

Appendix

Conduct Disorder Resources

Valuable Information on the Internet

The Internet can be an important tool for parents, teachers, and practitioners seeking information on conduct disorder and related topics. The preponderance of information that can be retrieved in any given search, however, can also make it a time-consuming and unwieldy resource. In order to make the search more manageable, some useful Web sites are listed below. The list is by no means exhaustive, but it contains links to some of the most valuable Web-based materials that are currently available.

Epidemiology and General Information

Report of the Surgeon General on Youth Violence

<http://www.surgeongeneral.gov/library/youthviolence/>

This report by the Surgeon General of the United States provides a detailed summary of scientific data on youth violence, including discussions pertaining to pervasiveness, developmental dynamics, and potential risk factors. It also offers information and best practices relating to prevention and intervention, as well as an exploration of future trends in empirically based research and methods that may effectively reduce incidence of youth violence. Extensive tables and a glossary are included.

National Center for Education Statistics (NCES)

<http://www.nces.ed.gov>

This site is sponsored by the NCES, a research arm of the U.S. Department of Education and Institute of Education Sciences that is responsible for compiling data on education in the United States. The Annual Reports section includes the extensive Indicators of School Crime and Safety. This is a compendium that includes data, summaries, and tables covering topics like school environments, threats and attacks on teachers, violent deaths, nonfatal student victimization,

fight, weapons, illegal substances, discipline, safety, and security measures. The site's Publications section also contains a lengthy report entitled *Violence in U.S. Public Schools; 2000 Survey on Crime and Safety*, which is another important resource for data on school violence.

World Health Organization Report on Violence

http://www.who.int/violence_injury_prevention/violence/world_report/en/index.html

Utilizing the expertise of 160 specialists from around the world, the World Health Organization's report represents the first multinational investigation into the problem of violence, its effects, and possible solutions. Included is a lengthy chapter on youth violence that addresses the background and extent of the problem, dynamics, risk factors, and prevention. The report also offers recommendations that have become a serious point of discussion and policy in more than 30 nations.

ConductDisorders.com

<http://www.conductdisorders.com>

This is a site for parents of children with conduct disorder and its associated conditions. Very detailed information about CD and comorbidity with AD/HD, oppositional defiance, bipolar disorder, and others is provided. Each section typically includes discussions on causes, symptoms, diagnosis, therapies, medications, environmental factors, and treatments. It also offers a message board forum that allows parents to obtain support and receive suggestions from other parents on how to manage children with conduct disorder.

National Youth Violence Prevention Resource Center

<http://www.safeyouth.org/scripts/index.asp>

This site is operated by a federal entity that is supported by the Centers for Disease Control and Prevention and other agencies, and is devoted to preventing violence against children and adolescents. It offers a wealth of general information, resources, and news dealing with youth violence, including specific pages for professionals, parents, and teens. Its self-proclaimed purpose is to serve as a "one-stop shop" for prevention-related information.

Board on Children, Youth, and Families

<http://www7.nationalacademies.org/bocyf/>

This is the official Web site of the Board on Children, Youth, and Families, an organization that was created by the National Research Council and Institute of Medicine. The Board elicits expert opinions on policy concerns pertaining to

the health of children and families. The site provides key points from summary reports on pregnancy, birth, and infant health, child development, adolescence, and mental health. It also offers publications dealing with children's health, education, and development issues.

Assessment

National Center for Injury Prevention and Control

<http://www.cdc.gov/ncipc/pub-res/measure.htm>

This site offers over 170 assessment instruments for professionals interested in evaluating violent behaviors, influences, and beliefs. These include aggressive behavior, exposure to violence, attributional biases, neighborhood characteristics, parental supervision, and social and emotional competencies. Each assessment is classified under behavioral, psychosocial/cognitive, attitudinal/belief, and environmental categories. The site also provides appraisals of violence prevention programs.

American Academy of Child and Adolescent Psychiatry (AACAP)

<http://www.aacap.org>

The AACAP is a national medical association of 7500 psychiatrists whose mission focuses on treating children and families suffering from mental, behavioral, and developmental disorders. It also seeks to promote understanding of mental illness. This site features an article entitled, "Summary of the Practice Parameters for the Assessment and Treatment of Children and Adolescents with Conduct Disorders," which offers a cogent overview of recommendations for diagnostic assessment and formulation, as well as treatment. The site also features a number of informative fact sheets on child and adolescent violence.

United States Secret Service National Threat Assessment Center (NTAC)

http://www.secretservice.gov/ntac_ssi.shtml

This portion of the official U.S. Secret Service Web site is dedicated to the subject of school violence prevention. With the aim of identifying typical behaviors that shooters engage in prior to school shootings, the Secret Service and U.S. Department of Education embarked on a joint series of threat-assessment studies that resulted in two publications: "Final Report and Findings: Implications for Prevention of School Attacks in the United States" and "Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe

School Climates.” The full text of both studies are available on this Web site and represents a valuable set of data and information. The site also contains information relating to the release of an interactive CD-ROM designed for threat assessment teams entitled “A Safe School and Threat Assessment Experience: Scenarios Exploring the Findings of the Safe School Initiative.”

American Academy of Family Physicians (AAFP)

Conduct Disorder: Diagnosis and Treatment in Primary Care: www.aafp.org/afp/20010415/1579.pdf

This site features an article published by the American Academy of Family Physicians, one of the largest medical organizations in the United States. Conduct Disorder: Diagnosis and Treatment in Primary Care was the joint effort of Fred Rottnek, a physician, H. Russell Searight, a professor of community and family medicine and psychology, and Stacey L. Abby, a clinical pharmacist. It provides a valuable overview of information concerning diagnostic criteria, clinical features, etiology, differential diagnosis and comorbidity, interventions, and pharmacotherapy.

Treatment

Prevention of Youth Violence

<http://www.cdc.gov/ncipc/dvp/bestpractices/chapter2a.pdf>

This site provides an extensive guide that offers home-visiting and parent- and family-based violence intervention and prevention strategies. The strategies are considered best practices, although the authors note that the study of youth violence is a relatively new discipline; therefore, many strategies have not been evaluated after appearing in peer-reviewed literature, and their practical effectiveness has often not been explored. As a result, an important mission of this guide is to describe the experiences of individuals who have used the interventions. Of particular significance are the Web site’s Additional Resources sections, which provide important contact information and publications.

Ontario Association of Children’s Aid Societies (OACAS): Conduct Problems in Young Children: Effective Early Intervention Strategies

<http://www.oacas.org/resources/oacasjournals/1999March/ConductProblems.pdf>

This site features an article entitled, “Conduct Problems in Young Children: Effective Early Intervention Strategies,” which was based on earlier research utilizing input from parents and clinical experts and a review of literature. It stresses the

importance of early intervention and provides information on important programs for preschool and school age children. Cognitive behavioral training, prosocial skill development, child care support, parent training programs, parent support and self-help programs, social skills training, child management coaching, and respite care are some of the interventions that are featured.

Helping America's Youth

<http://guide.helpingamericasyouth.gov/programtool-ap.cfm>

The primary goal of Helping America's Youth is to focus attention on the contemporary issues children and adolescents face and to encourage adults to form ties with them at the family, school, and community levels. This organization is especially interested in helping at-risk boys. The site offers a large and convenient compendium of 180 intervention programs, each containing a description of the intervention, an empirically based scientific evaluation of the intervention, a rating of outcomes, risk factors, protective factors, references, and contact information.

