

MHLD Review questions

RQ	Review question
1.1	What is the incidence and prevalence of mental health disorders in people (children, young people and adults) with learning disabilities?
1.2	What are the most appropriate methods/instruments for case identification of mental health problems in people (children, young people and adults) with learning disabilities?
1.3	<p>In people (children, young people and adults) with learning disabilities, what are the key components of, and the most appropriate structure for, an assessment of mental health problems?</p> <p>To answer this question, consideration should be given to:</p> <ul style="list-style-type: none"> - the nature and content of the interview and observation - formal diagnostic methods/psychological instruments for the assessment of mental health problems - the setting(s) in which the assessment takes place - the role of the any informants - severity of LD - diagnostic overshadowing - genetic syndromes.
2.1	In people (children, young people and adults) with learning disabilities, do psychological interventions aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
2.2	In people (children, young people and adults) with learning disabilities, do social and physical environmental interventions aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
2.3	In people (children, young people and adults) with learning disabilities, do personal and support strategies in community and residential settings which are aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
2.4	In people (children, young people and adults) with learning disabilities, do pharmacological interventions aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
2.5	In people (children, young people and adults) with learning disabilities, do dietary interventions aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
2.6	In people (children, young people and adults) with learning disabilities, do other multidisciplinary therapies aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
2.7	In people (children, young people and adults) with learning disabilities, do combined interventions aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
2.8	In people (children, young people and adults) with learning disabilities, do occupational interventions aimed at preventing mental health problems produce benefits that

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	outweigh possible harms when compared to an alternative approach?
2.9	In people (children, young people and adults) with learning disabilities, do community interventions (for example, to reduce stigma or hate crimes) aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
2.10	In people (children, young people and adults) with learning disabilities, does psychoeducation aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
2.11	In people (children, young people and adults) with learning disabilities, do annual health checks aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
2.12	In people (children, young people and adults) with learning disabilities, does family carer or staff training aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
2.13	In people (children, young people and adults) with learning disabilities, do exercise interventions aimed at preventing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
3.1	In people (children, young people and adults) with learning disabilities and mental health problems, do psychological interventions aimed at treating and managing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
3.2	In people (children, young people and adults) with learning disabilities and mental health problems, do social and physical environmental interventions aimed at treating and managing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
3.3	In people (children, young people and adults) with learning disabilities and mental health problems, do personal and support strategies in community and residential settings which are aimed at treating and managing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
3.4	In people (children, young people and adults) with learning disabilities and mental health problems, do pharmacological interventions aimed at treating and managing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
3.5	In people (children, young people and adults) with learning disabilities and mental health problems, do dietary interventions aimed at treating and managing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
3.6	In people (children, young people and adults) with learning disabilities and mental health problems, do other multidisciplinary therapies aimed at treating and managing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
3.7	In people (children, young people and adults) with learning disabilities and mental health problems, do combined interventions aimed at treating and managing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
3.8	In people (children, young people and adults) with learning disabilities and mental health problems, do occupational interventions aimed at treating and managing mental health

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3.9	In people (children, young people and adults) with learning disabilities and mental health problems, do community interventions (for example, to reduce stigma or hate crimes) aimed at treating and managing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
3.10	In people (children, young people and adults) with learning disabilities and mental health problems, does psychoeducation aimed at treating and managing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
3.11	In people (children, young people and adults) with learning disabilities and mental health problems, do exercise interventions aimed at treating and managing mental health problems produce benefits that outweigh possible harms when compared to an alternative approach?
4.1	In people (children, young people and adults) with learning disabilities and mental health problems, do interventions aimed at improving accessibility of services (e.g., by removing barriers) produce benefits that outweigh possible harms when compared to an alternative approach?
4.2	In people (children, young people and adults) with learning disabilities and mental health problems, what are the effective models or support for transition between services (for example, young person to adult, adult to older adult, NHS to social care/residential)?
4.3	What is the best approach with regard to the coordination and communication with key persons and services in the life of the person with learning disabilities and mental health problems?
4.4	What are the most appropriate strategies to engaging the family and staff/advocate of people with learning disabilities in the design, implementation and monitoring of interventions for that person's mental health problems?
4.5	What are the most appropriate strategies to engage and empower service users with learning disabilities in the design, implementation and monitoring of interventions for that person's mental health problems?
4.6	What are the most appropriate service structures, training and supervision to support practitioners in the effective delivery of interventions for people (children, young people and adults) with learning disabilities and mental health problems?
5.1	In family carers and staff caring for people (children, young people and adults) with learning disabilities and mental health problems, which interventions, training and support improve the health and well-being of the family and staff as well as that of the person with learning disabilities when compared to an alternative approach?