

ACCIDENTS

TOROYAN, T., and PEDEN, M. (2008)
Child deaths on the roads: A public health crisis. **CRIN Newsletter**, no.22 (Sep). pp12-15. (Road traffic accidents are a major cause of death and injury among young people worldwide. This article presents the statistics, outlines some of the problems, and argues that action must be taken to improve road safety and invest in saving lives. Looks at some of the measures that can prevent traffic accidents and address what has become a serious public health problem in many countries).

ADOLESCENCE

ABBOTT-CHAPMAN, J. DENHOLM, C., and WYLD, C. (2008)
Social support as a factor inhibiting teenage risk-taking: views of students, parents and professionals. **Journal of Youth Studies**, vol.11, no.6 (Dec). pp611-627. (This Australian study investigates adolescent's views of access to social support and trust in relationships, and compares these with parents' views of support and trust accessed by their adolescent children. Findings reveal that the wider the range of social support, including family and friends, the less likely are adolescents to participate in risk taking activities, as measured by the Personal Risk Score Category Index. A mismatch was found between adolescents and parents in terms of their estimation of the extent to which young people would access professionals for advice and help, and parents for support and advice, with parents overestimating in both cases. The implications of this intergenerational mismatch for risk prevention and intervention programmes is discussed).

BEST, A.L. (2008)
Teen driving as public drama: statistics, risk, and the social construction of youth as a public problem. **Journal of Youth Studies**, vol.11, no.6 (Dec). pp651-669. (Explores some of the issues around young people driving in the United States and describes the American Graduated Driver's Licensing laws, which place restrictions on young people's driving even after they have passed a test. Examines the social construction of young people as a problem, argues that the attention they receive as drivers is disproportionate to the accidents that involve them, and suggests that instead we should think about all drivers and the risks associated with the culture of cars).

BRIGGS, J.E. (2008)
Young women and politics: an oxymoron? **Journal of Youth Studies**, vol.11, no.6 (Dec). pp579-592. (Examines the extent to which young women are interested in politics, testing the hypothesis that young women might not be interested in mainstream party politics but that, when questioned, they are actually interested in political issues. Drawing on data from interviews with young women in focus groups, this research aims to discover why politics appears to be so uninteresting to the majority of young women).

LEMOS, G. (2009)
Give parents an incentive. **Community Care**, no.1758 (19 Feb) pp24-25. (Discusses a recent research report on the effectiveness of government measures aimed at reducing teenage pregnancies).

MORRISON, N. (2009)
Swell idea. **Times Educational Supplement**, no.4825 (6 Feb) [TES Magazine] pp9-15. (Reports on the effects of pregnancy and its consequences for adolescent girls from disadvantaged backgrounds. Argues that, for some girls, pregnancy may be a rational choice and can have positive outcomes).

VALENTINE, G. (2008)
Literature review of children and young people's gambling. Birmingham: Gambling Commission. 52pp. (This review summarises the international evidence about: children and young people's participation in different types of gambling activities; their motivations to gamble; the prevalence of problem gambling among children; and the harms caused to children by gambling, including in later life. It also briefly summarises the regulatory frameworks in place to protect children across a range of international jurisdictions and makes recommendations for further research). [Main Shelves. QKR V2]

WELSH, D., and SHULMAN, S. (2008)
Special issue: Directly observed interactions within adolescent romantic relationships. **Journal of Adolescence**, vol.31, no.6 (Dec). pp670-891. (This special issue focuses on empirical investigations of the observed interaction of adolescent romantic couples. It includes the work of 11 different research programmes located throughout the world, provides a final integrative analysis of the body of papers, and suggests areas for future research).

YARDLEY, E. (2008)
Teenage mothers' experiences of stigma. **Journal of Youth Studies**, vol.11, no.6 (Dec). pp671-684. (Drawing on data from in-depth interviews with 20 teenage mothers, this article explores the impact of stigma upon teenage mothers. It suggests that among many teenage mother's families, young

motherhood is not seen as a problem; a view that is at odds with the way teenage motherhood has been problematised by policy makers, government and wider discourse. It considers the possible implications of such different views for New Labour's social policy interventions into the lives of young people).

ADOPTION & FOSTER CARE

COLLINS, M.E., and PINKERTON, J. (2008)
The policy context of leaving care services: a case study of Northern Ireland. **Children and Youth Services Review**, vol.30, no.11 (Nov). pp1279-1288. (The transition of foster care youth from care to independent living has been much researched, but most contributions to the literature have focused on documenting poor outcomes and little attention has been given to the policy context in which responses to those needs are being developed. This article argues that there needs to be a better understanding of how the policy context can both promote and present barriers to the development of appropriate services. Northern Ireland is used as a policy case study both because of recent initiatives underway there and because of the heightened political sensibilities associated with it as a society).

COLLIS, A. (2008)
Attachment. London: The Fostering Network. 104pp. (Guide for foster carers on attachment and attachment theory. Among the topics covered are the importance of attachment to the whole of life and some of the different ways that attachment affects child development; how attachment is categorised at different ages; how to apply the theory and ideas of attachment to foster care; what attachment theory suggests will help improve outcomes for children and young people badly affected by their early care; and practical strategies for

day-to-day life with a child or young person whose behaviour is challenging as a result of unmet attachment needs). [Main Shelves. QVJI C6]

COSIS BROWN, H. and COCKER, C. (2008)

Lesbian and gay fostering and adoption: out of the closet into the mainstream? **Adoption & Fostering**, vol.32, no.4 (Winter). pp19-30. (Tracks the debates concerning adoption and fostering and lesbian and gay families, and examines the relationship between policy and practice that is evidence based and that which is ideologically driven. Outlines the complexities of adoption and fostering practice within its political and social context and argues that the needs of the children requiring placement must be the overriding concern when placing children with lesbian and gay carers).

LAYBOURNE, G., ANDERSON, J. and SANDS, J. (2008)

'Fostering attachments in looked after children: further insight into the group-based programme for foster carers. **Adoption & Fostering**, vol.32, no.4 (Winter). pp64-76. (Describes a training programme for foster carers based on the attachment needs of foster children. The programme was originally developed by clinical psychologist Kim Golding and evaluated by Golding and Picken in 2004. A revised version was later made available for purchase under the title 'Fostering Attachments in Young People who are Looked After and Adopted' [Golding, 2006]. The present study suggests positive results from evaluating this programme and it appears that this form of group work may be beneficial to carers by helping them to develop their knowledge and understanding of the needs of children with attachment difficulties and reducing some of the stress they experience when caring for their foster children. The reported impact of the training on the relationship between some of the foster carers and their spouse/partner [not included in the training] is particularly interesting and is

discussed along with other evaluation related issues).

MAHADEVAN, J. (2009)

Hidden hordes of private fosterers. **Children & Young People Now**, (12 Feb) pp10. (Briefly discusses the low notification rates regarding private foster care).

SCHWARTZ, A. (2008)

Connective complexity: African American adolescents and the relational context of kinship foster care. **Child Welfare**, vol.87, no.2. pp77-97. (African American children are not only over-represented in the American child welfare system, but figure disproportionately in kinship foster care. This paper draws on a sample of 18 African American adolescents aged 11-14 years and explores how the relational context of care experienced by adolescents in kinship foster care differs from that of adolescents in non-kinship foster care. Findings are discussed in relation to the stability of relationships and the complex role dilemmas experienced by young people in kinship care as they relate to care givers and birth parents. The paper also discusses disparity in treatment, as well as disproportionality related to race, as recent research has found that fewer services are offered to kinship care givers and that they are generally less aware of their availability than non-kinship carers. Practice implications are discussed and recommendations made to improve placement environments).

SHAW, T.V., and others (2008)

Measuring racial disparity in child welfare. **Child Welfare**, vol.87, no.2. pp23-36. (Certain racial/ethnic groups are over-represented in the American foster care system. In response to this, many states have started reporting outcomes by race and ethnicity to identify disproportionately high rates of contact with the foster care system, as a first step in developing targeted strategies to address the problem of disproportionality. This paper argues for

the adoption of a 'Disparity Index' to assess differences in rates of contact with the foster care system for racial and ethnic groups, and also as a measure of differences between genders, age groups, over time, between areas, and throughout the child welfare experience).

SNOWDEN, J., LEON, S. and SIERACKI, J. (2008)

Predictors of children in foster care being adopted: a classification tree analysis.

Children and Youth Services Review, vol.30, no.11 (Nov). pp1318-1327. (This American study uses a classification tree analysis approach known as Optimal Data Analysis [ODA] to predict probability of adoption in 2003 using Adoption and Foster Care Analysis and Reporting System [AFCARS] data, as a way of exploring the ways in which youth and foster care variables might interact to predict adoption. As in previous studies, age, foster parent race/ethnicity, foster parent marital status, and number of previous placements all predicted probability of adoption. However, several combinations of individual variables improved adoption prediction accuracy. There was also evidence that the impact of the state on adoption rates varied when essentially controlling for youth and family variables, supporting concerns regarding the crude use of AFCARS data when comparing states).

UNRAU, Y.A., SEITA, J.R., and PUTNEY, K.S. (2008)

Former foster youth remember multiple placement moves: a journey of loss and hope. **Children and Youth Services Review**, vol.30, no.11 (Nov). pp1256-1266. (Investigates the effects of multiple placements in foster care from the perspectives of adults who experienced them during childhood. Participants were 22 American adults between the ages of 18 and 65 years who had formerly lived in foster care. Findings showed that the experience of placement moves is not only remembered as a series of significant

losses, but is also perceived by participants as leaving long-lasting negative emotional scars, which affect their ability to form and maintain trusting relationships. While these perceptions and emotions were felt across the group of participants, there were differences in their coping and resilience strategies. The implications of the findings for research, policy and practice are discussed).

WATERHOUSE, S., HUNT, J. and LUTMAN, E. (2008)

Kinship care: the child's perspective. **Seen and Heard**, vol.18, no.3 (Sep). pp36-49. (This paper draws on data gathered from interviews with children in kinship care to present the child's perspective on growing up in this type of care. It is part of a larger study that assessed the outcomes for 113 children placed with kin between 1995 and 2001 as a result of care proceedings in two English counties. The study relates to children who were removed from their parents because of abuse and neglect. Results suggest that from the perspective of the children, kinship care had worked well, allowed them to remain attached to their family of origin, and gave them a sense of belonging, identity and safety. However, the authors call for further research among children whose experience of kinship care has been less positive, to add to the overall picture of children's views of kinship care).

ANNUAL REPORTS

ACEVO (2009)

Annual/Impact: report 2008: third sector leaders. [Annual Reports]

HOME-START UK (2009)

Annual report and accounts 2007/08: securing a better future for families. Leicester: Home-Start. [Annual Reports]

NATIONAL COUNCIL OF VOLUNTARY
CHILD CARE ORGANISATIONS
(NCVCCO) (2009)
Annual report 2008. [Annual Reports]

WORLD ORGANISATION FOR EARLY
CHILDHOOD EDUCATION (OMEP) UK
(2009)
Annual report 2008 [Annual Reports]

BEREAVEMENT

STUBBS, D., NUGUS, D, and GARDNER,
K. (2008)
Hope beyond the headlines: supporting a
child bereaved through murder or
manslaughter. Cheltenham: Winston's
Wish. 40pp. (Offers practical advice for
families in the immediate days and
weeks when violence has been the cause
of death. Aims to give parents and
professionals the confidence to involve
and support children. Includes practical
activities for families). [Main Shelves.
IVME S9]

BULLYING

BLOOM, A. (2009)
Inside cruel world of girl bullies. **Times
Educational Supplement**, no.4826 (13
Feb) pp25. (Brief look at a recent
research study on bullying by girls).

LI, Q. (2008)
A cross-cultural comparison of
adolescents' experience related to
cyberbullying. **Educational Research**,
vol.50, no.3 (Sep). pp223-234. (Li
examined the experiences and possible
cultural differences related to bullying
and cyberbullying between samples of
Canadian and Chinese adolescents. In
the Canadian sample, the subjects (157
students) were randomly selected from
two middle schools (age 12-15) in a
large city in Western Canada. The
Chinese data were collected from 202
7th grade students (age 11-14) who
were randomly selected from two
secondary schools in a large city in

Southern China. An anonymous
questionnaire was used to collect data.
The findings show similar patterns in
students' behaviours related to
traditional bullying but some different
patterns in their behaviours related to
cyberbullying. The high percentage of
students involved in cyberbullying in
both countries suggests that it may
become a serious global problem. In
addition, the different patterns identified
between Canadian and Chinese students'
perceptions about adult intervention
highlight the importance of culture in
designing prevention/intervention
programmes).

SALE, A.U. and MICKEL, A. (2009)
Alert to the danger signs. **Community
Care**, no.1759 (26 Feb) pp30-31. (Looks
at work done by four organisations that
help disabled people and others tackle
disability hate crime. Briefly profiles one
learning disability charity, United
Response, that works to raise awareness
among young people about the impact of
bullying people with learning
disabilities).

CHILD ABUSE & CHILD PROTECTION

BOWYER, S. (2009)
Responses to child maltreatment.
Community Care, no.1759 (26 Feb)
pp24-25. (An analysis of studies into the
prevalence of child abuse and neglect,
the recognition by professionals, and the
role of prevention and treatment).

COMMUNITY CARE (2009)
Our blueprint for serious case reviews.
Community Care, no.1758 (19 Feb)
pp16-17. (This article offers Lord Laming
some recommendations to make serious
case reviews more effective as his
inquiry into child protection procedures
nears its conclusion).

HARRIS, D. (2009)
Let's talk about sex and violence.
Community Care, no.1757 (12 Feb)
pp22-23. (Describes a school-based
scheme that aims to identify and prevent
abuse, violence and bullying by enabling
children discuss these issues through a
range of activities).

PHASHA, T.N. (2008)
The link between the emotional
consequences of child sexual abuse and
school experiences. **Sex Education**,
vol.8, no.4 (Nov). pp465-480. (Presents
findings drawn from a study that
investigated the impact of childhood
sexual abuse on school functioning
among young adult survivors in South
Africa. Findings suggested an apparent
link between the emotional
consequences of childhood sexual abuse
and school performance, and the author
recommends that teacher's expertise in
this area needs to be improved so that
they can work collaboratively with other
professionals and community members
to address child victim's school and
academic problems).

PINNELL, M., and HAROLD, G. (2008)
Inter-parental conflict and psychological
impacts on children: the development of
a CAF/CASS CYMRU risk assessment
toolkit as an example of research into
practice. **Seen and Heard**, vol.18, no.3
(Sep). pp21-28. (Outlines a two-year
project commissioned by CAF/CASS
CYMRU, to develop an assessment pack
based on research evidence from several
major longitudinal studies about the role
of family conflict as a context for
understanding children's psychological
development. Describes the assessment
toolkit [the CAF/CASS CYMRU Child and
Adolescent Welfare Assessment
Checklist], which is designed to
complement existing assessment
processes and aims to allow practitioners
to comprehensively and objectively
assess the psychological risk to
individual children where inter-parental
conflict is an issue).

SEN, THE JOURNAL FOR SPECIAL NEEDS
(2008)
Child abuse: signs and symptoms. **SEN:
The Journal for Special Needs** no.36
(Sep/Oct). pp52-53. (Offers a brief
guide to signs and symptoms that may
indicate that a child is being abused.
Although these signs do not necessarily
indicate that a child is being abused,
they may help adults recognise that
something is wrong).

STONE, B. (2008)
Information sharing: Developments and
dilemmas in multi-agency working. **Seen
and Heard**, vol.18, no.3 (Sep). pp29-
35. (This article explores some of the
new developments in multiagency
information sharing and the practice
dilemmas they raise. It examines
historical problems around information
sharing, recent developments [including
ContactPoint], outstanding issues and
offers some practice examples. Stresses
that communication and information
sharing among professionals working
with children are not ends in themselves
and that the aim is to improve practice
and ensure better outcomes for
children).

CHILD DEVELOPMENT

ANTHONY, E.K., and NICOTERA, N.
(2008)
Youth perceptions of neighborhood
hassles and resources: A mixed method
analysis. **Children and Youth Services
Review**, vol.30, no.11 (Nov). pp1246-
1255. (Using a mixed method design,
this American study explored the
processes and mechanisms of
neighbourhood influences on child and
youth development. Drawing on data
from 153 ethnically and culturally
diverse young people it examined the
relationship between young people's
perceptions and experiences of
resources [for basic physical and social
needs], and their report of
neighbourhood hassles [e.g. gangs,
violence, no shops or recreational
facilities] and cohesion. Results showed

an inverse relationship between the number of neighbourhood resources and the level of daily hassles youth report. The research highlights the importance of young people's perceptions of neighbourhood influences).

