.
**Practical implications:** Total prevention of abuse of vulnerable adults is an aspiration in law and in policy. There is an evidence base of effectiveness, however, in protecting adults at risk of harm from abuse. Some ecological factors recur as challenges to effective safeguarding activity. These include problems of definition, uncovering abuse, enforcing legislation, evaluating impact and protection of people who are not a risk of harm to others.

**Originality/value:** This paper compares common themes and common challenges in two separate time periods to investigate what can be learned about the development of legislation and practice in adult protection.

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**Sources Used:**
The following databases are used in the creation of this bulletin: BNI, CINAHL & PsycINFO.

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