

New Titles Catalogue

Spring/Summer 2009



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Jessica Kingsley Publishers Ltd

116 Pentonville Road

London N1 9JB, UK

Tel + 44 (0)20 7833 2307

Fax: + 44 (0)20 7837 2917

E-mail: poste@jfp.com

Jessica Kingsley Publishers Inc

400 Market Street, Suite 400

Philadelphia

PA 19106, USA

Tel (toll free ordering):

866 416 1078

Tel (main office):

215 922 1161

Fax: 215 922 1417

THE IMPRINTED BRAIN

How Genes Set the Balance Between Autism and Psychosis

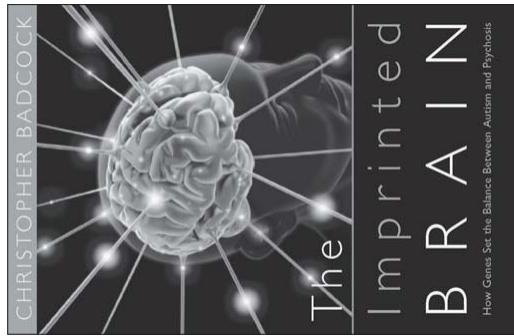
CHRISTOPHER BADCOCK

The Imprinted Brain sets out a radical new theory of the mind and mental illness based on the recent discovery of genomic imprinting. Imprinted genes are those from one parent that, in that parent's interest, are expressed in an offspring rather than the diametrically opposed genes from the other parent. For example, a higher birth weight may represent the dominance of the father's genes in leading to a healthy child, whereas a lower birth weight is beneficial to the mother's immediate wellbeing, and the imprint of the mother's genes will result in a smaller baby. According to this view, a win for the father's genes may result in autism, whereas one for the mother's may result in psychosis. A state of equilibrium - normality - is the most likely outcome, with a no-win situation of balanced expression. Imprinted genes typically produce symptoms that are opposites of each other, and the author uses psychiatric case material to show how many of the symptoms of psychosis can be shown to be the mental mirror-images of those of autism.

Combining psychiatry with insights from modern genetics and cognitive science, Christopher Badcock explains the fascinating imprinted brain theory to the reader in a thorough but accessible way. This new theory casts some intriguing new light on other topics as diverse as the nature of genius, the appeal of detective fiction, and the successes - and failures - of psychoanalysis.

This thought-provoking book is a must-read for anyone with an interest in autism, psychiatry, cognitive science or psychology in general.

Christopher Badcock was educated at Maidstone Grammar School and The London School of Economics, where he graduated with a First in Sociology and Social Anthropology. Seeing to find a sound evolutionary, genetic, and neuro-scientific basis for psychopathology, he realized that research into autism completely discredited Freud but suggested a completely new basis for understanding the mind and mental illness. With the help of the leading Canadian bio-scientist, Bernard Crespi, he was eventually able to consolidate these insights into the imprinted brain theory outlined here and published a number of co-authored papers on the subject. Christopher Badcock is the author of a dozen books, and today teaches courses on evolutionary psychology, genetics, and sociobiology at the London School of Economics.



May 2009 240pp 156 x 234mm
ISBN 978 1 843905 023 4 hb £16.99
BIC: YQS, YKX

GETTING TO GRIPS WITH ASPERGER SYNDROME

Understanding Adults on the Autism Spectrum

CAROL HAGLAND

Getting to Grips with Asperger Syndrome is a practical, problem-solving guide for those caring for or supporting an adult with Asperger Syndrome (AS). It will help them understand the condition and the difficulties it may cause, so that they can offer support in the most beneficial way.

The book explains what AS is and why certain behaviours frequently occur: such as anxiety, fear of change and unusual sensitivities. Once behaviours and reactions are understood, many of the apparent problems become less troublesome, and difficulties can be avoided or easily resolved. Practical strategies are offered to combat problems that may arise, and common issues that specifically occur with individuals diagnosed later in life are addressed.

