

PSYCHOLOGY 547-001:
ADVANCED CHILD AND ADOLESCENT PSYCHOPATHOLOGY
Fall, 2016

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Purpose: This seminar course will address current issues relevant to an understanding of child and adolescent psychopathology and the discipline of developmental psychopathology. By virtue of extensive reading, seminar discussion, and the preparation of integration papers, students will become familiar with the symptom characteristics, treatment protocols, and research issues pertaining to the most common mental health problems found in child and adolescent populations.

Learning experiences will be provided by completion of the following course requirements:

A. Integration Papers. Each student is expected to prepare 13 integration papers and one manuscript evaluation. The integration paper, not to exceed three double-spaced pages, shall portray one's *critical* integration of the journal articles assigned for that week. As such, each paper should include (1) attempts to relate the current reading to previous readings and relevant theoretical issues, (2) critical discussion of methodology, results, and interpretation of empirical studies, (3) implications for practice, either in terms of assessment or intervention, and (4) new insight gained from the readings. These papers should not simply represent a summary of the assigned readings, nor an affective reaction to the pieces (e.g., "I liked this article because I found it interesting"). Instead, they should be critical, evaluative, and integrative.

The manuscript evaluation (due December 8th) should be written as if you were invited to serve as *ad hoc* reviewer for this submission (specific details will be provided in class). The 13 integration papers, evaluated in terms of substance, scholarship, and quality of writing will contribute 70% to the final grade.

B. Research Proposal. The research proposal will represent a prospectus for a feasible investigation designed to further one's understanding of child or adolescent psychopathology. The format should reflect the front portion of a manuscript submitted for publication (i.e., Title page, Abstract, Introduction, Method, plus References). Your written research proposal must be submitted no later than 4:00pm Monday, November 28, 2016. *Please note:* You must receive approval of your topic no later than October 27, 2016. The written research proposal will contribute 20% to the final grade.

C. Class Participation. Seminar participation will include one's shared reaction to the assigned readings of that week, responses to other students' reactions, general class discussion, and questions and comments throughout the semester. Class participation will be evaluated following each class session in terms of substance, sophistication, and scholarship, and will contribute 10% to the final grade.

SCHEDULE AND ASSIGNMENTS – FALL, 2016

• 8/25: *Orientation & Instructors' Presentation*

Kazdin, A. E. (1995). Preparing and evaluating research reports. *Psychological Assessment*, 7, 228-237. (Assigned to facilitate research proposal; not read for discussion or integration papers)

• 9/01: *General Issues in Child and Developmental Psychopathology* (Week 01)

Besten, M., et al. (2016). The stability of problem behavior across the preschool years: An empirical approach in the general population. *Journal of Abnormal Child Psychology*, 44, 393-404.

Chen, N., Deater-Deckard, K., & Bell, M. A. (2015). The role of temperament by family environment interactions in child adjustment. *Journal of Abnormal Child Psychology*, 42, 1251-1262.

Cicchetti, D. & Rogosch, F. A. (2002). A developmental psychopathology perspective on adolescence. *Journal of Consulting and Clinical Psychology*, 70, 6-20.

Gersten, E. D. et al. (2011). Developmental risk and young children's regulatory strategies: Predicting behavior problems at age five. *Journal of Abnormal Child Psychology*, 39, 351-364.

Holmbeck, G. N. (1997). Toward terminological, conceptual, and statistical clarity in the study of mediators and moderators: Examples from the child-clinical and pediatric psychology literatures. *Journal of Consulting and Clinical Psychology*, 65, 599-610.

Kazdin, A. E., Kraemer, H. C., Kessler, R. C., Kupfer, D. J., & Offord, D. R. (1997). Contributions of risk-factor research to developmental psychopathology. *Clinical Psychology Review*, 17, 375-406.

McLaughlin, K. A. (2016). Future directions in childhood adversity in youth psychopathology. *Journal of Clinical Child & Adolescent Psychology*, 45, 361-382.