Center for the Study and Prevention of Violence (CSPV)

Blueprints for Violence Prevention: <http://www.colorado.edu/cspv/blueprints>

The Center for the Study and Prevention of Violence is a research program of the Institute of Behavioral Science (University of Colorado at Boulder) whose purpose is to disseminate scientific knowledge about violence and how violence can be prevented. The CSPV has scrutinized over 600 intervention programs, and its Blueprints for Violence Prevention features only the small number that have proved efficacious in curtailing aggression, violent crime, substance abuse, and delinquency. Using strict guidelines, the CSPV states that it "sets a gold standard for implementing exemplary, research-based violence and drug programs" and seeks to strictly adhere to program standards during implementation.

Promising Practices Network on Children, Families, and Communities

<http://www.promisingpractices.net/programs.asp>

The Promising Practices Network was founded by the RAND Corporation, a non-profit research consortium, to provide unbiased, scientifically based information on effective interventions for children, their families, and their communities. This site is intended for professionals and decision makers and contains relevant data on programs for violent behavior, problem behaviors, and juvenile justice. Each of the program descriptions includes an overview, and information regarding participants, evaluation methods, findings, probable implementers, funding, implementation details, issues, example sites, contact information, and resources. The site also provides important information on research and service delivery.

Legal Issues and Advocacy

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

<http://ojjdp.ncjrs.org>

The purpose of the Office of Juvenile Justice and Delinquency Prevention is to take a nationwide leadership role in issues of juvenile delinquency and violence. It seeks to promote prevention and intervention, primarily by providing information and resources, supporting states and local communities, and making positive changes in the juvenile justice system. This site offers online publications and an extensive topics section that covers subjects relating to delinquency prevention, courts, corrections and detention, offenses and offenders, and victims. There is also a detailed statistics section with downloadable spreadsheets, and a useful glossary of juvenile justice terms.

Wright's Law

<http://www.wrightslaw.com>

This site is dedicated to providing comprehensive information about the law as it pertains to education, special education, and children with disabilities so that individuals can be effective advocates for education reform. The site offers a comprehensive section on juvenile justice that addresses delinquency, education, and safe schools, and also offers a number of resources and publications. Each of the topics contains extensive reports and literature. The site also features advocacy and law libraries as well as a voluminous collection of articles.

Access to Juvenile Courts

<http://www.rcfp.org/juvcts/index.html>

This site provides a succinct summary of legal issues pertaining to juvenile court proceedings, documents, and right to privacy. It includes sections on gaining access to juvenile proceedings and records, the consequences of revealing a juvenile's identity, the issue of transfer proceedings, the use of cameras in juvenile court, and the Juvenile Delinquency Act. The site also offers a state-by-state legal guide.

National Center for Mental Health and Juvenile Justice (NCMHJJ)

<http://www.ncmhjj.com>

The National Center for Mental Health and Juvenile Justice seeks to improve guidelines and programs for children and adolescents with mental health needs

within the juvenile justice system. It also strives to coordinate relevant research and advocacy on a national level. This site offers publications, online training, a resource kit, and links to evidence-based practices. Of special note is “Blueprint for Change: A Comprehensive Model for the Identification and Treatment of Youth with Mental Health Needs in Contact with the Juvenile Justice System,” a lengthy report based on research that offers an outline and recommendations for making positive changes in mental health services in the juvenile justice system.

References

- Achenbach, T. M. (1991a). *Integrative guide to the 1991 CBCL/4–18, YSR, and TRF profiles*. Burlington, VT: University of Vermont, Department of Psychology.
- Achenbach, T. M. (1991b). *Manual of the Teacher's Report Form and 1991 profile*. Burlington, VT: University of Vermont, Department of Psychology.
- Achenbach, T. M. (1998). Diagnosis, assessment, taxonomy, and case formulations. In T. Ollendick & M. Hersen (Eds.), *Handbook of child psychopathology* (3rd ed., pp. 63–87). New York: Plenum.
- Achenbach, T. M. (1999). The Child Behavior Checklist and related instruments. In M. E. Maruish (Ed.), *The use of psychological testing for treatment planning and outcomes assessment* (2nd ed., pp. 429–466). Mahwah, NJ: Erlbaum.
- Achenbach, T. M., & Rescorla, L. A. (2001). *Manual for ASEBA School-Age Forms & Profiles*. Burlington, VT: University of Vermont, Research Center for Children, Youth, & Families.
- Achenbach, T. M., Howell, C. T., McConaughy, S. H., & Stanger, C. (1995). Six-year predictors of problems in a national sample: III. Transitions to young adult syndromes. *Journal of the American Academy of Child and Adolescent Psychiatry*, *34*, 658–669.
- Achenbach, T. M. (2007). *Manual for the Child Behavior Checklist*. Burlington, VT: University of Vermont, Department of Psychiatry.
- Ambrosini, P. J. (2000). Historical development and present status of the schedule for affective disorders and schizophrenia for school-age children (K-SADS). *Journal of the American Academy of Child and Adolescent Psychiatry*, *39*, 49–58.
- American Academy of Child and Adolescent Psychiatry (AACAP), Work Group on Quality Issues (1997). Practice parameters for the assessment and treatment of children and adolescents with conduct disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, *36* (10, Suppl.), 122S–139S.
- American Psychiatric Association. (1980). *Diagnostic and statistical manual of mental disorders* (3rd ed.). Washington, DC: American Psychiatric Association.
- American Psychiatric Association. (1987). *Diagnostic and statistical manual of mental disorders* (3rd ed., rev.). Washington, DC: American Psychiatric Association.
- American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: American Psychiatric Association.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: American Psychiatric Association.

- Anderson, S. W., Bechara, A., Damasio, H., Tranel, D., & Damasio, A. R. (1999). Impairment of social and moral behavior related to early damage in human prefrontal cortex. *Nature Neuroscience*, 2, 1032–1037.
- Andrade, R. C., Silva, V. A., & Assumpção, F. B. (2004). Preliminary data on the prevalence of psychiatric disorders in Brazilian male and female juvenile delinquents. *Brazilian Journal of Medical and Biological Research*, 37, 1155–1160.
- Andrews, V. C., Garrison, C. A., Jackson, K. L., Addy, C. L., & McKeown, R. E. (1993). Mother-adolescent agreement on the symptoms and diagnoses of adolescent depression and conduct disorders. *Journal of the American Academy of Child and Adolescent Psychiatry*, 23, 731–738.
- Angold, A., & Costello, E. J. (1995). A test-retest reliability study of child-reported psychiatric symptoms and diagnoses using the Child and Adolescent Psychiatric Assessment (CAPA-C). *Psychological Medicine*, 25, 755–762.
- Angold, A., Costello, E. J., & Erkanli, A. (1999). Comorbidity. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 40, 57–87.
- Angold, A., Prendergast, M., Cox, A., Harrington, R., Simonoff, E., & Rutter, M. (1995). The Child and Adolescent Psychiatric Assessment (CAPA). *Psychological Medicine*, 25, 739–753.
- Angrilli, A., Mauri, A., Palomba, D., Flor, H., Birbaumer, N., Sartori, G., et al. (1996). Startle reflex and emotion modulation impairment after a right amygdala lesion. *Brain*, 119, 1991–2000.
- Anonymous. (2000). Clinical practice guideline: Diagnosis and evaluation of the child with Attention-Deficit/Hyperactivity Disorder. *Pediatrics*, 105, 1158–1170.
- Archer, R. P. (1997). *MMPI: Assessing adolescent psychopathology*. Mahwah, NJ: Erlbaum.
- Archer, R. P., Belevich, J. K. S., & Elkins, D. E. (1994). Item-level and scale-level factor structures of the MMPI-A. *Journal of Personality Assessment*, 62, 332–345.
- Arluke, A., Levin, J., Luke, C., & Ascione, F. (1999). The relationship of animal abuse to violence and other forms of antisocial behavior. *Journal of Interpersonal Violence*, 14, 963–975.
- Arnold, M. E., & Hughes, J. N. (1999). First do no harm: Adverse effects of grouping deviant youth for social skills training. *Journal of School Psychology*, 37, 99–115.
- Atkins, M. S., & Stoff, D. M. (1993). Instrumental and hostile aggression in childhood disruptive behavior disorders. *Journal of Abnormal Child Psychology*, 21, 165–178.
- Atkins, M. S., Stoff, D. M., Osborne, M. L., & Brown, K. (1993). Distinguishing instrumental and hostile aggression: Does it make a difference? *Journal of Abnormal Child Psychology*, 21, 165–178.
- Augimeri, L., Koegl, C., Webster, C. D., & Levene, K. (2001). *Early Assessment Risk List for Boys (EARL-20B)*, Version 2. Toronto: Earls Court Child and Family Center.
- Bagley, C., & Mallick, K. (2000). Spiralling up and spiralling down: Implications of a long-term study of temperament and conduct disorder for social work with children. *Child and Family Social Work*, 5, 291–301.
- Barling, J., O'Leary, K. D., Jouriles, E. N., Vivian, D., & MacEwen, K. E. (1987). Factor similarity of the Conflict Tactics Scale across samples, spouses, and sites: Issues and implications. *Journal of Family Violence*, 2, 37–54.
- Barry, C. T., Frick, P. J., DeShazo, T. M., McCoy, M., Ellis, M., & Loney, B. R. (2000). The importance of callous-unemotional traits for extending the concept of psychopathy to children. *Journal of Abnormal Psychology*, 109, 335–340.

