

# Contents

<i>List of Figures</i>	x
<i>List of Tables</i>	xi
<i>Preface</i>	xiii
<i>About the Authors</i>	xv
<i>Acknowledgements</i>	xvi
<b>Introduction</b>	<b>1</b>
<b>1 Conceptual and Theoretical Approaches to Atypical Child Development</b>	<b>9</b>
<i>Janet Empson and Dabie Nabuzoka</i>	
Introduction	9
Characteristics of development	11
'Normal' and 'atypical' in child development	17
Theoretical approaches which provide an explanation of atypical development	21
Conclusion	36
Discussion topics	38
Recommended reading	38
<b>2 Risk Factors in Child Development</b>	<b>39</b>
<i>Janet Empson</i>	
Introduction	39
Definitions of risk and protective mechanisms, vulnerability and resilience	40
Biological risk	49
Environmental factors	57
Psychosocial factors	68
Conclusion	71
Discussion topics	72
Recommended reading	72

<b>3</b>	<b>Child Abuse</b>	<b>73</b>
	<i>Janet Empson</i>	
	Introduction	73
	History of child abuse	74
	Definitions of child abuse	77
	Frequency of occurrence of abuse	79
	Types of abuse	81
	Explanations of child abuse	91
	Models of abuse	93
	Theories of child abuse	96
	Short- and long-term effects of abuse	103
	Conclusion	110
	Discussion topics	110
	Recommended reading	111
<b>4</b>	<b>Emotional and Behavioural Difficulties</b>	<b>112</b>
	<i>Janet Empson and David Hamilton</i>	
	Introduction	112
	Criteria of emotional and behavioural difficulties	113
	Types of emotional and behavioural difficulty	
	in children	120
	Contexts of child behavioural disturbance	135
	Conclusion	143
	Discussion topics	144
	Recommended reading	144
<b>5</b>	<b>Learning Disability in Context</b>	<b>146</b>
	<i>Dabie Nabuzoka</i>	
	Introduction	146
	Defining learning disabilities	146
	Theoretical models relevant to learning disabilities	157
	Learning disability in social context	162
	Conclusion	170
	Discussion topics	171
	Recommended reading	171
<b>6</b>	<b>Intervention Approaches</b>	<b>173</b>
	<i>David Hamilton</i>	
	Introduction	173
	Approaches to intervention	173

Application to specific problems	178
Special issues	200
Conclusion	206
Discussion topics	207
Recommended reading	208
<b>7 Understanding Atypical Development in Context</b>	<b>209</b>
<i>Janet Empson and Dabie Nabuzoka</i>	
Introduction	209
Explanations of development	210
A transactional view	220
An ecological-transactional approach	225
Research and practical implications	234
Conclusion	236
Discussion topics	237
Recommended reading	238
<i>Glossary</i>	239
<i>References</i>	243
<i>Index</i>	274

# List of Figures

1.1	Models of development	16
1.2	Normal distribution of IQ	19
1.3	A taxonomy of approaches to atypical development	22
1.4	Bronfenbrenner's (1979) systems model	29
1.5	A diagrammatic summary of Sameroff and Chandler's (1975) transactional model of development	31
2.1	Diverging developmental pathways of low birthweight babies brought up in different environmental conditions	55
3.1	A model of Kempe and Kempe's (1978) findings on the contributing factors in child abuse	94
4.1	Risk factors and pathways to disorder	118
7.1	An ET model of child abuse	227
7.2	A microsystem analysis of aggression in the child	230

# List of Tables

1.1	Characteristics of different patterns of attachment and their frequency of occurrence	27
3.1	Factors contributing to child injury (after Peterson and Brown, 1994)	95
4.1	Criteria for assessing abnormality	115
6.1	Comparison between traditional and family-centred parent involvement	194
6.2	Social validation questions	204