

# Abnormal Child Psychology

FIFTH EDITION



Eric J. Mash     David A. Wolfe



# Abnormal Child Psychology

---

FIFTH EDITION

**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

**Abnormal Child Psychology, Fifth Edition**

Eric J. Mash and David A. Wolfe

Publisher: Jon-David Hague

Executive Editor: Jaime Perkins

Associate Development Editor: Nicolas Albert

Assistant Editor: Lauren Moody

Editorial Assistant: Jessica Alderman

Media Editor: Lauren Keyes

Marketing Communications Manager:

Laura Localio

Marketing Program Manager: Janay A. Pryor

Content Project Manager: Charlene M.  
Carpentier

Art Director: Vernon Boes

Manufacturing Planner: Karen Hunt

Rights Acquisitions Specialist: Tom McDonough

Production Services and Composition:  
S4Carlisle Publishing Services

Photo Researcher: Bill Smith Studio

Text Researcher: Sue Howard

Copy Editor: Mark Kwicinski

Art Editor: Lisa Torri

Illustrator: Precision Graphics

Text Designer: Liz Harasymczuk

Cover Designer: Cheryl Carrington

Cover Image: Masterfile/Royalty Free;  
Digital Vision

© 2013, 2009 Wadsworth, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at  
**Cengage Learning Customer & Sales Support, 1-800-354-9706.**

For permission to use material from this text or product,  
submit all requests online at **www.cengage.com/permissions.**

Further permissions questions can be e-mailed to  
**permissionrequest@cengage.com.**

Library of Congress Control Number: 2012933865

Student Edition:

ISBN-13: 978-1-111-83449-4

ISBN-10: 1-111-83449-0

Loose-leaf Edition:

ISBN-13: 978-1-133-59063-7

ISBN-10: 1-133-59063-2

**Wadsworth**20 Davis Drive  
Belmont, CA 94002-3098  
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at **www.cengage.com/global.**

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

To learn more about Wadsworth, visit **www.cengage.com/Wadsworth**  
Purchase any of our products at your local college store or at our preferred  
online store **www.CengageBrain.com.**

Printed in the United States of America

1 2 3 4 5 6 7 16 15 14 13 12

---

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit [www.cengage.com/highered](http://www.cengage.com/highered) to search by ISBN#, author, title, or keyword for materials in your areas of interest.



# Brief Contents

## PART 1

---

### Understanding Abnormal Child Psychology

- 1 Introduction to Normal and Abnormal Behavior in Children and Adolescents 1
- 2 Theories and Causes 27
- 3 Research 55
- 4 Assessment, Diagnosis, and Treatment 81

## PART 2

---

### Behavioral Disorders

- 5 Attention-Deficit/Hyperactivity Disorder (ADHD) 121
- 6 Conduct Problems 157

## PART 3

---

### Emotional Disorders

- 7 Anxiety Disorders 198
- 8 Mood Disorders 244

## PART 4

---

### Developmental and Learning Disorders

- 9 Intellectual Disability (Mental Retardation) 285
- 10 Autism Spectrum Disorders and Childhood-Onset Schizophrenia 314
- 11 Communication and Learning Disorders 352

## PART 5

---

### Problems Related to Physical and Mental Health

- 12 Health-Related and Substance Use Disorders 381
- 13 Eating Disorders and Related Conditions 414
- 14 Child Maltreatment and Non-Accidental Trauma 444

# Contents

## PART 1

### Understanding Abnormal Child Psychology

#### 1 Introduction to Normal and Abnormal Behavior in Children and Adolescents 1

*Georgina: Counting for Safety* 2

##### Historical Views and Breakthroughs 3

- The Emergence of Social Conscience 4
- Early Biological Attributions 6
- Early Psychological Attributions 7
- Evolving Forms of Treatment 8
- Progressive Legislation 9

##### What Is Abnormal Behavior in Children and Adolescents? 10

- Lee: Early Troubles* 10
- Defining Psychological Disorders 11
- Competence 13
- Developmental Pathways 14

##### Risk and Resilience 15

*Raoul and Jesse: Why the Differences?* 15

##### The Significance of Mental Health Problems Among Children and Youths 17

- The Changing Picture of Children's Mental Health 18

##### What Affects Rates and Expression of Mental Disorders? A Look at Some Key Factors 19

- Poverty and Socioeconomic Disadvantage 19
- Sex Differences 20
- Race and Ethnicity 21
- Culture 22
- Child Maltreatment and Non-Accidental Trauma 22
- Special Issues Concerning Adolescents and Sexual Minority Youths 22
- Lifespan Implications 23

##### Looking Ahead 23

##### Study Resources 26

#### 2 Theories and Causes 27

##### What Is Causing Jorge's Problems? 28

*Jorge: Not Keeping Up* 28

##### Theoretical Foundations 31

- Underlying Assumptions 31
- An Integrative Approach 34

##### Developmental Considerations 35

- Organization of Development 35
- Developmental Psychopathology Perspective 36

##### Biological Perspectives 36

- Neural Plasticity and the Role of Experience 37
- Genetic Contributions 38
- Neurobiological Contributions 41

##### Psychological Perspectives 44

- Emotional Influences 45
- Behavioral and Cognitive Influences 48

##### Family, Social, and Cultural Perspectives 49

- Infant-Caregiver Attachment 51
- The Family and Peer Context 51

##### Looking Ahead 53

##### Study Resources 54

#### 3 Research 55

##### A Scientific Approach 56

##### When Science Is Ignored 57

##### The Research Process 58

- Common Research Questions and Topics 59
- Whitney: Always Sad* 59
- Tito: Constantly Fighting* 59

