

DEVELOPMENTAL PSYCHOPATHOLOGY II:
THE PRESCHOOL AND MIDDLE CHILDHOOD YEARS

Professor Arietta Slade
Spring, 2010
Wednesdays, 9:30-11:30
Course #: PSY 80103.C7
Office Hours by Appointment

Course Objectives

This is the second course in the year long Developmental Psychopathology sequence. It is organized around the notion that a child and her symptoms are best understood as a function of 1) **developmental factors**, including her level of emotional and cognitive/language functioning, her capacities for affect and self regulation, 2) **risk factors**, including environmental factors such as parental psychopathology, family disruption, abuse, neglect, and other forms of trauma, as well as biological, temperamental, neurodevelopmental, and genetic factors, 3) **protective factors**, and, finally, 4) **cultural and other contextual factors**.

The general aim of this course is to provide students with the knowledge and skills they will need to begin assessing children across a range of domains, and to think about psychopathology in an integrated, comprehensive, and dynamic way. Following a brief introduction to the central issues of developmental psychopathology, the preschool and middle childhood periods, play, and developmental diagnosis, the course is structured around a series of case presentations. Each of the children presented carry a primary DSM-IV diagnosis; at the same time, full understanding of the clinical picture requires a full appreciation of a range of complex affective, cognitive, temperamental, biological, environmental, and cultural issues. These cases will be used to frame discussions about children's increasingly differentiated relationships, their developing theory of mind, capacities for affect regulation, play, peer relationships, symbolization, and mentalization, as well as sensorimotor processing abilities. Two weeks will be devoted to each case: The first week will include review of the case material, including testing material, and accompanying background readings, the second week will involve student presentations on the child's "primary" diagnosis, combined with a discussion of developmental, risk, protective, and contextual factors.

Texts:

PDM Task Force (2006). Psychodynamic Diagnostic Manual. Silver Spring, MD:
Alliance of Psychoanalytic Organizations.

Diagnostic Classification 0-3R: Diagnostic Classification of Mental health and
Developmental

Disorders of Infancy and Early Childhood (2005). Zero to Three Publications.
www.zerotothree.org

Greenspan, S. (2003). The Clinical Interview of the Child. Washington DC: American Psychiatric Publishing.

Beauchaine, T. & Hinshaw, S. (2008). Child and Adolescent Psychopathology. New York: Wiley & Sons.

Freud, A. (1965). Normality and Pathology in Childhood: Assessments of Development. Madison, CT: International Universities Press.

Winnicott, D. W. (1971). Playing and Reality. London: Tavistock.

RECOMMENDED TEXTS (for more detail in a number of areas):

Martin, A. & Volkmar, F. (2007). Lewis's Child and Adolescent Psychiatry: A Comprehensive Textbook. Philadelphia, PA: Lippincott Williams & Wilkins.

Rutter, M., Bishop, D., Pine, D., Scott, S., Stevenson, J., Taylor, E., & Thapar, A. (2007). Rutter's Child and Adolescent Psychiatry. Oxford: Blackwell.

Shonkoff, J. & Phillips, D. (2000). From Neurons to Neighborhoods: The Science of Early Childhood Development. New York: Oxford University Press.

Cummings, E.M., Davies, P.T., & Campbell, S.B. (2000). Developmental Psychopathology and Family Process: Theory, Research, and Clinical Implications. New York: Guilford.

Romer, D. & Walker, E.F. (2007). Adolescent Psychopathology and the Developing Brain. New York: Oxford University Press.

Bettelheim, B. (1977). The Uses of Enchantment. New York: Norton.

Erikson, E. (1950). Childhood and Society. New York: Norton.

Fraiberg, S. (1959). The Magic Years. New York: Scribners.