Easy-to-read and accessible, this book is a useful reference for friends and family of individuals with AS, as well as health and social care staff and students, whatever the level of training and experience.

Carol Hagland worked as a chartered clinical psychologist in the NHS for over thirty years, the last ten years being in the field of learning disabilities. During that time she developed a particular interest in Asperger's syndrome, and worked with many clients and their families or carers, providing diagnoses, counselling and advice about care and support.

Contents: Chapter 1: What is Asperger's Syndrome? Chapter 2: Differential Diagnosis. Chapter 3: Cognitive Problems, Memory, Attention and Understanding. Chapter 4: Practical Problems for People with Asperger's Syndrome. Chapter 5: Language and Conversation. Chapter 6: Social Problems for those with Asperger's Syndrome. Chapter 7: Problem-Solving and Coping with Change. Chapter 8: Coping with Anxiety. Chapter 9: Other problems: Clumsiness, Unusual Sensitivities and Obsessional Interests. Chapter 10: Needs and Service Development.

September 2009 208pp
156 x 234mm
ISBN 978 1 84310 977 8 pb
£12.99 BIC: JFJD, JFFG, YQY

WORKING WITH ADULTS WITH ASPERGER SYNDROME

A Practical Toolkit

CAROL HAGLAND AND ZILLAH WEBB

Supporting someone with Asperger's Syndrome (AS) can, at times, be frustrating and challenging. But a greater knowledge and understanding of the problems facing people with AS can make a huge difference to their lives.

This practical workbook was developed in consultation with carers, and can be used in groups or with individuals, concentrating on particular characteristics to learn more about the people you are supporting, or it can be used as a resource for everyday information seeking and problem solving. Atypical social behaviour and the importance of routine are explained, as well as considering relationships, emotions and mental health. Packed with exercises and case vignettes to help you to get to know the person you are supporting better, there is also a trouble-shooting section at the end of each chapter with practical solutions for tackling common problems.

Working with Adults with Asperger Syndrome - A Practical Toolkit offers an easy-to-use, person-centred approach, which will prove a valuable resource for families, friends and a wide range of professionals involved in supporting an adult with AS.



August 2009 208pp
297 x 210mm
ISBN 978 1 84905 036 4 pb
£29.99 BIC: JM, VFJD

22 THINGS A WOMAN MUST KNOW If She Loves a Man with Asperger's Syndrome

RUDY SIMONE

Foreword by Maxine Aston

"There are many books that have been written about being in a relationship with a man with AS, but I have found none to be as insightful, accurate and understanding of both perspectives as this book by Rudy Simone. Each section of the book says it just the way it is; it is realistic, positive and unbiased."

- From the Foreword by Maxine Aston, author of *The Other Half of Asperger Syndrome: Aspergers in Love and The Asperger Couples Workbook*.

Although having Asperger Syndrome (AS) can make romantic relations difficult, having a fulfilling relationship with an Asperger man is certainly not impossible. A woman in love with a man with AS may interpret his difficulties with communication and socialisation as a lack of interest in the relationship. He may vacillate between being gentle and caring to seeming cold and distant. She may find his behaviour hard to understand, resulting in feelings of loneliness, isolation, and confusion. This book shows how to overcome these difficulties and maintain a loving relationship with an AS partner.

From an unwillingness to show affection in public or even sleep in the same bed to problems holding down a job, this book looks at 22 common traits that women may discover when they are dating, living with or married to a man with Asperger's Syndrome. Rudy Simone explores the complications of Asperger's relationships with honesty and understanding, drawing on research and personal experience to inform and advise women with AS partners. She offers helpful tips for improving the relationship and finding fulfillment both individually and as a couple.

This book will help women to understand the male Asperger's mind and, equally, it can help men with AS to see things from their partner's perspective. It will also be of interest to counsellors working with couples where the male partner has Asperger's Syndrome.

Rudy Simone is a writer and Asperger's Syndrome educator who lives in Western New York.