EREKY-STEVENSON, K. (2008)
Associations between mothers' sensitivity to their infants' internal states and children's later understanding of mind and emotion. **Infant and Child Development**, vol.17, no.5 (Sep-Oct). pp527-543. (Investigated the associations between mother-infant interactions and children's subsequent understanding of mind and emotion. Mothers' tendency to comment on their infants' internal world and their general sensitivity to their infants' internal states were measured through coded play interactions at 10 months. At 54 months, children's understanding of mind and emotion was measured through a range of false-belief tasks and an emotion-understanding task. Multivariate analysis revealed direct positive links between mothers' sensitivity to their infants' internal states and children's later understanding of mind).

GRAY, M., AND SMART, D. (2008)
Growing up in Australia: the Longitudinal Study of Australian Children is now walking and talking. **Family Matters**, no.79. pp5-13. (Presents material from Growing up in Australia: the Longitudinal Study of Australian Children, and the release of the second wave of data from the study. Discusses the study design and the way in which the initial sample was recruited, response rates and sample retention, and sample representativeness. This edition of Family Matters also includes other articles which give more detailed information about the findings from the study and demonstrate the breadth of the issues and variety of questions that can be addressed by the study).

HOELSCHER, P. (2008)
A child well-being index for Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS) - Monitoring child well-being in transition. **Forum 21**, no.12. pp84-93. (This article provides a multi-dimensional assessment of the lives of children and young people in the 21 countries of the CEE and CIS regions. It aims to provide a picture of their wellbeing as the first generation of children born after the break-up of the Soviet Union. They have grown up during a period of change and insecurity, but also of new opportunities. The article discusses how this is reflected in their wellbeing and in different dimensions of their lives).

PILLOW, B.H., LOVETT, S.B., and HILL, V. (2008)
Children's, adolescents', and adults' reference to goals to explain interpersonal actions. **Infant and Child Development**, vol.17, no.5 (Sep-Oct). pp471-489. (This study investigated children's, adolescents' and adults' references to an actor's goals when explaining interpersonal actions by presenting them with eight brief stories containing a variety of social events. They were then asked to explain why the actor in each story performed the central action. Findings included: children, adolescents and adults mentioned goals for most of the stories; adults and adolescents mentioned psychological goals more often than children; young children often mentioned instrumental and societal goals; when making goal attributions, children, adolescents and adults considered both the nature of the action and the social context in which it occurred. The authors note that recognising psychological goals is important for the development of children's social understanding and social behaviour).

SCHULTZ, D., and others (2008)
Experimental analysis of preschool playmate preferences as a function of smiles. **Infant and Child Development**, vol.17, no.5 (Sep-Oct).

pp503-507. (Differential emotions theory [DET] posits that the smile functions in part to communicate and/or reflect social affiliation and plays an important role in children's social development. This paper reports on an American study that examined DET predictions within an experimental design, focusing on the impact smiles have on lower income preschool children's nominations for preferred playmates. Both boys and girls tended to nominate unfamiliar playmates who smiled, with evidence to suggest that smiling playmates seemed more critical to girls' than boys' social functioning).

SMART, D., and SANSON, A. (2008) Do Australian children have more problems today than twenty years ago? **Family Matters**, no.79. pp50-57. (The rising rate of child and youth problems, such as obesity, depression and substance misuse, has led to a view that today's children are faring less well than children in the past. However, there is little information to test this view. Two important longitudinal studies, the Australian Temperament Project [ATP] and Growing up in Australia: the Longitudinal Study of Australian Children [LSAC], asked parallel questions about children's temperament and behaviour, enabling a comparison of children born 20 years apart. This paper looks at two questions: Do the early differences found between the ATP and LSAC cohorts continue, broaden or diminish in time? Are differences evident in both the home and school contexts? Parent reports suggested that LSAC children were progressing as well as ATP children and in some areas were faring better. However, teacher reports suggested LSAC children were more likely to display conduct and hyperactive behaviour problems than the ATP children. The reasons for these different views and trends are discussed).

SUTHERLAND, I. (2008) Attachment disorder. **SEN: The Journal for Special Needs** no.36 (Sep/Oct). pp26-27. (Vulnerable children and young

people entering a classroom setting are often misunderstood and sometimes represented unfairly. Ingrid Sutherland, an education consultant at Foster Care Associates [FCA], explores the issues surrounding attachment disorder and how early intervention and a greater understanding can support both pupil and teacher).

YOUNGER, A.J., SCHNEIDER, B.H., and GUIRGUIS-YOUNGER, M. (2008) How children describe their shy/withdrawn peers. **Infant and Child Development**, vol.17, no.5 (Sep-Oct). pp447-456. (This study aimed to determine what behaviours are most important to children when they consider a shy peer and whether these behaviours differ in importance at different ages. The types of behaviour most frequently described included: doesn't talk, stays by self, doesn't play, walks/run away from others, hides, looks away/avoids eye contact, physical signs of anxiety, stays near familiar people, cries, blushes, and gets mixed up when talking/stutters. Some of these behaviours were mentioned more frequently as age increased. The situations in which children described the behaviours as occurring were classified as either fearful shyness [e.g. meeting a stranger] or self-conscious shyness [e.g. singing in front of the class]. Findings from the study suggest that children do have a conception of shyness/withdrawal and offer support for the notion that fear and self conscious shyness feature differently in how children view shyness at different ages).

CHILD WELFARE

BROWN, L., and others (2009) Manufacturing ghost fathers: the paradox of father presence and absence in child welfare. **Child & Family Social Work**, vol.14, no.1 (Jan). pp25-34. (Examines how 'ghost fathers' [i.e. fathers who are largely invisible to the child welfare authorities] are manufactured and how this phenomenon

affects families and professionals in child welfare. The paper is based on a literature review on the presentation of fathers in child welfare and on data from a research project on fathering carried out by the authors).

COCHRANE, C. (2009)
Protector of young carers. **Children & Young People Now**, (12 Feb) pp15.
(Brief profile of the work of The Princess Royal Trust for Carers).

GREENE, R., PUGH, R. and ROBERTS, D. (2008)
Black and minority ethnic parents with mental health problems and their children. London: Social Care Institute for Excellence. 83pp. (Research briefing 29). (This briefing covers research that helps to understand the experiences of BME families where one or both parents have severe or enduring mental health problems and where children are under the age of 18. Key messages from the research show that: BME parents with mental health problems are likely to experience poverty, unemployment, and homelessness; some common family structures, such as lone parenting, can increase the risks arising from isolation and lack of support for both parents and their children; people from BME communities are poorly served by mental health services; BME parents with mental health problems are often reluctant to use existing services because these are often not culturally sensitive to their needs; reluctance to access services may result in mental health problems becoming more severe before diagnosis, treatment and support is obtained; mental health problems among BME parents, compounded by lack of treatment and support, can have enduring effects upon their children and contribute to their over-representation in the child care system) [Main Shelves. QVDJ G8]

Document Link:

<http://www.scie.org.uk/publication/s/briefings/files/briefing29.pdf>

MAGRUDER, J. and SHAW, T.V. (2008)
Children ever in care: an examination of cumulative disproportionality, **Child Welfare**, vol.87, no.2. pp169-188. (This study takes a new approach to examining ethnic disproportionality in child welfare in the United States and uses longitudinal child welfare administrative data to estimate the incidence of significant child welfare events [referrals, substantiated referrals, and first entries into foster care] during the first seven years of life for California children. Findings suggest that the experience of African American families, and probably Native American families, with the child welfare system, is much different from other ethnic groups, with much greater numbers of children being referred to the child welfare system or being removed from their parent's care).

MARTS, E.J. and others (2008)
Point of engagement: reducing disproportionality and improving child and family outcomes. **Child Welfare**, vol.87, no.2. pp335-358. (Describes an innovative service delivery model to reduce the number of children entering the child welfare system in a predominantly African American and Hispanic/Latino area of south Los Angeles in the United States. Point of Engagement [POE] is a collaborative family and community centred initiative which aims to achieve a reduction in the number of children removed from their families, an increase in the number of children returned to their families within one year, and an increase in the number of children finding legal permanency. It achieves these outcomes by taking a collaborative multiagency approach, providing more thorough investigations and assessments, engaging families and delivering support services to children and families in their homes and communities. A POE case study is provided to illustrate practice and outcomes).

RIVAUX, S.L., and others (2008)
The intersections of race, poverty, and risk: Understanding the decision to provide services to clients and to remove children. **Child Welfare**, vol.87, no.2. pp151-168. (More children from African American families are placed in foster care than children from other ethnic groups, and their families are also sometimes found to be given fewer support services that might prevent these removals. This study looks at the effects of race and poverty on risk assessments made by child welfare workers and how this may affect decisions to open the case for services, or to remove the child. Findings indicate that even when controlling for risk [of future abuse or neglect], poverty and other relevant factors, race affects the decisions to provide services and to remove the child).

CHILDREN IN CARE

AXFORD, N. (2008)
Are looked after children socially excluded? **Adoption & Fostering**, vol.32, no.4 (Winter). pp5-18. (Looked after children are often referred to as being 'excluded', but the term is so widely used that it may not always be a useful concept. This article presents a definition of social exclusion and then examines whether and in what sense looked after children might fit the definition. The author then discusses the implications for how service providers define and help these children and for how childhood exclusion is studied).

BOND, H. (2009)
It's my story: helping care experienced young people to give effective media interviews. London: Social Care Institute for Excellence. 49pp. (SCIE Guide 26). (This resource is written for workers who want to prepare and support young people to make the most out of their contact with the media when talking about their experiences in care. It focuses on developing skills for radio and television, but these skills are also

transferable to print and online media. The resource includes: preparation for workers to deliver media training; training materials to use with young people; handouts to give to young people; sources of further information). [Pamphlet Boxes. QVIE B6]
Document Link:
<http://www.scie.org.uk/publication/s/guides/guide26/files/guide26.pdf>

BUSCH, M., and others (2008)
Addressing the disproportionate representation of children of color: a collaborative community approach. **Child Welfare**, vol.87, no.2. pp255-278. (In order to address the disproportional representation of black youth in out of home care, the American state of Indiana established the Indiana Disproportionality Committee [IDC]. This paper presents the development, objectives and future of the IDC, and looks at IDC research, which has begun to explore relationships between ethnicity, risk factors and treatment outcomes, and to examine disproportion and outcome disparity. Successes and barriers to addressing problems of disproportion and disparity are shared to enable others to draw on Indiana's experiences to shape their own policy and practice).

HUNTER, D., and others (2008)
Improving the health of looked after children in Scotland: 1. Using a specialist nursing service to improve the health care of children in residential accommodation; 2. The views of residential care workers on the promotion of health and well-being of the children they care for. **Adoption & Fostering**, vol.32, no.4 (Winter). pp51-63. (Presents two case studies that examine efforts to improve the health of looked after children in Scotland. The first study investigated whether a specialist nursing service could improve the health care of 162 children in residential care in Renfrewshire, West Dumbartonshire and Argyll & Bute. The service was received positively by both residential care workers and children

and the findings suggest that a specialist nursing service can improve the health care of children in residential accommodation. The second study looks at the problem of a lack of communication between social and health care staff, which has been identified as one of the main obstacles to good quality health care for children in residential care. It interviews residential care workers [RCWs] in order to explore the reasons for poor rates of information sharing and documentation).

LAWLOR, L. (2008)

A false economy: how failing to invest in the care system for children will cost us all. London: New Economics Foundation. 60pp. (Measuring what matters; no. 2). (This is the second in a series of research reports from nef's Measuring What Matters programme. It argues that, while good residential care services can still be found behind the dramatic headlines about 'failing' care homes, the best work in this area going unnoticed or has been undermined by a preoccupation with inappropriate performance targets and cost cutting. The study used the concept of Social Return on Investment (SROI) to examine closely how young people are benefiting from the work of two of the UK's well-regarded care homes – Bryn Melyn Care Ltd and Shaftesbury Young People. In applying this form of analysis to residential care, nef found that policy-makers are putting some of society's most vulnerable young people at even greater risk of exclusion because they are failing to grasp the benefits that high-quality care homes bring to children and to wider society). [Main Shelves. QVIE L4]

Document Link:

http://www.neweconomics.org/gen/z_sys_publicationdetail.aspx?pid=259

MERRITT, D.H. (2008)

Placement preferences among children living in foster or kinship care: a cluster analysis. **Children and Youth Services Review**, vol.30, no.11 (Nov). pp1336-

1344. (The concepts of permanency and adoption may mean different things to children in foster or kinship care and may not be aligned with the definitions of the concepts as understood by practitioners and policy makers. This study provides a longitudinal assessment regarding children's placement preferences, distinguishing between what children prefer to be permanent home situations and what children expect will be permanent situations. The findings suggest that children's voices should be listened to and that they should be encouraged to participate in case planning and service evaluation).

MORGAN, R. (2008)

Children's care monitor 2008: children's views on how care is doing. A report by the Children's Rights Director. London: Ofsted. 48pp. (The report records the experiences of children in six specific areas as part of an annual monitoring process. From keeping safe, education, and bullying to care planning - consultation with children on these topics will be charted every year to show trends and highlight improvements or concerns. This year's monitor shows that there are some variations in children's experiences. For example, children with a disability were more likely to feel unsafe and be bullied compared to everyone else in the survey. Similarly, older children (over 14 years) were more likely to be asked their opinion on things that matter to them and have more of a say in what went on in their care plans. The monitor shows that children value being asked for an opinion about things that matter to them and are interested to what extent their opinion counts when decisions are made). [Main Shelves. QVIE M8]

Document Link:

http://preview.ofsted.gov.uk/asset/s/Internet_Content/Shared_Content/Corporate/Childrens_care_monitor.pdf

PACKARD, T., and others (2008)
A cost-benefit analysis of transitional services for emancipating foster youth. **Children and Youth Services Review**, vol.30, no.11 (Nov). pp1267-1278. (In the United States, many states have statutes authorising dependency courts to retain jurisdiction over young people over 18 who have 'aged out' of foster care, and support services are available to this group. Despite these provisions, outcomes for former foster youth are generally not good and give cause for concern. This paper describes a programme which aims to address these challenges by providing extended foster care benefits and support to former foster youth from their 18th to 23rd birthdays. The costs and projected benefits of the programme, to the young people involved and to wider society over a forty year period, are examined. The methodology employed can also be used to assess the costs and benefits of similar programmes).

ROACH, G., and SANDERS, R. (2008)
The best laid plans? Obstacles to the implementation of plans for children. **Adoption & Fostering**, vol.32, no.4 (Winter). pp31-41. (Reports on a study of 20 social services child welfare cases in a South Wales local authority: ten children who had had their name placed on the Child Protection Register and ten children who were looked after by the local authority. The study describes the obstacles to the implementation of plans for the children and the decision making processes and reasons for delays. Results indicated that most cases experienced some delay, with the main obstacles to plan implementation being centred on the quality of the plans and reviews, a lack of interagency coordination in the provision of external services and the non-compliance of parents and carers. The authors make recommendations to overcome and reduce the likelihood of delay).

ROWLANDS, J., and STATHAM, J. (2009)
Numbers of children looked after in England: a historical analysis. **Child &**

Family Social Work, vol.14, no.1 (Jan). pp79-89. (Presents an analysis of the relationship between policy, practice and the rates of children looked after by local authorities in England. Examines the trends in the numbers of children looked after by local authorities in England over a period of about 40 years and asks what can be learned from this information. Concludes by discussing policy and practice, and looks at possible developments and trends for the future).

SINCLAIR, R., and GERAGHTY, T. (2008)
A review of the use of secure accommodation in Northern Ireland. London: National Children's Bureau. 108pp. (This research study sets out to provide an up-to-date assessment of: numbers of young people in Northern Ireland who require secure care; the level and range of services currently available to meet the needs of these young people; possible alternative ways in which the needs of these young people can be met. Staff in every Health and Social Services Trusts were asked to identify all those young people who had been assessed as being in need of a secure care placement – whether they were placed there or not – in the one-year period 1 April 2005 to 31 March 2006. The final sample included 63 young people, 45 of whom moved to secure care, following assessment. The findings from the study have been presented under two broad themes: the characteristics and needs of the young people and the services they received; the operation of the secure care system and the contribution it makes to meeting the needs of the young people. The research findings are discussed and key recommendations are made to improve provision for this group of young people). [Main Shelves. QPOM S5]

Document Link:

http://www.ncb.org.uk/dotpdf/open_access_2/NISA_final.pdf

SOCIAL CARE INSTITUTE FOR EXCELLENCE (2009)
Media training for young people who have been in care. **Community Care**,

no.1756 (5 Feb) pp17-18. (Looks at the benefits of providing media training for young people who have been in care to enable them to share their experiences).

WELCH, M. (2008)

Problem solving and independent support for children who are looked after. **Seen and Heard**, vol.18, no.3 (Sep). pp50-53. (Looks at the law and arrangements for independent support and advocacy for children who are looked after by local authorities. Discusses different approaches taken by local authorities, some of the practical difficulties experienced by children who need representation [particularly those who have a disability or learning difficulty], and at moves to amend the new Children and Young Persons Bill to include provision for independent advocacy for looked after children).