##### Methods of Studying Behavior 64

- Standardization, Reliability, and Validity 64
- Measurement Methods 65
- Reporting 65
- Psychophysiological Methods 66
- Neuroimaging Methods 67
- Observation Methods 67

##### Research Strategies 68

- Identifying the Sample 69
- General Research Strategies 70
- Research Designs 72
- Qualitative Research 76

##### Ethical and Pragmatic Issues 78

- Informed Consent and Assent 78
- Voluntary Participation 78
- Confidentiality and Anonymity 79
- Nonharmful Procedures 79
- Other Ethical and Pragmatic Concerns 79

##### Study Resources 80



## 4 Assessment, Diagnosis, and Treatment 81

*Felicia: Multiple Problems* 82

### Clinical Issues 82

The Decision-Making Process 82  
Developmental Considerations 83  
Purposes of Assessment 87

### Assessing Disorders 89

Clinical Interviews 90  
*Felicia: History* 91  
Behavioral Assessment 92  
Psychological Testing 95

### Classification and Diagnosis 102

Categories and Dimensions 102  
The Diagnostic and Statistical Manual (DSM) 104

### Treatment 107

Intervention 108  
Cultural Considerations 110  
Treatment Goals 110  
Ethical and Legal Considerations 112  
General Approaches to Treatment 113  
*Felicia: Multiple Solutions* 117  
Treatment Effectiveness 117  
New Directions 119

### Study Resources 120

## PART 2

## Behavioral Disorders

## 5 Attention-Deficit/Hyperactivity Disorder (ADHD) 121

### Description and History 122

*John: Inattentive, Hyperactive, Impulsive* 122  
Description 122  
History 123

### Core Characteristics 124

Inattention (IA) 124  
*Lisa: Just Can't Focus* 124  
Hyperactivity–Impulsivity (HI) 126  
*Mark: Junior Wild Man* 126  
Subtypes 127  
Additional DSM Criteria 128  
What DSM Criteria Don't Tell Us 129

### Associated Characteristics 129

Cognitive Deficits 129  
Speech and Language Impairments 132  
Developmental Coordination and Tic Disorders 132  
Medical and Physical Concerns 132

Social Problems 133  
*Dennis: Nothing Sticks* 133

### Accompanying Psychological Disorders and Symptoms 135

Oppositional Defiant Disorder and Conduct Disorder 135  
*Shawn: Bad Boy* 135  
Anxiety Disorders 136  
*T.J.: Overactive and Anxious* 136  
Mood Disorders 136

### Prevalence and Course 137

Gender 137  
Socioeconomic Status and Culture 138  
Course and Outcome 139  
*Alan: Off and Running* 139  
*Alan: Preschool Outcast* 139  
*Alan: I Couldn't Do Anything Right* 140  
*Alan: A Parent's Viewpoint* 140  
*Alan: Adult Challenges* 140

### Theories and Causes 141

Genetic Influences 143  
Pregnancy, Birth, and Early Development 143  
Neurobiological Factors 144  
Diet, Allergy, and Lead 146  
Family Influences 146

### Treatment 148

*Mark: Medication and Behavior Therapy* 148  
*Lisa: Behavior Therapy and Counseling* 148  
Medication 149  
Parent Management Training (PMT) 151  
Educational Intervention 152  
*Alan: Boxed in at School* 152  
Intensive Interventions 153  
Additional Interventions 154  
A Comment on Controversial Treatments 155  
Keeping Things in Perspective 155  
*Mark: Good Support System* 155

### Study Resources 156

## 6 Conduct Problems 157

### Description of Conduct Problems 158

*Andy: Young Rage* 158  
*Marvelle: Defiant* 159  
*Nick: Not Like Other Kids* 159  
*Steve: Not Without Cause* 159

### Context, Costs, and Perspectives 160

Context 160  
Social and Economic Costs 161  
Perspectives 161

### DSM-IV-TR: Defining Features 164

Oppositional Defiant Disorder (ODD) 164  
*Gordon: Enjoying His Power* 164

Conduct Disorder (CD) 165  
*Greg: Dangerous Distress* 165  
Antisocial Personality Disorder (APD)  
and Psychopathic Features 167  
*Jason: No Conscience* 167

### Associated Characteristics 169

Cognitive and Verbal Deficits 169  
School and Learning Problems 170  
Self-Esteem Deficits 170  
Peer Problems 170  
*Tom and Matthew: Murderous Meeting of Minds* 171  
Family Problems 171  
Health-Related Problems 173

### Accompanying Disorders and Symptoms 174

Attention-Deficit/Hyperactivity Disorder  
(ADHD) 174  
Depression and Anxiety 174

### Prevalence, Gender, and Course 175

Prevalence 175  
Gender 175  
*Ann: Runaway* 175  
Developmental Course and Pathways 178  
*Marcus: Call of the Wild* 180  
Adult Outcomes 181

### Causes 182

Genetic Influences 182  
Prenatal Factors and Birth Complications 183  
Neurobiological Factors 183  
Social-Cognitive Factors 185  
Family Factors 185  
Other Family Problems 188  
*Jake and Reggie: All Odds Against Them* 188  
Societal Factors 189  
Cultural Factors 191

### Treatment and Prevention 192

*Scott: Salvageable?* 192  
Parent Management Training (PMT) 193  
Problem-Solving Skills Training (PSST) 194  
Multisystemic Therapy (MST) 194  
Preventive Interventions 195