- Barton, J. (2003). Conduct disorder: Intervention and prevention. *International Journal of Mental Health Promotion*, 5, 32–41.
- Bassarath L. (2001). Conduct disorder: A biopsychosocial review. *Canadian Journal of Psychiatry*, 46, 609–616.
- Bauer, L. O., & Hesselbrock, V. M. (2001). CSD/BEM localization of P300 sources in adolescents “at-risk”: Evidence of frontal cortex dysfunction in conduct disorder. *Biological Psychiatry*, 50, 600–608.
- Beauchaine, T. P., Webster-Stratton, C., & Reid, M. J. (2005). Mediators, moderators, and predictors of 1-year outcomes among children treated for early-onset conduct problems. A latent growth curve analysis. *Journal of Consulting and Clinical Psychology*, 73, 371–388.
- Bechara, A., Damasio, A. R., Damasio, H., & Anderson, S. W. (1994). Insensitivity to future consequences following damage to human prefrontal cortex. *Cognition*, 50, 7–15.
- Becker, K. B., & McCloskey, L. A. (2002). Attention and conduct problems in children exposed to family violence. *American Journal of Orthopsychiatry*, 72, 83–91.
- Begun, R. W. (Ed.). (1995). *Ready-to-use social skills lessons & activities for grades 1–3*. West Nyack, NY: Center for Applied Research in Education.
- Bergeron, L., Valla, J. P., & Breton, J. J. (1992). Pilot study for the Quebec Child Mental Health survey: Part I. Measurement of the prevalence estimates among 6 to 14 year olds. *Canadian Journal of Psychiatry*, 37, 374–380.
- Biederman, J., Faraone, S. V., Milberger, S., Jetton, J. G., Chen, L., Mick, E., et al. (1996). Is childhood oppositional defiant disorder a precursor to adolescent conduct disorder? Findings from a four-year follow-up study of children with ADHD. *Journal of the American Academy of Child and Adolescent Psychiatry*, 35, 1193–1204.
- Biederman, J., Mick, E., Wozniak, J., Monuteaux, M. C., Galdo, M., & Faraone, S. V. (2003). Can a subtype of conduct disorder linked to bipolar disorder be identified? Integration of findings from the Massachusetts General Hospital pediatric psychopharmacology research program. *Biological Psychiatry*, 53, 952–960.
- Bierman, K. L., Coie, J. D., Dodge, K. A., Greenberg, M. T., Lochman, J. E., McMahon, R. J., & Pinderhughes, E. E. (1999). Initial impact of the fast track prevention trial for conduct problems: I. The high-risk sample. *Journal of Consulting and Clinical Psychology*, 67, 631–647.
- Bird, H. R., Canino, G. J., Davies, M., Zhang, H., Ramirez, R., & Lahey, B. B. (2001). Prevalence and correlates of antisocial behaviors among three ethnic groups. *Journal of Abnormal Child Psychology*, 29, 465–478.
- Blair, R. J. R. (1999). Responsiveness to distress cues in the child with psychopathic tendencies. *Personality and Individual Differences*, 27, 135–145.
- Blair, R. J. R. (2001). Neurocognitive models of aggression, the antisocial personality disorders, and psychopathy. *Journal of Neurology, Neurosurgery, and Psychiatry*, 71, 727–731.
- Blair, R. J. R., & Cipolotti, L. (2000). Impaired social response reversal: A case of “acquired sociopathy.” *Brain*, 123, 1122–1141.
- Bodholdt, R., Richards, H., & Gacono, C. (2000). Assessing psychopathy in adults: The Psychopathy Checklist-Revised and Screening Version. In C. Gacono (Ed.), *The clinical and forensic assessment of psychopathy: A practitioner's guide*. (pp. 55–86). Hillsdale, NJ: Erlbaum.
- Bohman, M. (1996). Predisposition to criminality: Swedish adoption studies in retrospect. In G. R. Bock and J. A. Goode (Eds.) *Genetics of criminal and antisocial behaviour* (Ciba Foundation Symposium no. 194) (pp. 99–114). Chichester, England: Wiley.
- Borne, R. F. (1998). Serotonin: The neurotransmitter for the 90's. *Drug Topics*.
- Bower, E. M. (1982). Defining emotional disturbance: Public policy and research. *Psychology in the Schools*, 19, 55–60.

