

# *Developmental Disability & Behaviour*



Edited by  
Christopher Gillberg  
and Gregory O'Brien

# Developmental Disability Behaviour

**RS Peters**



## **Developmental Disability Behaviour:**

**Challenging Behavior and Developmental Disability** Jeff Sigafos, Mark F. O'Reilly, Michael Arthur, 2003 Challenging Behaviour and Developmental Disability brings together a range of evidence from different fields forming a coherent theory of challenging behaviour The result is not only a better understanding of the nature of challenging behaviour in people with developmental disabilities but also a clear delineation of the basic principles that guide assessment and intervention The authors explore the various individual traits social contexts and environmental factors that influence the development and persistence of aggression self injury extreme tantrums and other forms of challenging behaviour Ethical issues that arise in supporting individuals with challenging behaviour in typical home school and community settings are exposed as are difficulties of designing treatments without knowledge of the causes of behaviour Reliance on the more typical technique driven approach is discarded in favour of an evidence based approach that focuses on the basic principles that underlie effective interventions With its focus on the basic principles that underlie effective clinical practice this book will be a tremendous asset to graduate students beginning researchers and clinicians in psychology special education speech and language pathology occupational therapy social work and related disciplines

**Psychiatric and Behavioural Disorders in Intellectual and Developmental Disabilities** Nick Bouras, Geraldine Holt, 2007-02-15 Entirely revised and updated this edition of a very well received and successful book provides the essentials for all those involved in the fields of intellectual developmental and learning disabilities and mental retardation drawing both on clinical experience and the latest research findings An international multidisciplinary team of experts cover the available literature in full and bring together the most relevant and useful information on mental health and behavioural problems of people with intellectual developmental and learning disabilities and mental retardation In addition this book highlights the principles behind clinical practice for assessment management and services It offers hands on practical advice for psychiatrists psychologists nurses therapists social workers managers and service providers

**Developmental Disability and Behaviour** Christopher Gillberg, Gregory O'Brien, 2000-01-18 This book reviews clinical models for working with developmental disability and behavioural problems The first section explores the causes and nature of behaviour problems amongst people with physical learning language and sensory disabilities and some key specific conditions The second section describes the assessment approaches that clinicians will find most useful in evaluating behaviour The third section covers treatment approaches emphasising the importance of a broad eclectic approach The contributors all acknowledged experts in their fields of paediatrics psychology and psychiatry provide a comprehensive overview of this set of major challenges emphasising the importance of auditory detection understanding measurement and treatment

**Challenging Behaviour** Eric Emerson, 2001-05-28 This is a thoroughly revised expanded and updated new edition giving a comprehensive cross disciplinary overview of challenging behaviour

**Psychiatric and Behavioural Disorders in Developmental Disabilities and Mental Retardation** Nick

Bouras,1999-06-28 Includes index **Measuring Behaviour in Developmental Disability** ,2001 *Adaptive Behavior Strategies for Individuals with Intellectual and Developmental Disabilities* Russell Lang,Peter Sturmey,2021-04-29 This book examines strategies for teaching adaptive behavior across the lifespan to individuals with intellectual and developmental disabilities who regularly experience difficulty learning the skills necessary for daily living It details evidence based practices for functional life skills ranging from teaching such basic hygiene as bathing brushing teeth and dressing to more complex skills including driving In addition the volume describes interventions relating to recreation play and leisure as well as those paramount for maintaining independence and safety in community settings e g abduction prevention skills for children The book details existing evidence based practices as well as how to perform the interventions Key areas of coverage include Basic hygiene as bathing brushing teeth and dressing Advanced complex skills including driving recreation play and leisure Skills to maintain independence and safety in community settings including abduction prevention skills for children Teaching new technology skills such as using mobile telephones and apps as well as surfing the web Training caregivers to promote and support adaptive behavior Use of evidence based practices for teaching and supporting adaptive behavior for individuals with intellectual disabilities and autism *Adaptive Behavior Strategies for Individuals with Intellectual and Developmental Disabilities* is an essential reference for researchers professors and graduate students as well as clinicians therapists and other scientist practitioners in developmental psychology behavioral therapy rehabilitation social work clinical child and school psychology child and adolescent psychiatry pediatrics and special education [Psychiatric and Behavioural Disorders in Intellectual and Developmental Disabilities](#) Colin Hemmings,Nick Bouras,2016-03-03 Reviews the latest evidence on the psychiatric disorders and behavioral problems of those with coexisting intellectual and developmental disorders *Achieving Best Behavior for Children with Developmental Disabilities* Pamela Lewis,2005-12-13 This workbook is designed for parents of children with developmental disabilities It offers step by step instructions for drawing up and implementing behaviour plans that successfully address and improve challenging behaviours The book is full of checklists and activities to monitor and assess behaviours and track a child s development **The Handbook of Intellectual Disability and Clinical Psychology Practice** Alan Carr,Christine Linehan,Gary O'Reilly,Patricia Noonan Walsh,John McEvoy,2016-04-12 The Handbook of Intellectual Disability and Clinical Psychology Practice will equip clinical psychologists in training with the skills necessary to complete a clinical placement in the field of intellectual disability Building on the success of the previous edition this handbook has been extensively revised Throughout the text references and website addresses and have been updated to reflect important developments since the publication the first edition Recent research findings on the epidemiology aetiology course outcome assessment and treatment of all psychological problems considered in the book have been incorporated into the text Account has been taken of changes in the diagnosis and classification of intellectual disability and psychological problems reflected in the AAIDD 11 and the DSM 5 New chapters on the assessment