COACH YOURSELF THROUGH THE AUTISM SPECTRUM

RUTH KNOTT SCHROEDER

Parenting a child with autism can be isolating, draining, and stressful. Parenting a neurotypical child alongside them is even more complicated and confusing.

Couch Yourself through the Autism Spectrum offers an opportunity to access your inner creativity, resourcefulness, strengths, and abilities in order to create positive change in your family. Short sections on common problems such as visits to the doctor, community outings, bullying and child care make this book easy to read from start to finish, or dip into as needed. There are tips for taking care of your own physical and emotional health, and each section features relevant examples from other families in the same situation, and practical and thought-provoking coaching exercises to help you decide on an action plan that's right for you.

This book offers hope and support for anyone parenting or caring for a child on the autism spectrum. Ruth Knott Schroeder M.A., ACC is a Coach for Living certified with the International Coach Federation and a professional counselor working in private practice with individuals and families-many of whom have been affected by autism-in Sandy, Oregon. She is also the parent of an 18-year-old son with autism and a 14-year-old neurotypical daughter.

Contents: Section I: Parenting Children with Autism. Chapter 1. Meltdowns. Chapter 2. Outings. Chapter 3. Childcare. Chapter 4. Doctor Visits. Chapter 5. "Invisible" Autism-the Unique Isolation of "High Functioning". Chapter 6. Parenting Your Child's Strengths (Children with Autism Spectrum Disorder). Chapter 7. Educational Decisions. Chapter 8. Sleeplessness. Chapter 9. Extended Family. Chapter 10. Bullying. Chapter 11. Stuck. Sports. Section 11: Parenting Neurotypical Siblings. Chapter 12. Asymmetrical Development. Chapter 13. "Autism-Free" Zones. Chapter 14. Parenting Your Child's Strengths (Neurotypical Children). Chapter 15. Fairness. Chapter 16. Message from a Grown Sibling. Positive Outcomes. Section III: Parent-Care and Long-Term Health. Chapter 17. Companion. Chapter 18. Finding Your Parent-Strengths. Chapter 19. Parent Care. Chapter 20. What Fills Your Tank? Chapter 21. "I'm a Dad, What Can I Do?" Chapter 22. Marriage Building. Chapter 23. For Husbands. Chapter 24. Single Parenting. Chapter 25. Laugh a Little. Appendix 1: Note to Grandparents. Appendix 2: Quiz. "How do I Know if I'm Ready for a Coach?" Appendix 3: Checks for Choosing a Coach. Appendix 4: How Can I Help? [a Brief Coaching Exercise for Friends and Family]. Appendix 5: Glossary. Index.

July 2009 240pp 156 x 234mm
ISBN 978 1 84905 801 8 pb £12.99
BIC: VFX, VXF, VFJD



Hints and Tips for Helping Children with Autism Spectrum Disorders
Useful Strategies for Home, School, and the Community
Dion E. Betts and Nancy J. Patrick
2008 192pp ISBN 978 1 8431986 2 pb £12.99 BIC: VFX, VFJD
Dion E. Betts and Nancy J. Patrick provide creative, practical strategies to help parents and caregivers to support their child, and to enable their child to develop the social skills needed to manage and enjoy daily life to the fullest. The book is split into five parts: home life, hygiene, community, medical, and schools and organizations.

Of related interest

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FIRST STEPS IN INTERVENTION WITH YOUR CHILD WITH AUTISM

Frameworks for Communication

**PHIL CHRISTIE,
ELIZABETH NEWSON OBE,
WENDY PREVEZER
AND SUSIE CHANDLER**

One of the major difficulties for children with autism is in developing social empathy in the same way as other children. The earlier this problem is addressed, the more effectively these skills can be improved.

This book champions initial intervention with children at an early stage of communication but the many practical ideas and strategies can also be usefully applied to children of school age if they are at an early stage of communication.

First Steps in Intervention With Your Child With Autism is perfect for parents looking to understand their child better and, in turn, help improve their child's development and communication. This will also be a useful reference for all professionals working to support families with a child on the autism spectrum.

