

McGRAW-HILL INTERNATIONAL EDITION

# **Brief Contents**

CHAPTER 1	Introduction 1
CHAPTER 2	Research Methods and Ethical Issues 19
CHAPTER 3	Basic Psychological Theories 64
CHAPTER 4	Quantitative Behavioral Genetics 102
CHAPTER 5	Classification, Diagnosis, and Assessment 122
CHAPTER 6	Conduct Disorder and Oppositional Defiant Disorder 151
CHAPTER 7	Attention-Deficit/Hyperactivity Disorder 206
CHAPTER 8	Bipolar Disorder 257
CHAPTER 9	Depressive Disorders 288
CHAPTER 10	Anxiety Disorders 344
CHAPTER 11	Mental Retardation 396
CHAPTER 12	Autism and Other Pervasive Developmental Disorders 453
CHAPTER 13	Childhood-Onset Schizophrenia 508
CHAPTER 14	Disorders Associated with Trauma or Maltreatment 544
CHAPTER 15	Disorders Related to Physical Health and Functioning 616

### Contents

CHAPTER 1	Introduction 1
Who Should	Know about Child

Psychopathology? 3
Basic Principles 5

Disorders Develop through a Complex Set of Influences Unique to Each Child 5

Disorders Can Occur Together 9

Behaviors and Disorders Lie along a Continuum 10

Understanding Disorders and the Children Who Experience Them Involves the Use of Values 10

Our Ultimate Focus Is on Children, Not Disorders 11

The Field of Developmental Psychopathology 12

Concepts in Developmental Psychopathology 14

Using the Concepts of Risk and Protective Factors in Preventive and Therapeutic Interventions 17

#### CHAPTER 2 Research Methods and Ethical Issues 19

Research Methods 20

Introduction 21 Methods 23

Participants 23

Measures 26

Procedures 30

Results 40

Discussion 42

**Ethical Issues 43** 

#### Case Study: Handling Parental Expectations 44

Case Study: A Proposed Trial of a New Medication 46

Development of Laws and Ethical Guidelines for Research and Therapy 48

Principles for the Ethical Treatment of People Involved in Research or Therapy 49

Autonomy 49

Beneficence and Nonmaleficence 53
Confidentiality 56

Institutional Review Boards 60

## CHAPTER 3 Basic Psychological Theories 64

Psychodynamic Theories 65

Fundamental Ideas 65

The Therapeutic Process 70

Applicability to Child Psychopathology 71

Behavioral Theories 72

Fundamental Ideas 73

The Therapeutic Process 75

Applicability to Child Psychopathology 79

Cognitive Theories 80

Fundamental Ideas 80

The Therapeutic Process 84

Applicability to Child

Psychopathology 85

Potential Disadvantages 126 Attachment Theory 86 Emphasizing Advantages and Fundamental Ideas 86 Minimizina Disadvantages 127 The Therapeutic Process 90 Basic Issues in Classification 128 Applicability to Child Classification Systems 128 Psychopathology 91 Family Systems Theories 92 Categorical or Dimensional Classification 129 Fundamental Ideas 93 Disorders Not Otherwise Specified 131 The Therapeutic Process 96 Reliability and Validity 131 Applicability to Child The DSM Classification System 132 Psychopathology 97 The Multiaxial System 133 world only Common Features of the Theories 98 Diagnostic Criteria Provided for Which Theory Is Best? 99 Future Study 136 and planting place Clinical Assessment 137 Clinical Interviews 139 **Quantitative Behavioral CHAPTER 4** Genetics 102 Behavioral Assessment 143 Psychological Tests 145 History 103 Neuroimaging 147 Basic Research Strategy 105 Common Research Strategies in Quantitative Behavioral CHAPTER 6 Conduct Disorder and Genetics 107 Oppositional Defiant Family Studies 108 Disorder 151 Twin Studies 108 Case Study: Early-Onset Conduct Adoption Studies 110 Problems 153 Quantifying the Influences on Case Study: Adolescent-Onset Development 111 Conduct Problems 154 Heritability 112 History 156 Shared Environmental Influences 114 Diagnostic Criteria in the DSM 157 Nonshared Environmental Influences 115 Diagnosis and Assessment 158 Gene and Environment Diagnostic Criteria 158 Relationships 117 Controversial and Unresolved Issues 161 Genotype-Environment Interactions 117 Determining that an Individual Child Genotype-Environment Correlations 118 Has a Conduct Disorder 165 Characteristics and Experiences of Children with Oppositional

Defiant Disorder and Conduct

Intelligence and Cognitive Issues 169

Other Forms of Psychopathology 172

Disorder 169

Personality Issues 170

Peer and Family Issues 171

CHAPTER 5 Classification, Diagnosis, and Assessment 122

Disorders 123
Why Have a Classification System and
Diagnose Disorders? 124
Potential Advantages 125