Rijlaarsdam, J. et al. (2013). Economic disadvantage and young children's emotional and behavioral problems: Mechanisms of risk. *Journal of Abnormal Child Psychology*, 41, 125-137.

• 9/08: *Classification and Assessment* (Week 02)

Achenbach, T. M. (2005). Advancing assessment of children and adolescents: Commentary on evidence-based assessment of child and adolescent disorders. *Journal of Clinical Child and Adolescent Psychology*, 34, 541-547.

Bunte, T. L., Schoemaker, K., Hessen, D. J., van der Heijden, P. G. M., & Matthys, D. J. (2014). Stability and change of ODD, CD, and ADHD diagnosis in referred preschool children. *Journal of Abnormal Child Psychology*, *42*, 1213-1224.

Caron, C. & Rutter, M. (1991). Comorbidity in child psychopathology: Concepts, issues, and research strategies. *Journal of Child Psychology and Psychiatry*, *32*, 1063-1080.

Scotti, J. R., Morris, T. L., McNeil, C. B., & Hawkins, R. P. (1996). *DSM-IV* and disorders of childhood and adolescence: Can structural criteria be functional? *Journal of Consulting and Clinical Psychology*, *64*, 1177-1191.

Wakschlag, L. S., Tolan, P. H., & Leventhal, B. L. (2010). Research review: 'Ain't misbehaving:' Towards a developmentally-specified nosology for preschool disruptive behavior. *Journal of Child Psychology and Psychiatry*, *51*, 3-22.

Walton, K. E., Ormel, J., & Krueger, R. F. (2011). The dimensional nature of externalizing behaviors in adolescence: Evidence from a direct comparison of categorical, dimensional, and hybrid models. *Journal of Abnormal Child Psychology*, *39*, 553-561.

• 9/15: *Assessment II* (Week 03)

Bunte, T. L. et al. (2013). Clinical usefulness of observational assessment and diagnosis of DBD and ADHD in preschoolers. *Journal of Clinical Child & Adolescent Psychology*, *42*, 749-761.

Bruck, M., Ceci, S. J., & Hembrooke, H. (1998). Reliability and credibility of young children's reports: From research to policy and practice. *American Psychologist*, *53*, 136-151.

De Los Reyes, A. & Kazdin, A. E. (2005). Informant discrepancies in the assessment of childhood psychopathology: A critical review, theoretical framework, and recommendations for further study. *Psychological Bulletin*, *131*, 483-509.

Ecklund, K., & Johnson, W. B. (2007). Toward cultural competence in child intake assessments. *Professional Psychology: Research and Practice*, *38*, 356-362.

Guion, K., Mrug, S., & Windle, M. (2009). Predictive value of informant discrepancies in reports of parenting: Relations to early adolescents' adjustment. *Journal of Abnormal Child Psychology*, *37*, 17-30.

Mash, E. J. & Hunsley, J. (2005). Evidence-based assessment of child and adolescent disorders: Issues and challenges. *Journal of Clinical Child and Adolescent Psychology*, *34*, 362-379.

• 9/22: *Peer Relations* (Week 04)

Bowes, L. et al. (2013). Chronic bullying victimization across school transitions: The role of genetic and environmental influences. *Development and Psychopathology*, *25*, 333-346.