Phil Christie is Consultant Child Psychologist and Director of Sutherland House Children's Services, which includes a non-maintained special school for students with autism between the ages of 3-10. Elizabeth Newsom was joint director of the Child Development Research Unit at Nottingham University with her husband John, until she was made Emeritus Professor on her retirement in 1994. She was awarded the OBE for services to children on the autistic spectrum in 1999. Wendy Prevezer, a speech and language therapist, has worked with children on the autism spectrum as a Music Specialist at Sutherland House School since 1986, using and developing the Musical Interaction approach. Susie Chandler is a research psychologist now based at Institute of Child Health and Guy's Hospital, London where she continues to carry out research into the identification and treatment of autism spectrum conditions, through screening and early intervention studies.

Contents: Chapter 1. Introduction. Chapter 2. Developing an Understanding of Autism. Chapter 3. Taking the First Steps. Chapter 4. Interactive Play. Chapter 5. The Beginnings of Structure. Chapter 6. Teaching Pointing. Chapter 7. Understanding Language. Chapter 8. Moving Towards Spoken Language. Chapter 9. Sharing Conceptual Play. Index.

Of related interest

Playing, Laughing and Learning with Children on the Autism Spectrum

A Practical Resource of Play Ideas for Parents and Carers
Second Edition
Julia Moor

2008 304pp ISBN 9781843106081 pb £13.99 BIC: JMF, JNS, VFC



ART AS AN EARLY INTERVENTION TOOL FOR CHILDREN WITH AUTISM

NICOLE MARTIN

The early years are the most critical period of learning for a child with autism. Therapeutic art-making can be a useful tool to tap into their imaginations and help them to express their thoughts and feelings. *Art as an Early Intervention Tool for Children with Autism* includes practical advice on helping a child move beyond scribbling, organizing the child's environment for maximum comfort and relaxation, and providing physical and sensory support.

This book is packed with tips and suggestions for how to provide art therapy for children with autism - covering topics such as the basic materials required, safety issues, how to set up a workspace, and ideas for managing difficult behavior. The author writes from a professional and personal perspective - Nicole Martin is a qualified art therapist specializing in working with children with autism, and she also has a brother with autism.

Nicole Martin is a registered art therapist, licensed professional counsellor, and big sister of a brother with autism. Nicole is the founder of Sky's the Limit Studio, which provides creative arts therapy services tailored to the needs of individuals with autism spectrum disorders.

Contents: Introduction. Chapter 1. Introduction to Autism Spectrum Disorders. Chapter 2. Integrating Art into Early Intervention Treatment. Chapter 3. Characteristics of Artwork Made by Children with Autism. Chapter 4. Why Art Projects Are Beneficial. Chapter 5. Tools of the Trade. Chapter 6. Advice to Help Ensure A Quality Art Experience. Conclusion. Appendix A. Creative Community Group Art Projects for Kids With ASD. Appendix B. Give It To Me Straight: One Page Summary of the Book for Busy Parents. References. Recommended Reading. Index.

June 2009 160pp 156x234mm
ISBN 978 1 843905 807 0 pb £13.99
Illustration: 20 black and white
BIC: MQTC, JNSG

For related titles see Arts Therapies pages 25 - 28



GROUP INTERVENTIONS FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS

A Focus on Social Competency and Social Skills

ALBERT J. COTUGNO

Given the significant core deficits in social interaction and communication that children with Autism Spectrum Disorder (ASD) demonstrate, it is critical to understand and develop interventions which directly address these needs.

This book considers the theoretical and practical implications of developing and implementing peer-based, group-focused therapeutic approaches with children on the autism spectrum. Albert Cotugno describes the theoretical underpinnings of an intervention model based on cognitive developmental principles, and explains why a group approach is best suited to address and remediate an ASD child's social deficiencies. *Group Interventions for Children with Autism Spectrum Disorders* shows how to implement skill-based instructional approaches and presents strategies to assess the short- and long-term effectiveness of this type of therapy, both within the group and in external settings.

