

PSYC UN 3620: Developmental Psychopathology

Columbia University

Spring 2025

COURSE SYLLABUS

Class time and location: Tues. 10:10am – 12:00pm in 522B Kent Hall

Instructor: Hannah Hoch, Ph.D., BCBA-D

Email: heh2110@columbia.edu (Please include your **full name** in all emails)

Office hours: Tues. 12:00 – 1:00 pm & by appointment

** Although my formal office hours will be held during the time above my schedule is flexible. Please make an appointment to see me if you have questions, or just want to chat. I love working with students and would be delighted to meet with you.

Course Overview:

Developmental psychopathology posits that it is development itself that has gone awry when there is psychopathology. As such, it seeks to understand the early and multiple factors contributing to psychopathology emerging in childhood and later in life. We will use several models (e.g., ones dominated by biological, genetic, and psychological foci) to understand the roots of mental illness. This course will begin with an overview of the field and foundational concepts, and then move to examine key domains that serve as risk factors (e.g., temperament) and current research in specific diagnostic areas (e.g., Attention-Deficit Hyperactivity Disorder). The course will conclude with a critical examination of the tension between the influence of the psychiatric perspective and a newly emerging research paradigm.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- 1) Demonstrate knowledge of the key concepts, assumptions, and principles associated with the developmental psychopathology perspective.
- 2) Employ a broad range of criteria for differentiating between normal and abnormal development in children and youth.
- 3) Identify multiple factors and processes associated with the onset and course of a range of problems and disorders experienced by children and youth.
- 4) Demonstrate knowledge of evidence-based intervention and prevention techniques in treatment of childhood psychological disorders.

Prerequisites:

PSYC 1001 (Introduction to Psychology);

PSYC 2280 (Developmental Psychology) **OR** PSYC 2620 (Abnormal Behavior)

CLASS REQUIREMENTS

Attendance:

Please do your best to attend class and arrive on time. Remote attendance is a possibility in extenuating circumstances. One unexcused absence is allowed during the semester. Additional **unexcused** absences will be penalized by a reduction of your grade. There will be **no** penalty for **excused** absences. ***If you know you will miss at least 2 classes, please contact me ASAP.***

Participation:

This class will be taught in a seminar format. In any seminar class, student participation is essential for creating an enriched learning environment. It is expected that students will actively participate in class discussions on a regular basis. Students are expected to be active listeners, and to be courteous and respectful of classmates during class discussions. Given the content of this course sensitive topics will be discussed. It is expected that students be mindful of others' experiences, and careful in their language (e.g., use person-first language) and comments (e.g., be analytic rather than critical). Should you have to attend class remotely, it is expected that you will actively participate in class discussions to the best of your ability. If you anticipate having or come to encounter regular difficulties, please contact me as soon as possible, so that we can discuss potential solutions. Participation in class discussions will consist of 5% of your grade.

Reading Assignments:

Readings will be comprised of a selection of chapters and articles. All students are expected to read the assigned articles and book chapters prior to class. Readings will be posted on the *Canvas Calendar/Syllabus*. **Please use that as your guide** for the assigned readings each week. Please come to class prepared to discuss all of the required readings.

Discussion Questions:

For each set of readings, you must submit at least 1 post to the Discussion Board on Canvas. Questions for the week's readings are due no later than **Sun. at 9 am EST** 2 days before the class meeting. Questions posted after the deadline will result in point deductions. Keep in mind that the discussion leaders need your questions for their presentations, so out of respect for them I encourage you to be on time with your posts. **Note: Discussion leaders do NOT need to post the week of their class presentation.**

Your discussion posts should reflect thoughtful analysis and consideration of the research and theories presented in the readings, and should not be overly vague (e.g., "How do you work with children who are exhibiting tantrum behavior?"), nor limited to details of the article (e.g., "Why didn't the authors try a different intervention?"). A good discussion post should be analytic, insightful, and critical. It should stimulate further discussion. You might reflect on a connection between the current reading and a previous one, or an experience you've had. You may also post a link to a relevant article, blog post, or video, along with a comment about its relevance. An example of a strong discussion post is as follows:

Development is a complex term that encompasses a variety of concepts, including the possibility of growth encompassing both adaptive and maladaptive qualities and behaviors, as influenced by biological (ex: genetic) factors, environmental (ex: social) factors, and an interaction of the two. The various pathways outlined in the readings indicate how biological and environmental factors can interact during childhood to create very different experiences for individuals, resulting in varying levels of optimal functioning during adolescence and adulthood. The potential for various experiences to result in the same maladaptive behavior, and for the same experience to result in different behaviors, is fascinating and requires further research and investigation to fully comprehend all of the variables involved in these concepts. How can we integrate the notions of vulnerability and individual differences into our research? How do biological,

psychological, and social processes (mediators) directly and indirectly interact with attributes of the individual and of their environment (moderators) as well as with major, minor, and chronic life events (stressors)? How can we learn more about the continuity of disorder, especially regarding how attributes (ex: hyperactivity) can present themselves in various forms as a child develops?

Discussion posts are each worth 5 points (5 points per post, 1 post per week, for 8 of 9 weeks = 40 points total). Posts submitted past the deadline will receive half credit. Posts submitted the day of class or later will not be scored (i.e., no points will be earned for that week). Point totals will be converted to percentages (e.g., 35 out of 40 points will be converted to a total score of 87.5%) and will then be factored into your final grade. In total your discussion posts will count for 15% of your final course grade.

Discussion Leadership:

Two students will serve as discussion leaders each week. The leaders will be required to present a **brief** summary and critique of the assigned and supplemental readings and lead the discussion. The discussion should focus on how the disorder is expressed, as well as how it is portrayed in society (e.g., how information on the problem is portrayed via websites, television shows, movies or other media either in the U.S. or internationally). It should help your classmates gain insight into the topic of the week **beyond the assigned readings**, and thus will require additional research to expand on the readings. Discussion leaders should consider showing a media sample (e.g., video clip, social media post) and discussing the accuracy of the information, who created the information (e.g., scientists, corporation, etc.), who the target audience is, and the impact this example may have on children, youth, and families.

Presenters are expected to meet with me one week prior to the presentation to review supplemental readings and organization of the discussion. Each presentation must be accompanied by a Google Slides presentation of the class discussion, which should be shared with me as early as possible and **no later than 9 am EST Sun. before the class presentation**. Presentations turned in late will result in point deductions. Discussion leadership will be scored out of 100 points (45 points for preparation, 45 points for in class leadership, and 10 points for meeting deadlines), and is worth a total of 15% of your grade.

WRITING ASSIGNMENTS

Opinion Essay: The Influence of Technology on Child & Adolescent Mental Health

Over the past decade, the rise of technology and social media has profoundly altered the developmental landscape for adolescents, influencing their mental health in both positive and negative ways. On one hand, the pervasive use of social media has been linked to increased rates of anxiety, depression, and cyberbullying, raising concerns about its long-term impact on youth. On the other hand, technology offers unique opportunities for mental health prevention, education, and support, such as teletherapy, mental health apps, and online communities.

For this assignment, provide a thoughtful 2-3 page response to the following question:

How has the rise of technology and social media impacted the development of psychopathology in children and adolescents? In your opinion, do the risks outweigh the benefits, or can technology be leveraged as a support tool for emotional well-being and mental health?

In your essay, reflect on the following questions:

- 1) **The Risks:** What specific risks do technology and social media pose for child & adolescent mental health? Consider phenomena like social comparison, cyberbullying, and excessive screen time, and how these may contribute to conditions such as anxiety, depression, or disordered eating.
- 2) **The Benefits:** How can technology and social media be used as tools for improving child & adolescent mental health? Explore examples like mental health awareness campaigns, access to online therapy, and digital tools that promote emotional regulation.
- 3) **Balancing the risks and fits:** In your opinion, do you believe that the risks posed by technology outweigh the potential benefits, or can we develop strategies to maximize its positive impact while minimizing harm? Consider the roles parents, schools, and policymakers may play in shaping children’s relationship with technology.