of adaptive behaviour and support needs person centred active support and the assessment of dementia in people with intellectual disability have been added The book is divided into eight sections Section 1 Covers general conceptual frameworks for practice diagnosis classification epidemiology and lifespan development Section 2 Focuses on assessment of intelligence adaptive behaviour support needs quality of life and the processes of interviewing and report writing Section 3 Covers intervention frameworks specifically active support applied behavioural analysis and cognitive behaviour therapy Section 4 Deals with supporting families of children with intellectual disability genetic syndromes and autism spectrum disorders Section 5 Covers issues associated with intellectual disability first evident or prevalent in middle childhood Section 6 Deals with adolescent concerns including life skills training relationships and sexuality Section 7 Focuses on residential vocational and family related challenges of adulthood and aging Section 8 Deals with professional issues and risk assessment Chapters cover theoretical and empirical issues on the one hand and practice issues on the other They close with summaries and suggestions for further reading for practitioners and families containing a member with an intellectual disability Where appropriate in many chapters practice exercises to aid skills development have been included The second edition of the Handbook of Intellectual Disability and Clinical Psychology Practice is one of a set of three volumes which cover the lion s share of the curriculum for clinical psychologists in training in the UK and Ireland The other two volumes are the Handbook of Child and Adolescent Clinical Psychology Third Edition by Alan Carr and the Handbook of Adult Clinical Psychology Practice Second Edition edited by Alan Carr Muireann McNulty

**Journal of Intellectual & Developmental Disability**, 2001

Positive Behavior Support for People with Developmental Disabilities Edward G. Carr, 1999 This book prepared in response to a request from the United States Department of Education Office of Special Education Programs reviews the published literature on positive behavior interventions and uses this database to provide four main content areas for research Positive behavior support PBS is defined as an approach for dealing with problem behavior that focuses on the remediation of deficient contexts such as environmental conditions and or behavioral repertoires that by functional assessment are documented to be the source of the problem The research published on PBS between 1985 and 1996 n 107 articles was reviewed with respect to four categories of variables demographics assessment practices intervention strategies and outcomes Results indicated that 1 PBS is widely applicable to people with serious problem behavior 2 the field is growing rapidly overall but especially in the use of assessment and in interventions that focus on correcting environmental deficiencies 3 using stringent criteria of success PBS is effective in reducing problem behavior in one half to two thirds of cases 4 success rates nearly double when intervention is based on a prior functional assessment and 5 consumer needs that emphasize comprehensive lifestyle support long term change practicality and relevance and direct support for consumers themselves are inadequately addressed by the research base Recommendations are made for bridging the research to practice gap Contains more than 300 references Author CR

**Severe Learning Disabilities and Challenging**

**Behaviours** Eric Emerson, Peter McGill, Jim Mansell, 2013-11-11 This is a timely book The question of how to help people with challenging behaviour and how to design and manage services so that staff families and users feel that what should be done is being done is at the top of the agenda Failure to deal competently with the issue results in disaffection poor quality services and a less than optimal quality of life for service users Moreover the credibility of services for all people with learning disabilities is intimately connected with how we cope with challenging behaviour a point made recently by a Department of Health Working Group chaired by Jim Mansell Department of Health 1993 The book is welcome because it draws together what is known about the important questions from a British perspective although of course most of the underlying issues have world wide relevance The contributors while all having a good deal of experience and authority do not put forward simple portrayals of the problems nor glib solutions and this is one of the book's major strengths Clarity in the field of challenging behaviour is sometimes elusive What is presented here forces the reader to confront arguments in a rational and logical fashion