Dr. Albert J. Cotugno is a clinical and educational psychologist with over 30 years' experience of working with seriously emotionally disturbed, learning and attention disordered, developmentally disabled, and autism spectrum disordered children.



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PRACTICAL BEHAVIOUR MANAGEMENT SOLUTIONS FOR CHILDREN AND TEENS WITH AUTISM

The 5P Approach

LINDA MILLER

Children and young people with autistic spectrum disorders present many challenges to the people who care for them. 'Difficult' or challenging behaviour is often encountered on a daily basis, and it is easy for both parents and professionals to feel completely overwhelmed by its sheer range and complexity. Where do you start? What happens when, in managing one set of problems, another gets worse? Is there some way to tackle difficulties before they get out of hand, or even before they arise?

Practical Behaviour Management Solutions for Children and Teens with Autism answers these questions and provides practical solutions that really work. It offers a complete framework for behaviour intervention which has its roots in prevention and good practice, with an emphasis on promoting and encouraging the development of skills and independence. From identifying behaviour and understanding the root causes, through to planning and implementing a comprehensive intervention programme, this book is packed with practical strategies and expert guidance. While clearly defining the steps you need to take, it also allows for flexibility according to need and individual contexts.

Linda Miller is a chartered educational psychologist and chartered scientist with a specialism in autism and related disorders.

FUZZY BUZZY GROUPS FOR CHILDREN WITH DEVELOPMENTAL AND SENSORY PROCESSING DIFFICULTIES

A Step-by-Step Resource

FIONA BROWNLEE AND LINDSAY MUNRO

Illustrated by Aisling Nolan

Children with sensory and cognitive difficulties can struggle to interact with their peers, be easily distracted, and have problems coping with change.

Fuzzy Buzzy Groups for Children with Developmental and Sensory Processing Difficulties has been devised to address the needs of children with sensory processing difficulties and development delay in specialist and inclusive settings. This easy-to-follow resource will enable professionals to engage with children in a relaxed and fun way that explores sensory experiences. It contains everything you need to run a Fuzzy Buzzy group: from advice for choosing sensory food and drink and criteria for selecting suitable children, to tips for involving parents in the group and sourcing sensory materials. The authors guide you step-by-step through how to carry out a session, and include photocopiable forms and checklists as well as a sing-along CD containing music to use with the group.

Fiona Brownlee was Senior paediatric Occupational Therapist in the Children and Families Department in Edinburgh. **Lindsay Munro** is Senior Paediatric Occupational Therapist at the Royal Hospital for Sick Children in Edinburgh.

See page 24 for Dunn: Living Sensationally

ATTENTION AND LISTENING IN THE EARLY YEARS

SHARON GARFORTH

The ability to attend, to listen and to look are prerequisites to all forms of learning. By facilitating children's attention and listening skills, we are able to give them a better chance of achieving their potential in communication, speech and language, and therefore learning skills.

Attention and Listening in the Early Years is an innovative course designed for groups of children aged 2-4. Each group session is planned around a theme such as 'The Farm' or 'The Zoo'. The themes provide an anchor for the children to gain meaning from the listening activities, games and songs that will help them learn to sit still, not talk, look at the speaker and think about the words - all vital skills in good listening. Complete with full instructions, including lists of the equipment needed for each session and the auditory and visual objectives of each activity, the book also includes photocopiable detailed preparation plans and shorter prompt plans for use during the sessions.

Each session should run for no longer than 15 to 25 minutes, and will be a fun and fruitful alternative to traditional circle-time for early years practitioners.

Sharon Garforth has over 20 years' experience as a speech and language therapist, and is a member of the Royal College of Speech and Language Therapists and the Health Professions Alliance.

FUZZY BUZZY GROUPS FOR CHILDREN WITH DEVELOPMENTAL AND SENSORY PROCESSING DIFFICULTIES



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