Subtypes of Children with Conduct Disorder 173

Age of Onset 174

Patterns of Behaviors 175

Motivation for Behavior 177

Prevalence 178

Course 179

Early Onset, with Continuing Problems 179

Early Onset, with Discontinuation of Problems in Late Childhood or Adolescence 180

Few Early Problems, Increased Problems during Adolescence 181

Families of Children with Conduct Disorder 182

Etiology of Conduct Problems 184

Early-Onset Conduct Problems: Initial Development 184

Early-Onset Conduct Problems: Ongoing Development 190

Early-Onset, Limited Duration Conduct Problems 194

Adolescent-Onset Conduct Problems 196

Preventive and Therapeutic Interventions 198

Attending to Cultural Issues 198

Prevention 199

Early Intervention 200

Interventions during the School-Age Years and Adolescence 202

CHAPTER 7 Attention-Deficit/ Hyperactivity Disorder 206

Case Study: A Dramatic Influence of Medication 207

Case Study: Conflict over Taking Medication 209

History 211

Diagnosis and Assessment 212
Diagnostic Criteria 212

Controversial and Unresolved Issues 214
Determining that an Individual Child
Has ADHD 217

Characteristics and Experiences of Children with Attention-Deficit/ Hyperactivity Disorder 219

Core Features of ADHD 220

Associated Features 223

Prevalence 226

Course 227

Symptom Onset 227

Ongoing Development 228

Families of Children with ADHD 229

Observations of Parent-Child
Interactions 230

Etiology 232

Theoretical Perspectives on the Central Deficit in ADHD 233

Problems in ADHD 237

Family and Other Environmental Influences on the Development of ADHD 240

A Developmental Model 241

Prevention 243

Therapeutic Interventions 243

Medication 244

Parenting Interventions 248

Educational Interventions with Children 248

Psychosocial Interventions with Children 250

Combined Treatments 250

Issues Still to Be Addressed in Treatment for ADHD 253

CHAPTER 8 Bipolar Disorder 257

Case Study: Three Women, One Girl, and Two Cases of Bipolar Disorder 258

Case Study: A Treatment-Resistant Case of Bipolar Disorder 260

History 262

Contents Diagnosis and Assessment 262 Associated Features 305 Diagnostic Criteria 262 Prevalence 306 Determining that an Individual Child Course 308 Has a Bipolar Disorder 266 Onset and Course of Depressive The Existence of Bipolar Disorders in Disorders 308 Prepubertal Children 268 Onset and Course of Depressive Characteristics and Experiences of Symptoms 309 Children with Bipolar Sex Differences in Depression Disorders 272 Beginning in Adolescence 313 Core Features 272 Suicide 315 Associated Characteristics 276 Defining Terms 315 Prevalence 278 Prevalence 316 Families of Children with 1875 esruo) Characteristics and Experiences of Families of Children with Bipolar Children Who Are Suicidal 317 Disorders 279 The Development of Suicidal Thinking and Behavior 317 Etiology 280 Attempting Suicide 319 Neurological Studies 281 Families of Children with Depressive Genetic Influences 281 Disorders 320 Environmental Stress 282 Etiology of Depression 320 A Diathesis-Stress Model 282 Biologically Based Theories 321 Prevention 283 Theories Based on Affect Regulation 324 Therapeutic Interventions 284 Cognitive Theories 325 Medication 284 Influences of Life Stress 329 Psychosocial Interventions 285 Interpersonal Theories 330 Two Developmental Models 331 CHAPTER 9 Depressive Disorders 288 Prevention 334 Case Study: "Hidden" Depression in Therapeutic Interventions 337 an Early Adolescent 289 Medication 337 Case Study: A Gradual Decline into Psychosocial Interventions with Depression 291 Children 338 History 293 Therapeutic Interventions with Families 340 Diagnosis and Assessment 294 Diagnostic Criteria 294

CHAPTER 10 Anxiety Disorders 344 Controversial and Unresolved Issues 298 Case Study: A Child with Separation Determining that an Individual Child Anxiety 345 Has a Depressive Disorder 301 Case Study: A Sudden Fear of Dogs 347 Characteristics and Experiences of History 349 Children with Depressive Basic Issues in Childhood Anxiety 350 Disorders 304 Many Meanings of Anxiety 351 Core Features 304

ix

Do Children Experience Specific Anxiety
Disorders or High Levels of
Anxiety? 351
Cultural Influences on Anxiety 351
Anxiety Disorders 352