### Study Resources 197

## PART 3

### Emotional Disorders

## 7 Anxiety Disorders 198

### Description of Anxiety Disorders 199

Experiencing Anxiety 200  
*Chantelle: The Terror of Being Home Alone* 202  
Anxiety Versus Fear and Panic 202  
Normal Fears, Anxieties, Worries, and Rituals 202  
Anxiety Disorders According to DSM-IV-TR 205

### Separation Anxiety Disorder 206

*Brad: "Don't Leave Me!"* 206  
Prevalence and Comorbidity 206  
Onset, Course, and Outcome 207  
School Reluctance and Refusal 208  
*Eric: Won't Go to School* 208

### Generalized Anxiety Disorder 209

*Jared: Perpetual Worrywart* 209  
Prevalence and Comorbidity 210  
Onset, Course, and Outcome 211

### Specific Phobia 211

*Charlotte: Arachnophobia* 211  
Prevalence and Comorbidity 213  
Onset, Course, and Outcome 213

### Social Phobia (Social Anxiety Disorder) 213

Prevalence, Comorbidity, and Course 214  
Selective Mutism 216  
*Keisha: Mum's the Word* 216

### Obsessive—Compulsive Disorder 216

*Paul: Counting and Cleaning* 216  
Prevalence and Comorbidity 219  
Onset, Course, and Outcome 219

### Panic 220

Panic Attacks 220  
Panic Disorder 221  
*Claudia: An Attack Out of Nowhere* 221  
Prevalence and Comorbidity 222  
Onset, Course, and Outcome 223

### Posttraumatic and Acute Stress Disorders 223

*Marcie: Not the Only Victim* 224  
Prevalence and Comorbidity 224  
Onset, Course, and Outcome 225

### Associated Characteristics 225

Cognitive Disturbances 225  
Physical Symptoms 226  
Social and Emotional Deficits 226  
Anxiety and Depression 227

### Gender, Ethnicity, and Culture 228

### Theories and Causes 229

Early Theories 229  
Temperament 230  
Family and Genetic Risk 231  
Neurobiological Factors 232  
Family Factors 233

### Treatment and Prevention 235

*Candy: Afraid to Swallow* 235  
Overview 236  
Behavior Therapy 237  
Cognitive-Behavior Therapy  
(CBT) 238  
Family Interventions 240  
Medications 240  
Prevention 241

### Study Resources 242

## 8 Mood Disorders 244

*Donna: Desperate Despair* 245

*Mick: Up and Down* 245

### Overview of Mood Disorders 245

#### Depression 246

History 246

Depression in Young People 247

Depression and Development 247

Anatomy of Depression 248

#### Major Depressive Disorder (MDD) 249

*Joey: Feeling Worthless and Hopeless* 249

*Alison: "I Couldn't Take It Any More"* 249

Prevalence 249

Comorbidity 250

*Raymond: Depressed and Enraged* 250

Onset, Course, and Outcome 251

Gender, Ethnicity, and Culture 252

#### Dysthymic Disorder (Dysthymia) 254

*Deborah: A Childhood Without Laughter* 254

Prevalence and Comorbidity 255

Onset, Course, and Outcome 255

#### Associated Characteristics of Depressive Disorders 256

Intellectual and Academic Functioning 256

Cognitive Biases and Distortions 256

*Ellie: Life's Hardly Worth It* 257

Negative Self-Esteem 257

*Farah: Never Good Enough* 258

Social and Peer Problems 258

Family Problems 259

Depression and Suicide 260

*Carla: "It Became Too Much"* 260

#### Theories of Depression 261

Psychodynamic 261

Attachment 262

Behavioral 262

Cognitive 262

Other Theories 264

#### Causes of Depression 265

Genetic and Family Risk 266

Neurobiological Influences 267

Family Influences 268

*Mrs. D.: Not Up to Mothering* 268

Stressful Life Events 270

*Carline: How Depression Acts* 270

Emotion Regulation 270

#### Treatment of Depression 271

*Leeta: Feeling Better* 271

Psychosocial Interventions 272

Medications 275

Prevention 277

#### Bipolar Disorder (BP) 278

*Ben: Extreme Mood Swings* 278

Prevalence 281

Comorbidity 281

Onset, Course, and Outcome 281

Causes 282

*Jessi: Runs in the Family* 282

Treatment 283

#### Study Resources 284

## PART 4

### Developmental and Learning Disorders

## 9 Intellectual Disability (Mental Retardation) 285

### Intelligence and Intellectual Disability 286

The Eugenics Scare 287

Defining and Measuring Children's Intelligence and Adaptive Behavior 288

The Controversial IQ 288

### Features of Intellectual Disabilities 290

*Matthew: Gaining at His Own Pace* 290

*Vanessa: Gaining at Home* 291

Clinical Description 291

Degrees of Impairment 293

Level of Needed Supports 294

Race, Sex, and SES Prevalence 295

### Developmental Course and Adult Outcomes 296

*Dan: With His Brother's Help* 296

Motivation 297

Changes in Abilities 298

Language and Social Behavior 298

Emotional and Behavioral Problems 299

*Pattie: Disturbed or Disturbing?* 299

Other Disabilities 300

### Causes 301

Inheritance and the Role of the Environment 302

Genetic and Constitutional Factors 303

Neurobiological Influences 305

Social and Psychological Dimensions 307

### Prevention, Education, and Treatment 308

Prenatal Education and Screening 308

Psychosocial Treatments 309

#### Study Resources 313

## 10 Autism Spectrum Disorders and Childhood-Onset Schizophrenia 314

### Autism Spectrum Disorders (ASD) 315

Description and History 315

### DSM-IV-TR: Defining Features of Autism 317

Autism Across the Spectrum 317

*Lucy: ASD with Intellectual Disability* 318

*John: ASD with Average Intelligence* 319

## Core Deficits of ASD 320

- Social Impairments 320
- Communication Impairments 322
- Restricted and Repetitive Behaviors and Interests 324

