

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 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 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>