

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

Jessica Kingsley Publishers, 2008, £25.00, pb, 245 pp.  
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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 publication<sup>1</sup> 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