CHILDREN'S RIGHTS & PARTICIPATION

CHILDREN'S RIGHTS ALLIANCE FOR ENGLAND (2008)

State of children's rights in England: review of UK government's implementation of the Convention on the Rights of the Child - 2008. London: CRAE. 85pp. (In July 2007 the UK government presented a report to the UN Committee on the Rights of the Child giving information about its progress in implementing the UN Convention on Children's Rights. This report is an updated version of the non-governmental alternative report which was submitted to the UN Committee in March 2008. It provides CRAE's detailed analysis of the government's progress, covering all significant legislative and policy developments up to the beginning of November 2008). [Main Shelves. QVAD C4]

CHILDREN'S RIGHTS INFORMATION NETWORK (2008)

Special issue: Children's right to the city. **CRIN Newsletter**, no.22 (Sep). 43pp.

(This issue of CRIN Review explores the impact of urbanisation, city size and growth on children's rights. It offers an analysis of the challenges posed to children's rights in some of the world's largest cities. It draws together some creative ways of working, lessons learnt, as well as practical tools, factfiles and case studies to advance children's rights in urban environments).

WILLOW, C. (2007)

Advancing opportunity: children, human rights and social justice. London: Smith Institute. 106pp. (Collections of essays considering how government, families and communities can nurture a healthy, well-educated, ambitious and socially cohesive population. The essays look at a range of issues: the need for Britain to fully implement the UN Convention on the Rights of the Child, and the right of the child to be protected from assault in the home; how to improve the tax and welfare system to lift children out of poverty; how social care can meet the needs of children from various background; and how to improve the environment in which children interact and play. The collection also includes a contribution by two young people looking at the issues that face children seeking asylum in Britain). [Main Shelves. QVAD W6]

YOUNG, J. (2008)

Human rights are children's rights: a guide to ensuring children's and young people's rights are respected. London: National Children's Bureau. 38pp. (Guide written for people who work with children and young people to provide them with basic information on the Human Rights Act 1988, and the way in which it has been used to protect, promote and put into practice children's human rights). [Pamphlet Boxes. QVAD Y1]

CRIME & ANTI-SOCIAL BEHAVIOUR

AUDIT COMMISSION (2009)

Tired of hanging around: using sport and leisure activities to prevent anti-social behaviour by young people. London: Audit Commission. 98pp. (Building on findings from Audit Commission research during 2007-2008, this report focuses on the role of sport and leisure activities in preventing anti-social behaviour in young people aged 8 to 19 years. These activities are part of the actions that councils and their partners can use to tackle and prevent anti-social behaviour. The report aims to help councils and their partners get the best outcomes from sport and leisure activities for young people at risk of anti-social behaviour. It includes case studies to illustrate successful approaches and schemes, information about funding, practical advice and a self-assessment checklist). [Main Shelves. QOI A9]

Document Link: <http://www.audit-commission.gov.uk/reports/NATIONAL-REPORT.asp?CategoryID=&ProdID=9F4E760A-70C4-47e6-80D0-E7B37AF237E4>

FERGUSON, D.M., BODEN, J.M., and HORWOOD, L.J. (2008)
Dentine lead levels in childhood and criminal behaviour in late adolescence and early adulthood. **Journal of Epidemiology & Community Health**, vol.62, no.12. pp1045-1050. (This New Zealand study examined links between lead exposure in childhood and crime in late adolescence/early adulthood, to determine whether higher levels of lead exposure were associated with increased levels of criminal behaviour, and to estimate the extent to which lead exposure was responsible for increases in criminal behaviour. Results indicated that lead exposure was associated with criminal behaviour, but the associations were weak and largely explained by links between lead exposure and educational underachievement).

PUFFETT, N. (2009)

Sporting events join the battle against knife crime. **Children & Young People Now**, (26 Feb) pp8-9. (The government is staging anti-knife crime sporting events. This article briefly considers whether or not they work).

SINGH, D. (2009)

Weapon against violence. **Children & Young People Now**, (26 Feb) pp13. (Interview with Darra Singh, chair of the Serious Youth Violence Board).

WHITE, C., and others (2009)

Tackling families' anti-social behaviour. London: National Centre for Social Research. 4pp. (research findings). (From this evaluation, early indications suggest that the government's new national network of family intervention projects is working effectively to change the anti-social behaviour of problem families). [Pamphlet Boxes. QO W5]

DISABILITY

4CHILDREN (2009)

Policy into practice: providing accessible childcare for disabled children...through extended services. London: 4Children. 6pp. (Policy into practice; no.8) (Considers the development of accessible childcare for disabled children as part of the core offer of extended services in and around schools. Covers training, everyday practice, funding, transport, the legal context, and improving access to extended services). [25-ABA-2]

ALFIREVIC, Z. (2009)

Prenatal screening for Down's syndrome. **British Medical Journal**, vol.338, no.7692 (21 Feb) pp421-422. (Considers that a range of options that provide reliable and reproducible results is essential).

BAKER, W. and SUTTON, A. (2008) Parent-child interaction as a focus for early intervention: experience from early-age conductive education. **Interconnections Quarterly Journal**, vol.1, no.2. pp14-22. (Early-age conductive education provides a means to activate young children whose motor disorders impede interaction with their material and social worlds, on which their social and psychological development depend. Parent-child intervention teaches children together with their parents. The first half of this article describes the approach to children and families, whilst the second half offers a historical and theoretical background).

CAVALLO, S., and others (2009) Is parental coping associated with the level of function in children with physical disabilities? **Child: Care, Health and Development**, vol.35, no.1 (Jan). pp33-40. (Drawing on data gathered from parents of 150 children with physical disabilities, this Canadian study sought to: describe parental coping; determine whether the child's level of function is associated with parental coping; explore whether socio-demographic factors such as child age, maternal education and family structure are associated with parental coping. Results showed that community resources to maintain social support were deemed the most useful by parents in the study, but that single parents had the most difficulty in taking advantage of social support and activities. The findings underscore the importance that parents attribute to obtaining information on social support and about their child's condition, and point to the need for healthcare professionals to make this information readily available).

DEPARTMENT OF HEALTH (2008) Transforming services for children with hearing difficulty and their families: a good practice guide. London: Department of Health. 44pp. (This document provides good practice and evidence to help commissioners and

service providers to make changes to the way that paediatric hearing services are delivered, and in particular to reduce waits for patients with the most common hearing difficulties). [Main Shelves. HULdea D4] **Document Link:** http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_088106

EKELUND, C.K. and others (2009) Impact of a new national screening policy for Down's syndrome in Denmark: population based cohort study. **British Medical Journal**, vol.338, no.7692 (21 Feb) pp449-452.

EMERSON, E., and others (2009) The social context of parenting 3-year-old children with developmental delay in the UK. **Child: Care, Health and Development**, vol.35, no.1 (Jan). pp63-70. (Children with developmental delay or learning difficulties are at significantly increased risk of a range of poor outcomes, including poorer physical and mental health, and social exclusion. This study sought to examine the circumstances in which 3 year old children at risk of intellectual or developmental disability are growing up in the UK. The study involved secondary analysis of data on 12,698 families from the first two waves of the Millennium Cohort Study. The study identified 440 children as being developmentally delayed. Findings showed that these children were more disadvantaged on every indicator of social and economic disadvantage than their non-disabled peers. The implications for policy and practice in terms of the link between poverty and child disability are discussed).

GEKAS, J. and others (2009) Comparison of different strategies in prenatal screening for Down's syndrome: cost effectiveness analysis of computer simulation. **British Medical Journal**, vol.338, no.7692 (21 Feb) pp453-456.

GLENN, S., and others (2009) Maternal parenting stress and its correlates in families with a young child with cerebral palsy. **Child: Care, Health and Development**, vol.35, no.1 (Jan). pp71-78. (Reports on a study that investigated the factors predicting parenting stress in eighty mothers of preschool children with cerebral palsy. Results from the Parenting Stress Index [PSI] showed that these mothers had higher mean total PSI scores than the means for a typical sample. Factors contributing to high stress were role restriction, isolation and poor spouse support, and having a child who was perceived as less adaptable and more demanding. Lower stress items showed that this sample of mothers had close emotional attachments to their children with cerebral palsy. Results confirm the importance of understanding the individuality of families and that the resources available to them mediate variation in the amount of stress experienced).

HEMMINGSSON, H., STENHAMMAR, A.M., and PAULSSON, K. (2009) Sleep problems and the need for parental night-time attention in children with physical disabilities. **Child: Care, Health and Development**, vol.35, no.1 (Jan). pp89-95. (Reports on a study from Sweden that investigated the frequency and predictors of sleep problems and the need for parental night-time attention in children with physical disabilities. The results showed a high prevalence of sleep problems [48 per cent] and about one third [37 percent] of children needed parental attention every night. No significant differences were found between younger children and school aged children. Children with cerebral palsy and 'other diagnosis' and children experiencing pain, were more likely to need support at night than were children with spina bifida or muscular dystrophy. The high prevalence of sleep problems and the need for parental night-time attention revealed by this study, suggests that paediatricians must address this

problem, as it affects not only the child, but the whole family).

HUANG, I.C., SUGDEN, D., and BEVERIDGE, S. (2009) Assistive devices and cerebral palsy: factors influencing the use of assistive devices at home by children with cerebral palsy. **Child: Care, Health and Development**, vol.35, no.1 (Jan). pp130-139. (Severe motor disabilities in childhood are often a result of cerebral palsy and can affect every aspect of a child's life. Assistive devices are tools designed to improve disabled people's physical functioning or reduce environmental barriers to independence. This study aimed to explore the usability of assistive devices at home by children with cerebral palsy and consider the underlying factors related to device usage in this setting, mainly from the children's perspectives. Results revealed low usage of devices at home and four factors leading to this were identified: children's reluctance; mothers' perspectives; physical environmental barriers; and device-related barriers. These findings suggest that the outcome of device usage should be considered from the point of view of the users and with reference to the environment and device factors, and should also take into account children's different developmental stages and personal experiences).

JONES, G., and others (2008) Educational provision for children and young people with autism spectrum living in England: a review of current practice, issues and challenges. London: Autism Education Trust. 134pp. (Reviews the educational needs of children and young people on the autism spectrum. The main purpose of the report is to inform future work of the Autism Education Trust. Specifically, the research aimed to identify the challenges in ensuring good educational outcomes for children and young people on the autism spectrum from the perspective of parents/carers, providers and commissioners, the voluntary and

independent sectors, and children and young people themselves. Four key themes emerged: specific knowledge of the individual child/young person is vital; effective engagement and support for the family is crucial; appropriate and timely support for the individual is essential; knowledge on the autism spectrum and effective strategies is needed by all. Each section of the report contains general recommendations on what needs to happen in the field. It is written in three sections: section A introduces the Autism Education Trust and its objectives and describes the purpose of this research; section B reviews current understandings of the autism spectrum, the educational implications and challenges, and the continuum of educational provision; section C presents the views on educational provision of parents and carers, children and young people, and professional staff; section D reviews the literature and research on different aspects of educational provision from early years to further education). [Main Shelves. JGNaut J7]

KNIGHT, A., and others (2009) 'Mingling together': promoting the social inclusion of disabled children and young people during the school holidays. **Child & Family Social Work**, vol.14, no.1 (Jan). pp15-24. (Reports some of the findings from the study 'On Holiday!', which aimed to understand how provision for the school holidays and other out of school times can promote social inclusion for disabled children and their families. The study was conducted across six local authorities in England. Findings indicated that many disabled children and their families experienced high levels of social exclusion during the school holidays and at other out of school times. The authors discuss some of the ways in which local authorities can promote social inclusion and argue that is essential for all levels of the local authority to recognise the rights and entitlements of disabled children and to have the political will and commitment to implement policy and practice that ensures they are met).

LENEHAN, C. (2009) Disabled children deserve lofty aims. **Community Care**, no.1758 (19 Feb) pp22. (Lenehan briefly explains how expectations of better services for disabled children are growing due to action at government and council level).

MANZUR, A.Y., KINALI, M., and MUNTONI, F. (2008) Update on the management of Duchenne muscular dystrophy. **Archives of Disease in Childhood**, vol.93, no.11 (Nov). pp986-990. (Describes advances in the management of Duchenne muscular dystrophy. Outlines the challenges to paediatric practice in achieving early diagnosis, the best possible outcome, quality of life and transition to adulthood).

McGILL, P. (2008) Residential schools for children with learning disabilities in England: recent research and issues for future provision. **Tizard Learning Disability Review**, vol.13, no.4 (Dec). pp4-12. (Policy and practice regarding children with learning difficulties have changed enormously over the last 40 years or so, and most children now live with their families and attend local schools. However, support for such families and children is often poor and as a result a significant number of parents with children with complex needs still want, or would consider residential care for their child. Residential placements have a number of drawbacks, including reduced family contact, an increase in young people's vulnerability and greater difficulties of transition to local adult provision. The author argues that we should reduce the need for residential school placements by improving family support and the capacity and inclusiveness of local services).

MICKEL, A. (2009) To screen or not to screen? **Community Care**, no.1758 (19 Feb) pp20-21. (Discusses the use of prenatal screening as form of diagnosis for conditions such

as Down's Syndrome and autism, and the wider issue of support needs for parents and children).

PREECE, D., and ALMOND, J. (2008) Supporting families with children on the autism spectrum: using structured teaching approaches in the home and community. **Good Autism Practice**, vol.9, no.2 (Oct). pp44-53. (Describes the work of a team from Northampton, whose main focus is to work with families with children on the autism spectrum on identifying areas that are presenting difficulties for the child and the family in the home setting. Discusses the rationale for their work and the criteria for involvement. Uses case studies to illustrate the type of work done and includes comments from parents to show the effectiveness of the intervention).

RATCLIFF, J. (2008) Amazing awareness bands: how wristbands help convey emotion. **Good Autism Practice**, vol.9, no.2 (Oct). pp39-43. (Describes the wearing of coloured wristbands by school staff and by children and adults on the autism spectrum and/or their parents to signal the mood of the person they are working or living with or to show the individual that s/he is doing well or as asked. Gives examples of their use at school and within family activities).

SEN, THE JOURNAL FOR SPECIAL NEEDS (2008) Tourette syndrome: coping in the classroom. **SEN: The Journal for Special Needs** no.36 (Sep/Oct). pp102-103. (Presents some of the key facts about Tourette Syndrome and offers advice about coping with the condition in the classroom. Research indicates that as many as 25 per cent of children with special educational needs are affected by Tourette Syndrome and that the condition is also more prevalent among children diagnosed with autistic spectrum disorders. Provides short case studies to illustrate some of the

difficulties that may arise at school and interventions to deal with them).

SHAW, C. (2008) The MOVE programme: collaborative working to provide independent movement for children with physical disabilities and/or complex needs. **Interconnections Quarterly Journal**, vol.1 no.3 (Oct). pp21-26. (Describes the MOVE programme, which is a structured activity based programme which uses the combined knowledge of education, therapy, social services and family to teach children with physical disabilities and/or complex needs the skills they will need to be able to sit, stand, walk and transfer to the best of their ability. MOVE sees movement as the foundation for learning and offers movement opportunities to children with disabilities with the aim of leading children to meaningful participation in schools, home and the community. Uses a case study to illustrate the approach).

SIMON, J. (2008) Good practice in providing services for disabled children from black and other minority ethnic communities. **Interconnections Quarterly Journal**, vol.1, no.3 (Oct). pp33-36. (Examines key elements that make up good practice in providing services for disabled children from black and other minority ethnic communities).

WASSALL, E., RIMMER, S. and BOULTER, L. (2008) Making a bumpy journey smooth: TAC and transition. **Interconnections Quarterly Journal**, vol.1, no. 3 (Oct). pp13-17. (Written by multiagency team members who helped establish TAC [Team Around the Child] in Walsall, this article describes a successful TAC system that facilitates the transition into nursery and on into school for young children with complex needs. Uses a detailed case history to illustrate how the system worked in practice for one child and family).

YORKE, A. and others (2008)
Aspergers syndrome. **SEN: The Journal for Special Needs** no.36 (Sep/Oct). pp12-22. (This pull-out section looks at Aspergers syndrome and some of the problems it can create. It outlines the National Autistic Society's first education campaign and provides a school's guide to the condition. A short article reports on research funded by Research Autism and undertaken by the University of Sheffield, into bullying and social interaction amongst secondary school pupils with Aspergers syndrome [AS] or high functioning autism [HFA]. The research reveals that pupils with AS/HFA are more likely to be the targets of bullying and are more likely to be bullied by their peers).