- Bravo, M., Woodbury-Farina, M., Canino, G. J., Rubio-Stipec, M. (1993). The Spanish translation and cultural adaptation of the Diagnostic Interview Schedule for Children (DISC) in Puerto Rico. *Cultural Medical Psychiatry, 17*, 329–344.
- Brennan, P. A., Hall, J., & Bor, W. (2003). Integrating biological and social processes in relation to early-onset persistent aggression in boys and girls. *Developmental Psychology, 39*, 309–323.
- Brestan, E. V., & Eyberg, S. M. (1998). Effective psychosocial treatments of conduct-disordered children and adolescents: 29 years, 62 studies, and 5272 kids. *Journal of Clinical Child Psychology, 27*, 180–189.
- Breton, J. J., Bergeron, L., Valla, J. P., Berthiaume, C., Gaudet, N., Lambert, J., St-Georges, M., Houde, L., & Lépine, S. (1999). Quebec child mental health survey: Prevalence of DSM-III-R mental health disorders. *Journal of Child Psychology and Psychiatry, 40*, 375–384.
- Briggs-Gowan, M., Carter, A., Irwin, J. R., Wachtel, K., & Cicchetti, D.V. (2004). The Brief Infant-Toddler Social and Emotional Assessment: Screening for social-emotional problems and delays in competence. *Journal of Pediatric Psychology, 29*, 143–155.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22*, 723–742.
- Brotman, L. M., Gouley, K. K., O'Neal, C., & Klein, R. G. (2004). Preschool-aged siblings of adjudicated youths: Multiple risk factors for conduct problems. *Early Education and Development, 15*, 387–406.
- Brotman, M. A., Schmajuk, M., Rich, B. A., Dickstein, D. P., Guyer, A. E., Costello, E. J., et al. (2006). Incidence, clinical correlates, and longitudinal course of severe mood dysregulation in children. *Biological Psychiatry, 60*, 991–997.
- Büchel, C., Morris, J., Dolan, R. J., & Friston, K. J. (1998). Brain systems mediating aversive conditioning: An event-related fMRI Study. *Neuron, 20*, 947–957.
- Bucholz, K. K., Nurnberger, J. I., Kramer, J. R., Hesselbrock, V. M., Schuckit, M. A., & Bierut, L. J. (2006). Comparison of psychiatric diagnoses from interview reports with those from best-estimate procedures. *Journal of Studies on Alcohol, 67*, 157–168.
- Buitelaar, J. K. (2000). Open-label treatment with Risperidone of 26 psychiatrically-hospitalized children and adolescents with mixed diagnoses and aggressive behavior. *Journal of Child and Adolescent Psychopharmacology, 10*, 19–26.
- Buitelaar, J. K., Montgomery, S. A., van Zwieten-Boot, B. J. (2003). Conduct disorder: Guidelines for investigating efficacy of pharmacological intervention. *European Neuropsychopharmacology, 13*, 305–311.
- Burke, J. D., Loeber, R., & Birmaher, B. (2002). Oppositional defiant disorder and conduct disorder: A review of the past 10 years, part II. *Journal of the American Academy of Child and Adolescent Psychiatry, 41*, 1275–1293.
- Burke, J. D., Loeber, R., Mutchka, J. S., & Lahey, B. B. (2002). A question for DSM-V: Which better predicts persistent conduct disorder—delinquent acts or conduct symptoms? *Criminal Behaviour and Mental Health, 12*, 37–52.
- Burket, R. C., & Myers, W. C. (1995). Axis I and personality comorbidity in adolescents with conduct disorder. *Bulletin of the American Academy of Psychiatry and the Law, 23*, 73–82.
- Burt, S. A., Krueger, R. F., & McGue, M. (2001). Sources of covariation among attention-deficit/hyperactivity disorder, oppositional defiant disorder, and conduct disorder: The importance of shared environment. *Journal of Abnormal Psychology, 110*, 516–525.
- Bush, G., Luu, P., & Posner, M. I. (2000). Cognitive and emotional influences in anterior cingulate cortex. *Trends in Cognitive Sciences, 4*, 215–222.

- Butcher, J. N., Williams, C. L., Graham, J. R., Archer, R. P., Tellegen, A., Ben-Porath, Y. S., & Kaemmer, B. (1992). *MMPI-A (Minnesota Multiphasic Personality Inventory-Adolescent): Manual for administration, scoring, and interpretation*. Minneapolis, MN: University of Minnesota Press.
- Button, T. M. M., Scourfield, J., & Martin, N. (2005). Family dysfunction interacts with genes in the causation of antisocial symptoms. *Behavior Genetics*, *35*, 115–120.
- Cadoret, R., Yates, W., Troughton, E., Woodworth, G., & Stewart, M. A. (1995). Genetic-environmental interaction in the genesis of aggressivity and conduct disorders. *Archives of General Psychiatry*, *52*, 916–924.
- Cadort, R. J. (1995). Genes, environment and their interaction in the development of psychopathology. In T. Sakai and T. Tsuboi, (Eds.) *Genetic aspects of human behavior* (pp. 165–175). Tokyo: Iagaku-Shoin.
- Campbell, M., Adams, P. B., Small, A. M., Kafantaris, V., Silva, R. R., Shell, J., Perry, R., & Overall, J. E. (1995). Lithium in hospitalized aggressive children with conduct disorder: A double-blind placebo-controlled study. *Journal of the American Academy of Child and Adolescent Psychiatry*, *34*, 445–453.
- Campbell, M., Gonzalez, N. M., & Silva, R. R. (1992). The pharmacologic treatment of conduct disorders and rage outbursts. *Psychiatric Clinics of North America*, *15*, 69–85.
- Capaldi, D. M., & Patterson, G. R. (1996). Can violent offenders be distinguished from frequent offenders: Prediction from childhood to adolescence. *Journal of Research in Crime and Delinquency*, *33*, 206–231.
- Carlin, M. E. (1996). Large group treatment of severely disturbed/conduct-disordered adolescents. *International Journal of Group Psychotherapy*, *46*, 379–397.
- Caron, C., & Rutter, M. (1991). Comorbidity in child psychopathology: Concepts, issues and research strategies. *Journal of Child Psychology and Psychiatry*, *32*, 1063–1080.
- Center for Child Welfare and Education (2004). *Education status Section 504*. Retrieved January 5, 2007, from <http://www.cedu.niu.edu/ccwe/intervention.htm>
- Center, D., & Kemp, D. (2003). Temperament and personality as potential factors in the development and treatment of conduct disorders. *Education and Treatment of Children*, *26*, 75–88.
- Chronis, A. M., Lahey, B. B., Pelham, W. E., Kipp, H. L., Baumann, B. L., & Lee, S. (2003). Psychopathology and substance abuse in parents of young children with attention-deficit/hyperactivity disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, *42*, 1424–1432.
- Cicchetti, D., & Toth, S. (1995). Developmental psychopathology and disorders of affect. In D. Cicchetti & D. Cohen (Eds.), *Developmental psychopathology and disorders of affect* (pp. 369–420). New York: Wiley.
- Clarizio, H. F. (1992a). Social maladjustment and emotional disturbance: Problems and positions: I. *Psychology in the Schools*, *29*, 131–140.
- Clarizio, H. F. (1992b). Social maladjustment and emotional disturbance: Problems and positions: II. *Psychology in the Schools*, *29*, 331–441.
- Coccaro, E. F., Kavoussi, R. J., Cooper, T. B., & Hauger, R. L. (1997). Central serotonin activity and aggression: Inverse relationship with prolactin response to d-fenfuramine, but not CSF 5-HIAA concentration, in human subjects. *American Journal of Psychiatry*, *154*, 1430–1435.
- Cohen, P., Cohen, J., Kasen, S., Velez, C. N., Hartmark, C., Johnson, J., et al. (1993). An epidemiological study of disorders in late childhood and adolescence: I. Age- and gender-specific prevalence. *Journal of Child Psychology and Psychiatry*, *34*, 851–867.