- Bierman, K. L., Kalvin, C. B., & Heinrichs, B. S. (2015). Early childhood precursors an adolescent sequelae of grade school peer rejection and victimization. *Journal of Clinical Child and Adolescent Psychology, 43*, 367-379.
- Elledge, L. C., Elledge, A. R., Newgent, R. A., & Cavell, T. A. (2016). Social risk and peer victimization in elementary school children: The protective role of teacher-student relationships. *Journal of Abnormal Child Psychology, 44*, 691-703.
- Rose, A. J. & Rudolph, K. D. (2006). A review of sex differences in peer relationship processes: Potential trade-offs for the emotional and behavioral development of girls and boys. *Psychological Bulletin, 132*, 98-131.
- Salmivalli, C., Sainio, M., & Hodges, E. V. E. (2013). Electronic victimization: Correlates, antecedents, and consequences among elementary and middle school students. *Journal of Clinical Child and Adolescent Psychology, 42*, 442-453.
- Reinjtjes, A. et al. (2013). Costs and benefits of bullying in the context of the peer group: A three wave longitudinal analysis. *Journal of Abnormal Child Psychology, 41*, 1217-1229.
- Shacter, H. J., Whiter, S. J., Chang, V. Y., & Juvonen, J. (2015). “Why me?”: Characterological self-blame and continued victimization in the first year of middle school. *Journal of Clinical Child and Adolescent Psychology, 44*, 446-455.
- 9/29: *Parenting and Family Factors (Week 05)*
- Allman, A. E. S., Kopala-Sibley, D. C., & Klein, D. N. (2016). Preschoolers’ psychopathology and temperament predict mothers’ later mood disorders. *Journal of Abnormal Child Psychology, 44*, 421-432.
- Bagner, D. M., Pettit, J. W., Lewinsohn, P. M., Seeley, J. R., & Jaccard, J. (2013). Disentangling the temporal relationship between parental depressive symptoms and early child behavior problems: A transactional framework. *Journal of Clinical Child and Adolescent Psychology, 42*, 78-90.
- Begle, A. M. Dumas, J. E., & Hanson, R. F. (2010). Predicting child abuse potential: An empirical investigation to two theoretical frameworks. *Journal of Consulting and Clinical Psychology, 39*, 208-219.
- Burnette, M. L., Oshri, A., Lax, R., Richards, D., & Ragbeer, S. N. (2012). Pathways from harsh parenting to adolescent antisocial behavior: A multidomain test of gender moderation. *Development and Psychopathology, 24*, 857-870.
- Coley, R. L., Carrano, J., & Lewin-Bizan, S. (2011). Unpacking links between fathers’ antisocial and children’s behavior problems: Direct, indirect, and interactive effects. *Journal of Abnormal Child Psychology, 39*, 791-804.

Healy, S. J., Murray, L., Cooper, P. J., Hughes, C., & Halligan, S. L. (2015). A longitudinal investigation of maternal influences on the development of child hostile attributions and aggression. *Journal of Clinical Child and Adolescent Psychology, 44*, 80-92.

Lansford, J. E. et al. (2014). Corporal punishment, maternal warmth, and child adjustment: A longitudinal study in eight countries. *Journal of Clinical Child and Adolescent Psychology, 43*, 670-685.

• 10/06: *Oppositional-defiant and Conduct Disorders* (Week 06)

Ehrenreich, S. E., Underwood, M. K., & Ackerman, R. A. (2014). Adolescents' text message communication and growth in antisocial behavior across the first year of high school. *Journal of Abnormal Child Psychology, 42*, 251-264.

Freeman, K., Hadwin, J. A., & Halligan, S. L. (2011). An experimental investigation of peer influences on adolescent hostile attributions. *Journal of Clinical Child and Adolescent Psychology, 40*, 897-903.

Frick, P. J., Ray, J. V., Thornton, L. C., & Kahn, R. E. (2014). Annual research review: A developmental psychopathology approach to understanding callous-unemotional traits in children and adolescents with serious conduct problems. *Journal of Child Psychology and Psychiatry, 55*, 532-548.

Mrug, S., Madan, A., & Windle, M. (2016). Emotional desensitization to violence contributes to adolescents' violent behavior. *Journal of Abnormal Child Psychology, 44*, 75-86.

Ostrov, J. M. & Godleski, S. A. (2013). Relational aggression, victimization, and adjustment during middle childhood. *Development and Psychopathology, 25*, 801-815.

Shaw, D. S. Hyde, L. W. & Brennan, L. M. (2012). Early predictors of boys' antisocial trajectories. *Development and Psychopathology, 24*, 871-888.