## Associated Characteristics of ASD 325

- Intellectual Deficits and Strengths 325
- Sensory and Perceptual Impairments 326
- Cognitive and Motivational Deficits 327
- Medical Conditions and Physical Characteristics 330
- Accompanying Disorders and Symptoms 330

## Prevalence and Course of ASD 331

- Age of Onset 332
- Anne-Marie: First Birthday* 332
- Course and Outcome 333

## Causes of ASD 333

- Problems in Early Development 333
- Genetic Influences 334
- Brain Abnormalities 335
- ASD as a Disorder of Risk and Adaptation 336

## Treatment of ASD 337

- Overview 338
- Emilie: A Full-Time Job* 338
- Early Intervention 339
- Medications 341

## Other Pervasive Developmental Disorders (PDD) 342

- Asperger's Disorder (AD) 342
- Pervasive Developmental Disorder, Not Otherwise Specified (PDD-NOS) 343
- Childhood Disintegrative Disorder 343
- Rett's Disorder 343

## Childhood-Onset Schizophrenia (COS) 344

- Mary: Depressed, Disorderly, Doomed* 345

## DSM-IV-TR: Defining Features of Schizophrenia 345

## Precursors and Comorbidities 348

- Prevalence 348

## Causes and Treatment of COS 348

- Causes 349
- Treatment 350

## Study Resources 351

## 11 Communication and Learning Disorders 352

- James: Smart But Can't Read* 353
- Francine: Shunned and Falling Behind* 353

## Definitions and History 354

## Language Development 356

- Phonological Awareness 357

## Communication Disorders 358

- Jackie: Screaming, Not Talking* 358
- Expressive Language Disorder 358

Stuttering 362

*Sayad: Family Legacy* 362

## Learning Disorders 363

*James: Strong Points Shine* 364

*Tim: Warming with Interest* 364

Reading Disorder 366

Mathematics Disorder 367

Writing Disorder 367

*Carlos: Slowly Taking Shape* 367

*Francine: Slowly but Surely Improving* 375

*Carlos: Plans* 378

## Study Resources 380

## PART 5

## Problems Related to Physical and Mental Health

## 12 Health-Related and Substance Use Disorders 381

*Jeremiah: Breath Is Life* 382

*Freddie: Too Worried to Sleep* 382

## History 383

## Sleep Disorders 384

The Regulatory Functions of Sleep 385

Maturational Changes 386

Features of Sleep Disorders 386

Treatment 388

## Elimination Disorders 389

Enuresis 389

Prevalence and Course 390

Causes and Treatment 391

Encopresis 392

Prevalence and Course 393

Causes and Treatment 393

## Chronic Illness 394

Normal Variations in Children's Health 395

Diabetes Mellitus 397

*Amanda: Daily Struggle with Diabetes* 397

Childhood Cancer 399

*Chen: A Determined Boy Fighting*

*Leukemia* 399

Development and Course 400

How Children Adapt: A Biopsychosocial

Model 402

Intervention 404

## Adolescent Substance Use Disorders 406

Prevalence and Course 408

Causes 410

Treatment and Prevention 412

## Study Resources 413

## **13 Eating Disorders and Related Conditions 414**

### **How Eating Patterns Develop 415**

- Normal Development 415
- Developmental Risk Factors 416
- Biological Regulators 418

### **Obesity 419**

- Ellen: Self-Image and Self-Esteem* 420
- Prevalence and Development 421
- Causes 422
- Treatment 422

### **Feeding and Eating Disorders 424**

- Feeding Disorder of Infancy or Early Childhood 424
- Pica 424
- Failure to Thrive 425

### **Eating Disorders of Adolescence 426**

- Anorexia Nervosa 427
- Sooki: Obsessed with Food and Weight* 427
- Bulimia Nervosa 428
- Phillipa: A Well-Kept Secret* 428
- Prevalence and Development of Anorexia and Bulimia 431
- Causes 434
- Treatment 440

### **Study Resources 443**

## **14 Child Maltreatment and Non-Accidental Trauma 444**

- Mary Ellen: Her Legacy* 445

### **History and Family Context 446**

- Healthy Families 447
- Family Stress and Disharmony 447
- Continuum of Care 448

### **Types of Maltreatment 448**

- Physical Abuse 451
- Milton: Abused and Abusive* 451

- Neglect 451
- Jane and Matt: Used to Neglect* 451
- Sexual Abuse 453
- Rosita: No Haven at Home* 453
- Emotional Abuse 454
- Evan: If This Is Love . . .* 454
- Exploitation 454

### **Prevalence and Context 455**

- Incidence of Abuse and Neglect in North America 455
- Characteristics of Victimized Children 456
- Characteristics of Family and Perpetrator 456
- Cross-Cultural Comparisons 457

