

CONTENTS

<i>Forewords</i>	viii
<i>Acknowledgements</i>	xii
Introduction	1
1 Historical Contexts, Settings and Common Presentations	5
Historical approaches to people with learning disabilities	5
Documented approaches	6
The Welfare State	9
Current social and political contexts	9
The power of images and representation in the media	10
Developments in theoretical approaches	11
Who might benefit from a counselling approach?	
Settings and presenting problems	12
Summary	20
2 Theoretical Developments	21
The unconscious	21
The beginning of a psychodynamic approach	22
Countertransference	23
Transference	27
Klein's contributions to psychodynamic counselling	28
Object Relations Theory	29
The paranoid-schizoid position	30
The depressive position	31
Defences	33
Bion and the development of thinking	34
Psychodynamic counselling and learning disabilities	36
The work of Sinason and colleagues	37
Summary	41

CONTENTS

3	Assessment and the Beginnings of a Therapeutic Relationship	43
	Assessment in different settings	44
	Formal assessment for counselling: referrals and the aim of assessment	45
	History taking	48
	Observation	52
	Communication considerations and settings	54
	Evaluating a client's response to the assessment	56
	Summary	60
4	From Infancy to Old Age: Thinking about Life Stages	62
	Families and a life cycle perspective	64
	Birth and the early days	65
	Managing separation and independence	67
	Sexual development and the Oedipus complex	71
	Pre-adolescence	75
	Adolescence	75
	Relationships in adulthood	77
	Relationships with keyworkers	78
	Growing older with a learning disability	81
	Summary	83
5	Consideration of Specific 'Presenting Problems', How Can a Counselling Approach be of Use?	85
	Abuse	85
	Bereavement and loss	90
	Challenging behaviour	95
	Mental health difficulties	99
	Sensory impairments	105
	Summary	109
6	Relationship Issues: Families and Intimate Relationships (by Nancy Sheppard)	110
	Early family relationships	110
	Later experiences	113
	Sibling relationships	118
	Intimate relationships	121
	People with learning disabilities as parents	125
	Summary	129

CONTENTS

7 Relationship Issues: Friendships and Group Dynamics (by Nancy Sheppard)	130
Theories of group dynamics	130
Formal groups	136
Other groups for people with learning disabilities	137
Issues pertinent in setting up groups for people with learning disabilities	138
Informal groups and friendships	141
Living in a group home	145
Summary	147
8 Working with Care Staff and Organisations (by Nancy Sheppard)	149
Residential care workers	149
Supporting staff to allow therapy to take place	154
Consultation to staff groups	156
Formal training with staff	161
Summary	164
9 Research and Evaluation	165
Published outcome research into therapy with people with learning disabilities	166
The Beail Studies	167
The Tavistock Study	168
Difficulties in outcome research in learning disabilities	169
Recommendations for research	173
Summary	175
<i>References</i>	177
<i>Index</i>	191