



# Introduction to Abnormal Child and Adolescent Psychology

By Robert Weis

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## Introduction to Abnormal Child and Adolescent Psychology By Robert Weis

"This text addresses the basics of developmental psychopathology in a clear manner, with enough detail to facilitate a real understanding of the concepts and their relevance to clinical work with children."

--Christie P. Karpikak, *University of Scranton*

This introductory undergraduate text on child and adolescent psychopathology adopts a developmental psychopathology approach to understanding child disorders. The author examines the emergence of disorders over time, pays special attention to risk and protective factors that influence developmental processes and trajectories, and examines child psychopathology in the context of normal development.

The author has four main goals: to show students why an understanding of child psychopathology and its treatment might be important to them as future psychologists, social workers, educators, and/or parents; to introduce students to the developmental psychopathology perspective and how it can help organize understanding of childhood disorders; to help students appreciate the interdependence of psychological research and clinical practice; and to engage students in higher-level thinking necessary to analyze information, critically evaluate ideas, and create solutions to real-world problems based on empirically validated findings.

### Key Features

- Links research with clinical practice via a focus on evidence-based therapies for childhood disorders, balancing solid empirical science and clinical insights and thus helping students filter clinically valuable findings from those lacking utility
- Emphasizes the developmental perspective to better understand psychopathology, with use of normal development as a lens through which to view abnormal behavior or emotional problems
- Provides case studies and real-life examples in each chapter, allowing the student to understand how the material relates to specific situations
- Incorporates assessment methods into specific content modules rather than

- isolating assessment as a separate and discrete chapter
- Utilizes smaller, more focused modules to allow for greater flexibility for instructors and students and to avoid the problem (seen in other texts) of lumping dissimilar problems into longer chapters
- Offers end-of-chapter review questions that help students apply, analyze, and evaluate the information in the chapter, requiring them to critically think about the material
- Includes suggested additional readings describing etiological models, empirical studies, or treatment approaches, as well as current research articles.

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### Editorial Review

#### Review

“The major strength of the text is the inclusion of *DSM-5* information—that’s why I chose this book. It is also very comprehensive in its coverage of epidemiology, course, etiology, and comorbidities for each disorder. Students really enjoy the case studies in the text.”

(Meredith C. Joppa)

“This text is superior to the text that I am currently using. It is much more thorough and incorporates more research into the discussion.”

(Carolyn R. Fallahi)

“I very much like the writing style, tone, and level of this text.”

(Donna B. Pincus)

“This text, overall, provides much more detail relative to other texts like it. This allows professors to determine the extent to which they would like to discuss a certain topic.”

(Jennifer Blossom)

#### About the Author

**Robert Weis** is a licensed clinical psychologist and Associate Professor of psychology at Denison University, a selective liberal arts college near Columbus, Ohio. He earned a B.A. in psychology from the University of Chicago and a Ph.D. in clinical psychology from Northern Illinois University. He completed his predoctoral and postdoctoral work in clinical child and pediatric psychology at Columbus Children’s Hospital (Ohio) and Portage County Mental HealthCenter (Wisconsin). At Denison, he teaches courses in introductory psychology, research methods and statistics, abnormal psychology, and assessment and psychotherapy. He also supervises an undergraduate internship course in applied psychology. His research interests are in psychometrics, children’s mental health program evaluation, and the learning disabilities. His work has been published in *Psychological Science*, the *Journal of Personality and Social Psychology*, the *Journal of Abnormal Child and Adolescent Psychology*, *Psychological Assessment*, and *Psychology in the Schools*. When not working, Robert enjoys spending time with his wife and three children.

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