Your essay should present a well-reasoned argument, supported by evidence from a minimum of 2 recent peer-reviewed studies. This assignment is due **Week 4, Feb. 11th**, and is worth 15% of your final grade.

Memoir, Book Club & Reaction Paper:

Students are required to read a memoir written by an individual (or family member) who experienced a disorder of childhood, participate in a group ‘Book Club’ discussion about the memoir, and write a brief reaction paper to the memoir. You will choose from 4 memoirs (listed below & on Canvas). Completion of this assignment is worth 15% of your final grade. There are 4 components to this assignment:

Component & Due Date:	Description:	Grading
Feb. 4: Memoir Selection	Sign up for a memoir. There is a Google Doc sign up sheet available under Collaborations, and a text box fill-in found under Assignments	5 pts.
Feb. 23: Discussion Questions	Please develop 5 questions that you intend to raise at your book club meeting. There is thread on the Discussion Boards under which you may post your questions. Be sure to read the previous questions for your chosen memoir so as not to replicate your group member’s choices. Questions should be posted by 9 pm on Sun. Feb. 23rd (2 days before the Book Club meeting)	5 pts.
Feb. 25: Book Club	We will break up into groups to discuss the memoirs on “Book Club” day, Feb. 25th (Week 6). Failure to participate in book club, except in the case of an excused absence, will result in a 10-point deduction to your grade	10 pts.

	on the paper. Participation in book club with your classmates in worth 10 points. Failure to participate in book club, <i>except in the case of an excused absence</i> , will result in a 10-point deduction to your grade on the paper. To earn points for this assignment please fill in one thing you learned, enjoyed or did not enjoy during the book club meeting in the Assignment text box on Canvas.	
March 4 th : Reaction Paper	The reflection paper is due the week following book club, on March 4th (week 7). Guidelines for the paper will be posted on Canvas (under Assignments)	80 pts.

Research Paper & Presentation

To further the application of your knowledge and understanding of developmental psychopathology, you will prepare a research review paper focused on a particular topic related to the diagnosis, assessment or treatment of childhood disorders. The paper will provide a review of contemporary empirical research that informs our current knowledge of the chosen subject area and will take the format of a literature review article. You will deliver a brief summary of your research in the form of a 5-minute TED Talk presentation during one of the final 2 class meetings (April 15th or 29th).

Papers must be written in accordance with APA 7 style guidelines. A minimum of 8 scholarly works (peer-reviewed journal articles) must be cited. The paper should be 10-15 pages in length (not including title page, abstract, references). In total this project will be worth 100 points and will count for 35% of your final grade in the class. Specific writing guidelines will be posted on Canvas. The following are benchmarks and due dates:

- Step 1: Topic proposal. Select a topic of interest and write a brief abstract. Due **Mar. 4th**
- Step 2: Outline of paper - due **Mar. 25th**
- Step 3: Class presentation – **April 15th or April 29th (week 13 or 15)**
- Step 4: Final paper – due after the final class on **Wed. May 7th**

General Guidelines for Writing Assignments:

Writing assignments are due in class on the assigned dates. Point deductions for late papers will be calculated as follows: -5 for papers turned in 1-2 days late; -10 for papers turned in 3-6 days late; Papers turned in more than one week past the due date will not be graded (your score will be reduced to 0). To maximize points for written assignments:

- Turn the paper in on time.
- Write in a clear, organized manner. Avoid grammatical and spelling errors.
- Include introductory and concluding paragraphs.
- Include all required elements in the paper.
- Keep to the standard page and formatting requirements (i.e., double spaced, 12 font, regular page margins).
- Follow APA style (use *Publication Manual of the APA: Seventh Edition* as your guide). Information on APA formatting can be found on the [Purdue Online Writing Lab](#).

