

BOOK REVIEW

COGNITIVE BEHAVIOUR THERAPY WITH PEOPLE WITH INTELLECTUAL DISABILITIES: THINKING CREATIVELY

Andrew Jahoda, Biza Stenfert-Kroese and Carol Pert

Palgrave Macmillan, London, 2017, p.270, ISBN: 978-1-137-47853-5

This very readable book in some ways follows on from the authors' earlier textbook on Cognitive Behaviour Therapy (CBT) for people with learning disabilities, edited by Stenfert Kroese, Dagnan and Loumidis, and in many ways it goes way beyond that earlier text. Given that interest in and provision of CBT for this population has grown substantially since the publication twenty years ago of said earlier text, a new edition or rather a new book seems timely. What the reader discovers in this book is so much more than an updated edition, and a text that does due justice to the book's subtitle "thinking creatively". What this book offers above all is a high-quality and very original contribution to the field in which the authors' vast experience as clinicians and researchers, deep thinking and ability to engage with a broad audience shines through in every chapter.

The opening chapter is admittedly in parts a bit different in tone to many textbooks but in its rather personal tone manages both to engage the reader early on and to convey the care and enthusiasm that went into the writing of this book. This personal tone and the sense that the authors have invited the reader to share in their insights and journey over their clinical and research careers is nicely rounded off in the last chapter. The authors' expressed aim to not provide simply a 'how to' guide but rather a textbook that does justice to the flexibility, ingenuity and creative problem solving called for on the part of therapists offering CBT to people with learning disabilities is met many times over in the text. This book should appeal as much to academics and researchers as to clinicians and students in a broad range of disciplines. The relevance and appeal to a wide readership is assured by the authors' consideration of the philosophical and historical background and context of CBT for this population, alongside a wealth of guidance on different clinical aspects and clinical examples.

Core topics including assessment, setting the scene for CBT, and attention to different stages of therapy are covered in early chapters. The reader then finds detailed guidance on adapting CBT for particular cognitive impairments, such as problems of memory, attention

and distractability, as well as communication difficulties. Third wave CBT therapies and mindfulness are covered in one of the later chapters which assures that the book will be perceived as fully up to date. CBT is usually presented as a direct intervention, one that is delivered to the individual client or a group of clients. Notably, the authors do justice to the very different context of the lives of most people with learning disabilities by including a chapter on working with others, covering engagement with family members, support staff, and professionals in generic and specialist services.

Given its comprehensive coverage, thoughtful and warm tone, and creative suggestions, this book will prove useful to a wide readership. It should be an essential text for anyone engaged in or learning to offer therapy to people with learning disabilities. While the book's focus is primarily on CBT, there is much to be learnt for those who draw on other therapeutic approaches in working with this population individually or in groups.

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