

Abnormal Child Psychology

FIFTH EDITION



Eric J. Mash David A. Wolfe

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Eric J. Mash

Oregon Health & Science University
and
University of Calgary

David A. Wolfe

Centre for Addiction and Mental Health
and
University of Toronto



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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Eric J. Mash and David A. Wolfe

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Preface

We are delighted with the momentous success of *Abnormal Child Psychology*, leading to the release of this fifth edition. Over the past 15 years we have become closely connected to the diversity and significance of topics covered by this vibrant and active field, which (in our humble opinion) has established essential core knowledge for students interested in the many diverse areas of psychology that are influenced by normal and abnormal developmental processes. To keep pace with this expanding knowledge base we have reviewed literally thousands of new studies across major and minor areas in this field, resulting in the most up-to-date and comprehensive text on the market.

The positive reception to previous editions of our book and the helpful feedback from students and instructors continues to shape *Abnormal Child Psychology* into a comprehensive yet student-friendly textbook. The fifth edition maintains its focus on the child, not just the disorders, while continuing to keep the text on the cutting edge of scholarly and practical advancements in the field. Because reading textbooks can be demanding, we think you will find that the new full color presentation, graphics, and artwork increase your engagement with and enjoyment of the material from the moment you pick up the book.

This edition continues to expand on important new developments over the past few years such as recent findings on diagnosis, prevalence, causes, subtypes, comorbidity, developmental pathways, risk and protective factors, gender, ethnicity, evidence-based treatments, and early intervention and prevention. Notably, a recent upsurge of research into the role of genes and gene–environment interactions ($G \times E$) as well as new studies of brain structure, functioning, and connectivity have contributed enormously to our understanding of the childhood disorders covered in this book.

At the same time, the fifth edition retains the hallmark features that make it one of the most successful texts in courses on child psychopathology, abnormal child and adolescent psychology, developmental psychopathology, atypical development, and behavior disorders of childhood and adolescence. Among these features are engaging first-person accounts and case histories designed to create powerful links between key topics and the experiences of individual children and their families. The features that follow are also foundational to the text.

ATTENTION TO ADVANCES IN ABNORMAL CHILD AND ADOLESCENT PSYCHOLOGY

The past decade has produced extraordinary advances in understanding the special issues pertaining to abnormal child and adolescent psychology. Today, we have a much better ability to distinguish among different disorders of children and adolescents, which has given rise to increased recognition of poorly understood or under-detected problems such as childhood depression and bipolar disorder, teen suicide and substance abuse, eating disorders, disruptive behavior disorders, autism spectrum disorders, learning disorders, and problems stemming from chronic health problems and child maltreatment. Similarly, the field is now more aware of the ways children's and adolescents' psychological disorders are distinguishable from those of adults, and how important it is to maintain a strong developmental perspective in understanding the course of childhood disorders over the lifespan.

In a relatively short time, the study of abnormal child psychology has moved well beyond the individual child and family to consider the roles of community, social, and cultural influences in an integrative and developmentally sensitive manner. Similarly, those of us working in this field are more attuned to the many struggles faced by children and adolescents with psychological disorders and their families, as well as to the demands and costs such problems place on the mental health, education, medical, and juvenile justice systems.

A FOCUS ON THE CHILD, NOT JUST THE DISORDERS

We believe that one of the best ways to introduce students to a particular problem of childhood or adolescence is to describe a real child. Clinical descriptions, written in an accessible, engaging fashion, help students understand a child's problem in context, and provide a framework from which to explore the complete nature of the disorder. In each chapter, we introduce case examples of children and adolescents with disorders from our own clinical files and from those of colleagues. We then refer to these children when describing the course of the disorder, which provides the student with a well-rounded picture of the child or adolescent in the context of his or her family, peers, community, and culture.

In addition to clinical case material, we use extracts, quotes, and photos throughout each chapter to help the student remain focused on the real challenges faced by children with disorders and their families. First-person accounts and case descriptions enrich the reader's understanding of the daily lives of children and adolescents with problems, and allow for a more realistic portrayal of individual strengths and limitations.