**Mental Health of Children and Adolescents with Intellectual and Developmental Disabilities**

David Dosefor, Donna White, Lesley Watson, 2011-06-01 Children and adolescents with intellectual and developmental disabilities are at high risk of comorbid emotional behavioural and psychiatric problems that may further reduce their functional abilities For the clinicians who support them and their families meeting the needs of children and adolescents with intellectual and developmental disabilities and mental health problems is challenging In this book clinicians who work with young people with intellectual and developmental disabilities and mental health problems will find a comprehensive framework for how their complex needs might best be addressed Relevant biological developmental family educational social and cultural factors are integrated The evolution of developmental sequence is seen as vital to understanding the mental health problems of young people with disabilities This view informs multi dimensional assessment of behaviour and addresses conceptual confusion in defining behaviour problems developmental disorders mental disorders and serious mental illnesses Evidence based interventions to promote skill development and mental health in young people with disabilities are described A model for how interdisciplinary and multi agency collaboration and coordination might be facilitated is outlined Parents perspectives are also presented Fundamentally though this is a book by clinicians for clinicians All clinicians and other professionals who work to improve mental health outcomes and quality of life more generally for young people who have intellectual and developmental disabilities paediatricians child psychiatrists psychologists speech pathologists occupational therapists social workers behaviour clinicians counsellors teachers agency managers among others will find the book invaluable

**Assessing Behaviors Regarded as Problematic** John Clements, 2002-07-15 The author offers practical strategies for gathering and analysing information about behaviors in partnership with the individual concerned in order to gain a useful understanding of why a particular behavior occurs Case histories with corresponding behavior plans clearly demonstrate the real life application of assessment methods

[Aggressive Behavior of People with Autism and other](#)

Intellectual and Developmental Disability Lauren Charlot,Angela Hassiotis,2026-07-01 Aggressive Behavior of People with Autism and other Intellectual and Developmental Disability explores the primary factors influencing the occurrence of aggression in autistic people offering practical suggestions for improving outcomes Topics covered include understanding the effects of neurodevelopmental disorders multiple factors that frequently impact the risk for aggression common medical and neurological influences and the effects of trauma The book will also introduce a new model for integrating multiple influences into a contextual functional behavior assessment While people with autism and other intellectual and developmental disabilities receive extensive services for their behavioral health needs many continue to struggle and lack a positive quality of life This book covers these occurrences and the primary factors governing aggression and other externalizing behaviors

**Understanding and Responding to Behaviour That Challenges in Intellectual Disabilities** Tony Osgood,2019-06-26 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

*Anger Treatment for People with Developmental Disabilities* John L. Taylor,Raymond W. Novaco,2005-07-18 Arranged in three sections Anger Treatment for People with Intellectual Difficulties presents a session by session guide to the delivery of an individualized CBT for people with mild borderline intellectual disabilities and anger problems that can result in serious aggression or violence The treatment manual is presented within a clear theoretical framework and reinforced by outcome and process data providing empirical evidence for its effectiveness and application in clinical settings

**Organizational Behavior Management and Developmental Disabilities Services** Dennis H Reid,1998-11-04 Organizational Behavior Management and Developmental Disabilities Services Accomplishments and Future Directions examines the advances of Organizational Behavior Management OBM in human service agencies for individuals with developmental disabilities Management researchers working managers and supervisors will learn strategies for effectively

Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders Celine A. Saulnier,Cheryl Klaiman,2018-04-03 A practical guide to adaptive behaviors across a range of neurodevelopmental disorders Adaptive behavior assessment measures independent living skills including communication social skills personal care and practical work skills For individuals with intellectual disabilities evaluation of these skills is a critical tool for measuring eligibility and can identify specific skills that must be

learned before effective educational interventions can be implemented Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders describes the role of adaptive behavior in assessment and treatment and provides clear guidance for measurement Case samples provide real world illustration of behaviors and assessment and systematic comparison of various measures are presented and explained to better inform planning Individual chapters outline specific adaptive behaviors across a range of neurodevelopmental disorders giving clinicians practitioners students and researchers a better understanding of diagnostic differentials and how to place independent skill programming in treatment and intervention Plan intervention and treatment based on accessible measurement guidelines across a range of disorders Gain a deeper understanding of adaptive functioning specific to ADHD autism spectrum disorders disruptive behavior disorders and genetic disorders Compare and contrast current measures to evaluate their strengths weaknesses and areas of overlap Quickly locate essential information with Rapid Reference and Caution boxes For individuals with neurodevelopmental disorders adaptive behaviors are the keys to independence without them these individuals will perpetually struggle with achieving optimum independence without the basic skills needed to function at home in school and in the community Assessment allows these skills to be factored in to treatment and intervention planning and can help improve the outcomes of other intervention methods Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders clarifies the assessment of these important behaviors helping clinicians make more informed decisions around diagnosis education and treatment planning

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