Use of AI Tools:

Use of generative AI in class and for assignments is fairly new territory at academic institutions,

and policies are being developed to address the potential negative impact of AI, which might lead to acts of plagiarism as well as diminish learning overall. The Columbia University Generative AI Policy, which is an evolving work in progress, is available here:

<https://provost.columbia.edu/content/office-senior-vice-provost/ai-policy>

While you are welcome to use generative AI tools in this class when doing so aligns with the course objectives, please be advised of the following:

- AI tools should augment the learning process, not replace original thinking. While these tools can support idea generation, fact-checking, or language revision, they should not serve as a substitute for your critical thinking, problem-solving skills, and thought processes. Consider AI a tool for enhancement and refinement of your own work; the essence of the work must come from your intellectual effort.
- You are responsible for the information you submit based on an AI query (e.g., that it does not violate intellectual property laws, or contain misinformation or unethical content).
- Your use of AI tools must be properly documented and cited in order to stay within university policies on academic integrity and the Columbia University Honor Code. Any work submitted using AI tools should clearly indicate what work is your own work and what part is generated by the AI.

Remember, AI is not likely to generate a response that would be seen as quality work, and should be modified, personalized, and always properly cited.

Course grade:

In general, a grade of “C” indicates adequate mastery of the material and merely competent written and oral presentation; a “B” shows additional effort, with full understanding of the research and concepts, clear and well-produced written work and regular class participation; and an “A” is reserved for those students producing superior work, which includes a full comprehension of materials accompanied by thoughtful, well-written papers that go beyond the assignment and exceptional class participation.

Final grades will be computed as follows:

5%	Class Participation
15%	Discussion board questions
15%	Discussion leadership & presentation
15%	Early Diagnosis essay
15%	Memoir Reaction Paper
35%	Research paper & presentation

The following grading scale is used: A+: 99-100; A: 94-98.9; A-: 90-93.9; B+: 86-89.9; B: 82-85.9; B-: 79-81.9; C+: 76-78.9; C: 72-75.9; C-: 66-71.9; D: 60-65.9; F: 59.9 and below. Once your final grade has been assigned there will be no changes made except in the case of clerical error. Incompletes will not be given to students who are not passing the course (except in extenuating circumstances, with the approval of your advisor and class dean).

GENERAL INFORMATION

Honor Code:

The instructor values The Columbia University Honor Code for the integrity it fosters. All assignments in this class are to be completed in accordance with the Columbia College Honor Code, as specified in the [Columbia University Guide to Academic Integrity](#). Barnard College students commit themselves to the Honor Code upon registering for a Columbia course.

Academic Accommodations:

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please contact the Columbia Office of Disability Services (DS). If you are a student with a documented disability and require academic accommodations in this course, you must register with Disability Services for assistance. If you are already registered with DS, please contact me to discuss your accommodations for this course.

CLASS SCHEDULE

DATE	TOPIC	ASSIGNMENT DUE
Week 1: 1/21	Class Introduction	
Week 2: 1/28	Introduction to Developmental Psychopathology	
Week 3: 2/04	Risk Factors & Prevention	<i>Memoir Selection</i>
Week 4: 2/11	Clinical Assessment & Diagnosis	<i>Early Diagnosis Essay</i>
Week 5: 2/18	Anxiety Disorders	
Week 6: 2/25	BOOK CLUB	<i>Final Paper Topic Proposal</i>
Week 7: 3/04	Mood Disorders	<i>Memoir Reaction Paper</i>
Week 8: 3/11	ADHD	
Week 9: 3/18	<i>SPRING BREAK – NO CLASS</i>	
Week 10: 3/25	Conduct Disorders	<i>Final Paper Outline</i>
Week 11: 4/01	ASD	
Week 12: 4/08	Learning Disorders	
Week 13: 4/15	Paper Presentations	

DATE	TOPIC	ASSIGNMENT DUE
Week 13: 4/22	NO CLASS	
Week 14: 4/29	Paper Presentations	
Wed. 5/07	N/A	<i>Final Paper Due</i>

PRELIMINARY LIST OF CLASS READINGS

Week 1 (1/21): Course Introduction

N/A – no readings

Week 2 (1/28): Introduction to Developmental Psychopathology: History & Theories

Required Readings:

- Wicks-Nelson & Israel (2018). [Abnormal Child and Adolescent Psychology Textbook – Chapter 1](#). Pearson.
- Abrams, Z. (2018). [Traveling treatments](#). *Monitor on Psychology*, 49, 46-52.
- Merten, E. C., Cwik, J. C., Margraf, J., & Schneider, S. (2017). [Overdiagnosis of mental disorders in children and adolescents \(in developed countries\)](#). *Child and Adolescent Psychiatry and Mental Health*, 11(1), 1-11.
- Yang, P., Schlomer, G. L., & Lippold, M. A. (2023). [Mothering versus fathering? Positive parenting versus negative parenting? Their relative importance in predicting adolescent aggressive behavior: A longitudinal comparison](#). *Developmental psychology*, 59(1), 69.