A COMPREHENSIVE AND INTEGRATIVE APPROACH

To reflect the expansion of this field, the causes and effects of various childhood disorders are explained from an integrative perspective that recognizes biological, psychological, social, and emotional influences and their interdependence. This strategy was further guided by a consideration of developmental processes that shape and are shaped by the expression of each disorder. The broader contexts of family, peers, school, community, culture, and society that affect development are also important considerations for understanding child and adolescent disorders, and are a critical feature of this text.

We use both categorical and dimensional approaches in describing disorders, because each method offers unique and important definitions and viewpoints. Each topic area is defined using DSM criteria accompanied by clinical descriptions, examples, and empirically derived dimensions. The clinical features of each disorder are described in a manner that allows students to gain a firm grasp of the basic dimensions and expression of the disorder across its life span. Since children and adolescents referred for psychological services typically show symptoms that overlap into more than one diagnostic category, each chapter discusses common comorbidities and developmental norms that help inform diagnostic decisions.

ATTENTION TO BOTH DEVELOPMENTAL PATHWAYS AND ADULT OUTCOMES

To provide balance, we approach each disorder from the perspective of the whole child. Diagnostic criteria are accompanied by added emphasis on the strengths of the individual and on the environmental circumstances that influence the developmental course. The developmental course of each disorder is followed from its early beginnings in infancy and childhood through adolescence and into early adulthood, highlighting the special issues pertaining to younger and older age

groups and the risk and protective factors affecting developmental pathways. In this manner, we examine developmental continuities and discontinuities and attempt to understand why some children with problems continue to experience difficulties as adolescents and adults, whereas others do not.

EMPHASIS ON DIVERSITY

The importance of recognizing diversity in understanding and helping children with problems and their families is emphasized throughout. New research continues to inform and increase our understanding of the crucial role that factors such as socioeconomic status (SES), gender, sexual orientation, race, ethnicity, and culture play in the identification, expression, prevalence, causes, treatments, and outcomes for child and adolescent problems. To sharpen our emphasis on these factors, we were fortunate to receive input from Sumru Erkut, Ph.D., of Wellesley College, an expert in diversity and abnormal child development. As a result of Dr. Erkut's input, we examine differences related to SES, gender, race, ethnicity, and culture for each childhood problem under discussion. In addition, we also recognize the importance of studying distinct groups in their own right as a way of understanding the processes associated with specific problems for each gender, ethnic, or cultural group. While emphasizing new knowledge about diversity issues and childhood disorders, we also caution throughout this text that relatively few studies have examined the attitudes, behaviors, and biological and psychological processes of children and adolescents with mental disorders and problems across different cultures, and we indicate places where this situation is beginning to change.

COVERAGE OF CHILD MALTREATMENT AND RELATIONSHIP-BASED DISORDERS

A distinguishing feature of this textbook is its expansion and emphasis on several of the more recent and important areas of developmental psychopathology that do not easily fit into a deficits model or a categorical approach. These problems are sometimes referred to as relationship-based disorders, because they illustrate how some types of childhood problems are a function of their relationships with significant others. Along with recognition of the importance of biological dispositions in guiding development and behavior, we discuss the strong connection between children's behavior patterns and the availability of a suitable child-rearing environment, and how early experience can influence

both gene expression and brain development. Students are made aware of how children's overt symptoms can sometimes be adaptive in particular settings or in caregiving relationships that are atypical or abusive, and how traditional diagnostic labels may not be helpful.

INTEGRATION OF TREATMENT AND PREVENTION

Treatment and prevention approaches are integral parts of understanding a particular disorder. Applying knowledge of the clinical features and developmental courses of childhood disorders to benefit children with these problems and their families always intrigues students and helps them make greater sense of the material. Therefore, we emphasize current approaches to treatment and prevention in each chapter, where such information can be tailored to the particular childhood problem. Consistent with current health system demands for accountability, we discuss best practice guidelines and emphasize interventions for which there is empirical support.