### **Developmental Course and Psychopathology 457**

- Rosita: Feeling Trapped* 457
- Resilience and Adaptation 458
- Developmental Consequences 459
- Psychopathology and Adult Outcomes 462
- Celia: Walled Away* 464

### **Causes of Child Maltreatment 465**

- Physical Abuse and Neglect 467
- Brenda: Unhappy Childhood, Unhappy Motherhood* 467
- Sexual Abuse 470
- Social and Cultural Dimensions 473

### **Prevention and Treatment 475**

- Physical Abuse and Neglect 475
- Milton's Treatment: Session 1* 476
- Milton's Treatment: Session 4* 477
- Sexual Abuse 478

### **Study Resources 479**

Epilogue 480

Glossary 481

References 491

Name Index 570

Subject Index 592



# Cases by Chapter

## Chapter 1 Introduction to Normal and Abnormal Behavior in Children and Adolescents

*Georgina*: Counting for Safety 2  
*Lee*: Early Troubles 10  
*Raoul and Jesse*: Why the Differences? 15

## Chapter 2 Theories and Causes

*Jorge*: Not Keeping Up 28

## Chapter 3 Research

*Whitney*: Always Sad 59  
*Tito*: Constantly Fighting 59

## Chapter 4 Assessment, Diagnosis, and Treatment

*Felicia*: Multiple Problems 82  
*Felicia*: History 91  
*Felicia*: Multiple Solutions 117

## Chapter 5 Attention-Deficit/Hyperactivity Disorder (ADHD)

*John*: Inattentive, Hyperactive, Impulsive 122  
*Lisa*: Just Can't Focus 124  
*Mark*: Junior Wild Man 126  
*Dennis*: Nothing Sticks 133  
*Shawn*: Bad Boy 135  
*T.J.*: Overactive and Anxious 136  
*Alan*: Off and Running 139  
*Alan*: Preschool Outcast 139  
*Alan*: I Couldn't Do Anything Right 140  
*Alan*: A Parent's Viewpoint 140  
*Alan*: Adult Challenges 140  
*Mark*: Medication and Behavior Therapy 148  
*Lisa*: Behavior Therapy and Counseling 148  
*Alan*: Boxed in at School 152  
*Mark*: Good Support System 155

## Chapter 6 Conduct Problems

*Andy*: Young Rage 158  
*Marvelle*: Defiant 159  
*Nick*: Not Like Other Kids 159  
*Steve*: Not Without Cause 159  
*Gordon*: Enjoying His Power 164  
*Greg*: Dangerous Distress 165  
*Jason*: No Conscience 167  
*Tom and Matthew*: Murderous Meeting of Minds 171  
*Ann*: Runaway 175  
*Marcus*: Call of the Wild 180  
*Jake and Reggie*: All Odds Against Them 188  
*Scott*: Salvageable? 192

## Chapter 7 Anxiety Disorders

*Chantelle*: The Terror of Being Home Alone 202  
*Brad*: "Don't Leave Me!" 206  
*Eric*: Won't Go to School 208  
*Jared*: Perpetual Worrywart 209  
*Charlotte*: Arachnophobia 211  
*Keisha*: Mum's the Word 216  
*Paul*: Counting and Cleaning 216  
*Claudia*: An Attack Out of Nowhere 221  
*Marcie*: Not the Only Victim 224  
*Candy*: Afraid to Swallow 235

## Chapter 8 Mood Disorders

*Donna*: Desperate Despair 245  
*Mick*: Up and Down 245  
*Joey*: Feeling Worthless and Hopeless 249  
*Alison*: "I Couldn't Take It Any More" 249  
*Raymond*: Depressed and Enraged 250  
*Deborah*: A Childhood Without Laughter 254  
*Ellie*: Life's Hardly Worth It 257  
*Farah*: Never Good Enough 258  
*Carla*: "It Became Too Much" 260  
*Mrs. D.*: Not Up to Mothering 268  
*Carline*: How Depression Acts 270  
*Leeta*: Feeling Better 271  
*Ben*: Extreme Mood Swings 278  
*Jessi*: Runs in the Family 282

## Chapter 9 Intellectual Disability (Mental Retardation)

*Matthew*: Gaining at His Own Pace 290  
*Vanessa*: Gaining at Home 291  
*Dan*: With His Brother's Help 296  
*Pattie*: Disturbed or Disturbing? 299

## Chapter 10 Autism Spectrum Disorders and Childhood-Onset Schizophrenia

*Lucy*: ASD with Intellectual Disability 318  
*John*: ASD with Average Intelligence 319  
*Anne-Marie*: First Birthday 332  
*Emilie*: A Full-Time Job 338  
*Mary*: Depressed, Disorderly, Doomed 345

## Chapter 11 Communication and Learning Disorders

*James*: Smart But Can't Read 353  
*Francine*: Shunned and Falling Behind 353  
*Jackie*: Screaming, Not Talking 358  
*Sayad*: Family Legacy 362  
*James*: Strong Points Shine 364  
*Tim*: Warming with Interest 364

---

*Carlos*: Slowly Taking Shape 367  
*Francine*: Slowly but Surely Improving 375  
*Carlos*: Plans 378

## **Chapter 12 Health-Related and Substance Use Disorders**

*Jeremiah*: Breath Is Life 382  
*Freddie*: Too Worried to Sleep 382  
*Amanda*: Daily Struggle with Diabetes 397  
*Chen*: A Determined Boy Fighting Leukemia 399

## **Chapter 13 Eating Disorders and Related Conditions**

*Ellen*: Self-Image and Self-Esteem 420  
*Sooki*: Obsessed with Food and Weight 427  
*Phillipa*: A Well-Kept Secret 428