- Coid, J., Petrukevitch, A., Bebbington, P., Brugha, T., Bhugra, D., Jenkins, R., et al. (2002). Ethnic differences in prisoners I: Criminality and psychiatric comorbidity. *British Journal of Psychiatry*, *181*, 473–480.
- Collins, W. A., & Sroufe, L. A. (1999). Capacity for intimate relationships: A developmental construction. In W. Furman, B. B. Brown, et al. (Eds.), *The development of romantic relationships in adolescence* (pp. 125–147). New York: Cambridge.
- Compton, W. M., Conway, K. P., Stinson, F. S., Colliver, J. D., & Grant, B. F. (2005). Prevalence, correlates, and comorbidity of DSM-IV antisocial personality syndromes and alcohol and specific drug use disorders in the United States: Results from the national epidemiologic survey on alcohol and related conditions. *Journal of Clinical Psychiatry*, *66*, 677–685.
- Conners, C. K. (1997). *Conners' Rating Scales—Revised Technical Manual*. North Tonawanda, NY: Multi-Health Systems, Inc.
- Conners, C. K., Sitarenios, G., Parker, J. D. A., & Epstein, J. N. (1998a). Revision and restandardization of the Conners' Teacher Rating Scale (CTRS-R): Factor structure, reliability, and criterion validity. *Journal of Abnormal Child Psychology*, *26*, 279–291.
- Conners, C. K., Sitarenios, G., Parker, J. D. A., & Epstein, J. N. (1998b). The revised Conners' Parent Rating Scale (CPRS-R): Factor structure, reliability, and criterion validity. *Journal of Abnormal Child Psychology*, *26*, 257–268.
- Conners, C. K., Wells, K. C., Parker, J. D. A., Sitarenios, G., Diamond, J. M., & Powell, J. W. (1997). A new self-report scale for assessment of adolescent psychopathology: Factor structure, reliability, validity, and diagnostic sensitivity. *Journal of Abnormal Child Psychology*, *25*, 487–497.
- Connor, D. F. (2002). *Aggression and antisocial behavior in children and adolescents: Research and treatment*. New York: Guilford Press.
- Connor, D. F., & Fisher, S. G. (1997). An international model of child and adolescent mental health clinical case formulation. *Clinical Child Psychology and Psychiatry*, *2*, 353–368.
- Connor, D. F., Barkley, R. A., & Davis, H. T. (2000). A pilot study of methylphenidate, clonidine, or the combination in ADHD comorbid with aggressive oppositional defiant or conduct disorder. *Clinical Pediatrics*, *39*, 15–25.
- Connor, D. F., Ozbayrak, K. R., Harrison, R. J., & Melloni, R. H., Jr. (1998). Prevalence and patterns of psychotropic and anticonvulsant medication use in children and adolescents referred to residential treatment. *Journal of Child and Adolescent Psychopharmacology*, *8*, 27–38.
- Costello, E. J., Mustillo, S., Erkanli, A., Keeler, G., & Angold, A. (2003). Prevalence and development of psychiatric disorders in childhood and adolescence. *Archives of General Psychiatry*, *60*, 837–843.
- Costenbader, V., & Buntaine, R. (1999). Diagnostic discrimination between social maladjustment and emotional disturbance: An empirical study. *Journal of Emotional and Behavioral Disorders*, *7*, 2–7.
- Côté, S., Tremblay, R. E., Nagin, D. S., Zoccolillo, M., & Vitaro, F. (2002). Childhood behavioral profiles leading to adolescent conduct disorder: Risk trajectories for boys and girls. *Journal of the American Academy of Child and Adolescent Psychiatry*, *41*, 1086–1094.
- Council for Children with Behavioral Disorders. (1987). A position paper on definition and identification of students with behavioral disorders. *Behavior Disorders*, *15*, 180–189.
- Couwenbergh, C., van den Brink, W., Zwart, K., Vreugdenhil, C., van Wijngaarden-Cremers, P., & van der Gaag, R. J. (2006). Comorbid psychopathology in adolescents and young

- adults treated for substance use disorders: A review. *European Child and Adolescent Psychiatry*, *15*, 319–328.
- Crowe, R. R. (1974). An adoption study of antisocial personality. *Archives of General Psychiatry*, *31*, 785–791.
- Crowley, T. J., Mikulich, S. K., Ehlers, K. M., Whitmore, E. A., & Macdonald, M. J. (2001). Validity of structured clinical evaluations in adolescents with conduct and substance problems. *Journal of the American Academy of Child and Adolescent Psychiatry*, *40*, 265–273.
- Crowley, T. J., Raymond, K. M., Mikulich-Gilbertson, S. K., Thompson, L. L., & Lejuez, C. W. (2006). A risk taking “set” in a novel task among adolescents with serious conduct and substance problems. *Journal of the American Academy of Child and Adolescent Psychiatry*, *45*, 175–183.
- Crystal, D. S., Ostrander, R., S., Chen, R., & August, G. J. (2001). Multimethod assessment of psychopathology among DSM-IV subtypes of children with Attention Deficit/Hyperactivity Disorder: Self-, parent, and teacher reports. *Journal of Abnormal Child Psychology*, *29*, 189–205.
- Dadds, M. R., Fraser, J., & Frost, A. (2005). Disentangling the underlying dimensions of psychopathy and conduct problems in childhood: A community study. *Journal of Consulting and Clinical Psychology*, *73*, 400–410.
- Damasio, A. R. (1994). *Descartes' error: Emotionality, reason, and the human brain*. New York: Putnam.
- Damasio, A. R. (2003). *Looking for Spinoza: Joy, sorrow, and the feeling brain*. Orlando, FL: Harcourt.
- Davidson, R. J., Putnam, K. M., & Larson, C. L. (2000). Dysfunction in the neural circuitry of emotion regulation—a possible prelude to violence. *Science*, *289*, 591–594.
- Davila, R. R., Williams, M. L., & MacDonald, J. T. (1991, September 16). *Memorandum to chief state school officers re: Clarification of policy to address the needs of children with attention deficit disorders with general and/or special education*. Washington, DC: U.S. Department of Education.
- de la Osa, N., Ezpeleta, L., Domènech, E., Navarro, J. B., & Losilla, J. M. (1996). Fiabilidad entre entrevistadoras de la Entrevista Diagnóstica Estructurada para Niños y Adolescentes (DICA-R). *Psicothema*, *8*, 359–368.
- Deater-Deckard, K., Dodge, K., Bates, J. E., & Petit, G. S. (1996). Physical discipline among African-American and European-American mothers: Links to children's externalizing behaviors. *Developmental Psychology*, *32*, 1065–1072.
- Delligatti, N., Akin-Little, A., & Little, S. G. (2003). Conduct disorder in girls: Diagnostic and intervention issues. *Psychology in the Schools*, *40*, 183–192.
- Déry, M., Toupin, J., Pauzé, R., & Verlaan, P. (2004). Frequency of mental health disorders in a sample of elementary school students receiving special education services for behavioural difficulties. *Canadian Journal of Psychiatry*, *49*, 769–775.
- DeVito, C., & Hopkins, J. (2001). Attachment, parenting, and marital dissatisfaction as predictors of disruptive behavior in preschoolers. *Development and Psychopathology*, *13*, 215–231.
- Dick, D. M., Li, T-K, Edenberg, H. J., Hesselbrock, V., Kramer, J., Kuperman, S., et al. (2004). A genome-wide screen for genes influencing conduct disorder. *Molecular Psychiatry*, *9*, 81–86.
- Dishion, T. J., & Andrews, D. W. (1995). Preventing escalation in problem behaviors with high-risk young adolescents: Immediate and 1-year outcomes. *Journal of Consulting and Clinical Psychology*, *63*, 538–548.