A FLEXIBLE, EVEN MORE USER-FRIENDLY TEXT

The book is organized into a logical five-part framework to facilitate understanding of the individual disorders and mastery of the material overall. Following the introductory chapters that comprise Part I, the contents can be readily assigned to students in any order that suits the goals and preferences of the instructor. An overview of the book's five parts follows:

- I. Understanding Abnormal Child Psychology (definitions, theories, clinical description, research, assessment, and treatment issues);
- II. Behavioral Disorders (attention-deficit/hyperactivity disorders and conduct problems);
- III. Emotional Disorders (anxiety and mood disorders);
- IV. Developmental and Learning Disorders (intellectual disabilities, autism spectrum disorders, childhood-onset schizophrenia, and communication and learning disorders);
- V. Problems Related to Physical and Mental Health (health-related and substance use disorders, eating disorders, and child maltreatment and non-accidental trauma).

The overall length of the text is completely student-centered and manageable without sacrificing academic standards of content and coverage. Dozens of first-person

accounts and case histories help students grasp the real-world impact of disorders. Two guides—"Cases by Chapter" and "Cases by Clinical Aspect"—have been provided at the front of the text to help teachers and students navigate the book as easily as possible.

Additionally, chapters are consistently organized to help instructors avoid assigning sections of each chapter (e.g., biological causes) that may not appeal to the level of their students, or that address particular sub-topics that fall outside the parameters of a given course (e.g., childhood-onset schizophrenia or pediatric bipolar disorder). For instructors wanting a more detailed presentation of research findings, supplementary readings can be drawn from the many up-to-date citations of original research.

Related but less critical information that enhances each topic appears in "A Closer Look" boxes, so that students can easily recognize that the material is presented to add further insight or examples to the major content areas of the chapter.

Finally, chapters provide many useful pedagogical features to help make students' encounters with and learning of the material an agreeable experience: *key terms* are highlighted and defined where they appear in the text, listed at the chapter's end, and defined in a separate glossary at the back of the book to help students grasp important terminology; DSM-IV-TR tables are provided in addition to general tables to summarize diagnostic criteria; *bullet points* guide students to key concepts throughout the chapters; and interim "Section Summaries" help students consolidate each chapter's key concepts. In addition to the lists of key terms, students will find a listing of "Section Summaries" at the end of each chapter for easy reference while studying.

SUMMARY OF KEY FEATURES

- "A Closer Look" boxes, previously mentioned, are found throughout the book to draw students into the material and enrich each topic with engaging information. Some examples include: "What Are the Long-Term Criminal Consequences of Child Maltreatment?" "Common Fears in Infancy, Childhood, and Adolescence," and "Did Darwin Have a Panic Disorder?"
- Visual learning aids such as cartoons, tables, and eye-catching chapter- and section-opening quotes, as well as numerous photos and figures, now in full color, illustrate key concepts throughout the text to complement student understanding.
- The authors' in-depth coverage of the role of the normal developmental process in understanding each disorder, as well as their close attention to

important sex differences in the expression, determinants, and outcomes of child and adolescent disorders, promote greater understanding.

- Current findings regarding the reliability and validity of DSM diagnostic criteria for specific disorders are discussed, with inclusion of a website address where students can track the development of DSM-5, which is scheduled to appear in 2013 (<http://www.dsm5.org/Pages/Default.aspx>).

NOTABLE CONTENT CHANGES AND UPDATES IN THE FIFTH EDITION

Highlights of the content changes and updates to this edition include the following:

- The most current information concerning prevalence, age of onset, and gender distribution for each disorder, including a discussion of issues surrounding the reported increase in prevalence of autistic spectrum disorders.
- Enriched coverage of gender and culture appears in each chapter and includes exciting new findings related to the expression, development, and adolescent outcomes for girls with ADHD, conduct problems, and anxiety and mood disorders, and for children from different ethnic and cultural groups.
- The most recent theories about developmental pathways for different disorders, including the childhood precursors of eating disorders.
- Integrative developmental frameworks for ADHD, conduct problems, anxiety disorders, depression, autism, and child maltreatment.
- Exciting new findings on the interplay between early experience and brain development, including how early stressors, such as abuse, alter the brain systems associated with regulating stress and place the child at risk for developing later problems, such as anxiety or mood disorders.
- Recent genetic discoveries regarding neurodevelopmental disabilities such as autism spectrum disorders, ADHD, and learning and communication disorders.
- Findings from neuroimaging studies of ADHD, autism spectrum disorders, anxiety, and depression that illuminate neurobiological causes.
- New information on family factors in externalizing and internalizing disorders, and in developmental disabilities.
- New findings on subtypes for disorders such as ADHD, oppositional defiant disorder, and conduct disorders.
- Recent findings on the development of precursors of psychopathy.