## **Chapter 14 Child Maltreatment and Non-Accidental Trauma**

*Mary Ellen*: Her Legacy 445  
*Milton*: Abused and Abusive 451  
*Jane and Matt*: Used to Neglect 451  
*Rosita*: No Haven at Home 453  
*Evan*: If This Is Love . . . 454  
*Rosita*: Feeling Trapped 457  
*Celia*: Walled Away 464  
*Brenda*: Unhappy Childhood, Unhappy Motherhood 467  
*Milton's Treatment*: Session 1 476  
*Milton's Treatment*: Session 4 477



# Cases by Clinical Aspect

## Diagnosis

*Georgina*: Counting for Safety 2  
*Lee*: Early Troubles 10  
*Whitney*: Always Sad 59  
*Tito*: Constantly Fighting 59  
*Felicia*: Multiple Problems 82  
*John*: Inattentive, Hyperactive, Impulsive 122  
*Lisa*: Just Can't Focus 124  
*Mark*: Junior Wild Man 126  
*Dennis*: Nothing Sticks 133  
*Shawn*: Bad Boy 135  
*T. J.*: Overactive and Anxious 136  
*Andy*: Young Rage 158  
*Marvelle*: Defiant 159  
*Nick*: Not Like Other Kids 159  
*Steve*: Not Without Cause 159  
*Gordon*: Enjoying His Power 164  
*Greg*: Dangerous Distress 165  
*Jason*: No Conscience 167  
*Chantelle*: The Terror of Being Home Alone 202  
*Brad*: "Don't Leave Me!" 206  
*Eric*: Won't Go to School 208  
*Jared*: Perpetual Worrywart 209  
*Charlotte*: Arachnophobia 211  
*Keisha*: Mum's the Word 216  
*Paul*: Counting and Cleaning 216  
*Claudia*: An Attack Out of Nowhere 221  
*Marcie*: Not the Only Victim 224  
*Donna*: Desperate Despair 245  
*Mick*: Up and Down 245  
*Joey*: Feeling Worthless and Hopeless 249  
*Alison*: "I Couldn't Take It Any More" 249  
*Raymond*: Depressed and Enraged 250  
*Deborah*: A Childhood Without Laughter 254  
*Ellie*: Life's Hardly Worth It 257  
*Farah*: Never Good Enough 258  
*Carla*: "It Became Too Much" 260  
*Ben*: Extreme Mood Swings 278  
*Matthew*: Gaining at His Own Pace 290  
*Vanessa*: Gaining at Home 291  
*Pattie*: Disturbed or Disturbing? 299  
*Lucy*: ASD with Intellectual Disability 318  
*John*: ASD with Average Intelligence 319

*Mary*: Depressed, Disorderly, Doomed 345  
*James*: Smart But Can't Read 353  
*Francine*: Shunned and Falling Behind 353  
*Jackie*: Screaming, Not Talking 358  
*James*: Strong Points Shine 364  
*Tim*: Warming with Interest 364  
*Carlos*: Slowly Taking Shape 367  
*Jeremiah*: Breath Is Life 382  
*Freddie*: Too Worried to Sleep 382  
*Amanda*: Daily Struggle with Diabetes 397  
*Chen*: A Determined Boy Fighting Leukemia 399  
*Ellen*: Self-Image and Self-Esteem 420  
*Sooki*: Obsessed with Food and Weight 427  
*Phillipa*: A Well-Kept Secret 428  
*Mary Ellen*: Her Legacy 445  
*Milton*: Abused and Abusive 451  
*Jane and Matt*: Used to Neglect 451  
*Rosita*: No Haven at Home 453  
*Evan*: If This Is Love . . . 454

## Causes

*Jorge*: Not Keeping Up 28  
*Felicia*: History 91  
*Andy*: Young Rage 158  
*Marvelle*: Defiant 159  
*Nick*: Not Like Other Kids 159  
*Steve*: Not Without Cause 159  
*Gordon*: Enjoying His Power 164  
*Greg*: Dangerous Distress 165  
*Jason*: No Conscience 167  
*Jake and Reggie*: All Odds Against Them 188  
*Mrs. D.*: Not Up to Mothering 268  
*Carline*: How Depression Acts 270  
*Jessi*: Runs in the Family 282  
*Milton*: Abused and Abusive 451  
*Rosita*: No Haven at Home 453  
*Brenda*: Unhappy Childhood, Unhappy Motherhood 467

## Comorbidity

*Raymond*: Depressed and Enraged 250  
*Jeremiah*: Breath Is Life 382  
*Freddie*: Too Worried to Sleep 382  
*Amanda*: Daily Struggle with Diabetes 397

*Chen*: A Determined Boy Fighting Leukemia 399  
*Phillipa*: A Well-Kept Secret 428  
*Milton*: Abused and Abusive 451  
*Celia*: Walled Away 464