Also read novels and memoirs, like Barack Obama, Dreams of My Father, J.R. Moehringer, The Tender Bar, Carson McCullers, Member of the Wedding, Tobias Wolff, This Boy's Life, Geoffrey Wolff, Duke of Deception, Dorothy Allison, Bastard out of Carolina, Mary Karr, Liar's Club, Frank McCourt, Angela's Ashes, Harper Lee, To Kill A Mockingbird, Charles Dickens, Great Expectations, Oliver Twist, any of the Harry Potter series ~ books that are written from the child's point of view. And revisit books you read and loved as a child, especially fairy tales.

Session 1: Developmental Psychopathology

Beauchaine & Hinshaw, op. cit., Part I: The developmental psychopathology approach to understanding behavior.

Mayes, L. & Cohen, D.J. (1996). Anna Freud and developmental psychoanalytic psychology. Psychoanalytic Study of the Child (PSC), 51, p. 117-141.

Optional:

Cummings, E.M., Davies, P.T., & Campbell, S.B. (2000). Developmental Psychopathology and Family Process: Theory, Research, and Clinical Implications. New York: Guilford, Part I: Theory.

Session 2: The Preschool Period: Oedipus, Theory of Mind, and Mentalization

Slade, A. & Lieberman, A. (1997). Affective development during the Third-Year of life. In Noshpitz, Ed., Handbook of Child and Adolescent Psychiatry: Volume 1. Infants and Preschoolers: Development and Syndromes, pp. 89-100. New York: Wiley.

Slade, A. & Lieberman, A. (1997). Affective development during the fourth and fifth years of life. In Noshpitz, Ed., Handbook of Child and Adolescent Psychiatry: Volume 1. Infants and Preschoolers: Development and Syndromes, pp. 112-122. New York: Wiley.

Winnicott, D.W. (1965) Maturational Processes and the Facilitating Environment. London: Tavistock, Chapter 1.

Greenberg, J. (1996). Oedipus and Beyond. New York: Basic Books. Read the Introduction.

Goren, Dana (2008). Attachment, development and the Oedipus situation: A triadic approach to understanding development. (Paper to be distributed.)

Fonagy, P. & Target, M. (1996). Playing with reality: I. Theory of mind and the normal development of psychic reality. International Journal of Psychoanalysis, 77, 217-223.

Session 3: Middle Childhood and the Latency Period

Nelson, K. (1996). Language in Cognitive Development: The Emergence of the Mediated Mind. Cambridge, UK: Cambridge University Press, Part II.

Sameroff, A. & Haith, M. (1996). *The Five to Seven Year Shift: The Age of Reason*. Chicago: The University of Chicago Press, Chapters 4-7

Harris, P.L. (1989). *Children and Emotion*. Oxford: Blackwell Publications, Chapters 3-5.

Bornstein, B. (1951). On latency. *PSC*, 6: 279-285.

Target, M., Shmueli-Goetz, Y., & Fonagy, P. (2002). Attachment representations in school-age children: The early development of the Child Attachment Interview. *JICAP*, 2, 91-105.

Session 4: Play and Symbolization

Slade, A. & D.P. Wolf, Eds. (1994). *Children at Play: Developmental and Clinical Approaches to Meaning and Representation*. New York: Oxford University press, Chapters 4, 8, 9, 10, & 14. (From the introduction: "A major problem in modern psychology has been the absence of a unified conceptual framework encompassing both emotional and cognitive development and the reciprocal influences between them.")

Slade, A. (1994). Making meaning and making believe: Their role in the clinical process. In A. Slade & D. Wolf (Eds), *Children at Play*, (pp. 81-110). New York: Oxford.

Peller, L. (1954). *Libidinal phases, ego development, and play*. *Psychoanalytic Study of the Child*, v. 10, 178-198.

Winnicott, D.W. (1971) Playing and Reality. London: Tavistock.

Session 5: Developmental Diagnosis

This session's discussion, as well as subsequent case presentations will be organized around two contemporary frameworks for developmental diagnosis in childhood, both of which view psychopathology against the backdrop of both affective and cognitive development. Both - Greenspan's Developmental Structuralist Approach (Greenspan, 2003), and that described in the Psychodynamic Diagnostic Manual (PDM Task Force, 2006) - are aimed at broad, theoretically based, clinically rich, developmentally and culturally sensitive assessments of children during the preschool and middle school period.

