

Contents

Part One

Diagnosis and Classification of Children with Behavioral Disorders and Handicaps	1
Epidemiology and Classification of Psychiatric Disorders in Childhood and Adolescence	
Helmut Remschmidt	3
Empirically Based Assessment of Child and Adolescent Disorders: Implications for Diagnosis, Classification, Epidemiology, and Longitudinal Research	
Thomas M. Achenbach	24
The Use of a Standardized Assessment Instrument (the Achenbach Child Behavior Checklist) in Longitudinal Epidemiological Research	
Frank C. Verhulst	46
Developmental Diagnosis with Pre-School Children	
Ursula Kastner-Koller and Pia Deimann	69
Labeling Versus Support Diagnosis in Special Education: The Concept of an Intervention-Oriented Diagnostic Strategy for Children With Learning Disabilities	
Dietrich Eggert	84
The Reading Development of Normal and Poor Readers in the First Grade: How Helpful is the Concept of Developmental Stages for the Understanding of Reading Acquisition in German-Speaking Children?	
Christian Klicpera	97
Issues in Assessment and Intervention with Blind Infants and Children	
David H. Warren	119
Methodological and Conceptual Issues in the Construction of a Developmental Test for Blind Infants and Preschoolers	
Michael Brambring	136

Part Two

Risk Factors and Protective Factors in Childhood Development	155
---	------------

Vulnerability and Resiliency: A Longitudinal Perspective

Emmy E. Werner	157
----------------------	-----

Mental and Physical Resiliency in Spite of a Stressful Childhood

Wolfgang Tress, Gerhard Reister, and Lutz Gegenheimer	173
---	-----

**On the Concept of "Invulnerability": Evaluation and First Results of the
Bielefeld Project**

Friedrich Lösel, Thomas Bliesener, and Peter Köferl	186
---	-----

Later Adult Life Outcomes of Offenders and Nonoffenders

David P. Farrington	220
---------------------------	-----

**Prediction of Writing and Reading Achievement — Some Findings From
a Pilot Study**

Renate Valtin	245
---------------------	-----

**The Bielefeld Longitudinal Study on Early Identification of Risks in
Learning Read and Write: Theoretical Background and First Results**

Helmut Skowronek and Harald Marx	268
--	-----

**Language Development and Delays and the Predictors of Later Reading
Failure**

Jim Stevenson	295
---------------------	-----

Part Three

Methodological Problems in Longitudinal Research	311
---	------------

**Problems of Longitudinal Studies with Children: Practical, Conceptual,
and Methodological Issues**

Wolfgang Schneider	313
--------------------------	-----

**Zero-Missing Non Existing Data: Missing Data Problems in Longitudinal
Research and Categorical Data Solutions**

Alexander von Eye	336
-------------------------	-----

Identifying and Separating Types of Behavior Problems by Latent Class Analysis: Results of a Prospective Study on Pregnancy Course and Child Development Theodor Ehlers and Herbert Remer	356
Part Four	
Issues in Prevention, Intervention, and Rehabilitation	365
Prevention of Psychopathology and Maladjustment in Children of Divorce Gerald Caplan	367
The Concept of Social-Pediatric Developmental Rehabilitation Theodor Hellbrügge	395
Prevention and Intervention From the Perspective of Child Psychiatry Friedrich Specht	405
Early Mobility Training of Children Born Blind — Needs and Pre-requisites Gunnar Jansson	416
Particle versus wave theories of learning to read and write. Toward a field model of success and failure in literacy acquisition Hans Brügelmann	428
Family Variables as Predictors of Differential Effectiveness in Child Therapy Fritz Mattejat and Helmut Remschmidt	440
Problem Intensity and the Disposition of Adolescents to Take Therapeutic Advice Inge Seiffge-Krenke	457
Author Index	479
Subject Index	487