Week 3 (2/04): Risk Factors & Prevention

Required Readings:

- [WN Textbook](#): Chapter 2; Chap. 5 p. 100-103 (section on Prevention); Chap. 3 p. 47-59 (section on family context, maltreatment, and divorce)
- Masten, A. S. (2001). [Ordinary magic: Resilience processes in development](#). *American Psychologist*, 56, 227-238.
- Panchal, U., Salazar de Pablo, G., Franco, M., Moreno, C., Parellada, M., Arango, C., & Fusar-Poli, P. (2023). [The impact of COVID-19 lockdown on child and adolescent mental health: A systematic review](#). *European Child & Adolescent Psychiatry*, 32(7), 1151-1177.

Supplemental Reading:

- Masten, A. S., Lucke, C. M., Nelson, K. M., & Stallworthy, I. C. (2021). [Resilience in development and psychopathology: Multisystem perspectives](#). *Annual Review of Clinical Psychology*, 17, 521-549
- Sheffler, J. L., Stanley, I., & Sachs-Ericsson, N. (2020). [ACEs and mental health outcomes](#). In *Adverse childhood experiences* (pp. 47-69). Academic Press.

Week 4 (2/11): Clinical Assessment & Diagnosis

Required Readings:

- [WN Textbook](#): Chapter 5
- Alakortes, J., Kovaniemi, S., Carter, A. S., Bloigu, R., Moilanen, I. K., & Ebeling, H. E. (2017). [Do child healthcare professionals and parents recognize social-emotional and behavioral problems in 1-year-old infants?](#) *European Child & Adolescent Psychiatry*, 26, 481-495.
- Burns, J. R., & Rapee, R. M. (2021). [From barriers to implementation: Advancing universal mental health screening in schools](#). *Journal of Psychologists and Counsellors in Schools*, 31(2), 172-183.
- Burke, J. D., Butler, E. J., Shaughnessy, S., Karlovich, A. R., & Evans, S. C. (2024). [Evidence-based assessment of DSM-5 disruptive, impulse control, and conduct disorders](#). *Assessment*, 31(1), 75-93.

Supplemental Reading:

- Kuhn, C., Aebi, M., Jakobsen, H., Banaschewski, T., Poustka, L., Grimmer, Y., & Steinhausen, H. C. (2017). [Effective mental health screening in adolescents: should we collect data from youth, parents or both?](#) *Child Psychiatry & Human Development*, 48(3), 385-392.
- Merten, E. C., Cwik, J. C., Margraf, J., & Schneider, S. (2017). [Overdiagnosis of mental disorders in children and adolescents \(in developed countries\)](#). *Child and Adolescent Psychiatry and Mental Health*, 11, 5-15.
- Tassé MJ, Haverkamp SM, Krahn G. (2025). [About whom are we talking when we use Intellectual and Developmental Disabilities?](#) *JAMA Pediatrics*, 179(1):83–89. doi:10.1001/jamapediatrics.2024.4552

Week 5 (2/18): Anxiety Disorders

Required Readings:

- Rapee, R. M. (2018). [Anxiety disorders in children and adolescents: Nature, development, treatment and prevention](#). In JM Rey's *IACAPAP e-Textbook of Child and Adolescent Mental Health*.
- Catchpole, R., Young, A., Baer, S., & Salih, T. (2019). [Examining a novel, parent child interaction therapy-informed, behavioral treatment of selective mutism](#). *Journal of anxiety disorders*, 66, 102112.