Snyder, J. J., Schrepferman, L. P., Bullard, L. McEachern, A. D., & Patterson, G.R. (2012). Covert antisocial behavior, peer deviancy training, parenting processes, and sex differences in the development of antisocial behavior during childhood. *Development and Psychopathology, 24*, 1117-1138.

• 10/13: *Attention-deficit/Hyperactivity Disorder* (Week 07)

Anderson, R. M., Rapport, M. D., Hudac, K. L., Sarver, D. E., & Kofler, M. J. (2010). Competing core processes in Attention-Deficit/Hyperactivity Disorder: Do working memory deficiencies underlie behavioral inhibition deficits? *Journal of Abnormal Child Psychology, 38*, 497-507.

Barkley, R. A. (2013). Distinguishing sluggish cognitive tempo from ADHD in children and adolescents: Executive functioning, impairment, and comorbidity. *Journal of Clinical Child and Adolescent Psychology, 42*, 161-173.

Dovis, S., Van der Oord, S., Wiers, & Prins, P. J. M. (2013). What part of working memory is not working in ADHD? Short-term memory, the central executive and effects of reinforcement, *41*, 901-917.

Harvey, E. A., Lugo-Candelas, C. I., Breaux, R. P. (2015). Longitudinal changes in individual symptoms across the preschool years in children with ADHD. *Journal of Clinical Child and Adolescent Psychology, 44*, 580-594.

Miller, A. C., Keenan, J. M. Betjemann, R. S., Wilcutt, E. G., Pennington, B. F., & Olson, R. K. (2013). Reading comprehension in children with ADHD: Cognitive underpinnings of the centrality deficit. *Journal of Abnormal Child Psychology, 41*, 473-483.

Miller, M., Nevado-Montenegro, A. J., & Hishaw, S. P. (2012). Childhood executive function continues to predict outcomes in young adult females with and without childhood-diagnosed ADHD. *Journal of Abnormal Child Psychology, 40*, 657-668.

• 10/20: *Attention-deficit/Hyperactivity Disorder II* (Week 08)

Evans, S. W., Owens, J., & Bunford, N. (2014). Evidence-based psychosocial treatments for children and adolescents with Attention-deficit/Hyperactivity Disorder. *Journal of Clinical Child and Adolescent Psychology, 43*, 527-551.

Griggs, M. S. & Mikami, A. Y. (2011). The role of maternal and child ADHD symptoms in shaping interpersonal relationships. *Journal of Abnormal Child Psychology, 39*, 437-449.

Humphrys, K. L., Galán, C. A., Tottenham, N. & Lee, S. S. (2016). Impaired social decision-making mediates the association between ADHD and social problems. *Journal of Abnormal Child Psychology, 44*, 1023-1032.

Pelham, W. E. et al. (2014). A dose-ranging study of behavioral and pharmacological treatment in social settings for children with ADHD. *Journal of Abnormal Child Psychology, 42*, 1019-1031.

Tseng, W-L. et al. (2012) Relations of inattention and hyperactivity/impulsivity to preadolescent peer functioning: The mediating roles of aggressive behaviors. *Journal of Clinical Child and Adolescent Psychology, 41*, 275-287.

Wiener, J., Biondic, D., Grimbos, T., & Herbert, M. (2016). Parenting stress of adolescents with Attention-Deficit Hyperactivity Disorder. *Journal of Abnormal Child Psychology, 44*, 561-574.

Wymbs, B. T., Wymbs, F. A., & Dawson, A. E. (2015). Child ADHD and ODD behavior interacts with the parent ADHD symptoms to worsen parenting and interpersonal communication. *Journal of Abnormal Child Psychology*, *43*, 107-119.

• 10/27: *Depression* (Week 09)

Bellamy, S., & Hardy, C. (2015). Factors predicting depression across multiple domains in a national longitudinal sample of Canadian youth. *Journal of Abnormal Child Psychology*, *43*, 633-643.

