

Downloaded from
https://kar.kent.ac.uk/73050/ The University of Kent's Academic Repository KAR

The version of record is available from
https://doi.org/10.1111/jar.12545

This document version
Author’s Accepted Manuscript

DOI for this version

Licence for this version
UNSPECIFIED

Additional information

Versions of research works

Versions of Record
If this version is the version of record, it is the same as the published version available on the publisher’s web site. Cite as the published version.

Author Accepted Manuscripts
If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) ‘Title of article’. To be published in *Title of Journal*, Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

Enquiries
If you have questions about this document contact ResearchSupport@kent.ac.uk. Please include the URL of the record in KAR. If you believe that your, or a third party’s rights have been compromised through this document please see our Take Down policy (available from https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies).

Jahoda and colleagues have once again published what is no doubt an excellent resource for cognitive behaviour therapists who work with people who have intellectual disabilities. This is a timely book that is both well written and easy to read, while it is also packed full of useful information about techniques to aid and support therapists when working with people who have intellectual disabilities.

The authors begin the book by considering the historical framework guiding the development of cognitive behaviour therapy and its use with people with have intellectual disabilities. They then dig into discussing exceptional valuable information about how to adapt techniques for this population. Throughout the book, they skilfully and accurately draw upon research, making well-formed arguments and suggestions that are evidence-based.

The therapy process is expertly illustrated using case examples, outlining the assessment process and appropriate adaptations, before moving to discuss therapy in greater detail. The wider systemic context is considered, along with client and therapists characteristics and how they must be considered within the therapeutic process. Issues associated with developing a shared formulation are discussed, as are mechanisms of therapeutic change, while there is a superb chapter on adapting therapy to help overcome information processing difficulties associated with intellectual disabilities. There is also a rather good chapter on completing group work, as well as chapters on mindfulness, compassion, and engaging effectively with teams. All of the concepts are illustrated using excellent, rich, and well-described case material.

Whether you are a trainee practitioner or a seasoned cognitive behavioural therapist, this book is one that you definitely need on your shelf as it will be put to exceptionally good use.