- Dishion, T. J., McCord, J., & Poulin, F. (1999). When interventions harm—Peer groups and problem behavior. *American Psychologist, 54*, 755–764.
- Dodge, K. A., & Conduct Problems Prevention Research Group. (1996). An initial evaluation of the FAST Track Program. In J.A. Linney (Ed.), *Proceedings of the Fifth National Prevention Research Conference* (pp. 54–56) Washington, DC: National Institute of Mental Health.
- Dodge, K. A., & Tomlin, A. M. (1987). Utilization of self-schemas as a mechanism of interpretational bias in aggressive children. *Social Cognition, 5*, 280–300.
- Dodge, K. A., Pettit, G. S., Bates, J. E., & Valente, E. (1995). Social information-processing patterns partially mediate the effect of early physical abuse on later conduct problems. *Journal of Abnormal Psychology, 104*, 632–643.
- Doepfner, M., & Lehmkuhl, G. (1998). *Diagnostic system for mental disorders in child and adolescence according to ICD-10 and DSM-IV (DISYP-K)*. Bern, Switzerland: Huber.
- Doğan, O., Önder, Z., Doğan, S., & Akyüz, G. (2004). Distribution of symptoms of conduct disorder and antisocial personality disorder in Turkey. *Psychopathology, 37*, 285–289.
- Dolan, M., & Rennie, C. (2006). Psychopathy checklist: Youth version and youth psychopathic trait inventory: A comparison study. *Personality and Individual Differences, 41*, 779–789.
- Doll, B. (1996). Prevalence of psychiatric disorders in children and youth: An agenda for advocacy by school psychology. *School Psychology Quarterly, 11*, 20–47.
- Donovan, J. S., Stewart, J. W., Nunes, E. V., Quitkin, F. M., Parides, M., Daniel, W., Susser, E., & Klien, D. F. (2000). Divalproex treatment of youth with explosive temper and mood lability: A double-blind placebo-controlled crossover design. *American Journal of Psychiatry, 157*, 818–820.
- Doyle, A. E., Biederman, J., Monuteaux, M., Cohan, S. L., Schofield, H. T., & Faraone, S. V. (2003). Diagnostic threshold for conduct disorder in girls and boys. *Journal of Nervous and Mental Disease, 191*, 379–386.
- Drabick, D. A. G., Gadow, K. D., & Sprafkin, J. (2006). Co-occurrence of conduct disorder and depression in a clinic-based sample of boys with ADHD. *Journal of Child Psychology and Psychiatry, 47*, 766–774.
- Dumont, R., & Rauch, M. (2000). Test review: Scale for Assessing Emotional Disturbance (SAED). *Communiqué, 28*, 24–25.
- Eaves, L., Rutter, M., Silberg, J. L., Shillady, L., Maes, H., & Pickles, A. (2000). Genetic and environmental causes of covariation in interview assessments of disruptive behavior in child and adolescent twins. *Behavior Genetics, 30*, 321–334.
- Edelbrock, C., & Costello, A. J. (1988). Convergence between statistically derived behavior problems syndromes and child psychiatric diagnoses. *Journal of Abnormal Child Psychology, 16*, 219–231.
- Eichelman, B. (1988). Toward a rational pharmacotherapy for aggressive and violent behavior. *Hospital and Community Psychiatry, 39*, 31–39.
- Elliot, D. S., Huizinga, D., & Ageton, S. S. (1985). *Explaining delinquency and drug use*. Beverly Hills, CA: Sage.
- Elliott, S. N., & Gresham, F. M. (1991). *Social skills intervention guide: Practical strategies for social skills training*. Circle Pines, MN: American Guidance Service.
- Elliott, C. D. (2006a). *DAS-II Administration and Scoring Manual*. San Antonio, TX: The Psychological Corporation.
- Emerson, E. (2003). Prevalence of psychiatric disorders in children and adolescents with and without intellectual disability. *Journal of Intellectual Disability Research, 47*, 51–58.

- Emslie, G. J., Porteus, A. M., Kumar, E. C., & Hume, J. H. (2004). Antidepressants: SSRIs and novel atypical antidepressants—an update on psychopharmacology. In H. Steiner (Ed.), *Handbook of mental health interventions in children and adolescents: An integrated developmental approach* (pp. 318–362). San Francisco: Jossey-Bass.
- Enebrink, P., Andershed, H., & Långström, N. (2005). Callous-unemotional traits are associated with clinical severity in referred boys with conduct problems. *Nordic Journal of Psychiatry*, *59*, 431–440.
- Enebrink, P., Långström, N., & Gumpert, C. H. (2006). Predicting aggressive and disruptive behavior in referred 6- to 12-year-old boys: Prospective validation of the EARL-20B risk/needs checklist. *Assessment*, *13*, 356–367.
- Epstein, M. H., & Cullinan, D. (1998) *Scale for assessing emotional disturbance*. Austin, TX: PRO-ED.
- Ernst, M., Cookus, B. A., & Moravec, B. C. (2000). Pictorial Instrument for Children and Adolescents (PICA-III-R). *Journal of the American Academy of Child and Adolescent Psychiatry*, *39*, 94–99.
- Essau, C. A., Sasagawa, S., & Frick, P. J. (2006). Callous-unemotional traits in a community sample of adolescents. *Assessment*, *13*, 454–469.
- Exner, J. E. (2003). *The Rorschach: A comprehensive system. Basic foundations and principles of interpretation* (Vol. 1, 4th ed.). New York: Wiley.
- Exner, J. E., & Erdberg, P. (2005). *The Rorschach: A comprehensive system. Advanced interpretation* (Vol. 2, 3rd ed.). NJ: Wiley.
- Eyberg, S. M. (1980). Eyberg Child Behavior Inventory. *Journal of Clinical Child Psychology*, *9*, 27.
- Eyberg, S. M., & Robinson, E. A. (1983). Conduct problem behavior: Standardization of a behavioral rating scale with adolescents. *Journal of Clinical Child Psychology*, *12*, 347–354.
- Eyberg, S., Bessmer, J., Newcomb, K., Edwards, D., & Robinson, E. (1994). *Dyadic Parent-Child Interaction Coding System II: A manual*. Social and Behavioral Sciences Documents (Ms. No. 2897). San Rafael, CA: Select Press.
- Ezpeleta, L., de la Osa, N., Jude, J., Domènech, J. M., Navarro, J. B., & Losilla, J. M. (1997). Diagnostic agreement between clinician and the Diagnostic Interview for Children and Adolescents—DICA-R in a Spanish outpatient sample. *Journal of Child Psychology and Psychiatry*, *38*, 431–440.
- Ezpeleta, L., Domènech, J. M., & Angold, A. (2006). A comparison of pure and comorbid CD/ODD and depression. *Journal of Child Psychology and Psychiatry*, *47*, 704–712.
- Fahrenberg, J., Hampel, R., & Selg, H. (1994). *Freiburg personality inventory (FPI) in the revised form FPI-R*. Göttingen, Germany: Verlag für Psychologie.
- Farrington, D. P. (1995). Key issues in the interaction of motivational and opportunity-reducing crime prevention strategies. In P. H. Wikstrom, R.V. Clarke & J. McCord (Eds.), *Integrating crime prevention strategies: Propensity and opportunity* (pp. 333–357). Stockholm: National Counsel for Crime Prevention.
- Farrington, D. P. (1997). Early prediction of violent and nonviolent youth offending. *European Journal on Criminal Policy and Research*, *5*, 51–66.
- Fergusson, D. M., Horwood, L. J., & Lynskey, M. T. (1993). Early dentine lead levels and subsequent cognitive and behavioural development. *Journal of Child Psychology and Psychiatry*, *34*, 215–227.
- Findling, R. L., McNamara, N. K., Branicky, L. A. Schluchter, M. D., Lemon, E., & Blumer, J. L. (2000). A double-blind pilot study of risperidone in the treatment of conduct disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, *39*, 509–516.