Burke, T. A., Connolly, S. L., Hamilton, J. L., Stange, J. P., Abramson, L. Y., & Alloy, L. B. (2016). Cognitive risk and protective factors for suicide ideation: A two year longitudinal study in adolescence. *Journal of Abnormal Child Psychology*, *44*, 1145-1160.

Hilt, L. M. & Pollack, S. D. (2013). Characterizing the ruminative process in young adolescents. *Journal of Clinical Child and Adolescent Psychology*, *42*, 519-530.

Jackson, J., Kuppens, P., Sheeber, L. B., & Allen, N. B. (2011). Expression of anger in depressed adolescents: The role of the family environment. *Journal of Abnormal Child Psychology*, *39*, 463-474.

Miller, D. N., Eckert, T. L. & Mazza, J. J. (2009). Suicide prevention programs in the schools: A review and public health perspective. *School Psychology Review*, *38*, 168-188.

Orchard, F., Pass, L., & Reynolds, S. (2016). 'It was all my fault'; Negative interpretation bias in depressed adolescents. *Journal of Abnormal Child Psychology*, *44*, 991-998.

Sugimura, N., Rudolph, K. D., & Agoston, A. M. (2014). Depressive symptoms following coping with peer aggression: The moderating role of negative emotionality. *Journal of Abnormal Child Psychology*, *42*, 563-575.

You, J., Lin, M. P., Leung, F. (2013) The best friend and friendship group influence on adolescent nonsuicidal self-injury. *Journal of Abnormal Child Psychology*, *41*, 993-1004.

• 11/03: *Anxiety Disorders* (Week 10)

Hamilton, J., Potter, C. M., Olino, T. M., Abramson, R. G., & Alloy, L. B. (2016). The temporal sequence of social anxiety and depressive symptoms following interpersonal stressors during adolescence. *Journal of Abnormal Child Psychology*, *44*, 495-509.

Hogendoorn, S. M. et al. (2014). Mediators of cognitive behavioral therapy for anxiety-disordered children and adolescents: Cognition, perceived control, and coping. *Journal of Clinical Child and Adolescent Psychology*, *43*, 486-500.

- O'Neil Rodriguez, K. A., & Kendall, P. C. (2014). Suicidal ideation in anxiety-disordered youth: Identifying predictors of risk. *Journal of Clinical Child and Adolescent Psychology, 43*, 51-62.
- Miers, A. C., Blöte, A. W., Westenberg, P. M. (2010). Peer perceptions of social skills in socially anxious and nonanxious adolescents. *Journal of Abnormal Child Psychology, 38*, 33-41.
- Miers, A. C., Blöte, A. W., de Rooij, M., Bokhorst, C. L., & Westenberg, P. M. (2013). Trajectories of social anxiety during adolescence and relations with cognition, social competence, and temperament. *Journal of Abnormal Child Psychology, 41*, 97-110.
- Waite, P., & Creswell, C. (2015). Observing interactions between children and adolescents and their parents: The effects of anxiety disorder and age. *Journal of Abnormal Child Psychology, 43*, 1079-1091.
- Williams, S. R., Kertz, S. J., Schrock, M. D., & Woodruff-Borden, J. (2012). A sequential analysis of parent-child interaction in anxious and nonanxious families. *Journal of Clinical Child and Adolescent Psychology, 41*, 64-74.

• 11/10: *Intervention Issues* (Week 11)

- Kazdin, A. E. (1999). The meanings and measurement of clinical significance. *Journal of Consulting and Clinical Psychology, 67*, 332-329.
- Kazdin, A. E. & Wassell, G. (1999). Barriers to treatment participation and therapeutic change among children referred for conduct disorder. *Journal of Clinical Child Psychology, 28*, 160-172.
- Kendall, P. C. & Beidas, R. S. (2007). Smoothing the trail for dissemination of evidence-based practices for youth: Flexibility within fidelity. *Professional Psychology: Research and Practice, 38*, 13-20.
- Nelson, T. D. & Steele, R. G. (2006). Beyond efficacy and effectiveness: A multifaceted approach to treatment evaluation. *Professional Psychology: Research and Practice, 37*, 389-397.
- Peterson, L., & Bell-Dolan, D. (1995). Treatment outcome research in child psychology: Realistic coping with the “ten commandments of methodology.” *Journal of Clinical Child Psychology, 24*, 149-162.