## Developmental Pathways

*Lee*: Early Troubles 10  
*Raoul and Jesse*: Why the Differences? 15  
*Whitney*: Always Sad 59  
*Tito*: Constantly Fighting 59  
*Felicia*: History 91  
*Alan*: Off and Running 139  
*Alan*: Preschool Outcast 139  
*Alan*: I Couldn't Do Anything Right 140  
*Alan*: A Parent's Viewpoint 140  
*Alan*: Adult Challenges 140  
*Tom and Matthew*: Murderous Meeting of Minds 171  
*Ann*: Runaway 175  
*Marcus*: Call of the Wild 180  
*Claudia*: An Attack Out of Nowhere 221  
*Marcie*: Not the Only Victim 224  
*Dan*: With His Brother's Help 296  
*Anne-Marie*: First Birthday 332  
*Mary*: Depressed, Disorderly, Doomed 345  
*Amanda*: Daily Struggle with Diabetes 397  
*Chen*: A Determined Boy Fighting Leukemia 399  
*Ellen*: Self-Image and Self-Esteem 420  
*Phillipa*: A Well-Kept Secret 428  
*Rosita*: No Haven at Home 453  
*Celia*: Walled Away 464

## Risk and Protective Factors

*Raoul and Jesse*: Why the Differences? 15  
*Whitney*: Always Sad 59  
*Felicia*: History 91  
*Andy*: Young Rage 158  
*Marvelle*: Defiant 159  
*Nick*: Not Like Other Kids 159  
*Steve*: Not Without Cause 159  
*Gordon*: Enjoying His Power 164  
*Greg*: Dangerous Distress 165  
*Jason*: No Conscience 167

*Tom and Matthew:* Murderous Meeting of Minds 171  
*Mary:* Depressed, Disorderly, Doomed 345  
*Jeremiah:* Breath Is Life 382  
*Freddie:* Too Worried to Sleep 382  
*Ellen:* Self-Image and Self-Esteem 420  
*Phillipa:* A Well-Kept Secret 428  
*Milton:* Abused and Abusive 451

### Gender

*Ann:* Runaway 175  
*Sooki:* Obsessed with Food and Weight 427  
*Phillipa:* A Well-Kept Secret 428

### Treatment

*Felicia:* Multiple Solutions 117  
*Mark:* Medication and Behavior Therapy 148

*Lisa:* Behavior Therapy and Counseling 148  
*Alan:* Boxed in at School 152  
*Mark:* Good Support System 155  
*Scott:* Salvageable? 192  
*Candy:* Afraid to Swallow 235  
*Leeta:* Feeling Better 271  
*Emilie:* A Full-Time Job 338  
*Mary:* Depressed, Disorderly, Doomed 345  
*Sayad:* Family Legacy 362  
*Francine:* Slowly but Surely Improving 375  
*Carlos:* Plans 378  
*Amanda:* Daily Struggle with Diabetes 397  
*Chen:* A Determined Boy Fighting Leukemia 399  
*Milton's Treatment:* Session 1 476  
*Milton's Treatment:* Session 4 477

### Intervention and Prevention

*Whitney:* Always Sad 59  
*Alan:* Boxed in at School 152  
*Mark:* Good Support System 155  
*Scott:* Salvageable? 192  
*Amanda:* Daily Struggle with Diabetes 397  
*Chen:* A Determined Boy Fighting Leukemia 399

# 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](http://login.cengage.com) to access these resources.

## ACKNOWLEDGMENTS

One of the most rewarding aspects of this project has been the willingness and commitment on the part of many to share their knowledge and abilities. With great pleasure and appreciation, we wish to acknowledge individuals who have in one way or another contributed to its completion, while recognizing that any shortcomings of this book are our responsibility alone.

In Calgary, Alison and Megan Wiigs, as creative and talented a mother-and-daughter team as there is, have contributed enormously to every phase of this project through five editions. For their devotion to the project, they have our special gratitude. We also thank Carlie Montpetit and Camille Popovich for their perceptive and useful feedback from a student perspective and generous help in locating resource material and references. In Toronto, Anna-Lee Straatman and Debbie Chiodo deserve rich praise for their skilled efforts at locating resource material and checking the manuscript. We are also grateful to colleagues who generously provided us with case materials and other information, including Thomas Achenbach, Ann Marie Albano, Russell Barkley, David Dozois, Scott Henggeler, Giuseppe Iaria, Charlotte Johnston, Alan Kazdin, Philip Kendall, David Kolko, Ivar Lovaas, Margaret McKim, Robert McMahon, Doug Murdoch, Joel Nigg, Gerald Patterson, John Pearce, William Pelham, John Piacentini, Phyl and Rachel Prout, Jerry Sattler, David Shaffer, Rosemary Tannock, and Fred Weizmann. Many thanks again to Sumru Erkut, Ph.D., Associate Director and Senior Research Scientist at Wellesley College's Wellesley Centers for Women, for her expert review of this text's previous edition focusing on diversity. We extend our special thanks to the many students in our courses and those from other universities, who provided us with helpful feedback on this edition.

The production of a textbook involves many behind-the-scenes individuals who deserve special thanks. Rebecca Dashiell gave her support in launching this fifth edition. Jaime Perkins, executive editor, contributed creative ideas, valuable assistance, and friendly reality checks from start to finish. The rest of

the devoted and talented staff at and associated with Cengage Learning, including Mary Falcon, freelance development editor; Nic Albert, associate development editor; Charlene Carpentier, content production manager; Vernon Boes, art director; Lauren Keyes, senior media editor; Jessica Alderman, editorial assistant; Lauren K. Moody, assistant editor; Josh Garvin, photo researcher; Bob Kauser, rights acquisition director; Tom McDonough, rights acquisition specialist; Sue Howard, permissions researcher, all deserve our thankful recognition for their contributions toward making the fifth edition of this text top quality.