- Fisher, L., & Blair, R. J. R. (1998). Cognitive impairment and its relationship to psychopathic tendencies in children with emotional and behavioral difficulties. *Journal of Abnormal Child Psychology*, *26*, 511–520.
- Fisher, P. W., Shaffer, D., Placentini, J. C., Lapkin, J., Kafantaris, V., Leonard, H., & Herzog, D. B. (1993). Sensitivity of the Diagnostic Interview Schedule for Children (2nd ed.; DISC-2.1) for specific diagnoses of children and adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, *32*, 666–673.
- Foley, D. L., Eaves, L. J., & Wormley, B. (2004). Childhood adversity: Monoamine oxidase A genotype, and risk for conduct disorder. *Archives of General Psychiatry*, *61*, 738–744.
- Foley, D. L., Pickles, A., Rutter, M., Gardner, C. O., Maes, H. H., Silberg, J. L., & Eaves, L. J. (2004). Risks for conduct disorder symptoms associated with parental alcoholism in stepfather families versus intact families from a community sample. *Journal of Child Psychology and Psychiatry*, *45*, 687–696.
- Foley, R. M., & Pang, L. (2006). Alternative education programs: programs and student characteristics. *The High School Journal*, *89*, 10–21.
- Ford, T., Goodman, R., & Meltzer, H. (2003). The British Child and Adolescent Mental Health Survey 1999: The prevalence of DSM-IV disorders. *Journal of the American Academy of Child and Adolescent Psychiatry*, *42*, 1203–1211.
- Forehand, R., & McMahon, R. J. (1981). *Helping the noncompliant child: A clinician's guide to parent training*. New York: Guilford Press.
- Forth, A. E., Kosson, D. S., & Hare, R. D. (2003). *The Psychopathy Checklist: Youth Version manual*. Toronto: Multi-Health Systems.
- Frick, P. J. (1998a). Conduct disorder. In T. Ollendick & M. Hersen (Eds.), *Handbook of child psychopathology* (3rd ed., pp. 213–337). New York: Plenum Press.
- Frick, P. J. (1998b). *Conduct disorders and severe antisocial behavior*. New York: Plenum Press.
- Frick, P. J. (2001). Effective interventions for children and adolescents with conduct disorder. *Canadian Journal of Psychiatry*, *46*, 597–608.
- Frick, P. J. (2004). Developmental pathways to conduct disorder: Implications for serving youth who show severe aggressive and antisocial behavior. *Psychology in the Schools*, *41*, 823–834.
- Frick, P. J. & Hare, R. D. (2001). *The Antisocial Process Screening Device*. Toronto: Multi-Health Systems.
- Frick, P. J., & Loney, B. R. (2000). The use of laboratory and performance-based measures in the assessment of children and adolescents with conduct disorders. *Journal of Clinical Child Psychology*, *29*, 540–554.
- Frick, P. J., Barry, C., & Bodin, S. (2000). Applying the concept of psychopathy to children: Implications for the assessment of antisocial youth. In C. Gacono (Ed.), *The clinical and forensic assessment of psychopathy: A practitioner's guide*. (pp. 3–24). Hillsdale, NJ: Erlbaum.
- Frick, P. J., Cornell, A. H., Bodin, S. D., Dane, H. E., Barry, C. T., & Loney, B. R. (2003). Callous-unemotional traits and developmental pathways to severe conduct problems. *Developmental Psychology*, *39*, 246–260.
- Frick, P. J., Lilienfeld, S. O., Ellis, M., Loney, B., & Silverthorn, P. (1999). The association between anxiety and psychopathy dimensions in children. *Journal of Abnormal Child Psychology*, *27*, 383–392.
- Frick, P. J., Van Horn, Y., Lahey, B. B., Christ, M. A. G., Loeber, R., Hart, E. A., et al. (1993). Oppositional defiant disorder and conduct disorder: A meta-analytic review of factor analyses and cross-validation in a clinic sample. *Clinical Psychology Review*, *13*, 319–340.

- Friman, P. C., Handwerk, M. L., Smith, G. L., Larzelere, R. E., Lucas, C. P., & Shaffer, D. M. (2000). External validity of conduct and oppositional defiant disorders determined by the NIMH Diagnostic Interview Schedule for Children. *Journal of Abnormal Child Psychology*, *28*, 277–286.
- Gabrielli, W. F., & Mednick, S. A. (1983). Genetic correlates of criminal behavior: Implications for research, attribution, and prevention. *American Behavioral Scientist*, *27*, 59–74.
- Gacono, C. B. (Ed.). (2000). *The clinical and forensic assessment of psychopathy: A practitioner's guide*. Hillsdale, NJ: Erlbaum.
- Gacono, C. B., & Hughes, T. L. (2004). Differentiating emotional disturbance from social maladjustment: Assessing psychopathy in aggressive youth. *Psychology in the Schools*, *41*, 849–860.
- Gacono, C. B., & Meloy, J. R. (1994). *The Rorschach assessment of aggressive and psychopathic personalities*. Hillsdale, NJ: Erlbaum.
- Gacono, C. B., Evans, F. B., & Viglione, D. J. (2002). The Rorschach in forensic practice. *Journal of Forensic Psychology Practice*, *2*, 33–53.
- Gacono, C. B., Nieberding, R., Owen, A., Rubel, J., & Bodholdt, R. (2001). Treating juvenile and adult offenders with conduct disorder, antisocial, and psychopathic personalities. In J. Ashford, B. Sales & W. Reid (Eds.), *Treating clients with special needs* (pp. 99–129). Washington, DC: American Psychological Association.
- Garb, H. N. (1998). *Studying the clinician: Judgment research and psychological assessment*. Washington, DC: American Psychological Association.
- Garnezy, N., & Rutter, M. (1983) *Stress, coping and development in children*. New York: McGraw-Hill.
- Gelhorn, H., Stallings, M., Young, S., Corley, R., Rhee, S. H., Hopfer, C., et al. (2006). Common and specific genetic influences on aggressive and nonaggressive conduct disorder domains. *Journal of the American Academy of Child and Adolescent Psychiatry*, *45*, 570–577.
- Giancola, P. R., & Mezzich, A. C. (2000). Executive cognitive functioning mediates the relation between language competence and antisocial behavior in conduct-disordered adolescent females. *Aggressive Behavior*, *26*, 359–375.
- Glascoc, F. P. (2006). *Parents' Evaluation of Developmental Status*. Nashville, TN: Ellsworth & Vandermeer Press LLC, available at www.pedstest.com.
- Goldberg, L. R. (1993). The structure of phenotypic personality traits. *American Psychologist*, *48*, 26–34.
- Goldstein, A. P. (1988). *The prepare curriculum: Teaching prosocial competencies*. Champaign, IL: Research Press.
- Goldstein, R. B., Grant, B. F., Ruan, W. J., Smith, S. M., & Saha, T. D. (2006). Antisocial personality disorder with childhood- vs. adolescence-onset conduct disorder: Results from the national epidemiologic survey on alcohol and related conditions. *Journal of Nervous and Mental Disease*, *194*, 667–675.
- Goldstein, R. B., Prescott, C. A., & Kendler, K. S. (2001). Genetic and environmental factors in conduct problems and adult antisocial behavior among adult female twins. *Journal of Nervous and Mental Disease*, *189*, 201–209.
- Goodman, R., Ford, T., Richards, H., Gatward, R., & Meltzer, H. (2000). The Development and Well-Being Assessment: Description and initial validation of an integrated assessment of child and adolescent psychopathology. *Journal of Child Psychology and Psychiatry*, *41*, 645–655.
- Gray, J. A. (1987). *The psychology of fear and stress* (2nd ed.). New York: Cambridge University Press.