Separation Anxiety Disorder 352
Specific Phobia 355

Social Phobia or Social Anxiety Disorder 358
Obsessive—Compulsive Disorder 362

Generalized Anxiety Disorder 366
Panic Disorder 369

Adjustment Disorder with Anxiety 373

Anxiety Disorder Not Otherwise Specified 373

Etiology of Anxiety Disorders 373

Genetically Based Vulnerability to

Anxiety 375

A Brief Foray into Thinking about Risk Taking 378

The Influence of Experience on the Development of Anxiety 380

Maintaining and Intensifying
Anxiety 384

Prevention 387

Therapeutic Interventions 389
Systematic Desensitization 389
Cognitive-Behavioral Psychotherapy 390
Family Interventions 392
Medication 393

CHAPTER 11 Mental Retardation 396

Case Study: The Early Life of a Girl with Mild Mental Retardation 397

Case Study: A Young Boy's Influence on His Family 399

Intelligence and Intelligence Testing 400

Intelligence as One Trait or Many Traits 401

Culture and Intelligence 404 Measuring Intelligence 405

History 409

Diagnosis and Assessment 411

Diagnostic Criteria 412

Determining that an Individual Child Has Mental Retardation 412

Characteristics and Experiences of Children with Mental Retardation 415

Cognitive Abilities 415

Prevalence 420

Sex and Race Differences 420

Families of Children with Mental Retardation 421

> Parents 422 Siblinas 423

Etiology 425

Two Groups of Children Who Have Mental Retardation 425

Mental Retardation of Known Organic Cause 427

Mental Retardation with No Discernible Pathologic Basis 436

Prevention 439

Mental Retardation of Known Organic Cause 439

Mental Retardation of No Discernible Pathological Basis 440

**Educational Interventions 441** 

Early Intervention 441

Elementary and High School Education 442

Transition to Adulthood 443

Other Therapeutic Interventions 444

Psychopathology and Other Problem Behaviors 444

Self-Injurious Behavior 446

Family Training and Support 448

CHAPTER 12 Autism and Other Pervasive Developmental Disorders 453

Case Study: Experiences of a High-Functioning Person with Autism 454

Therapeutic Interventions 497 History 456 Diagnosis and Assessment 459 Early Interventions 498 Diagnostic Criteria 459 Interventions during the School-Age Years 500 A Controversial and Unresolved Issue: Autism Spectrum Disorder 459 Medication 502 Determining that an Individual Child Facilitated Communication 503 Has a Pervasive Developmental Interventions for Families 504 Disorder 463 Characteristics and Experiences of CHAPTER 13 Childhood-Onset Children with Autistic Disorder Schizophrenia 508 or Asperger's Disorder 464 Case Study: A Child with Many Risk Autistic Disorder: Core Features 464 Factors for Schizophrenia 509 Autistic Disorder: Associated Case Study: Childhood-Onset Features 471 Schizophrenia from "Out of the Asperger's Disorder 472 Blue" 511 Prevalence 475 History 512 Course 477 Diagnosis and Assessment 514 Initial Onset of Symptoms 477 Diagnostic Criteria 514 Development during Childhood and Controversial Issue: Continuity between Adolescence 478 Childhood-Onset Schizophrenia and Long-Term Prognosis 478 Adult-Onset Schizophrenia 516 Families of Children with a Pervasive Cultural Issues When Diagnosing Developmental Disorder 479 Childhood-Onset Schizophrenia 517 Etiology 481 Characteristics and Experiences of Theoretical Perspectives on the Children with Schizophrenia 518 Fundamental Deficits in ASD 481 Positive Symptoms 518 Neurological Bases for the Symptoms of Negative Symptoms 520 ASD 486 Cycle of Symptoms 521 Causes of the Yet-to-Be-Understood Prevalence 523 Neurological Impairments 488

Rett's Disorder 492

Characteristics and Experiences of Children with Rett's Disorder 493

Prevalence and Developmental Course 493

Etiology 494

Childhood Disintegrative Disorder 495

Characteristics and Experiences of Children with Childhood Disintegrative Disorder 495

Prevalence and Developmental Course 496

Etiology 496

Schizophrenia 526 Etiology 526

Course 523

Neurobiological Dysfunctions in Schizophrenia 527

Premorbid Functioning 523

Long-Term Course 525

Families of Children with

Initial Onset of Symptoms 524

Possible Causes of Neurobiological Dysfunction 529

The Role of Stressful or Dysfunctional Family Environments 531

xi

Three Theories about the Development of Schizophrenia 533

The Development of Schizophrenia during Childhood 535

Prevention 537

Markers of Vulnerability 537 On Only Possible Preventive Interventions 538

Therapeutic Interventions 538

Antipsychotic Medications 539 minibal Psychological Interventions 540 management

CHAPTER 14 Disorders Associated with Trauma or Maltreatment 544

POSTTRAUMATIC STRESS DISORDER
AND ACUTE STRESS
DISORDER 545

Case Study: Living through a

History 547 managed and and labour A

Diagnosis and Assessment 548

Diagnostic Criteria 548

Controversial and Unresolved Issue:

Different Diagnostic Criteria for

Preschool Children 552

Determining that an Individual Child Has Acute Stress Disorder or PTSD 552

Characteristics and Experiences of Children with PTSD 554

Core Features 554

Associated Features 556

Prevalence 558

Characteristics Distinguishing Children Who Do and Do Not Develop PTSD 559

Course 561

Initial Onset of Symptoms 561 Recovery from Symptoms 561

Families of Children with PTSD 562

Etiology 563

Influences of Trauma on Brain Development and Functioning 563 Cognitive Models of the Etiology of PTSD 568

Prevention 570

Therapeutic Interventions 572

Interventions for the Child with
PTSD 572

Interventions for Family Members 574

DISSOCIATIVE DISORDERS 575

Case Study: A Sexually Abused Boy 576

History 577

Toward Understanding Dissociative
Disorders: Common Dissociative
Experiences 579

Normal Dissociation in Children 579

Diagnosis and Assessment 580

Diagnostic Criteria 580

Controversial Issue: Does Dissociative Identity Disorder Exist? 583

Determining that an Individual Child Has a Dissociative Disorder 585

Characteristics and Experiences of Children with Dissociative Disorders 587

Core Features 587

Associated Features 588

Prevalence and Course 589

Etiology 589 modern of conject

Development of Chronic base size appending Dissociation 590 and otherwise

Development of Alternate Personality

Identities 592

Preventive and Therapeutic

Prevention 594

Therapeutic Interventions with the Child 594

Interventions with Family Members and Other Caregivers 596

**REACTIVE ATTACHMENT DISORDER 597** 

Case Study: Researchers' Interactions with a Young Child 598

History 599

Diagnosis and Assessment 600

Diagnostic Criteria 600

Controversial and Unresolved Issues 601

Determining that an Individual Child Has Reactive Attachment Disorder 602

Characteristics and Experiences of Children with Reactive Attachment Disorder 603

Core Features 604

Associated Features 605

Prevalence and Course 605

Etiology 607

Studies of Children Raised in Deprived Institutions 609

Preventive and Therapeutic

Prevention 611

Therapeutic Interventions for Children and Families 612

CHAPTER 15 Disorders Related to Physical Health and Functioning 616

SOMATOFORM DISORDERS AND SOMATIZATION PROBLEMS 617

Case Study: The Function of a Child's Injury in Her Family 618

Diagnosis and Assessment of Somatoform Disorders 620

Diagnostic Criteria for the Somatoform Disorders 620

Determining that an Individual Child Has a Somatoform Disorder 622

Somatization Problems 624

Characteristics and Experiences of Children with Somatization Problems and Their Families 624

Prevalence and Course 626 Etiology 627

Therapeutic Interventions for the Child and Family 631 Medical Interventions 631
Behavioral Interventions 632

Cognitive Interventions 633

Interventions for Parents and

Families 633 CHILDHOOD OBESITY 634

Case Study: A Girl's Ongoing Struggle with Weight 635

Defining and Measuring Obesity 637

Prevalence and Course 638

Consequences of Childhood Obesity 640

Physical Health 640

Psychological and Social Consequences 641

Etiology 642

Genetic Influences 644

Parental Obesity, Activity Levels, and Diet 644

A Model for the Development of Childhood Obesity 645

Prevention 647

Therapeutic Interventions 648
ANOREXIA NERVOSA AND BULIMIA
NERVOSA 651

Prevalence of Body Dissatisfaction and Dieting among School-Age Children 652

Development of Body Dissatisfaction and Dieting 653

Diagnostic Criteria for Anorexia Nervosa and Bulimia Nervosa 655

Prevalence and Course of Anorexia Nervosa and Bulimia Nervosa 657

Development of Anorexia Nervosa and Bulimia Nervosa 658

Prevention 663

Individual and Family Treatment 664

ELIMINATION DISORDERS 667

Case Study: Primary Enuresis 668

Enuresis 669

Diagnostic Criteria 669
Characteristics and Experiences of
Children with Enuresis 671
Prevalence and Course 674
Families of Children with Enuresis 675
Etiology 676
Prevention 679
Therapeutic Interventions 679
Encopresis 684
Diagnostic Criteria 684

Characteristics and Experiences of Children with Encopresis 686 Prevalence and Course 687 Etiology 688 Prevention 689 Therapeutic Interventions 690 References R-1 Name Index I-1 Subject Index I-14