YOUNG, S. (2009)
How can we create and grow 'holistic practitioners'? **Interconnections Quarterly Journal**, no.4 (Jan). pp (The author makes the case for integrated support for children and young people with disabilities and their families, welcomes initiatives such as Early Support, Team Around the Child, Care Co-ordination and Keyworking, but expresses concern about their slow implementation. She discusses some of the possible reasons for this and argues that a large part of the problem is a lack of 'holistic practitioners'. She describes what holistic practitioners are and outlines ways in which they could be recruited, trained and supported).

DRUG, ALCOHOL & SUBSTANCE MISUSE

BLAKEMORE, C. (2009)
Classification of cannabis and ecstasy in the UK. **British Medical Journal**, vol.338, no.7693 (28 Feb) pp490-491. (Briefly argues that the government's decisions compromise its commitment to evidence based policy).

EUROPEAN MONITORING CENTRE FOR DRUGS AND DRUG ADDICTION (EMCDDA) (2008)
The state of the drugs problem in Europe: annual report 2008. Luxembourg: Office for Official Publications of the European Union. 98pp. (Commentary on the drug situation in Europe, together with chapters on policies and laws, cannabis, amphetamines, ecstasy and LSD, cocaine and crack cocaine, opioid use and drug injection, new and emerging drug trends, drug related infectious diseases and drug-related deaths). [Main Shelves QNV E8]

Document Link:

<http://www.emcdda.europa.eu/publications/annual-report/2008>

EARLY YEARS

CHILDREN IN EUROPE (2008)
Special issue: Aiming high: A professional workforce for the early years. **Children in Europe**, no.15. 31pp. (This issue of Children in Europe focuses on the early childhood workforce and how it can become more professional. As well as looking at Europe, one of the articles also examines the early years profession in New Zealand, a country which, uniquely, has decided to move towards a totally graduate workforce).

CHILDREN IN EUROPE (2008)
Some items for an agenda for change. **Children in Europe**, no.15. pp27-29. (Education and development of the early years workforce is high on the policy agenda today. Children in Europe examines some developments in Germany, Scotland, Iceland, Sweden and Poland).

CLARY, E. and FURLONG, J. (2009)
Play and learn: the colour of quality. **Under Five**, (Feb). pp12-13. (Looks at the Amazing Rainbow House, a quality assurance scheme for baby and toddler groups and stay and play groups. It sets

out what parents/carers should be able to expect and understand from attending any of these settings, allows them to follow procedures, and acknowledges their part in family learning).

COGHLAN, M., and others (2009)
Narrowing the gap in outcomes for young children through effective practices in the early years. London: Centre for Excellence and Outcomes in Children and Young People's Services (C4EO). 71pp. (Early years knowledge review; no.1). (Presents findings from a rapid review of research and national data on the impact of certain background characteristics on outcomes for children in the early years. Seeks to identify the approaches that are most effective in reducing educational disadvantage and promoting positive outcomes. The study focused on children from birth to seven years of age and included evidence published since 2000. Four hundred and sixty five items of literature were identified and considered for inclusion in this review. Key messages from the review are identified and discussed, as are the implications for practice). [Main Shelves. JLG C6]

Document Link:

http://www.c4eo.org.uk/themes/earlyyears/ntg/files/c4eo_narrowing_the_gap_kr_1.pdf

DALLI, C., and others (2008)
Professional profiles. **Children in Europe**, no.15. pp16-21. (Children in Europe's policy paper 'Young children and their services: developing a European approach' calls for a 0-6 profession 'qualified to work in a pedagogical way with children from birth to 6 years....[and] also with families and the wider community'. This section presents a series of four short articles from New Zealand, Italy, Denmark and France, which look at examples of different types of 0-6 profession).

DEAN, H. (ed.) (2009)
Special issue: Environment. **Nursery Education Plus**, (Jan). 47pp. (This

special 'green' issue focuses on the theme of the environment. It includes suggestions for re-using materials, tips on how to make a nursery greener, advice on setting up an organic nursery, and a case study of a forest school nature nursery).

HARRISON, L.J. (2008)
Does child care quality matter?
Associations between socio-emotional development and non-parental child care in a representative sample of Australian children. **Family Matters**, no.79. pp14-25. (Looks at Wave 2 data from Growing up in Australia: the Longitudinal Study of Australian Children [LSAC], and explores the issue of child care for children aged 2-3 years. Looks at the impact of hours and quality of care, differing types of child care [formal and informal], and care giver practices. Concludes that evidence from the LSAC confirms findings from international research, and underlines the key role that child care quality plays in ensuring children's positive socio-emotional development).

KUMARI, V. (2008)
Parents as Partners in Early Learning Project [PPEL] Leeds City Council: an evaluation of PPEL project activities. London: National Children's Bureau. 53pp. (Describes the work of the four PPEL Activity projects and practitioners' experience of their training. Identifies the shorter-term impact of training on practitioners' attitudes and understanding of parental involvement. Identifies how practitioners are implementing learning in their settings, and the perceived barriers and facilitators for involving parents. Describes parents' experiences of participating in the PPEL Project Activities and the impact of the programme on learning in the home environment). [Main Shelves. JLG K9]

LIVINGSTON, L. (2008)
Observation. How the Montessori approach can fulfil the requirements of the Early Years Foundation Stage.

Montessori International, no.89 (Oct/Dec). pp11-13. (In the first of a two-part article, Louise Livingstone offers practical advice on observing children, the environment and the adult, and highlights how observation can provide information according to the four Early Years Foundation Stage themes).

LIVINGSTON, L. (2009) Observation 2. How the Montessori approach can fulfil the requirements of the Early Years Foundation Stage.

Montessori International, no.90 (Jan-Mar). pp15-19. (In the final part of a two-part article, Louise Livingstone offers practical advice on observing the adult and the environment in early years foundation stage settings. She suggests that observation is not just about what children do, but provides a means of focusing attention on what needs to be done, not only with the children, but with the environment and with adult child interactions).

LUND, S. (2008) Education of a profession. **Children in Europe**, no.15. pp7-8. (Early childhood education and care is a priority on the European Union [EU] agenda. However, European treaties give the EU limited competence to interfere with education in the EU member states and it is permitted only to facilitate member sharing of experiences, exchange of best practice and similar voluntary activities. This short article looks at the European dimension and its effect on the education of early childhood workers).

OBERHUEMER, P., and SCHREYER, I. (2008) What professional? **Children in Europe**, no.15. pp9-12. (Reproduces a comparative table showing the initial professional education for core early years professionals in ten European member states: Bulgaria, Cyprus, Luxembourg, Malta, Romania, Slovak Republic, Denmark, Latvia, Sweden and Slovenia. Analyses the very different ideas in Europe about the education and

structure of the early years workforce and concludes that policy perceptions and cultural understandings of the workforce vary considerably from country to country).

OFSTED (2009)

Administration of medication to children in registered childcare: a childcare factsheet. London: Ofsted. 5pp. (This factsheet explains Ofsted's interpretation of the legal requirements for the administration of medication to children in registered childcare). [Pamphlet Boxes. QVIA O3]

Document Link:

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Factsheet-childcare-Administration-of-medication-to-children-in-registered-childcare>

PEETERS, J. (2008)

Early years practitioners as actors of change. **Children in Europe**, no.15. pp22-26. (The author, director of VBJK, the Resource and Research Centre for Early Childhood Education and Care in Ghent, tracks the development of the early years workforce over the last 30 years. He concludes that child care workers, working with researchers and pedagogical consultants in action studies, develop new competences over time that change pedagogical practice. However, the study also concludes that these competencies are in sharp contrast to what is being taught in the Flemish educational system. He calls for the development of a training course and assessment system that better meets the needs of today's early childhood practice).

PRETIS, M. (2006)

Curriculum for the professional training in early childhood intervention. Graz: European Passport on Professional Training in Early Childhood Intervention (EBIFF). 87pp. (Offers a European curriculum for professionals in the field of early childhood intervention. EBIFF

information and resources have transferred to new website: <http://www.precious.at>. [Main Shelves. QVIAT P9]

Document Link: http://www.eqm-pd.com/ebiff/download/EBIFF_Curriculum_08_06_engl.pdf

SIRAJ-BLATCHFORD, I., and SIRAJ-BLATCHFORD, J. (2009)

Improving children's attainment through a better quality of family-based support for early learning. London: Centre for Excellence and Outcomes in Children and Young People's Services (C4EO). 80pp. (Early years knowledge review; no. 2). (Building on a scoping study [Waldman et al 2008] which assessed the nature and strength of the evidence base and provided an initial overview of trends in the literature, this review aimed to identify the best available evidence on the potential and practical possibilities for improving children's early learning outcomes through family based support. The review seeks to provide a comprehensive overview of the forms of family support that research has identified as significant and the specific learning outcomes they affect. The review also provides a common language and framework for the ongoing C4EO engagement with systems change and practice improvement. Key findings are summarised under the three headings of: overall messages, implications for local service improvement and implications for national and regional government. The review identified both strengths and limitations in the studies currently available, concluded that research is strong in terms of the evidence of effects on children's learning and development, but that there is a need for further research in other areas). [Main Shelves. JLG S5]

Document Link: http://www.c4eo.org.uk/themes/earlyyears/familybasedsupport/files/c4eo_family_based_support_kr_1.pdf

STAFFORD, J. (2008)
Moving onto the next level. **Practical Pre-School**, no.92 (Sep). pp17-18. (In order for transitions to benefit children and their learning in a positive way, the move from the early years to key stage 1 needs to be handled sensitively and its importance needs to be understood by all. Janet Stafford discusses issues that may affect children, parents and staff and offers recommendations to create a positive transition experience).

WATSO, R. (2009)
Nurseries fear early primary entry. **Children & Young People Now**, (5 Feb) pp10. (Briefly discusses the effect of following Sir Jim Rose's recommendation that children should start school at four might have on day nurseries).

EDUCATION

ADVISORY CENTRE FOR EDUCATION (2008)

Exclusions: 2008 revised guidance. **Ask ACE**, vol.2, no.2 (Winter). pp14-15. (New exclusions guidance came into force from 1 September 2008, and although not a major revision, there were still a number of important changes. This brief article highlights the main changes in the revised guidance).

ADVISORY CENTRE FOR EDUCATION (2008)

Information processing by schools. **Ask ACE**, vol.2, no.2 (Winter). pp18-19. (Schools are under a statutory duty to collect certain types of information about each pupil and to pass it to various organisations on a regular basis. This article briefly describes the processes [including those relating to CCTV data and fingerprinting] and explains what parents should do if they have concerns about the way their child's school is collecting and using data).

BERKELEY, R. and VIJ, S. (2008) Right to divide? Faith schools and community cohesion. London: Runnymede Trust. 72pp. (This report examines how faith schools have responded to the statutory duty to promote community cohesion. It argues that faith schools in England must become schools for all children in order to encourage interaction between people of different faiths and ethnicities). [Main Shelves. JKX B4]

Document Link:

<http://www.runnymedetrust.org/uploads/publications/pdfs/RightToDivide-2008.pdf>

DAVIES, P., and others (2008) Socioeconomic background, gender and subject choice in secondary schooling. **Educational Research**, vol.50, no.3 (Sep). pp235-248. (Davies et al. aimed to identify effects of social class and gender on subject choice for 14-16 year olds in England over and above effects that are attributable to students' ability. Effects that operated at school level were separated from those that acted at the level of the individual. The sample of 664 schools and 112,412 16-year-old students was selected by including all schools that had participated in the Yellis project for at least five years during the period 1994-2002. All of the sample schools were participating in the scheme in 1998, the year for which a cross-sectional analysis is presented in this paper. Statistical models were used to investigate effects of student and school characteristics on the probability of a student entering for examination in each of six option subjects: Business Studies, French, Geography, German, History and Home Economics. After taking prior ability into account, socioeconomic background effects were found to exert a stronger effect than gender on the likelihood of entering for examination in history. Socioeconomic background effects were also stronger in the case of business studies. The effect of socioeconomic background effects were also stronger in the case of business studies. The effect of socioeconomic background was stronger for females

than for males. There were also strong social effects operating through the characteristics of the cohort of students at the school. The proportion of students eligible for free school meals had a significant effect on the probability of entering for examination in geography, German or history. The authors conclude that the evidence of the effect of socioeconomic background at individual and school level suggests that current policy aiming to increase subject choice within and between schools will deepen differences between the subjects studied by students from different socioeconomic backgrounds).

DEPARTMENT FOR CHILDREN, SCHOOLS AND FAMILIES (2009)

Boarding provision for vulnerable children: pathfinder. What it means for participating local authorities. London: DCSF. 30pp. (This guide is a general introduction to the Boarding Pathfinder, a new approach for children on the edge of care, which aims to improve outcomes for some vulnerable children and their families by using boarding school provision to help those young people who can achieve more. It explains how the pathfinder works and how local authorities colleagues can be involved. It is for all who have a role in assessing the needs of and options for vulnerable children and for those for whom it is suitable, to help them to select schools that have the expertise and ability to support the child, and to help them maintain a stable base in the community). [Pamphlet Boxes. JMZ D4]

Document Link:

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01007-2008>

DEPARTMENT FOR CHILDREN, SCHOOLS AND FAMILIES (2009)

Boarding provision for vulnerable children: pathfinder. Protocols and guidance for participating local authorities and boarding schools. London: DCFS. 41pp. (While vulnerable children are already supported in

boarding schools, the number of placements by local authorities is currently modest: the majority of placements are made by charitable education trusts or through school bursaries. Ministers believe that boarding provision could be used by local authorities in more cases than at present, where a careful assessment of the child's individual needs indicates that this would be beneficial. This publication sets out the protocols that have been developed and associated guidance for use by both participating local authorities and boarding schools). [Pamphlet Boxes. JMZ D4]

Document Link:

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DCSF-01006-2008>

DEPARTMENT FOR CHILDREN, SCHOOLS AND FAMILIES (2009)

Boarding pathfinder: a leaflet for young people. London: DCFS. 8pp. (This leaflet aims to help young people think about whether they might want to go to boarding school. It is aimed at vulnerable children with difficulties at home and shows them what boarding school is like and describes some of the benefits of boarding. The Pathfinder scheme is designed to provide an alternative approach to family support services for children on the edge of care and to provide educational opportunities to children who are severely disadvantaged by their family circumstances). [Pamphlet Boxes. JMZ D4]

Document Link:

http://publications.teachernet.gov.uk/eOrderingDownload/Young_Persons_on_Boarding.pdf

FRANKEL, H. (2009)

Runaway strain. **Times Educational Supplement**, no.4827 (20 Feb) [TES Magazine] pp22-25. (Every year, thousands of under-16s abscond from care or leave their homes. Many still attend school. This article looks at role

of the teacher in supporting these pupils).

FRANKEL, H. (2009)

Bye bye bad lads. **Times Educational Supplement**, no.4828 (27 Feb) pp22-25. (Looks at mentoring schemes aimed at helping improve behaviour of boys in the classroom. The schemes have also led to improved grades among pupils who exhibit 'laddish' behaviour).

FREEMAN, J. (2009)

Councils' learning mentor. **Children & Young People Now**, (19 Feb) pp13. (Briefly explains the role of the React Programme, which is to support local authorities as they take on responsibility for the commissioning of learning for 16 to 19 year olds).

GARNER, M. (2008)

Pay as you study. **Society Now**, no.1 (Summer). pp22-23. (Reports on the Education Maintenance Allowance [EMAs] scheme and its effectiveness in encouraging young people to stay on in education. Also looks at the effect of EMAs on attainment levels, breaking down data on participation and attainment by subgroups of gender, socioeconomic group and ethnicity).

GROSS, J. (ed.) (2008)

Getting in early: primary schools and early intervention. London: The Smith Institute and the Centre for Social Justice. 87pp. (This monograph offers evidence of how early intervention, followed through from pre-school years to primary school years, can break the intergenerational cycle of under achievement and multiple deprivation. It provides a cross-party perspective and reaches across a range of professions and disciplines). [Main Shelves. JLN G9]
Document Link: <http://www.smith-institute.org.uk/pdfs/getting-in-early.pdf>

HARRIS, A., and GOODALL, J. (2008) Do parents know they matter? Engaging all parents in learning. **Educational Research**, vol.50, no.3 (Sep). pp277-290. (Harris and Goodall outline the findings from a research project that explored the relationship between parental engagement and student achievement. A main aim of the research project was to capture the views and voices of parents, students and teachers and to explore the barriers to parental engagement and the respective benefits to learning. The study was qualitative in design and collected in-depth case study data from 20 schools and 314 respondents. In addition a range of documentary evidence plus performance data were collected at each case-study site. The findings highlight a number of barriers facing certain parents in supporting their children's learning. It is clear that powerful social and economic factors still prevent many parents from fully participating in schooling. The research showed that schools rather than parents are 'hard to reach'. It also found that while parents, teachers and pupils tend to agree that parental engagement is a 'good thing', they also hold very different views about the purpose of engaging parents. It is also clear that there is a major difference between involving parents in schooling and engaging parents in learning. While involving parents in school activities has an important social and community function, it is only the engagement of parents in learning in the home that is most likely to result in a positive difference to learning outcomes. The authors conclude that parental engagement in children's learning in the home makes the greatest difference to student achievement. Most schools are involving parents in school-based activities in a variety of ways but the evidence shows that this has little, if any, impact on subsequent learning and achievement of young people).

