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There is much in this 7th issue of IQJ about emotional, psychological and social wellbeing. In her Opinion piece, Shirley Young appeals for more talking therapies for families of disabled children. In my experience this is a massive unmet need in all parts of the UK and Ireland. Alice's mother, in Episode 7 of her diary for IQJ, ponders her own situation now that Alice is settled into her nursery. She muses on her future sitting in a café halfway between nursery and home and sounds for all the world as though she is temporarily stranded somewhere halfway between Alice and her self.

Pam Bartram, in her Lead Article, responds to my earlier essay about a unified approach to children who have multifaceted disabilities* and suggests, from a psychotherapeutic standpoint, that fragmented activity by service providers serves a psychic purpose. Grandparents of disabled children feature in two articles and in both we are reminded that they too have emotional and psychological needs – as well as an important part to play in family life. In the first article, 'G is for Grandparents' we hear about grandparents from a professional point of view and from Jenni Thomas who is first a professional in the field of bereavement and then a grandmother of a boy with a disability. In the second article, Ray Murray, an educational psychologist and a grandparent of Evie (who has Rett syndrome), discusses issues for practitioners to consider when supporting families when there are grandparents on the scene. Jenni Thomas makes a second appearance with an article about the helping relationship practitioners can and must build with parents of babies who have limited life expectancy. Sue Boucher reports on the first five articles of the ICPCN Charter which talks of the palliative care needs of children who have life-limiting conditions.

In the remaining articles Janet Mearns discusses parents' need for good childcare to support their efforts to take on and stay in paid work, Jan Cunningham describes how her school and its unique curriculum support pupils with Rett syndrome, and I offer some

guidance to parents who might be wondering whether the Team Around the Child approach is relevant to their child and family.

I am grateful to all of these writers for their thoughts, time and energy – and I hope they will inspire other practitioners to write for IQJ.

* Limbrick, P. 2009. *TAC for the 21st Century: Nine Essays on Team Around the Child*. UK. Interconnections.