- Recent findings on patterns of use and misuse of medications for treating ADHD and childhood depression.
- New definitions of intellectual disabilities and adaptive behavior.
- Current findings from neuroimaging studies showing the harmful effects of abuse and neglect and similar forms of trauma on neurocognitive development.
- The most recent follow-up findings from groundbreaking early intervention and prevention programs such as early interventions for children with autism spectrum disorders, Fast Track for conduct disorders, and the Multimodal Treatment Study for Children with ADHD.
- An enhanced focus on evidence-based assessment and treatments including:
 - Behavior therapy, psychopharmacological, and combined treatments for ADHD (Chapter 5)
 - Parent management training, problem-solving skills training, and multi-systemic therapy for oppositional and conduct disorders (Chapter 6)
 - Cognitive behavior therapy, exposure, and modeling for anxiety disorders (Chapter 7)
 - Cognitive behavior therapy and interpersonal therapy for depression (Chapter 8)
 - Advances in early identification and new treatments for autism spectrum disorders (Chapter 10)
 - Treatment for child and adolescence substance abuse problems (Chapter 12)
 - Treatment outcome studies with anorexia and bulimia (Chapter 13)
- Added coverage on important, contemporary topics including:
 - Subtypes of disorders such as the predominantly inattentive subtype of ADHD and new findings on emotional impulsivity (Chapter 5)
 - Temperament and personality disorders (Chapters 2 and 4)
 - Different symptom clusters for oppositional defiant disorder (Chapter 6)
 - Parenting styles (Chapters 2, 6, 7, 8, and 14)
 - The stigma of mental illness (Chapters 1 and 4)
 - The interplay between research findings in abnormal child psychology and public policy implications throughout the book.
- Coverage of many significant reports from the Surgeon General, the World Health Organization, and others that will shape the future of research and practice in children's mental health (Chapters 1 and 2)
- Support organizations for parents and children are now listed in the Instructor's Manual. Detailed

information about the text's instructor and student supplements is provided in the next section of this preface.

- Greatly expanded selection of multimedia and interactive learning resources, foremost among these numerous new video clips—selected by the authors—within PowerLecture. Unique in this market, these current, high-interest videos focus on topics such as ADHD, autism, bullying, life skills, and Down syndrome.

A COMPREHENSIVE TEACHING AND LEARNING PACKAGE

Abnormal Child Psychology, Fifth Edition, is accompanied by an array of supplements developed to facilitate both the instructors' and the students' best possible experience, inside as well as outside the classroom. Supplements continuing from the fourth edition have been thoroughly revised and updated; other supplements are new to this edition. Cengage Learning invites you to take full advantage of the teaching and learning tools available to you and has prepared the following descriptions of each.

Instructor's Manual with Test Bank

The Instructor's Manual with Test Bank closely matches the text and consists of lecture outlines and notes, learning objectives, myriad activities and handouts, video and website recommendations, "Warning Signs" transparency masters, and new listings of support organizations for parents and children. In addition to a comprehensive test bank, this resource also includes a set of extras called "Five Minutes More," which comprises additional lecture ideas, transparency/digital slide masters, and activities on selected topics such as the brain, day care, and bilingualism. The Instructor's Manual is available in print and in electronic format on the book's companion website (password-protected).

ABC Video for Abnormal Psychology, Volumes I and II

These ABC videos, available on DVD, feature short, high-interest clips about current studies and research in psychology. Including titles such as Autism Diagnosis in Children and Selective Mutism, these videos are perfect for discussion starters or to enrich lectures.

Psychology CourseMate

Abnormal Child Psychology, fifth edition, includes Psychology CourseMate, a complement to your textbook. Psychology CourseMate includes:

- an interactive eBook
- interactive teaching and learning tools including:
 - Quizzes
 - Flashcards
 - Videos
 - and more
- Engagement Tracker, a first-of-its-kind tool that monitors student engagement in the course. Go to login.cengage.com to access these resources.

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*Eric J. Mash
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