Once again, we wish to thank our families, whose steadfast support and tolerance for the demands and excesses that go into a project such as this were critically important and exceedingly strong. The preparation of this textbook placed a heavy burden of our time away from them, and we are grateful for their unyielding support and encouragement. Eric Mash thanks Heather Henderson Mash, his wife and soul mate, for her love and support, tolerance of the time that a project like this takes away from family life, and her wise advice on many matters relating to this book. David Wolfe thanks his three children, Amy, Annie, and Alex, who were incredible sources of inspiration, information, humor, and photographs(!). His wife, Barbara Legate, has been a touchstone throughout every edition for her intellectual and emotional support.

## REVIEWERS

A critical part of writing this textbook involved feedback from students, teachers, and experts. We would like to thank several dedicated reviewers and scholars who read most of the chapters for this book and provided us with detailed comments and suggestions that were enormously helpful in shaping the final manuscript of this edition:

Daniel M. Bagner, Florida International University  
Paul Bartoli, East Stroudsburg University  
Greg Berg, San Jose State University  
Mary Ann Coupland, Sinte Gleska University  
Casey A. Holtz, Wisconsin Lutheran College  
Elizabeth J. Kiel Luebbe, Miami University  
Bertha Kondrak, Central TX University  
Susan K. Marell, St. Thomas Aquinas College  
Lauren Polvere, Clinton Community College  
Donald T. Saposnek, UC Santa Cruz

We also wish to again acknowledge and thank the reviewers whose insights helped us in previous editions:

Kristin Christodulu, University at Albany, State University of New York; David Day, Ryerson University; Maria Gartstein, Washington State University–Pullman; Claire Novosad, Southern Connecticut State University; Robert Weisskirch, California State University–Monterey Bay; Debora Bell-Dolan, University of Missouri–Columbia; Richard Clements, Indiana University Northwest; Nancy Eldred, San Jose State University; Robert Emery, University of Virginia; Virginia E. Fee, Mississippi State University; Paul Florsheim, University of Utah; Laura Freberg, California Polytechnic State University–San Luis Obispo; Gary Harper, DePaul University; Yo Jackson, University of Kansas; Christopher Kearney, University of Nevada–Las Vegas; Janet Kistner, Florida State University; Marvin Kumler, Bowling Green State University; June Madsen Clausen, University of San Francisco; Patrick McGrath, Dalhousie University; Kay McIntyre, University of Missouri–St. Louis; Clark McKown, University of California–Berkeley; Robert McMahan, University of Washington; Richard Milich, University of Kentucky; Martin Murphy, University of Akron; Jill Norvilitis, Buffalo State College; Narina Nunez, University of Wyoming; Stacy Overstreet, Tulane University; Michael Roberts, University of Kansas; Donald T. Saposnek, Ph.D., University of California, Santa Cruz; Dana Schneider, M.A., MFT, Sonoma State University; Michael Vasey, Ohio State University; Carol K. Whalen, University of California, Irvine; and Eric A. Youngstrom, Ph.D., Case Western Reserve University.

Our thanks also go to Paul Florsheim's students at the University of Utah: Trisha Aberton, Julie Blundell, Josh Brown, Kimbery Downing, Jaime Fletcher, Jeff Ford, Nick Gilson, Regina Hiraoka, Trisha Jorgensen, Michael Lambert, Monica Stauffer, Matthew Warthen, Heather Woodhouse, Kristen Yancey, and Matthew Zollinger.

Finally, we offer a special thanks to Nancy Eldred of San Jose State University for pilot-testing the second edition with her students. The comments were quite helpful in sharpening the student focus of subsequent editions, and we are grateful to her for volunteering for this mission! Thank you Gabriela Beas, Maria Brown, Sara Carriere, Gina Costanza, Gera-Lyne Delfin, Julene Donovan, Briann Durose, Shelly Gillan, Rochelle Hernandez, Keri Kennedy, Doris Lan, Maggie Lau, Christine McAfee-Ward, Deisy Muñoz, Shirat Negev, Kristi Pimentel, Veronica Rauch, Sandra Ronquillo, Becky Schripsema, Dianalin Stratton, Loyen Yabut, Melissa Zahradnik.

*Eric J. Mash  
David A. Wolfe*



- **[Applied Linear Regression \(Wiley Series in Probability and Statistics\) here](#)**
- [read \*The Six-Figure Second Income: How To Start and Grow A Successful Online Business Without Quitting Your Day Job\*](#)
- [download \*The Wealth of the Commons: A World Beyond Market and State\* book](#)
- [Growing Up Muslim: Understanding the Beliefs and Practices of Islam pdf, azw \(kindle\), epub, doc, mobi](#)
- **[The Personal Business Plan: A Blueprint for Running Your Life book](#)**
- **[click \*Society of the Mind: A Cyberthriller\*](#)**
  
- <http://drmurphreesnewsletters.com/library/The-Startup-Owner-s-Manual--The-Step-By-Step-Guide-for-Building-a-Great-Company.pdf>
- <http://interactmg.com/ebooks/The-Six-Figure-Second-Income--How-To-Start-and-Grow-A-Successful-Online-Business-Without-Quitting-Your-Day-Job.p>
- <http://deltaphenomics.nl/?library/Brothers-in-Blood.pdf>
- <http://diy-chirol.com/lib/Jason-and-Medeia.pdf>
- <http://interactmg.com/ebooks/Behind-Soviet-Lines--Hitler---s-Brandenburgers-Capture-the-Maikop-Oilfields-1942.pdf>
- <http://toko-gumilar.com/books/One-Night-at-the-Call-Center--A-Novel.pdf>