

effectiveness through almost 25 years of treatment development and testing in randomised controlled trials. Improved access to Psychological Therapies (IAPT) is the only logical consequence of putting decades of research work into clinical practice and making it available for the wider population.

Gillian Butler, Melanie Fennell and Ann Hackmann, all of whom have played a leading part in this revolution, have summarised their insights in a great book.

This book is diagnosis driven, the CBT treatment models vary for each disorder, and it is essential to know the models to conduct therapy successfully. The authors though take a transdiagnostic approach to help deal with complex cases. The advanced CBT practitioner will find a wealth of practical ideas on how to progress when one gets stuck. Every step is backed up with easy-to-grasp diagrams and algorithms. Formulation of the case represents the 'map' for the 'journey' that the therapist takes with the patient through CBT to reach the 'destination', the goals of therapy. The authors suggest a generic way of using the formulation as an important step to deal with complexities. The 'surgical blade of the mental health practitioner', the appropriate concise questions targeting a particular symptom or leading guided discovery are outlined verbatim. We are being reminded that CBT, like mindfulness-based therapeutic approaches, promotes not only a more balanced and fair content of our thinking, but also a distanced, more objective relationship with our thinking process as a whole.

The book puts emphasis on overcoming common obstacles in CBT: the chapter about low self-esteem and the intolerability of uncertainty are highly useful for our understanding of factors indirectly related to anxiety. The chapter about emotional avoidance, a common and ill-understood phenomenon, is invaluable. In CBT the therapeutic relationship is generally not valued as highly as in other psychological therapies: here, the authors dedicate a whole chapter to exploring the opportunities and difficulties arising between therapist and patient.

I feel that there would have been an opportunity to dedicate a chapter to the intricate psychopathology and physiology of anxiety. I also would have liked to read more about the fascinating aspects of evolutionary psychology on anxiety disorders. Both can be useful to normalise anxiety experiences to patients and validate their symptoms.

This is a book for the experienced CBT practitioner. The authors should be congratulated for advancing the field with this structured and easy-to-read book.

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Children with Mental Disorder and the Law: A Guide to Law and Practice

Anthony Harbour

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Child psychiatric care occurs within a complex legal framework that has seen major changes in recent years, particularly with

the Mental Capacity Act 2005, the Mental Health Act 2007 and the Children Act 2004. So a book such as Anthony Harbour's is welcomed when it promises readers an 'accessible and jargon-free guide' to the law in this area.

So, what works well? The chapters on service provision and the case law on treatment refusal are engaging and well written, showcasing the author's knowledge of these areas. The service provision chapter highlights statutory responsibilities of health and local authorities in meeting the needs of children and carers, relevant to inter-agency negotiation and care planning. The 'refusal cases' highlight the previous underuse of the Mental Health Act in children, the issue of stigma, and an increasing awareness of its benefits and safeguards.

Unfortunately, the bulk of the book struggles to put the law into context or to summarise key principles. There are no introductory or concluding chapters, for example. Instead it offers the 'letter of the law', rather like a revision guide for law students, but without the bullet points, summaries and case commentaries that assist learning. Furthermore, the text itself is hard to follow. Often it makes reference to sections of statute which have not yet been introduced, assuming the reader already knows what they mean. The result is a sense of frustration, confirming the reader's anxiety about the complexity of the law.

However, the main problem is that the Mental Health Act 2007 came into effect as this book was being published, so it refers primarily to the 1983 Act, the 2007 amendments mentioned as interesting extras. The appendix includes a chapter from the Draft Code of Practice, which has since been revised.

Overall, this book does not achieve its aim of making the law in relation to young people accessible to the general reader. As a concise, authoritative and practical guide to the current legal framework, the recent National Institute for Mental Health in England publication¹ does much better. Together with the Codes of Practice for the Mental Health Act and Mental Capacity Act, this provides busy clinicians the working knowledge needed to practice confidently and lawfully.

¹ Department of Health, National Institute for Mental Health in England. *The Legal Aspects of the Care and Treatment of Children and Young People with Mental Disorder: A Guide for Professionals*. Department of Health, 2009.

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Developing Mental Health Services for Children and Adolescents with Learning Disabilities: A Toolkit for Clinicians

Edited by Dr Sarah Bernard & Professor Jeremy Turk
RCPsych Publications, 2009, £10.00, pb, 59 pp.
ISBN: 9781904671619

This informative toolkit for clinicians was a response to the recommendations of the National Service Framework for Children and the Public Service Agreement 12 (2007). As part of the comprehensive spending review, these documents set

out the government's agenda for improving the physical, mental and emotional health of all children, emphasising the needs of children with a learning disability. The outcome of such government interest has been a proliferation in the number of child and adolescent mental health service (CAMHS) jobs, with learning disability as their focus.

As the subtitle implies, this book is designed as a practical resource for those working with this group of children. These include the 'Do Once and Share' project and its care pathway. They have been useful in defining exactly what kind of support is needed and how this should be commissioned and provided. The *Toolkit* begins with an epidemiological overview setting out the need for services for children and young people with a learning disability. The authors go on to produce a helpful calculation of the numbers of children and young people with learning disabilities in a typical London borough who would be in need of mental health evaluation and input.

The book describes what kind of work a mental health service for children and young people with a learning disability should take on. There should be scope for the assessment of social communication disorders (e.g. autism and Asperger syndrome) and other comorbid conditions including attention-deficit hyperactivity disorder, depression, psychosis, Tourette syndrome, and challenging behaviours. Challenging behaviours include self-injury, aggression, persistent spitting, self-induced vomiting, persistent masturbation and other sexualised behaviours. The authors stress the importance of management always including the multidisciplinary team, the family, the school and Social Services. The *Toolkit* gives helpful advice for psychiatrists on prescribing for this group of children and young people.

What is the ideal composition of the multidisciplinary team providing a service for children and young people with a learning disability? The strength of this book is to suggest what to ask for when starting up a new service and to make the reader aware of what a good service should look like, even if local factors and the 'Credit Crunch' mean a much leaner workforce in many areas. The roles of the psychiatrist, speech and language therapist, occupational therapist, nurse and social worker working in a team for children with learning disabilities are described. Sometimes these chapters become rather vague and theoretical, even verging on the platitudinous. Others, in particular the sections on nursing and occupational therapy, give a good sense of what these jobs involve and what practitioners can be expected to do as part of the multidisciplinary team. Another useful section is that on multi-agency working, which prepares clinicians for some of the difficulties as well as the positive aspects of working with other disciplines.

The *Toolkit* is a beautifully presented volume (with a bright orange cover for easy location). Produced by RCPsych Publications in collaboration with the National CAMHS Support Service 2009, the text is economically yet elegantly written. Under the guise of being practical, the *Toolkit* is stealthily informative about learning disability. This slim orange book deserves to become a classic text for those working in teams with children and young people with a learning disability, and their families.

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