HIGGS, L. (2009) Ministers loosen their grip on academies. **Children & Young People Now**, (26

Feb) pp11. (Briefly discusses the transfer of responsibility for academies to the new Young People's Learning Agency).

HIGGS, L. (2009) Cash incentives prove their worth. **Children & Young People Now**, (12 Feb) pp9. (Brief look at an evaluation of the Learning Agreement pilots).

MARLEY, D. (2009) Academies want right to run children's services. **Times Educational Supplement**, no.4828 (27 Feb) pp30-31. (The Independent Academies Association has called on government to give them powers and funding to enlist social services for vulnerable children).

MASON, S., CLIFFORD, J., and THOMSON, A. (2008) Mapping the landscape: 16-19. **Education Journal**, no.114. pp26-27. (Describes the context and the emerging picture of the policy for 16-19 year olds in FE colleges, sixth form colleges, academies and school sixth forms).

MONGON, D. and CHAPMAN, C. (2008) Successful leadership for promoting the achievement of white working class pupils. Nottinghamshire: National College for School Leadership. 28pp. (This report found that white British boys entitled to free school meals were the male group with lowest attainment and white British girls entitled to free school meals were the female group with lowest attainment. The research identified and studied 12 schools that have managed to buck the national trend in the attainment levels of their white, working-class students, and from this it delivers a blueprint for school leadership). [Pamphlet Boxes. JGC M7] **Document Link:** <http://www.ncsl.org.uk/successful-leadership-for-promoting-summary-report.pdf>

MORRISON, N. (2009)
Broken spines. **Times Educational Supplement**, no.4827 (20 Feb) [TES Magazine] pp10-17. (Discusses the implications of electronic learning materials for traditional texts and resources. Discusses, in particular, the use of e-books and traditional print books).

MORRISON, N. (2009)
Trigger happy. **Times Educational Supplement**, no.4828 (27 Feb) pp19-21. (Looks at school projects that focus on teaching alternatives to violence).

OFSTED (2008)
White boys from low-income backgrounds: good practice in schools. London: Ofsted. 17pp. (This is a report of a small survey of good practice in the education of white boys from low-income backgrounds. The examples illustrate some of the methods that the school used to improve the educational experience and achievements of these boys). [Pamphlet Boxes. JGC O3]

PICKERING, I. (2008)
Take this down. **Special Children**, no.185 (Oct/Nov). pp14-16. (Looks at the problems facing children with dyslexia as they make the transition to secondary school. Investigates the range of technical support that can make the increased workload less daunting).

STEPHENSON, J. (2009)
The 21st-century school. **Children & Young People Now**, (5 Feb) pp20-21. (Discusses the government's ambition that schools should become central to the delivery of community services).

STEWART, W. and others (2009)
[Apprenticeships, Skills, Children and Learning Bill]. **Times Educational Supplement**, no.4828 (27 Feb) pp14-16. (Looks at the impact the proposals in the Apprenticeships, Skills, Children and Learning Bill will have on schools).

WARD, H. (2009)
Tomorrow's primaries: 2 reviews, 1 debate. **Times Educational Supplement**, no.4827 (20 Feb) pp20-21. (Sir Jim Rose, leader of the Independent review of the Primary Curriculum, and Robin Alexander, Director of the Cambridge Primary Review, give their views on primary education).

WATERMAN, C. (2008)
The final bill? **Education Journal**, no.113. pp8-9. (Waterman considers how the Children, Skills and Learners Bill, announced in the Queen's Speech, will affect schools and local authorities).

EMPLOYMENT

DAVIS, R. (2009)
Meet the Neets. **Community Care**, no.1759 (26 Feb) pp18-19. (Reports on how social workers are supporting young people not in employment, education or training).

ETHNIC GROUPS

KATZ, I., and REDMOND, G. (2008)
Child migrants in Australia. **SPRC Newsletter**, no.100 (Dec). pp1 & pp4-5. (Reports on the Australian component of international comparative research on the wellbeing of migrant children. The project arose out of concerns that migrant children in many countries are increasing in number and are perceived to suffer levels of wellbeing far below the average for native children. This article outlines the history of migration to Australia, looks at migration policy and analyses census and research literature. Findings confirm a wide variation in wellbeing for migrant children in Australia and suggest that it is not useful to talk of and treat migrants as a single category, as their experience of migration is so variable. Migration itself does not appear to necessarily produce poor outcomes and many children demonstrate great resilience).

PLATT, L. (2009)
 Ethnicity and family. Relationships within and between ethnic groups: an analysis using the Labour Force Survey. London: Equality and Human Rights Commission. 57pp. (This paper outlines the ethnic composition of families in Britain today using the Labour Force Survey household data. That is, it explores whether adults from different ethnic groups are living with someone from the same ethnic group [co-ethnic or 'same race' partnerships] or are living with someone from a different ethnic group [inter-ethnic or 'mixed race' partnerships], or are living on their own. It also looks at the experience of children living with parents of the same or different ethnic groups [to each other and to the child]. Given the growth of those defining themselves in terms of mixed or multiple ethnicities, the prevalence of adults and children of mixed ethnicity is also summarised. Religious affiliation as well as ethnicity may also be a point of similarity or difference within couples. The report also considers the extent to which men and women of different religious affiliations are in co-religionist and interreligionist partnerships. Finally, some indication of trends is given by comparison with earlier analyses of family composition and ethnic group). [Pamphlet Boxes. IVTM P6]

Document Link:

<http://www.equalityhumanrights.com/en/publicationsandresources/Pages/Ethnicityandfamilyrelationships.aspx>

POWERS, S. (ed.) (2008)
 Special issue: Children in immigrant families. **Zero to Three**, vol.29, no.2 (Nov). 53pp. (Children who live in immigrant families are the fastest growing section of the child population in the United States. This special issue of Zero to Three explores not only the disparities and barriers some children in immigrant families face, but also the positive experiences and strengths of immigrant families, such as health benefits related to higher rates of breastfeeding and immunisation, better

nutritional status in newcomer families, the greater likelihood of children living in two-parent families, and the positive effect that learning multiple languages may have on cognitive and neural development. The articles aim to shed light on the experiences of an increasingly large group of young children and to raise awareness of their circumstances and experiences).

TAJMAZINANI, A.A. (2008)

In the mainstream or at the margins? Muslim youth inclusion & exclusion in the UK. **Forum 21**, no.1. pp80-93. (This article is a summary of research conducted by the author at the University of Glamorgan. It uses a wide range of information obtained from national statistics and surveys to explore the situation of Muslim youth inclusion/exclusion in present British society and explores its policy related implications).

UMANA-TAYLOR, A (ed.) (2009)

Special issue: Latino/Hispanic early adolescents. **Journal of Early Adolescence**, vol.29, no.1 (Feb). 169pp. (This special issue focuses on Latino early adolescents in the United States and aims to advance the literature with respect to normative developmental issues such as academic achievement, parent child relations, peer relations, externalising and internalising behaviours, and cultural values. As well as increasing knowledge of Latino early adolescents' experiences and outcomes, the articles offer avenues for further research).

FAMILY

BENZIES, K., and MYCHASIUK, R. (2009)

Fostering family resiliency: a review of the key protective factors. **Child & Family Social Work**, vol.14, no.1 (Jan). pp103-114. (Presents an extensive literature review with the aim of identifying the protective factors that

contribute to family resiliency and understanding why some families thrive whilst others struggle to cope. Review of the literature identified 24 protective factors that foster resiliency across three distinct but interactive levels: individual, family and community. The authors conclude that family resiliency is built upon complex interactions between risk and protective factors operating at these three levels. The protective factors offer a starting point for development of clinical interventions to support family resiliency).

PAGE, J. and WHITTING, G. (2008)
A review of how fathers can be better recognised and supported through DCSF policy. London: Department for Children, Schools and Families. 132pp. (Research report 040). (The study comprised a review of DCSF policies relating to family services, a survey of LAs to examine how DCSF policy affects local engagement with fathers, and in-depth interviews with LA staff and ten family services in eight local authorities to explore barriers and enablers to engaging with fathers, the role of national and local policy and how national policy might better support fathers). [Main Shelves. PCWF P1]

Document Link:

<http://www.dcsf.gov.uk/research/programmeofresearch/projectinformation.cfm?projectId=15293&type=5&resultpage=1>

FAMILY BREAKDOWN

FRANSEHN, M., and BACK-WIKLUND, M. (2008)
The presence of the absent father: how lone mothers with sons construct and animate the absent father through narratives. **European Journal of Social Work**, vol.11, no.4 (Dec). pp369-381. (This article is based on a Swedish study that aimed to understand the relationship that single mothers and their teenage sons have to an absent father and on his significance for the family. It also reflects on the way in

which a father figure is constructed and discusses the gender perspective that presupposes a young man's need for an adult man as a model of masculinity. The analysis is related to Swedish law and policy, which emphasises the importance of ascribed biological parenthood and gives fathers the right to joint custody after divorce).

LOSONCZ, I. (2008)
Shared parental responsibility. **Family Matters**, no.79. pp26-33. (Examines the stability of arrangements among separated Australian families of young children across two years. The analysis uses data provided by resident parents from the first two waves of the Longitudinal Study of Australian Children [LSAC]. The paper looks at areas including: joint financial responsibility; parent child contact; shared decision making; and parental conflict. Findings indicate that establishing, maintaining and renegotiating a working post-separation parental relationship is an important element in ensuring safe and stable parenting arrangements after separation).

HEALTH

BASTERFIELD, L., and others (2008)
Surveillance of physical activity in the UK is flawed: validation of the Health Survey for England Physical Activity Questionnaire. **Archives of Disease in Childhood**, vol.93, no.12 (Dec) pp1054-1058. (Public health surveillance of physical activity in children in the UK depends on a parent-reported physical activity questionnaire which has not been validated. This study aimed to validate the questionnaire against measurement of physical activity using accelerometry in children aged 6 to 7 years. The study concluded that levels of habitual physical activity in children are likely to be substantially lower than those reported in UK health surveys). [01-F]

BROWN, C. (2008)
Head lice! Controlling the little creatures. **Practical Pre-School**, no.92 (Sep). pp10-11. (Provides facts and practical advice on spotting and treating head lice. Also offers tips for professionals on avoiding an infestation in a preschool setting).

CLARKE, A.J., and GAFF, C. (2008)
Challenges in the genetic testing of children for familial cancers. **Archives of Disease in Childhood**, vol.93, no.11 (Nov). pp911-914. (Discusses genetic testing of children for familial cancers. Uses four case studies to exemplify issues that often arise in practice).

GARDNER, S.M., KOMESAROFF, P., and FENSHAM, R. (2008)
Dancing beyond exercise: young people's experiences in dance classes. **Journal of Youth Studies**, vol.11, no.6 (Dec). pp701-709. (Explores the motivations, experiences, health and wellbeing outcomes for young people attending recreational dance classes. Findings suggest that participants experiences of the physical dance are embedded in social, community, cultural or other values and involve respect for older teachers and physical knowledge and expertise gained over the long term. The authors suggest that dance class participation may offer an important strategy for health promotion, as long as its wider benefits, rather than just its physical benefits, are promoted).

HEALTHCARE COMMISSION (2009)
Actions speak louder: a second review of healthcare in the community for young people who offend. London: Healthcare Commission. 44pp. (This report follows a review published in October 2006, and evaluates the last phase of a five-year inspection cycle that began in 2003. It reviews the provision of healthcare to youth offending teams. It highlights the changes that have taken place since the beginning of our inspections and makes recommendations to help the

organisations involved make further improvements). [Main Shelves. HUH H3]
Document Link:
http://www.healthcarecommission.org.uk/publicationslibrary.cfm?fde_id=10277

KILLORAN, A., SWANN, C. and KELLY, M. (eds) (2006)
Public health evidence: tackling health inequalities. Oxford: Oxford University Press. 586pp. (This book aims to: outline the context for development of evidence on health inequalities; document approaches to evidence-based public health inequalities in England and the role of evidence; document approaches to evidence-based public health in the UK and elsewhere; advance understanding of and debate about the methodological challenges and difficulties for an evidence-based approach in public health and health inequalities; assess progress in putting evidence into practice; and outline new directions for the development of an evidence-based approach). [Main Shelves. HI K5]

LUCAS, S., and others (2008)
A sickle crisis? A report of the National Confidential Enquiry into Patient Outcome and Death (2008). London: NDEPOD. 83pp. (This report reviews the circumstances around deaths in patients with haemoglobinopathies - sickle cell disease and beta thalassaemia – in the 21st century in England, Wales, Northern Ireland and the Offshore Islands. The National Confidential Enquiry into Patient Outcome and Death [NCEPOD] was interested in ascertaining remediable factors in the prevention and management of the clinical syndromes caused by sickle cell disease and beta thalassaemia. The report includes sections covering ongoing care, pain management, final clinical management, organisation of care, and death certification and autopsies). [Main Shelves. HULsic L9]
Document Link:
<http://www.ncepod.org.uk/2008sc.htm>

MOONEY, H. (2009)
Time to act on health visitors. **Nursing Times**, vol.105, no.5 (10 Feb) pp8-10, 31 (The publication of the government's child health strategy is imminent. Mooney put its pledges on the role of health visiting under scrutiny).

NATIONAL INSTITUTE FOR HEALTH AND CLINICAL EXCELLENCE (2009)
Promoting physical activity, active play and sport for pre-school and school-age children and young people in family, pre-school, school and community settings. London: NICE. 89pp. (NICE public health guidance, 17) (This guidance is for all those who have a direct or indirect role in - and responsibility for - promoting physical activity for children and young people. Recommendations for national policy and local strategic planning and organisations include: a long-term national campaign to promote physical activity among children; raising awareness of the importance of physical activity, including play; developing physical activity plans; local transport plans). [01-F]
Document Link:
<http://www.nice.org.uk/Guidance/PH17>

ROBERTSON, W., and others (2008)
Pilot of 'Families for Health': community-based family intervention for obesity. **Archives of Disease in Childhood**, vol.93, no.11 (Nov). pp921-926. (Reports on a project that aimed to develop, pilot and evaluate 'Families for Health', a new community based family intervention for childhood obesity, which emphasises parenting, relationship skills and emotional and social development. Results were positive, with statistically significant improvements observed in children's quality of life and lifestyle [less sedentary behaviour and reduced exposure to unhealthy foods], child-parent relationships and parents' mental health. The authors conclude that this is a promising intervention for childhood obesity).

SPENCER, N. (2008)
Paediatricians and the UNICEF report on child well-being in rich countries. **Archives of Disease in Childhood**, vol.93, no.11 (Nov). pp915-917. (Outlines the recently published United Nations Children's Fund [UNICEF] review of child wellbeing, which concluded that children in the United Kingdom had the worst level of well being of the 21 countries in the Organisation for Economic Co-operation and Development [OECD]. Discusses the importance of the findings for paediatricians and the Royal College of Paediatrics).

WALLER, H., and others (2008)
Pilot study of a novel educational programme for 11-16 year olds with type 1 diabetes mellitus: the KICK-OFF course. **Archives of Disease in Childhood**, vol.93, no.11 (Nov). pp927-931. (Describes the pilot of an educational programme [KICK-OFF] for children and adolescents with type 1 diabetes mellitus. Evaluation included: independent assessment of curriculum quality; acceptability to families; and possible impact on standardised outcome measures, body mass index, diary reports of hypoglycaemia, and quality of life. Evaluation indicated that course format was appropriate and that parent and child pre-course expectations were met. Glycaemic control did not change, but children and parents reported improved quality of life. The findings justify a future randomised controlled trial with a larger study population and longer follow-up).

WATERSTON, T. (2009)
Teaching and learning about advocacy. **Education & Practice**, vol.94, no.1 (Feb). pp24-28. (Advocacy is an essential skill for paediatricians, who will need to speak out on behalf of children who are vulnerable and not usually able to speak for themselves. It is a skill best taught using a competency based approach and the key knowledge skills and attitudes are defined. Central to the knowledge field is the evidence base for

advocacy and the UN Convention on the Rights of the Child. The paper offers examples of experiential learning such as letter writing campaigns and keeping a diary of cases seen in the clinic. The author suggests that advocacy should be considered as a key skill for paediatricians and that this should be reflected in their training).

WATSON, R. and others (2009)
Will the health strategy work? **Children & Young People Now**, (19 Feb) pp8-9. (Brief look at some of the measures contained in the new child health strategy).