• 11/17: *Intervention Issues II* (Week 12)

- Blair, C. & Diamond, A. (2008). Biological processes in prevention and intervention: The promotion of self-regulation as a means of preventing school failure. *Development and Psychopathology, 20*, 899-911.

- Brotman, L. M., Gouley, K. K., Chesir-Teran, D., Dennis, T., & Klein, R. G. (2005). Prevention of preschoolers at high risk for conduct problems: Immediate outcomes on parenting practices and child social competence. *Journal of Clinical Child and Adolescent Psychology, 34*, 727-734.
- Kazdin, A. E. & Whitley, M. K. (2006). Pretreatment social relations, therapeutic alliance, and improvements in parenting practices in parent management training. *Journal of Consulting and Clinical Psychology, 74*, 345-355.
- Kazdin, A. E. & Whitley, M. K. (2006). Comorbidity, case complexity, and the effects of evidence-based treatment for children referred for disruptive behavior. *Journal of Consulting and Clinical Psychology, 74*, 455-467.
- Tofti, M. M., & Farrington, D. P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic meta-analytic review. *Journal of Experimental Criminology, 7*, 27-56.
- Webster-Stratton, C., Reid, M. J., & Beauchine, T. (2011). Combining parent and child training for young children with ADHD. *Journal of Clinical Child and Adolescent Psychology, 40*, 191-203.
- Wyman, P. A., Cross, W., Brown, C. H. Yu, Q, Tu, X., & Eberly, S. (2010) Intervention to strengthen emotion regulation in children with emerging mental health problems: Proximal impact on school behavior. *Journal of Abnormal Child Psychology, 38*, 707-720.
- 11/24: Thanksgiving vacation
 - 12/01: *Intervention Issues III* (Week 13)
- Curry, J. F. (2014). Future directions in research on psychotherapy for adolescent depression. *Journal of Clinical Child and Adolescent Psychology, 43*, 510-526.
- Dowell, K. A. & Ogles, B. M. (2010). The effects of parent participation on child psychotherapy outcome: A meta-analytic review. *Journal of Clinical Child and Adolescent Psychology, 39*, 151-162.
- Glenn, C. R., Franklin, J. C., & Nock, M. K. (2015). Evidence-based psychosocial treatments for self-injurious thoughts and behaviors in youth. *Journal of Clinical Child and Adolescent Psychology, 44*, 1-29.
- Higa-McMillon, C. K., Francis, S.E., Rith-Najarian, L/. & Chorpita, B. F. (2016). Evidence base update: 50 years of research on treatment for child and adolescent anxiety. *Journal of Clinical Child and Adolescent Psychology, 45*, 91-113.
- Kaminski, J. W., Valle, L. A. Filene, J. H., & Boyle, C. L. (2008). A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology, 36*, 567-589.

McCart, M. R., & Sheilow, A. J. (2016). Evidence-based psychosocial treatments for adolescents with disruptive behavior. *Journal of Clinical Child and Adolescent Psychology, 45*, 529-563.

Smith, J. D., Knoble, N. B., Zerr, A. A., Dishion, T. J., & Stormshank, E. A. (2014). Family check-up effects across diverse ethnic groups: Reducing early-adolescence antisocial behavior by reducing family conflict. *Journal of Clinical Child and Adolescent Psychology, 43*, 400-414.

- 12/08: Prepare written evaluation of manuscript submitted for publication

NB: Any student seeking a reasonable accommodation for a documented disability should contact the ISU Office of Student Access and Accommodation Services, 350 Fell Hall, 438-5853 (voice), 438-8620 (TTY).