- McGinnis RS, McGinnis EW, Hruschak J, Lopez-Duran NL, Fitzgerald K, Rosenblum KL, et al. (2019). [Rapid detection of internalizing diagnosis in young children enabled by wearable sensors and machine learning](#). *PLoS ONE* 14(1), e0210267.

Supplemental Reading:

- Rudy, B. M., Zavrou, S., Johnco, C., Storch, E. A., & Lewin, A. B. (2017). [Parent-led exposure therapy: A pilot study of a brief behavioral treatment for anxiety in young children](#). *Journal of Child and Family Studies*, 26(9), 2475-2484.

Week 6 (10/16): Book Club

Week 7 (3/04): Mood Disorders

Required Readings:

- [WN Textbook](#): Chapter 7 – Mood Disorders
- Abrams, Z. (2020, October). Treating bipolar disorder in kids and teens. *Monitor on Psychology*, 51(7). <http://www.apa.org/monitor/2020/10/ce-corner-bipolar>
- Benson, N. M., & Seiner, S. J. (2019). [Electroconvulsive therapy in children and adolescents: Clinical indications and special considerations](#). *Harvard Review of Psychiatry*, 27(6), 354-358.
- Sylvester, C. M., Luby, J. L., & Pine, D. S. (2024). [Novel mechanism-based treatments for pediatric anxiety and depressive disorders](#). *Neuropsychopharmacology*, 49(1), 262-275.

Supplemental Readings:

- Campo, N. (2/25/2021). [What to Do if a Young Child Expresses Dark Thoughts](#). NY Times.
- Miklowitz, D. J., Biuckians, A., & Richards, J. A. (2006). [Early-onset bipolar disorder: A family treatment perspective](#). *Development and psychopathology*, 18(4), 1247-1265.
- Walter, H. J., Abright, A. R., Bukstein, O. G., Diamond, J., Keable, H., Ripperger-Suhler, J., & Rockhill, C. (2023). [Clinical practice guideline for the assessment and treatment of children and adolescents with major and persistent depressive disorders](#). *Journal of the American Academy of Child & Adolescent Psychiatry*, 62(5), 479-502.

Week 8 (3/11): ADHD

Required Readings:

- de Sousa, A. D. F., Coimbra, I. M., Castanho, J. M., Polanczyk, G. V., & Rohde, L. A. (2020). [Attention Deficit Hyperactivity Disorders \(2020 Edition\)](#). In JM Rey's *IACAPAP e-Textbook of Child and Adolescent Mental Health*.
- Coles, E. K., Pelham III, W. E., Fabiano, G. A., Gnagy, E. M., Burrows-MacLean, L., Wymbs, B. T., & Garefino, A. (2019). [Randomized trial of first-line behavioral](#)

[intervention to reduce need for medication in children with ADHD](#). *Journal of Clinical Child & Adolescent Psychology*, 1-15.

- Daley, D., Van Der Oord, S., et al. (2018), [Practitioner Review: Current best practice in the use of parent training and other behavioural interventions in the treatment of children and adolescents with attention deficit hyperactivity disorder](#). *Journal of Child Psychology & Psychiatry*, 59, 932-947. <https://doi.org/10.1111/jcpp.12825>

Supplemental Reading:

- Moustafa, Y., Chauhan, M., & Rummans, T. A. (2022, July). [Attention-Deficit/Hyperactivity Disorder Overdiagnosis and Overprescriptions: Medicalization of Distractions](#). In *Mayo Clinic Proceedings* (Vol. 97, No. 7, pp. 1339-1344). Elsevier.
- Păsărelu, C. R., Kertesz, R., & Dobrea, A. (2023). [The development and usability of a Mobile app for parents of children with ADHD](#). *Children*, 10(1), 164.

Week 9 (3/18): SPRING BREAK

Week 10 (3/25): Conduct Disorders

Required Readings:

- Scott, S. (2020). [Conduct Disorder](#). In JM Rey's *IACAPAP e-Textbook of Child and Adolescent Mental Health*.
- Beltrán, S., Sit, L., & Ginsburg, K. R. (2021). [A call to revise the diagnosis of oppositional defiant disorder: Diagnoses are for helping, not harming](#). *JAMA Psychiatry*, 78(11), 1181-1182.
- Bradley Haggerty, B. (June 2017). [When Your Child Is a Psychopath](#). *The Atlantic*.
- Frye, D. (2017). [Back from the brink: Two families' stories of oppositional defiant disorder](#). ADDitude Magazine.