HIV

ADLAM, P. (ed.) (2009)
HIV services in the UK. 34th ed. London: NAM Publications. 403pp. (Covers both local and national organisations from the voluntary and statutory sectors with details of services including testing and treatment centres, support groups, and services for specific communities). [Reference. HULhiv 1]

HOUSING & HOMELESSNESS

CULLEN, S. (2006)
Mentoring and befriending for young homeless people: a good practice guide. London: Shelter. 20pp. (The provision of mentoring and befriending services for young homeless people has been increasing, especially since the emphasis placed on mentoring in the government green paper, Youth Matters. This good practice guide includes definitions, how peer mentoring and befriending can help young people and setting up a mentoring or befriending scheme). [Main Shelves. QVNR C8]

Document Link:

http://england.shelter.org.uk/professional_resources/policy_library/policy_library_folder/mentoring_and_befriending_for_homeless_young_people_a_good_practice_guide

INFORMATION TECHNOLOGY

EAGLE, S., and others (2008)
From research to design: perspectives on early years and digital technologies. Bristol: Futurelab. 47pp. (Presents three papers on early years and digital technologies: how research on family reading practices might inform design of interactive digital resources for pre-school children; how digital technology might be designed to support early years numeracy; and reflections and research on the design for early years digital technology). [11-LH]

Document Link:

http://www.futurelab.org.uk/resources/documents/opening_education/Early_Years_report.pdf

WALTZ, M. (2008)
Local authority websites and the autism spectrum: how informative are they for parents and carers? **Good Autism Practice**, vol.9, no.2 (Oct). pp54-60. The internet has become an increasingly important tool for practitioners and parents who need to access information about autism. This paper explores the content and ease of use of a sample of local authority websites in England in relation to information provided about autism. Results found that websites varied in quality and user friendliness and recommendations are made as to what constitutes a good site).

WILLETT, R., ROBINSON, M., and MARSH, J. (eds) (2009)
Play, creativity and digital cultures. London: Routledge. 243pp. (Routledge research in education, 17) (The aim of this book is to look at how debates and research on digital cultures are being framed in relation to notions of play and creativity. The first part considers contexts of children's play and creative engagement with digital cultures, focusing on industries and marketing. The second part examines detailed ethnographic studies of children's engagement with digital cultures, including social networking sites. The

final part extends the discussions of play, creativity and digital cultures, focusing on questions related to learning and changing notions of literacy). [00-X]

INTERVENTION

McDONALD, L., and others (2009)
An evaluation of a groupwork intervention for teenage mothers and their families. **Child & Family Social Work**, vol.14, no.1 (Jan). pp45-57. (Describes the implementation of a community based, multi-family group intervention known as Families and Schools Together [FAST], which aimed to improve the outcomes for infants of adolescent mothers in 11 Canadian communities. Evaluation questionnaires completed by mothers and grandmothers before and after the intervention showed positive change, with improved parent child bonds, greater self-efficacy for the adolescent mothers, increases in family support and reductions in family stress and conflict. Discusses the feasibility and possible benefits of introducing this programme to England).

LANGUAGE

BARDIGE, B., and BARDIGE, M.K. (2008)
Talk to me baby! Supporting language development in the first 3 years. **Zero to Three**, vol.29, no.1 (Sep). pp4-10. (Provides an overview of early language development and explains how talking with babies promotes language acquisition. Offers strategies for supporting language at each stage of development and for recognising and responding to signs of potential disruption or delay. Provides a comprehensive communication behaviour checklist to help parents and care givers decide whether further evaluation is needed, and a resource list for sharing with families and practitioners).

CSOTI, M. (2009)
Cross words. **Special**, (Jan) pp21-23. (Getting children to consider the language they use can be a useful strategy for reducing swearing in schools. This article considers some discussion points and suggests activities with guidance for teachers to use to prompt discussion about the issue of swearing in schools).

GENESEE, F. (2008)
Early dual language learning. **Zero to Three**, vol.29, no.1 (Sep). pp17-23. (Outlines and discusses some of the concerns expressed by parents and child care professionals about raising children bilingually. These concerns centre on the belief that dual language learning by infants and toddlers confuses children, delays their development and possibly results in reduced language competence. The author reviews the literature and offers suggestions about language acquisition during the early years. He also discusses dual language learning by children with a specific language impairment and concludes that as yet, there is no evidence to suggest that such children should be limited to only one language on the grounds that it will facilitate their language learning. Concludes that as there are obvious lifelong advantages to knowing more than one language, and as research suggests that dual language development is as natural as monolingual development, children should be allowed and encouraged to realise their dual language learning capacity).

STECHUK, R. (2008)
The cultural responsiveness and dual language education project. **Zero to Three**, vol.29, no.1 (Sep). pp24-28. (This article from the United States focuses on the increasing number of children who are attending early childhood programmes and who are learning English as a second language. The authors explore the importance of cultural sensitivity and describe the national Head Start's Cultural

Responsiveness and Dual Language Education project, which is aimed at helping Head Start programmes improve practices for dual language learners. Examples of programme activities to enhance dual language acquisition are included).

MEDICINE

DEPARTMENT OF HEALTH (2008) Commissioning safe and sustainable specialised paediatric services: a framework of critical inter-dependencies. London: Department of Health. 30pp. (This report provides a unique approach to the commissioning of specialised paediatric services. It provides for the first time a clinically agreed system for representing the nature of the relationships between specialised services. It sets out which services need to be delivered from the same location and which do not). [Pamphlet Boxes. HU D4]

Document Link:

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_088068

POULTON, J. and others (2009) Preventing transmission of maternally inherited mitochondrial DNA diseases. **British Medical Journal**, vol.338, no.7690 (7 Feb) pp345-349.

WILLIS, H. W .M. and others (2009) Coeliac disease in childhood. **British Medical Journal**, vol.338, no.7693 (28 Feb) pp542-543. (Henry Willis, an 11 year-old boy, briefly explains how coeliac disease affects him, and his parents tell of obstacles to the diagnosis).

MENTAL HEALTH

BANERJEE, S., and KEWLEY, G. (2008) ADHD service provision by paediatricians: UK survey. **BACCH**

News, (Dec). pp20-21. (Presents findings from an online cross-sectional survey of UK paediatricians, conducted to determine the current service provision for children with attention deficit hyperactivity disorder [ADHD] in the UK. Despite some limitations, the survey has shed light on current practice in the UK and has highlighted some important issues, including those involving support and resources for paediatricians and the need for ADHD to be more fully reflected as a valid condition in commissioning arrangements).

JOY, I., VAN POORTVLIET, M. and YEOWART, C. (2008) Heads up: mental health of children and young people: a guide for donors and charities. London: New Philanthropy Capital. 100pp. (This report explores how charities are helping young people recover from mental health problems. It highlights the opportunities for both charities and donors in view of the following sector priorities: strengthening the capacity of the sector to campaign, lobby and fundraise; focusing on prevention and tackling problems early; improving and sharing the evidence for what works; and developing the workforce, through training for teachers, youth workers, GPs and other frontline staff). [Main Shelves. IVJ J8]

Document Link:

http://www.philanthropycapital.org/research/research_reports/health/child_mental_health.aspx

MITROFAN, O., PAUL, M., and SPENCER, N. (2009) Is aggression in children with behavioural and emotional difficulties associated with television viewing and video game playing? A systematic review. **Child: Care, Health and Development**, vol.35, no.1 (Jan). pp5-15. (Concern has been growing about possible associations between television viewing and video game playing and children's aggression. This study undertook a systematic review of studies that examined such associations,

focusing on children and young people with emotional and behavioural difficulties, who are thought to be more susceptible. The review did not find a clear association between television viewing and video game playing and children's aggression; instead the evidence was insufficient, contradictory and too methodologically flawed to draw firm conclusions. The authors suggest that there is a need for rigorous and methodologically sound research in this area before giving a public health message telling children and young people with emotional and behavioural difficulties that they should watch less aggression on television or in the games they play).

WALSH, J. (2009)

Children's understanding of mental ill health: implications for risk and resilience in relationships. **Child & Family Social Work**, vol.14, no.1 (Jan). pp115-122. (Discusses children's understanding of mental health problems in their parents and the risks to these children as a result of their parents' illness. Research suggests that children who can conceptualise their parents' mental health problems as something outside their representation of that parent as an attachment figure are likely to have better outcomes than children who see the mental health problem as part of, and embedded within, their representation of that parent. The paper provides a selective review of the research in this area and discusses the mechanisms that may govern this process, including the possible role played by the media. Recommendations are made for future research and practice).

YOUNG MINDS (2008)

Out of the shadows? A review of the responses to recommendations made in Pushed into the Shadows: young people's experience of adult mental health facilities. London: 11 Million. 146pp. (This report follows on from 11 MILLION's report of January 2007, Pushed Into The Shadows, which

outlined the treatment many children and young people with mental health problems have had to endure when placed on adult mental health wards. Out of the Shadows? sets out the progress made so far by primary care trusts and mental health trusts in meeting the Government target, and gives advice on how children and young people should be treated if they are admitted to adult wards). [Main Shelves. IVM Y1]

Document Link:

<http://www.youngminds.org.uk/ym-newsroom/document-library/pdf/YoungMinds%20out%20of%20the%20shadows%20report.pdf>

OUT OF SCHOOL CARE

OFSTED (2009)

Guidance for inspecting childminders and childcare settings with no children or roll or no children present at the time of the inspection. London: Ofsted. 18pp. (The aim of this guidance is to assist inspectors when carrying out an inspection of providers registered on the Early Years Register and Childcare Register, if applicable, when there are no children on the role or no children present at the time of the inspection visit. This guidance applies to both childminders and childcare providers. It supplements 'Using the early years evaluation schedule' and 'Conducting early years inspections', which are the main inspection guidance documents for registered early years provision). [Pamphlet Boxes. SQVIA O3]

Document Link:

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Factsheet-childcare-Guidance-for-inspecting-childminders-and-childcare-settings-with-no-children-on-roll>

PARENTING

BERTHELSEN, D., and WALKER, S. (2008)

Parents' involvement in their children's education. **Family Matters**, no.79. pp34-41. (Drawing on data from Wave 2 of Growing up in Australia: The Longitudinal Study of Australian Children [LSAC] this paper investigates the nature of parental involvement in children's education in the early years of school, as well as the relationship between parental involvement and children's learning competence. Results indicate fairly high levels of parents' involvement and engagement in their children's education. Parental involvement is shown to be an important contributor to children's academic progress).

GRAY, M., BAXTER, J. and ALEXANDER, M. (2008)

Parent-only care: a child care choice for working couple families? **Family Matters**, no.79. pp42-49. (Uses 2004 data from the infant cohort of the Longitudinal Study of Australian Children [LSAC] to examine the use of non-parental child care and fathers' involvement in child care in families in which both parents work. Focuses on the degree to which such families use parent-only care [e.g. 'shift parenting' or working from home] and whether there are certain family or job characteristics associated with a higher likelihood of using parent-only care. A substantial minority of dual working parents were found to use parent-only care. However, similar rates of regular father care were found across dual working parent families using parent-only care and those using other care arrangements, suggesting that father care was not a major consideration on the capacity of dual working parent families to provide parent-only care).

LITTLE, M. (2009)

Help for those who support parents. **Children & Young People Now**, (5

Feb) pp13. (Takes a look at the work of the National Academy for Parenting Practitioners).

SALE, A.U. (2009)

Parental advice for practitioners.

Community Care, no.1757 (12 Feb) pp20. (Brief look at the work of the National Academy for Parenting Practitioners).

PLAY

AMERICAN JOURNAL OF PLAY. (2009)

The cultural origins and play philosophy of playworkers: an interview with Penny Wilson. **American Journal of Play**, vol.1, no.3, pp269-282. (The interview looks at how playwork originated in the UK, how playworkers view children's free play and how they facilitate it, and adventure playgrounds. Penny Wilson works for Play Association Tower Hamlets in London).

ANDREWS, C. (2008)

Fair play? **Special Children**, no.185 (Oct/Nov). pp42-44. (Government plans to spend £235 million on improving play provision have been warmly welcomed. However, disability groups and play experts have warned that if all children are to enjoy the new facilities, this investment needs to be informed by consultation with young people with disabilities and their families).

CHASE, M. (2009)

How good is children's playground rubber surfacing? **The Playing Field**, (Winter), pp14-15. (Described what rubber surfacing is and gives advice on how to achieve a good surface).

FORMAN-BRUNELL, M., and EATON, J. (2009)

The graceful and gritty princess: managing notions of girlhood from the new nation to the new millennium. **American Journal of Play**, vol.1, no.3, pp338-364. (Examines a cultural icon for girls' play, the princess. Looks at

historical instances of princess play from the beginning of the American republic to the new millennium; examines the literature concerning princesses in various periods; and discusses the individual recollections about princess play or a number of women. The authors argue that the figure of the princess, by absorbing a range of girlhood ideals, help in reconciling the contradictory notions about what it means to be a girl in contemporary society).

GOODENOUGH, E. (ed) (2008)
A place for play. Carmel Valley, CA: National Institute for Play. 268pp. (This anthology accompanies the Emmy Award winning documentary, *Where do the Children Play?* It explores key issues related to the loss of free play outdoors, the loss of children's freedom to travel unaccompanied and the sense of lost childhood in society. It surveys the history of playground design and the children's garden movement, the benefits of universal access to the natural environment, and the challenges of developing child-centred and green communities). [00-E]

GOODENOUGH, E. (ed) (2007)
Where do the children play? a study guide to the film. Michigan: Michigan Television. 231pp. (This study guide accompanies the Emmy Award winning documentary, *Where do the Children Play?* It describes how the film was made, looks at public spaces and inclusive play, including the adventure play movement; examines travel to school and play in schools, computers, the internet and play; and outdoor play and the natural environment). [00-E]

KUSCHNER, D. (2009)
From children to red hatters: diverse images and issues of play. Plymouth: University Press of America. 197pp. (Play and culture studies, 8) (The papers in this volume present current theoretical and empirical research on play and culture from a variety of disciplines. Topics covered include:

definitions of play; play and the rhetorics of time; infant monkey play; historical changes in infant toys 1865-1930; playmate preferences of preschool children, children's views on play and work; older women and play; and a pedagogy of play). [00-X]

RUDD, T. (2008)
Reimagining outdoor learning spaces: primary capital, co-design and educational transformation. Bristol: Futurelab. 56pp. (This handbook focuses on the use and utility of outdoor space for play and learning and aims to support those who are thinking about redesigning their outdoor spaces as part of the Primary Capital Programme or through other initiatives). [33-D]
Document Link:
http://www.futurelab.org.uk/resources/documents/handbooks/outdoor_learning_spaces2.pdf

SARAMA, J., and CLEMENTS, D. (2009)
Building blocks and cognitive building blocks: playing to know the world mathematically. **American Journal of Play**, vol.1, no.3, pp313-337. (Explores how children's play can support the development of the foundations of mathematics learning and how adults can support children's representation of their play. Reviews research about the amount and nature of mathematics found in the free play of children, and looks at how adults can support and guide different types of play to encourage an understanding of mathematics).

SATTLEMAIR, J., and RATEY, J. (2009)
Physically active play and cognition: an academic matter? **American Journal of Play**, vol.1, no.3, pp365-374. (Discusses the growing evidence that strenuous physical activity for school pupils improves their academic performance. Argues that schools in the United States need to stop eliminating physical education programmes and instead reform physical education to include a wide range of physical play).

SINGER, D., and others (2009)
Children's pastimes and play in sixteen nations: is free play declining.
American Journal of Play, vol.1, no.3, pp283-312. (Reports on a study of the role of play and experiential learning activities beyond formal schooling in 16 countries. The study gathered information from the mothers of 2,400 children in countries in North America, South America, Africa, Europe and Asia who described and rated their children's daily activities. Findings indicate similarities of children's play in all nations, and a general agreement that a lack of free play and experiential learning opportunities was eroding childhood).

WALTON, J. (2009)
Inclusive play: the principles of making it work. **The Playing Field**, (Winter), pp4-5. (Looks at the principles of making inclusive play work).
Document Link:
<http://www.inclusiveplay.com/inclusive>

WENNER, M. (2009)
The serious need for play. **Scientific American Mind**, (22 Jan), pp1-4. (Discusses how free, imaginative play is essential for normal social, emotional and cognitive development. Drawing on various research studies, the author considers the negative effects of play deprivation). [00-X]
Document Link:
<http://www.sciam.com/article.cfm?id=the-serious-need-for-play&print=true>

WHITE, J. (2008)
Where do the children play? Michigan: Michigan Television. 1 DVD, 60 mins (J. White - Executive producer). (This Emmy Award winning documentary made for public television examines how children's free time has changed and how congestion and suburban development across America are affecting children's mental and physical health and development. The film is

accompanied by an anthology, Goodenough, E (ed) (2008) *A Place for Play*). [00-E]

PLAYWORK

NUTTALL, E., and others (2008)
Possible futures for play work: ideas papers 1-23. PLAY ENGLAND London: Play England. 72pp. (The Possible Futures for Playwork project, sponsored by Play England was designed to provide playworkers with a platform to engage in creative discussion and debate about direction and development of the profession. The project invited everyone in the playwork sector to prepare a brief paper on their views about what is needed for playwork in the UK. This document presents 23 papers on the future for playwork). [62-FAA-6]

Document Link:
http://www.playengland.org.uk/Pa ge.asp?originx_918lg_7336459788178y75z_2008211286u

POVERTY & SOCIAL EXCLUSION

JOSEPH ROWNTREE FOUNDATION (2008)
Child poverty is costing the UK billions. **Search**, no.49 (Winter). pp10. (Child poverty is not only causing extreme hardship, but is imposing a large cost on taxpayers and reducing the UK's economic potential. At a time when the government is having to spend billions to support its economic infrastructure, JRF research estimates that child poverty costs at least £25 billion each year in losses to the Exchequer and in reduced GDP).