Freud, A. (1965). *Normality and Pathology in Childhood: Assessments of Development*. Madison, CT: International Universities Press. Read Chapters 1, 3 & 4 (5 through p. 183 optional).

Greenspan, S., op.cit, Chapters 2, 6, & Appendix.

Slade, A. (2004). The move from categories to phenomena: Attachment processes and clinical evaluation. Infant Mental Health Journal, 25, 1-15.

Session 6: Michael: Affective Dysregulation, Disrupted Attachment, and Biological Vulnerability

PDM: Introduction, pp 1-13, Part II, pp. 175-206

Slade, A. (1999) Representation, Symbolization and Affect Regulation in Concomitant Treatment of a Mother and Child: Attachment Theory and Child Psychotherapy. Psychoanalytic Inquiry, 19, 797-830.

DeKlyen, M. & Greenberg, M. (2008). Attachment and Psychopathology in Childhood. Draft version prepared for J. Cassidy & P. Shaver, Eds. Handbook of Attachment: Theory, Research, and Clinical Considerations. Handbook of Attachment: Theory, Research, and Clinical Considerations, Second Edition. New York: Guilford.

Beauchaine & Hinshaw, op.cit, Chapter 10: Emotion regulation as a risk factor for psychopathology.

Testing report for Michael

Session 7: Anxiety Disorder Presentation

Session 8: Lucy: Late Adoption, Disorganized Attachment, Disruptions in Behavior and Attention

PDM: Part II, pp. 207-267

Slade, A. (November, 2005). Dyadic treatment with a traumatized child and her mother: Bridging theories, techniques, and minds. Paper presented at the Anna Freud Centre, London, England.

Slade, A. (2008). Working with parents in child psychotherapy: Engaging reflective capacities. In Mind to Mind: Infant Research, Neuroscience, & Psychoanalysis, E. Jurist, A. Slade, & S. Bergner, Eds. New York: Other Press.

Beachaine & Hinshaw, op. cit., Chapter 11: Attention deficit hyperactivity disorder.

Testing report for Lucy

Session 9: Behavior Disorders Presentation

Session 10: Cynthia and Luisa: Early Adoption, Disorganized Mother and Child, Attention Deficit Disorder and Conduct Disorder

PDM: Part II, 267-319

Slade, A. (2007). Disorganized Mother, Disorganized Child: The Mentalization of Affective Dysregulation and Therapeutic Change. In D. Oppenheim and D. Goldsmith, Eds., Attachment Theory in Clinical Work with Children: Bridging the Gap Between Research and Practice, pp.226-250. New York: Guilford Publications.

Beauchaine & Hinshaw, op. cit., Chapter 5: Impulsivity and vulnerability to psychopathology, Chapter 12: Oppositional defiant disorder, conduct disorder and juvenile delinquency.

Testing report for Luisa

Session 11: ADHD Presentation

Session 12: Autistic Spectrum Disorders. Sally: Family Psychopathology and Asperger's Syndrome

Slade, A. (2009) Mentalizing the unmentalizable: Parenting children on the spectrum. Journal of Infant, Child, and Adolescent Psychotherapy, 8: 7-21.

Shapiro, T. (2009). Psychotherapy for autism. Journal of Infant, Child, and Adolescent Psychotherapy, 8: 22-31

Drucker, J. (2009). When, why, and how: Does psychodynamic psychotherapy have a place on the spectrum? Journal of Infant, Child, and Adolescent Psychotherapy, 8, 32-39.

Kalmanson, B. (2009). Echoes in the nursery: Insights for treatment and early signs of autism in a baby sibling. Journal of Infant, Child, and Adolescent Psychotherapy, 8, 40-48.

