

**47-361 Developmental Psychopathology**  
**Dr. Arcus**  
**Study Guide for Exam II**

For all of the disorders we have covered, be able to address the following items:

- History of how the disorder has been understood
- Defining characteristics
- Functional consequences both individual and systemic (e.g., Bronfenbrenner's model)
- Subgroups or levels of severity--how defined
- Developmental course--how it is expressed in relation to the child's age and developmental tasks
- Incidence and relation to gender and SES
- Causes--Neurobiology, genetics, environment--across levels of causality
- Treatments--approaches and efficacy

Make sure you understand these concepts, their application, and the evidence relevant to causality and treatment.

In addition, some reminders about major issues with respect to specific disorders follow.

Intellectual Disability:

- Changes in terminology over time
- DSM v. AAMR
- Developmental delay v. developmental disability
- Causal factors--genetics, neurobiology, environmental--in relation to severity

Autism Spectrum Disorders

- Challenge of terminology: ASD Spectrum v. Autism & Aspergers
- Evidence for causality
- Theory of Mind
- Increased incidence? What are the issues here?
- Treatments: Psychosocial and behavioral

Learning and Disabilities

- Verbal v. Nonverbal Learning Disabilities
- Diagnosis of learning disorders using discrepancies: Achievement vs. potential; verbal vs. non-verbal IQ.
- Causes of learning disorders: Neurobiological factors. Psychosocial factors: contributions across ecological levels
- Treatment and accommodations. Need for specialized instruction (FAT City, Fed Ex example). Accommodations. Inclusion.

ADHD

- Terminology: Hyperactivity, Impulsivity, Attention: Attentional capacity, selective attention, sustained attention
- Regulation of attention (foreground-background)
- Causes of ADHD and evidence: Genes, neurobiological bases
- Family factors: Bidirectional role, maintaining
- Co-morbid problems: CD & ODD, Anxiety, Depression

- Associated school and interpersonal problems
- Prevalence: Gender and age
- Treatment methods: how they work and evidence for their efficacy
- Stimulant medications, Parent training , Educational interventions
- Counseling & Support: individual and group/family; MTA Study

#### Oppositional Defiant and Conduct Disorders

- ODD and CD. What are they; i.e., what are their defining features? How are they different from each other? What is the developmental course? What is the relation to ADHD?
- What is the relation of CD and ODD to gender, cognition and intelligence, school performance, peer rejection, family functioning?
- What is the evidence for neurobiological causes of conduct problems? How might other causal factors contribute
- Distinguish between the Adolescent-Limited and the Life-Course-Persistent pathways of conduct problems.
- What forms of treatment have been shown to be effective with conduct problems?

Be able to apply these ideas to case descriptions.

*You will be able to use a single page of notes that you have prepared during the exam*

---