Supplemental Reading:

- Kennedy, T. D., Detullio, D., & Millen, D. H. (2020). [Treatment and intervention strategies for youthful offenders](#). In *Juvenile Delinquency* (pp. 83-95). Springer, Cham.
- Åström, T., Bergström, M., Håkansson, K., Jonsson, A. K., Munthe, C., Wirtberg, I., ... & Sundell, K. (2020). [Treatment Foster Care Oregon for delinquent adolescents: A systematic review and meta-analysis](#). *Research on Social Work Practice*, 30(4), 355-367.

Week 11 (4/01): Autism Spectrum Disorders

Required Readings:

- Fuentes, J., Bakare, M., Munir, K., Aguayo, P., Gaddour, N., & Öner, O. (2020). [Autism Spectrum Disorder](#). In JM Rey's *e-Textbook of Child and Adolescent Mental Health*.

- Bannerman, D. J., Sheldon, J. B., Sherman, J. A., & Harchik, A. E. (1990). [Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap](#). *JABA*, 23, 79-89.
- Salloum-Asfar, S., Zawia, N., & Abdulla, S. A. (2023). [Retracing our steps: A review on autism research in children, its limitation and impending pharmacological interventions](#). *Pharmacology & Therapeutics*, 108564.
- Hirota, T., & King, B. H. (2023). Autism spectrum disorder: a review. *JAMA*, 329, 157-168. <https://jamanetwork.com/journals/jama/fullarticle/2800182>

Supplemental:

- Lang, J., Wylie, G., Haig, .C, Gillberg, C., & Minnis, H. (2024). [Towards system redesign: An exploratory analysis of neurodivergent traits in a childhood population referred for autism assessment](#). *PLoS ONE 19(1)*: e0296077. <https://doi.org/10.1371/journal.pone.0296077>
- Lu, Y., Douglas, S. N., Bagawan, A., & Hauck, J. L. (2021). [Using neurotypical siblings as intervention agents to guide individuals with Autism Spectrum Disorders: A systematic review](#). *Research in Autism Spectrum Disorders*, 89, 101868.
- Wójcik, M., Eikeseth, S., Eikeseth, F. F., Budzinska, E., & Budzinska, A. (2023). [A comparison-controlled study examining outcome for children with autism receiving Intensive Behavioral Intervention \(IBI\)](#). *Behavior Modification*, 01454455231165934.

Week 12 (4/08): Learning Disorders

Required Readings:

- WN Textbook: Chapter 10
- Khaleghi, A., Aghaei, Z., & Behnamghader, M. (2022). [Developing two game-based interventions for dyslexia therapeutic interventions using gamification and serious games approaches](#) entertainment computing journal. *Entertainment Computing*, 42, 100482.
- Sahu, A., Bhargava, R., Sagar, R., & Mehta, M. (2018). [Perception of families of children with specific learning disorder: An exploratory study](#). *Indian journal of psychological medicine*, 40(5), 406-413.

Supplemental:

- Esmaili, S. K., Shafaroodi, N., Mehraban, A. H., Parand, A., Zarei, M., & Akbari-Zardkhaneh, S. (2017). [Effect of play-based therapy on meta-cognitive and behavioral aspects of executive function: A randomized, controlled, clinical trial on the students with Learning Disabilities](#). *Basic and Clinical Neuroscience*, 8(3), 203.

MEMOIR OPTIONS

Grandin, T. (1996). *Thinking in pictures and other reports from my life with Autism*. NY: Bantam.

Greenberg, M. (2009). *Hurry down sunshine: A father's story of love and madness*. Vintage Books.

Kohlmeier, J. (2016). *Learning to play the game: My journey through silence*. Lulu Publishing

Taylor, B. E. (2008). *ADHD and me: What I learned from lighting fires at the dinner table*. New Harbinger Publications.

