

# Preface

The *Encyclopedia of Clinical Child and Pediatric Psychology* is intended to be an authoritative and comprehensive resource that provides up-to-date information on a broad array of problems and issues related to children, adolescents, and their families as defined by the fields of clinical child and pediatric psychology. It is designed to be of particular interest and use to laypersons, parents and grandparents, and undergraduate and graduate students in training, as well as diverse medical and mental health professionals who live with and/or work with young persons but who have limited information on a particular topic. Inasmuch as the scope of clinical child and pediatric psychology is extensive, a range of topics is included that cover typical and atypical development, physical and mental health problems and disorders, assessment and treatment methods, and professional issues such as training and ethics. For those interested in further information a list of readings is included for each topic or entry. The topics are listed in alphabetical order to aid in the quick retrieval of information and the Index is extensive in its cross-listing of topics. We hope the Encyclopedia will be most beneficial to those who, for whatever reason, desire to obtain brief, authoritative, and up-to-date information on a particular topic or issue affecting children and their development, whether that development be characterized as typical or atypical.

A brief comment on the disciplines of Clinical Child Psychology and Pediatric Psychology is in order. Clinical child psychology is a specialty of professional psychology that attempts to integrate basic tenets of clinical psychology, developmental psychology, child psychopathology, and child and family development. Clinical child psychologists conduct scientific research and provide psychological services to infants, toddlers,

children, adolescents, and their families with a focus on understanding, preventing, diagnosing and treating psychological, cognitive, emotional, developmental, behavioral, and family problems of children. Of particular importance to clinical child psychologists is an understanding of the basic psychological needs of children and the social contexts that influence child development and adjustment. Thus, typical and atypical development and the impact of life stresses are of concern for the clinical child psychologist.

The specialty of pediatric psychology, like clinical child psychology, is interested in the psychological needs of children but the focus is on the psychosocial aspects of illness. In addition to child and family development, the knowledge base includes the biological, cognitive, affective, and social bases of health and disease. Pediatric psychologists engage in scientific research on how children's experiences and behavior are affected by physical illness, injury, and disability, and how their behavior in turn affects children's health. Pediatric psychologists, thus, work closely with other allied health professionals and their services include helping children and families deal with health issues through prevention and treatment. As a result, pediatric psychologists are found in health care settings such as children's hospitals, developmental clinics, pediatric or medical group practices, as well as in traditional clinical child or academic arenas.

Both of these disciplines are enjoined by their interest in infants, toddlers, children, adolescents, and their families. As such, they frequently complement one another, and many pediatric and clinical child psychologists work along side one another, as well as a host of other professionals, for the benefit and welfare of those they serve. Clinical child and pediatric

**Preface****vi**

psychology are emerging, exciting, and energetic fields of study and we are most pleased to be intimately associated with them. Although much remains to be learned, a lot has been learned in the last few decades—enough to warrant encyclopedic coverage.

In a comprehensive project such as this, many persons are to be acknowledged. Among the foremost are our distinguished Advisory Board and our equally distinguished list of contributors. Quite obviously, without them, up-to-date and scholarly treatment of topics and issues could hardly have been possible. We would also like to acknowledge Mariclaire Cloutier, Publishing Director, Behavioral Sciences, at Kluwer Academic/Plenum Publishers, for her commitment to this project and her encouragement to us to undertake it. Equally so, we thank Siiri Lelumées, Child Psychology Editor at Kluwer Academic/Plenum Publishers, for her editorial direction and encouragement. In addition, we would like to give thanks to the many youngsters and their families who have, perhaps unknowingly and

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