WATSON, R. (2009)
Seven steps to ending child poverty. **Children & Young People Now**, (12 Feb) pp13. (Brief comment on the government's consultation on proposals for ending child poverty).

PREGNANCY & CHILDBIRTH

BASHFORD, S. (2009)
The barriers to breastfeeding. **Children & Young People Now**, (19 Feb) pp18-19. (Looks at the difficulties in finding the right support some mothers have experienced when they have encountered problems breastfeeding).

CATTANEO, A. (2009)
Promoting breastfeeding in the community. **British Medical Journal**, vol.338, no.7691 (14 Feb) pp365-366. (Asserts that breastfeeding groups and peer counselling must be integrated into wider programmes).

HODDINOTT, P. and others (2009)
Effectiveness of policy to provide breastfeeding groups (BIG) for pregnant and breastfeeding mothers in primary care: cluster randomised controlled trial. **British Medical Journal**, vol.338, no.7691 (14 Feb) pp388-392.

MACARTHUR, C. and others (2009)
Antenatal peer support workers and initiation of breast feeding: cluster randomised controlled trial. **British Medical Journal**, vol.338, no.7691 (14 Feb) pp392-395.

PROFESSIONAL STAFF

CAMERON, C. (2008)
What do we mean by 'competence'? **Children in Europe**, no.15. pp14-15. (Takes a critical and reflective look at the much used concept of 'competence', Concludes that two positions of competence emerge from enquiries and examination of the term. One is about competence as an organising principle in the measurement of a practitioner's performance, and the second is a way of expressing ability and action, where the individual is conceptualised as both responsible for their individuality and a social being integrated into a wider group).

PSHE

BANDIERA, F.C., and others (2008)
Regional differences in sexuality education on a state level: the case of Florida. **Sex Education**, vol.8, no.4 (Nov). pp451-463. (Florida is a US state with consistently high adverse sexual health outcomes among adolescents. Demographic and socio-cultural differences exist in different regions of the state, but little is known about regional differences in sex education and beliefs among teachers. This paper reports on a study that used a postal survey of 462 teachers to examine regional differences in parental consent requirements, abstinence instruction, student language barriers, availability of Spanish curricula and teacher beliefs regarding the dissemination of accurate safer sex information. Findings identified regional differences in sex education in the state and the paper discusses their implications for practice).

BREWSTER, M., and WYLIE, K.R. (2008)
The use of sexually explicit material in clinical, educational and research settings in the United Kingdom and its relation to the development of psychosexual therapy and sex education. **Sex Education**, vol.8, no.4 (Nov). pp381-398. (This review describes the development and use of sexually explicit material in sex education within UK psychosexual therapy clinics, medical schools and also in state maintained secondary schools with reference to interests that have shaped the provision of sex education since the early 20th century. It includes a summary of published books on sex education and sexually explicit publications and outlines practical guidelines for the ethical use of such material in sex education).

FRANCES, J. (2008)
Pull-out section: how to support a child with a disfigurement. **Practical Pre-School**, no.92 (Sep). 2pp. (Children can look noticeable for many reasons.

Birthmarks, cleft lips, burns and scars are just some conditions that can affect appearance. This short article offer advice on coping with concerns, managing staring and comments, and building a child's self esteem).

GOLDMAN, J.D.G. (2008)
Responding to parental objections to school sexuality education: a selection of 12 objections. **Sex Education**, vol.8, no.4 (Nov). pp415-438. (Despite a widespread consensus that sex education for school aged children and young people is a crucial part of all good education systems, schools sometimes receive objections from parents. This article addresses 12 parental objections to school sex education, by providing research facts and evidence based reasoned arguments to them. It also provides supporting evidence of the immediate benefits and long term value of comprehensive school sex education)

HIRST, J. (2008)
Developing sexual competence?
Exploring strategies for the provision of effective sexualities and relationships education. **Sex Education**, vol.8, no.4 (Nov). pp399-413. (Explores notions of 'sexual competence', looks at whether the term holds the same meanings for young people and adults [teachers, researchers, policy makers] and explores adult notions of sexual competence as construed in research data and in UK government guidance on sex and relationships education [SRE]. Draws on research with young people and looks at the factors that affect their sexual behaviour and experiences and the implications these have for sexual competence. Considers the implications of these findings for the content and approaches to SRE).

MISTLER, G., and others (2008)
Young offenders in New South Wales, Australia and the need for remedial sexual health education. **Sex Education**, vol.8, no.4 (Nov). pp439-449. (The 2005-2008 Australian National

Sexually Transmissible Infections Strategy identifies young people as a key target group in need of sexual health education, screening and management. Young offenders are a particularly at risk group, with evidence suggesting that they engage in risky sexual behaviour and initiate sexual activity at an earlier age than their peers. The paper discusses two approaches to remedial sexual health education for young offenders in New South Wales and concludes that this group of young people need a modified approach tailored to their specific needs).

RECREATION & SPORTS

COMMISSION FOR ARCHITECTURE AND THE BUILT ENVIRONMENT (2008)
Public space lessons: improving park performance. London: CABE Space. 8pp. (Describes a new tool, TAES - towards an excellent service - to help local authorities manage the performance of their parks services. Includes two case studies). [03-CN]

Document Link:
<http://www.cabe.org.uk/AssetLibrary/12432.pdf>

REFERENCE

NATIONAL COUNCIL FOR VOLUNTARY ORGANISATIONS. (2009)
Directory of approved consultants. London: NCVO. 48pp. (A-Z listing of approved consultants aimed primarily at the voluntary sector. Entries are also listed under subject headings: financial services, fundraising, human resources, ICT, legal services, marketing, organisational development, and training/professional development). [Reference Section. QCF 1 Ref]

Document Link: www.ncvo-vol.org.uk/consultants

RELATIONSHIPS & SEXUAL BEHAVIOUR

ABBOTT, D.A., and DALLA, R.L. (2008) 'It's a choice, simple as that': youth reasoning for sexual abstinence or activity. **Journal of Youth Studies**, vol.11, no.6 (Dec). pp629-649. (This American study aimed to fill the gaps in current literature by examining the reasons given by young people for abstaining or engaging in sexual intercourse. Survey indices were used to identify parent-young person relationships, and parent and peer attitudes towards premarital sex, religiosity, and dating patterns. Open-ended questions were used to assess reasons for either engaging in or abstaining from sexual intercourse, and to identify the benefits or disadvantages associated with both sexual participation and abstinence. Those young people who practice abstinence describe the strategies they use to avoid premarital sexual intercourse. Recommendations are made for further research).

MORRISON, C. (2008) 'Our Journey': a report on a project exploring the interface between service responses to the needs of lesbian, gay, bisexual and transgender young people and child protection policy and practice. Edinburgh: LGBT Youth Scotland. 85pp. (This research explores the ways in which professionals consider and respond to a young person's identified, emerging or perceived LGBT identity, and the issues which influence these responses. It also attempts to identify the support and guidance required when approaching the interface between child protection and meeting the support, information or health needs of 13-18 year olds who identify or are identified as LGB or T). [Main Shelves. QVNS M8]

MORRISON, N. (2009) Forearmed: sex education. **Times Educational Supplement**, no.4826 (13 Feb) [TES Magazine] pp19-21. (Looks at a pioneering programme in London

schools that aims to empower teenagers to identify sexually exploitative situations).

SALMON, D. and INGRAM, J. (2008) An evaluation of Brook sexual health outreach in schools: final report. Bristol: University of the West of England, Centre for Public Health Research. 26pp. (This evaluation sought to assess the implementation of the Brook Outreach School Drop-in Service and the consequences for young people living in areas of high deprivation. Key objectives were to identify the patterns, reasons and outcomes of young people's attendance and to explore young people's views of the service, including any perceived barriers to attendance). [Pamphlet Boxes. JKY S1]

Document Link:

http://hsc.uwe.ac.uk/net/research/Data/Sites/1/GalleryImages/Research/BrookSH%20Report_Bookprint2.pdf

RESEARCH

ALLEN, L. (2008) Young people's 'agency' in sexuality research using visual methods. **Journal of Youth Studies**, vol.11, no.6 (Dec). pp565-577. (This paper seeks to explore how we might understand young people's agency in sexuality research using visual methods. It is concerned with the troubling perception that power is held by the adult researcher and denied to youthful participants who simply submit to their authority. Rather than attempting to cast moments of young people's agency as examples where the relations of ruling are reversed, this paper endeavours to tease out the nuances inherent in young people's agency. This examination is undertaken in relation to selected episodes from research investigating the sexual culture of secondary schools using photo-diary and photo-elicitation methods. To elucidate the mechanisms of young people's agency, Butler's and Davies' work on the process of subjectification is drawn upon. Using a

post-structural theoretical framework, it is argued that young people's agency involves a simultaneous mastery and submission, which is a consequence of the process of subjecthood).

LITTELL, J.H. (2008)
Evidence-based or biased? The quality of published reviews of evidence-based practices. **Children and Youth Services Review**, vol.30, no.11 (Nov). pp1299-1317. (This study sought to assess methods used to identify, analyse and synthesise results of empirical research on intervention effects, and to determine whether published reviews are vulnerable to various sources and types of bias. Findings indicate that published reviews may be vulnerable to biases that scientific methods of research synthesis were designed to address. The author suggests that this raises questions about the validity of traditional sources of knowledge about 'what works' and that there may be a need for renewed commitment to using scientific methods to produce valid evidence for practice).

SAFETY

CATTAN, M., and others (2008)
Child-parent interaction in relation to road safety education. Part 1: a critical literature review. London: Department for Transport. 108pp. (Road safety research report 101). (This review aims to identify and provide a critical review of the research and literature concerned with parent child interaction in relation to road safety education in order to inform the Child Parent Interaction in Relation to Road Safety Education Study completed in 2007; and to consider the published evidence for the effect of strategies that parents use in training their children to be safer road users and to consider ways of engaging parents in road safety education. The review identified 27 studies and six reviews written up in 47 articles and reports, which were grouped under the following headings: reviews; pedestrian safety;

walking buses; traffic clubs; cycling safety; parent child interaction in the car; and teen driver safety. The review provides some important evidence across a range of interventions, behaviours and beliefs regarding road safety and the interaction between parents and their children, but it also identifies a number of important gaps in the research). [Main Shelves. QAM C2]
Document Link:
<http://www.dft.gov.uk/pgr/roadsafety/research/rsrr/theme1/no101roadsafetyreport.pdf>

DEPARTMENT FOR TRANSPORT (2008)
Child-parent interaction in relation to road safety education: Part 2 - Main report. London: Department for Transport. 4pp. (Findings: Road safety research report no.102). (This briefing summarises the Child-Parent Interaction in Relation to Road Safety Education main report, which used a combination of qualitative and quantitative research methods to explore child parent interaction in relation to road safety education from the perspectives of both parents and children). [Pamphlet Boxes. QAM D4]

Document Link:
<http://www.dft.gov.uk/pgr/roadsafety/research/rsrr/theme1/no102safetyreportfindings.pdf>

SERVICES

AXFORD, N. (2009)
Developing congruent children's services to improve child well-being. **Child & Family Social Work**, vol.14, no.1 (Jan). pp35-44. (This paper explores whether different concepts of child wellbeing call for different 'service styles' and, if so, whether these styles can dovetail together to form a congruent pattern of children's services. The first part draws on the distinguishing features of five approaches to conceptualising wellbeing - need, rights, poverty, quality of life and social exclusion - and their empirical manifestations ['conditions'] to identify different emphases or 'styles' in

service provision. The second, more discursive part of the paper explores potential contradictions between these service styles, for example, between needs-led and rights-based approaches or between policies to tackle poverty and combat social exclusion. The third part examines whether and how such contradictions can be minimised to achieve greater congruence and discusses the need to consider the orientation of children's services in respect of interpretations of child wellbeing).

BOUCHER, S. (2009)
The International Children's Palliative Care Network (CPCN).
Interconnections Quarterly Journal, no.4 (Jan) pp16-20. (Sue Boucher, International Information Officer at the Children's Palliative Care Network [CPCN], talks about what hospice and palliative care for children involves, outlines the history and present state of children's palliative care internationally and discusses the development and future plans of the International Children's Palliative Care Network).

DEPARTMENT FOR COMMUNITIES AND LOCAL GOVERNMENT (2009)
National indicators for local authorities and local authority partnerships: summary of responses to the consultation on the deferred national indicators. London: Department for Communities and Local Government. 15pp. (The deferred national indicators consultation provided local authorities and their partners the opportunity to comment on the technical definitions for 13 deferred and revised indicators due for introduction in April 2009. This summary of responses provides feedback on the views conveyed by respondents and the subsequent actions the Government has taken. Four of the deferred indicators cover children and young people: NI 54 Service for disabled children; NI 57 Children and young people's participation in high quality PE and sport; NI 71 Children who have run away from home/care overnight; and NI

199 Children and young people's satisfaction with parks and play areas). [Pamphlet Boxes. RS D4]

Document Link:
<http://www.communities.gov.uk/documents/localgovernment/pdf/1147195.pdf>

DEPARTMENT FOR COMMUNITIES AND LOCAL GOVERNMENT (2009)
National indicators for local authorities and local authority partnerships: updated national indicator definitions. London: HM Government. 187pp. (Gives the final detailed definitions for 198 national indicators following consultation on their proposed definition. Indicators for children and young people are listed in Annex 2). [Main Shelves. RS D4]

Document Link:
<http://www.communities.gov.uk/documents/localgovernment/pdf/11471951.pdf>

KLAVINS, L. (2008)
Parents matter: how can leaders involve parents in the self-evaluation process and further development of children's centre and extended school services? Nottingham: National College for School Leadership. 18pp. (This report reviews the history and process of parental participation in children's centre's self-evaluation by interviews with nine children's centre leaders. All leaders recognised the importance of consulting with parents over the development of services. Central to this was the recognition that the services and activities that continued to thrive were the ones where parents were involved in the planning and delivery. Parent members of governing boards were helpful in this, but their role was generally viewed as too limited and lacking in the breadth necessary to properly represent the views of parents. Views varied about the degree to which the consultation should focus on the quality of the services provided, or the nature of services that users wanted to receive. In terms of scope, engagement was seen as going beyond the current user base. However, some parents did

not wish to be engaged in this process and this should of course be respected). [Pamphlet Boxes. QVIA K6]

Document Link:

<http://www.ncsl.org.uk/klavins-parents-matter-summary-2.pdf>

MICKEL, A. (2009)

Have data, will share. **Community Care**, no.1757 (12 Feb) pp18-19. (Looks at how ContactPoint will operate).

WALLACE, A. (2008)

Good practice in Lewisham: the multi-agency planning pathway (MAPP).

Interconnections Quarterly Journal, vol.1, no.1 (Apr). pp53-59. (Describes the way in which the Lewisham MAPP [Multi-Agency Planning Pathway] team have developed their own way of putting the idea of multiagency joint working into practice over the last three years. The purpose has been to improve interagency working and to provide an integrated service to children with complex health and disability needs and their families. Outlines the rationale and principles of the MAPP process and shows some of the key learning points during the process).

SOCIAL POLICY

BREWER, M. RATCLIFFE, A., and SMITH, S. (2008)

Does welfare reform affect fertility? Evidence from the UK. London: Institute for Fiscal Studies 41pp. (WP08/09). (In 1999 the UK government made major reforms to the system of child-contingent benefits, including the introduction of Working Families' Tax Credit and an increase in means tested Income Support for families with children. Between 1999-2003 government spending per child on these benefits rose by 50 per cent in real terms, a change that was unprecedented over a thirty year period. This paper examines whether there was a response in fertility. To identify the effect of the reforms the study exploits the fact that

the spending increases were targeted at low income households and uses the educational level of the woman and her partner to define treatment and control groups. The paper argues that the reforms are most likely to have a positive fertility effect for women in couples and show that this is the case. The study found that there was an increase in births [by around 15 per cent] among the group affected by the reforms). [Pamphlet Boxes. QAN B7]

Document Link:

<http://www.ifs.org.uk/wps/wp0809.pdf>

REEVES, R. and SODHA, S. (2009)

Bringing up baby. **New Statesman**, (2 Feb) pp32-34. (Briefly argues that the quality of parenting, rather than the education system, is affecting social mobility and that this is where government should concentrate its policy efforts).