GUIDELINES FOR FINAL PAPER

Overview:

The final paper will provide a review of contemporary research in one area of developmental psychopathology. Choose an area of interest and critically review and analyze the research literature investigating your chosen topic. At least 10 scholarly works (peer-reviewed journal articles) must be cited. Papers must be written in accordance with APA style guidelines and should be no longer than 15 pages (not including title page, abstract, and references). A list of sample discussion papers that may help you structure your paper appears below.

Resources:

- **General guidelines on how to write a literature review paper:** [Writing a Literature Review in Psychology](#) Scroll down to "[Writing a Psychology Literature Review](#)"
- **Overview on writing research papers:** [Writing Literature Reviews](#) (see [here](#) for additional writing guidelines)
- **Sample Discussion Articles:**
 - Ophoff, D., Slaats, M. A., Boudewyns, A., Glazemakers, I., Van Hoorenbeeck, K., & Verhulst, S. L. (2018). [Sleep disorders during childhood: a practical review](#). *European Journal of Pediatrics*, 177, 641-648.
 - Palmer, E. N., Pratt, K. J., & Goodway, J. (2017). [A review of play therapy interventions for chronic illness: Applications to childhood obesity prevention and treatment](#). *International Journal of Play Therapy*, 26(3), 125.
 - Petrosino, A., Turpin-Petrosino, C., & Buehler, J. (2003). [Scared Straight and other juvenile awareness programs for preventing juvenile delinquency: A systematic review of the randomized experimental evidence](#). *The Annals of the American Academy of Political and Social Science*, 589(1), 41-62.

Topic Proposal (10 Points):

Prepare an abstract that summarizes the thesis of your paper. Be sure to include a title and a preliminary bibliography (list of references you plan to use in your paper). The abstract should range between 90-150 words.

Sample abstract:

A large percentage of children with developmental disabilities exhibit sleep problems such as difficulty in falling asleep, night waking, excessive day sleeping, and co-sleeping. The adverse effects of sleep problems on both the children and their families, and parent's desire for drug-free sleep treatment options, have spurred the development of a number of behavioral treatments for these sleep problems. This paper will review the major behavioral interventions of the last twenty years for treatment of sleep problems experienced by children with developmental disabilities. Interventions include bedtime fading, response cost, reinforcement, extinction, sleep scheduling, bedtime routines, and behavioral skills training of both children and parents. Noted effectiveness and drawbacks of each intervention will be discussed.

Paper Outline (10 pts.):

Construct an outline for your final paper. It should begin with an introduction to the topic, followed by specific sections building up to the thesis of your paper, ending with a concise conclusion. A sample outline will be posted on Canvas.

General organizational style: (This is a suggested, general outline. You may of course vary yours, please review sample papers as guides.)

- I. Background information
- II. Central topic/question/issue (should be specific)
- III. Summary of literature (should have subsections)
- IV. Conclusions & Future Directions

Sample Paper Topics:

- Girls, Interrupted: A Review of the Impact of Social Media on Female Adolescent Body Image and Disordered Eating
- "Mom, I don't want to go to school!": Evaluation of School-based Anxiety Interventions
- A Call for Duty: Investigating the Effects of Violent Video Games on Children
- The Apple Doesn't Fall Far from the Tree: The Effects of Parental Interventions on Children with Conduct Disorder
- Psychosocial Interventions on Comorbid Depression and Anxiety Disorders in Youth
- The Impact of Fear Appeals in Youth-Directed Antidrug Campaigns
- The Effectiveness of Music Therapy During Child Hospitalization
- Pathways Between Childhood Experience and Later Criminal/Antisocial Behavior
- ARC Framework Intervention for Complex Trauma in Children in Foster Care
- A Comprehensive Review on Incorporating Play Therapy into the Treatment for Children
- Adverse Childhood Experiences and Consequences on Health, Well-Being, and Future
- Impact of COVID-19 on Social and Emotional Learning for Young Children
- Exposure and Response Prevention for Pediatric Obsessive-Compulsive Disorder