Session 13: Autistic Spectrum Disorders Presentation

Session 14: Child Psychopharmacology. Guest Lecturer: Dr. Karen Gilmore

Scahill, L.S., Oesterheld, J.R., Martin, A. (2007). Pediatric psychopharmacology II: general principles, specific drug treatments, and clinical practice. In A. Martin & F.R. Volkmar (Eds.), *Lewis's Child and Adolescent Psychiatry: A Comprehensive Textbook*, 4th ed., (754-789). Baltimore: Lippincott Williams & Wilkins.

Zito, J. M., Safer, D.J., deReis, S., Gardner, J. M. Magder, L., Soeken, K. et al. (2003).

Psychotropic practice patterns for youth: A 10-year perspective. *Archives of Pediatric Adolescent Medicine*, 157(1), 17-25.

Gleason, M. M., Egger, H.L. Emslie, G.J., Greenhill, L. L., Kowatch, R. A., Lieberman, A. F. et al. (2007). Psychopharmacological treatment for very young children: Contexts and guidelines. *Journal of American Academy of Child and Adolescent Psychiatry*, 44(12), 1532-1572.

Assignments

There are two assignments for this course. The first is a group presentation. Teams of students will be assigned to each of the diagnostic categories that will be the focus of formal presentations. Your presentation should use the case discussed the week prior to your presentation as a jumping off point to bring the diagnosis alive. Your presentation should incorporate a variety of perspectives on the etiology of the syndrome you're presenting: the psychological perspective (i.e., psychoanalytic, attachment, object relations, etc.), the developmental perspective, the psychiatric/biological perspective, a discussion of which, if any, medications are prescribed for these disorders, along with any familial, cultural or other relevant contexts. At least two weeks before your presentation, you need to distribute a reading list of at least 6-8 relevant articles, as well as hard or electronic copies of two articles for the class to read in preparation for the class. What I don't want is a powerpoint "report" - you can use powerpoint if you want to (but you don't need to!) - whatever your mode of presentation, I want you to find a way to present the material such that the phenomenology and "feel" of the syndrome comes to life - this way, when you start to see cases, you'll have these templates in mind. Please no dry reporting of statistics, lists of criteria, etc. These are deadly in a presentation. If you're going to use powerpoint, you have to make arrangements at Instructional Media, in Room 5/220, (x5480) at least a week before your presentation, and you have to pick up the equipment and get it set up and running BEFORE class starts!!!

The second assignment is an essay/research report/reflection on a topic of your choice – this can be an expansion on something we’ve covered in the class, or an exploration of some element of child development, child psychopathology, or actually anything related to childhood experience, literature, culture, etc. that interests you. You can do a research report, or something more whimsical or creative. Find the topic and mode of presentation that suits you, and do your best! This paper should be 15 or so pages long. It is due June 2nd – you can send it to me by snail mail (Express Mail not necessary) – just make sure it’s postmarked the 2nd. I don’t know when I’ll be in school that week, so best is to mail it to me: 8 Hodge Road, Roxbury, CT 06783.

Have a Great Semester! And please REMEMBER THAT IF YOU EXPRESS MAIL SOMETHING TO ME, YOU MUST SIGN THE SIGNATURE WAIVER

Schedule, Spring 2010

Session 1	February 3	Developmental Psychopathology
Session 2	February 10	The Preschool Period
Session 3	February 17	The Middle Childhood Years
Session 4	February 24	Play and Symbolization
Session 5	March 3	Developmental Diagnosis EXTENDED CLASS
Session 6	March 10	Anxiety Disorders
Session 7	March 17	Anxiety Disorders Presentation
Session 8	March 24	Behavior Disorders
Session 9	April 7	Behavior Disorders Presentation
Session 10	April 14	Attention Deficit Disorders
Session 11	April 21	Attention Deficit Disorders Presentation

Session 12	April 28	Autistic Spectrum Disorders
Session 13	May 5	Autistic Spectrum Disorders Presentation
Session 14	May 12	Child Psychopharmacology EXTENDED CLASS