REITEMEIER, B. (2009)

A call to arms. **Children & Young People Now**, (5 Feb) pp15. (Brief interview with Bob Reitemeier, chief executive of the Children's Society, on the key recommendations of the Good Childhood Inquiry).

SOCIAL SERVICES

BELANGER, K., BULLARD, L.B., and GREEN, D.K. (eds) (2008)

Special issue: Racial disproportionality in child welfare. **Child Welfare**, vol.87, no.2. 367pp. (African American children are overrepresented in the American child welfare system and their outcomes are very different from those of white children. While there is some research on racial disproportionality and disparity of outcomes, more research is needed in all areas to help address, reduce and eventually eliminate these features of the current child welfare system. This special issue of Child Welfare aims to increase understanding of disproportionality and disparity of

outcomes and to increase awareness of a variety of approaches to tackle them. The first section of the issue is devoted to articles that provide in-depth analyses of issues related to disproportionality and disparity of outcomes. The second section is devoted to promising practices seen in systems currently addressing disproportionality in the child welfare system).

LIMBRICK, P. (2008)
The TAC (Team Around the Child) approach for assessment of needs within a local multi-agency integrated pathway. **Interconnections Quarterly Journal**, vol.1, no.1 (Apr). pp46-52. (This article is adapted and updated from sections of the Interconnections manual 'An integrated pathway for assessment and support for children with complex needs and their families' [Limbrick, 2003], which describes how health, education, social services and the voluntary/private sector can work together to provide children who have complex needs and their families with effective services. The article outlines the integrated pathway and then focuses on assessment of needs).

MICKEL, A. (2009)
Follow the leader. **Community Care**, no.1756 (5 Feb) pp11-12. (Reports on the training for children's services directors being offered by the National College for School Leadership).

SOCIAL WORK

AYRE, P. (2009)
A wild child who is shouting for help. **Community Care**, no.1756 (5 Feb) pp15. (Social work case study involving an 12 year-old girl in foster care exhibiting anger and aggression to those around her).

HAYES, D. and VALIOS, N. (2009)
Up to the task? **Community Care**, no.1756 (5 Feb) pp9-10. (Profiles the

members of the new Social Work Taskforce).

MAHADEVAN, J. (2009)
Social care body seeks more sway. **Children & Young People Now**, (19 Feb) pp11. (Brief article looking at the General Social Care Council's recommendation that the code of conduct for employers of social workers should be given statutory force).

MAHADEVAN, J. (2009)
Can foreign workers save social care? **Children & Young People Now**, (26 Feb) pp12. (The government is considering whether or not overseas social workers should get fast-track working visas to fill vacancies in England. This article briefly discusses the proposal).

PARTON, N. (2009)
From Seebohm to Think Family: reflections on 40 years of policy change of statutory children's social work in England. **Child & Family Social Work**, vol.14, no.1 (Jan). pp68-78. (Critically reflects on the changes in the role, tasks and aspirations of local authority social work with children and families in England since the publication of the Seebohm Report in 1968. Discusses how the current changes related to Every Child Matters, the Children's Plan and the Think Family report may either further or undermine the principles and ambitions set out in the Seebohm Report. Concludes that while the aims of the current changes have much in common with those of the Seebohm Report, the roles and tasks of social workers have altered and been restricted to a much narrower range of functions).

WILLIAMS, C. (2009)
Degree needs a reality check. **Community Care**, no.1757 (12 Feb) pp16-17. (Experts in the social care field give their views on the social work degree course that was introduced in 2003 and ask whether or not it

adequately prepares students for professional practice).

changes and what they will mean to parents).

SOCIOLOGY

LAYARD, R. and DUNN, J. (2009)
A good childhood: searching for values in a competitive age. The Children's Society. London: Penguin. 239pp. (The Good Childhood Inquiry was commissioned by The Children's Society and launched in September 2006 as the UK's first independent national inquiry into childhood. Its aims were to renew society's understanding of modern childhood and to inform, improve and inspire all our relationships with children. The Inquiry received evidence from over 30,000 children, adults and professionals and undertook a comprehensive review of all the available research. It looked at these seven aspects of childhood: family, friends, lifestyle, values, schooling, mental health, and inequalities. The report concludes that most of the obstacles children face today are linked to the belief among adults that the prime duty of the individual is to make the most of their own life, rather than contribute to the good of others. It says that excessive individualism is causing a range of problems for children including: high family break-up, teenage unkindness, commercial pressures towards premature sexualisation, unprincipled advertising, too much competition in education and acceptance of income inequality). [Main Shelves. QV L4]

SPECIAL EDUCATIONAL NEEDS

ADVISORY CENTRE FOR EDUCATION (2008)
SENDIST becomes SEND. **Ask ACE**, vol.2, no.2 (Winter). pp20-21. (The transfer of SENDIST into the new two-tier tribunal systems introduces a number of rule changes, practice directions and a new case management system. This article briefly outlines the

CHEMINAIS, R. (2008)
On the agenda. **Special**, (Oct). pp15-17. (Explores how schools and SENCOs are responding to Every Child Matters and discusses the impact it is having on the role of the SENCO).

CHRISTIE, P., and others (2008)
Promoting social and emotional development in children with autism: personal tutorials. **Good Autism Practice**, vol.9, no.2 (Oct). pp32-38. (There is now greater emphasis on seeking the views of pupils on the autistic spectrum in order to recognise mental health needs and to promote emotional wellbeing. This can be challenging with pupils with limited communication. This paper describes the way in which staff within a special school have approached these difficulties and worked successfully with different pupils with a range of communication skills and needs. Case studies are used to illustrate the techniques and their potential benefits).

DALY, M., and McNAMARA, E. (2008)
Rolling with resistance. **Special Children**, no.185 (Oct/Nov). pp32-37. (When disaffected young pupils seem determined not to be helped, the technique of motivational interviewing can overcome resistance without a confrontation. This article describes some approaches that are used in an attempt to overcome resistance to change. It also describes the methodology of 'rolling with resistance', which some consider to be an advanced skill of motivational interviewing).

DOBSON, P., and ABBOTTS, N. (2008)
How puppetry helps pupils on the autism spectrum. **Good Autism Practice**, vol.9, no.2 (Oct). pp26-31. (The authors discuss their experiences and the positive benefits of using puppets at home and in school with children who

are on the autism spectrum. They offer advice on the principles to follow and show how using puppets has the potential for having fun, developing skills, and working through problems and difficult times).

EVANS, L. (2008)

Co-location: does it work? **Special Children**, no.185 (Oct/Nov). pp38-41. (A special school, a mainstream secondary and mainstream primary school share one learning community in Telford, Shropshire, yet retain their distinct identities. This article explores how co-location builds in steps to inclusion).

GASCOIGNE, M. (2009)

Supporting children with speech, language and communication needs: Implementing Bercow. **Afasic News**, (Winter) pp10-13. (Sets the 2008 Bercow Review of Provision for Children and Young People [0-19] with Speech, Language and Communication Needs, in context and discusses the implementation of the review and its implications for practice).

GERSCHEL, L. (2008)

Governing principles. **Special**, (Oct). pp40-41. (Summarises the duties of governing bodies in meeting the needs of pupils with special educational needs).

JONES, M. (2008)

The point of connection. **Special Children**, no.185 (Oct/Nov). pp24-26. (Describes the work of the poet and storyteller Keith Park, who uses everything from nursery rhymes to the Bible and Shakespeare to boost children's communication skills. Michael Jones watches him in action at the Stephen Hawking Special School; a small school where most pupils have profound and multiple learning difficulties).

MADDERN, K. (2009)

Sir Alan: determined to steer a clear path in SEN provision. **Times Educational Supplement**, no.4826 (13 Feb) pp28-29. (Looks at the recommendations relating to pupils with SEN contained in the Steer review of pupil behaviour).

McLEAN, A. (2008)

Home education and SEN. **SEN: The Journal for Special Needs** no.36 (Sep/Oct). pp28-30. (Discusses home education for children with special educational needs. Outlines the legal situation for parents considering educating their children at home, particularly in a situation when a child has a statement of special educational needs. Offers information about organisations and their websites which offer advice and support to parents who wish to home educate their children).

MORRISON, N. (2009)

Apart together. **Times Educational Supplement**, no.4828 (27 Feb) pp11-17. (Discusses whether educating children with special needs in mainstream school is 'beneficial or misguided' and looks at how teachers manage inclusion).

NASEN (2008)

Special issue: The help you need! Essential advice for all SENCOs. **Special**, (Oct). 56pp. (This issue of Special was prompted by research Nasen commissioned with Leeds University, which highlighted that SENCOs often felt unsupported and over-burdened in their role. As a result of the research findings this issue is aimed at SENCOs and contains articles to help them in the classroom and in their extended role of managing and working with support staff and governors. It explores how Every Child Matters has evolved over recent years and the impact this has had on the role of SENCOs. The issue also provides a useful resource file and product review section).

SPECIAL CHILDREN (2008)
What is... Augmentative and alternative communication? **Special Children**, no.185 (Oct/Nov). pp27-30. (Surveys the solutions available to support children with little or no speech, from sign and symbol systems to high-tech and low-tech communication aids. Discusses the lack of funding support for research and development into communication aids and catches up with Scope research in this area).

SPECIAL CHILDREN (2008)
Sensory integration. **Special Children**, no.185 (Oct/Nov). pp49-51. (Activities designed to combat some of the extreme responses of autistic children to sensory stimuli have their roots in the work of Dr Jean Ayres. This article looks at her legacy and the sensory environments it has inspired. It also describes a new Multi-Sensory Interactive Learning Experience [MILE] at Ridgeway School in Farnham, Surrey).

STATISTICS

ECONOMIC & SOCIAL RESEARCH COUNCIL (2008)
Britain in 2009: the state of the nation. Swindon: Economic & Social Research Council (ESRC). 113pp. (This is the third annual magazine of the Economic and Social Research Council [ESRC] and looks at life in the UK today. It examines the country from several angles, including the political, economic, scientific, educational and social. All of these aspects are illuminated by ESRC research findings). [Statistics Section. PAS 5 Ref]

VIOLENCE

ANTROBUS, S. (chair) (2009)
Dying to belong: an in-depth review of street gangs in Britain. London: Centre for Social Justice. 228pp. (Breakthrough Britain). (Over the past decade British society has seen an increase in gang culture and its associated violence. In

addition, the composition and nature of gang culture has shifted: gang members are getting younger, geographical territory is transcending drug territory and violence is increasingly chaotic. Gang-related deaths of young people have increased and media coverage has, at times, been suggestive of an epidemic in gang-related youth violence. This report analyses the nature and scale of gang culture in Britain: who is involved and what they are involved in; how Britain has reached this point; and what society can do to tackle the problem). [Main Shelves. QOK A4]

Document Link:

<http://www.centreforsocialjustice.org.uk/client/downloads/DyingtoBelongFullReport.pdf>

BELLIS, M.A., and others (2008)
Contribution of violence to health inequalities in England: demographics and trends in emergency hospital admissions for assault. **Journal of Epidemiology & Community Health**, vol.62, no.12. pp1064-1071. (Violence is a major public health issue, but health data are under-utilised for describing the problem or developing responses. This study used English emergency hospital admissions for assault over four years [2002-2006] to examine assault demography and contribution to health inequalities. Results showed that rates of admission increased by nearly 30 per cent across England during this time. Higher rates were associated with deprivation across all ages, including those under 15 years of age. Males were 5.59 times more likely to be admitted to hospital for assault and such admissions peaked in the 15-29 years of age range. The findings identify a direct contribution made by violence to health inequalities and early life primary prevention strategies are required in disadvantaged communities in order to reduce childhood harm and to prevent the development of adult perpetrators and victims of violence).

HUMPHREYS, C., LOWE, P., and WILLIAMS, S. (2009)
Sleep disruption and domestic violence: exploring the interconnections between mothers and children. **Child & Family Social Work**, vol.14, no.1 (Jan). pp6-14. (Based on a pilot study which interviewed 17 women, 14 of whom had children, this paper examines and discusses the effects of domestic violence on patterns of sleeping in women and children. Highlights the threat to the emotional and physical wellbeing of children and women and explores one of the symptoms of trauma. Includes a literature review).

McGOWAN, A. (2008)
The knife that killed me. London: Definitions. 249pp. (Novel written for teenagers exploring themes of bullying, violence in and between schools, knife crime, friendship and the search for identity. It tells the tale of Paul, a boy who stands up to the school bully Roth, and is then encouraged by him to join his gang. Paul becomes the knife-carrier for the gang leading to fatal and tragic consequences). [Main Shelves. IVPM M1]

ROBINSON HALL, R., LEVY, H. and BAKER, P.A. (2008)
Inner-city Jamaica: a history of violence. **CRIN Newsletter**, no.22 (Sep). pp32-34. (Violence committed by and against children is a serious and growing problem in Jamaica. This short article describes some of the rights-base ways of tackling the island's culture of violence).

VOLUNTARY & COMMUNITY ORGANISATIONS

LEPPER, J. (2009)
How they see it from the other side of the fence. **Third Sector**, (24 Feb) pp14-15. (Commissioners give their views on tenders submitted by voluntary organisations).

PLUMMER, J. (2009)

Would you get into bed with Serco? **Third Sector**, (10 Feb) pp14-15. (Public sector commissioning is encouraging charities to enter partnerships with businesses. This article looks at the alliance between Turning Point, Catch22 and Serco).

YOUTH JUSTICE

KENNY, C. (2009)
How to work with young offenders. **Community Care**, no.1759 (26 Feb) pp22-23. (Reports on how Newcastle Youth Offending Team have succeeded in reducing offending by young people).

LITTLE, M. (2009)
Investigation begins on youth crime. **Children & Young People Now**, (5 Feb) pp14. (Brief report on the newly launched Independent Commission on Youth Crime and Antisocial Behaviour).

MINISTRY OF JUSTICE (2008)
Reoffending of juveniles: results from the 2006 cohort England and Wales. London: Ministry of Justice. 51pp. (This report contains results on reoffending - frequency, severity, actual and predicted - for juveniles, i.e. those aged 10 to 17. The results cover juveniles released from custody or commencing a non-custodial order or those given an out-of-court dispersal). [Main Shelves. QOI 5 M6]

Document Link:

<http://www.justice.gov.uk/publications/reoffendingjuveniles.htm>

THORP, S. (2009)
Kept out of custody. **Children & Young People Now**, (26 Feb) pp18-19. (Examines the impact of intensive fostering for young offenders as an alternative to custody and considers the future of the scheme).

YOUTH WORK

GULLAND, A. (2009)
Uniformed groups raise their game.
Children & Young People Now, (12 Feb) pp20-21. (Looks at how uniformed youth organisations have adapted their programmes of activities to the needs of today's young people).

LITTLE, M. (2009)
Youth project funds: deal or ordeal?
Children & Young People Now, (12 Feb) pp14. (Brief look at the problems youth workers face in securing funding).

MEGHJI, S. (2009)
Skills boost for youth work leaders.
Children & Young People Now, (19 Feb) pp12. (Brief look at a major new training programme aimed at equipping the youth workforce with leadership and management skills).

MEIER, R. (2008)
Youth mentoring: a good thing? London: Centre for Policy Studies. 36pp. (Over the last ten years, youth mentoring has expanded greatly as the Government has lent its support to this method of trying to help vulnerable children and young adults. This report argues that although many claims are made for the efficacy of youth mentoring there is no evidence base to support this assertion. It argues that mentors are too often inexperienced, unsuited to the task, barely trained, and lightly supervised – but are expected to turn round the lives of some of the most troubled youths in the country. Meier argues that “mentoring in the UK is in need of a fundamental rethink”. He asserts that mentoring should be recognised as a highly skilled, specific form of intervention for troubled youths. It should be far more tightly focused on those youths for whom it can work, more rigorously controlled and more

carefully monitored). [Main Shelves. QVW M4]

Document Link:

<http://www.cps.org.uk/newsarchive/news/?pressreleaseid=103>

MICKEL, A. (2009)
Time for Action man. **Community Care**, no.1759 (26 Feb) pp20. (Interview with London youth ambassador, James Cleverly in which he briefly talks about tackling youth violence in the capital).

PRYSE, S. (2009)
How to involve 'hard to reach' children and young people. London: National Children's Bureau for Participation Works. 12pp. (This how to guide aims to provide an understanding of why some children and young people might not make use of the education, services, organisations and activities that are on offer to them. It also offers practical ideas for enabling those individuals to get involved). [Pamphlet Boxes. QVW P9]

Document Link:

<http://www.participationworks.org.uk/ResourcesHub/HowtoGuides/tabid/423/Default.aspx>