- Greenberg, M. T., & Kusche, C. A. (1996). *The PATHS project: Preventive intervention for children: Final report to the National Institute of Mental Health*. Grant number R01MH42131. <http://www.colorado.edu/cspv/blueprints/model/programs/PATHS.html>
- Greene, R. W., Biederman, J., Zerwas, S., Monuteaux, M., Goring, J. C., & Faraone, S. V. (2002). Psychiatric comorbidity, family dysfunction, and social impairment in referred youth with oppositional defiant disorder. *American Journal of Psychiatry*, *159*, 1214–1224.
- Gretton, H., McBride, M., Hare, R., O'Shaughnessy, R., & Kumka, G. (2001). Psychopathy and recidivism in adolescent sex offenders. *Criminal Justice and Behavior*, *28*, 427–449.
- Grossman, D. C., Necherman, H. J., Koepsell, T. D., Liu, K. N., Beland, K., Frey, K., & Rivera, F. P. (1997). Effectiveness of a violence prevention curriculum among children in elementary school. *Journal of the American Academy of Child and Adolescent Psychiatry*, *30*, 208–217.
- Guerra, N. G., Huesmann, L. R., Tolan, P. H., Van Acker, R., & Eron, L. D. (1995). Stressful events and individual beliefs as correlates of economic disadvantage and aggression among urban children. *Journal of Consulting and Clinical Psychology*, *63*, 518–528.
- Hampel, R., & Selg, H. (1975). FAF. *Fragebogen zur Erfassung von Aggressivitätsfaktoren*. Göttingen: Hogrefe.
- Hampson, S. E., Goldberg, L. R., Vogt, T. M., & Dubanoski, J. P. (2006). Forty years on: Teachers' assessments of personality traits predict self-reported health behaviors and outcomes at midlife. *Health Psychology*, *25*, 57–64.
- Harada, Y., Satoh, Y., Sakuma, A., Imai, J., Tamaru, T., Takahashi, T., et al. (2002). Behavioral and developmental disorders among conduct disorder. *Psychiatry and Clinical Neurosciences*, *56*, 621–625.
- Hare, R. (1993). *Without conscience: The disturbing world of the psychopaths among us*. New York: Guilford Press.
- Hare, R. (2003). *The Hare Psychopathy Checklist-Revised* (2nd edition). Toronto: Multi-Health Systems.
- Hawkins, J. D., Herrenkohl, T., Farrington, D. P., Brewer, D., Catalano, R. F., & Harachi, T. W. (1998). A review of predictors of youth violence. In R. Loeber & D. P. Farrington (Eds.), *Serious and violent juvenile offenders: Risk factors and successful interventions* (pp. 106–146). Thousand Oaks, CA: Sage.
- Henggeler, S. W., Schoenwald, S. K., Borduin, C. M., Rowland, M. D., & Cunningham, P. B. (1998). *Multisystemic treatment of antisocial behavior in children and adolescents*. New York: Guilford Press.
- Herkov, M. J., & Myers, W. C. (1996). MMPI profiles of depressed adolescents with and without conduct disorder. *Journal of Clinical Psychology*, *52*, 705–710.
- Herpertz, S. C., Mueller, B., Qunaibi, M., Lichterfeld, C., Konrad, K., & Herpertz-Dahlmann, B. (2005). Response to emotional stimuli in boys with conduct disorder. *American Journal of Psychiatry*, *162*, 1100–1107.
- Herrenkohl, T. I., Maguin, E. Hill, K. G., Hawkins, J. D., Abbott, R. D., & Catalano, R. F. (2000). Developmental risk factors for youth violence. *Journal of Adolescent Health*, *26*, 176–186.
- Heyman, I., Fombonne, E., Simmons, H., Ford, T., Meltzer, H., & Goodman, R. (2003). Prevalence of obsessive-compulsive disorder in the British nationwide survey of child mental health. *International Review of Psychiatry*, *15*, 178–184.
- Heyman, R. E., & Schlee, K. A. (1997). Toward a better estimate of the prevalence of partner abuse: Adjusting rates based on the sensitivity of the Conflict Tactics Scale. *Journal of Family Psychology*, *11*, 332–338.

- Hilarski, C. (2004). Victimization history as a risk factor for conduct disorder behaviors: Exploring connections in a national sample of youth. *Stress, Trauma, and Crisis: An International Journal*, *7*, 47–59.
- Hiller, J. B., Rosenthal, R., Bornstein, R. F., Berry, D. T., & Brunell-Neuleib, S. (1999). A comparative meta-analysis of Rorschach and MMPI validity. *Psychological Assessment*, *11*, 278–296.
- Hinrichs, G. (2001). Multidimensional assessment of young male offenders in penal institutions. *International Journal of Offender Therapy and Comparative Criminology*, *45*, 478–488.
- Hinshaw, S. P., Heller, T., & McHale, J. P. (1992). Covert antisocial behavior in boys with attention-deficit hyperactivity disorder: External validation and effects of methylphenidate. *Journal of Consulting and Clinical Psychology*, *60*, 274–281.
- Hinshaw, S. P., Simmel, C., & Heller, T. L. (1995). Multimethod assessment of covert antisocial behavior in children: Laboratory observations, adult ratings, and child self-report. *Psychological Assessment*, *7*, 209–219.
- Hinshaw, S. P., Zupan, B. A., Simmel, C., Nigg, J. T., & Melnick, S. (1997). Peer status in boys with and without attention-deficit hyperactivity disorder: Predictions from overt and covert antisocial behavior, social isolation, and authoritative parenting beliefs. *Child Development*, *68*, 880–896.
- Hodges, K., & Saunders, W. (1990). Internal consistency of a diagnostic interview for children: The Child Assessment Schedule. *Journal of Abnormal Child Psychology*, *17*, 691–701.
- Hodges, K., Cool, J., & McKnew, D. (1989). Test-retest reliability of a clinical research interview for children: The Child Assessment Schedule. *Psychological Assessment*, *1*, 317–322.
- Hodges, K., Kline, J., Stern, L., Cytryn, L., & McKnew, D. (1982). The development of a child assessment schedule for research and clinical use. *Journal of Abnormal Child Psychiatry*, *10*, 173–189.
- Hodges, K., McKnew, D., Burbach, D. J., & Roebuck, L. (1987). Diagnostic concordance between the Child Assessment Schedule (CAS) and the Schedule for Affective Disorders and Schizophrenia in school-age children (K-SADS) in an outpatient sample using lay interviewers. *Journal of the American Academy of Child and Adolescent Psychiatry*, *26*, 654–661.
- Hogan, A. E., Quay, H. C., Vaughn, S., & Shapiro, S. K. (1989). Revised Behavior Problem Checklist: Stability, prevalence, and incidence of behavior problems in kindergarten and first-grade children. *Psychological Assessment*, *1*, 103–111.
- Holmes, S. E., Slaughter, J. R., & Kashani, J. (2001). Risk factors in childhood that lead to the development of conduct disorder and antisocial personality disorder. *Child Psychiatry and Human Development*, *31*, 183–193.
- Hops, H., & Walker, H. M. (1988). *CLASS: Contingencies for Learning Academic and Social Skills*. Seattle, WA: Educational Achievement Systems.
- Hornak, J., Bramham, J., Rolls, E. T., Morris, R. G., O'Doherty, J., Bullock, P. R., et al. (2003). Changes in emotion after circumscribed surgical lesions of the orbitofrontal and cingulate cortices. *Brain*, *126*, 1691–1712.
- Hudley, C., & Graham, S. (1995). School-based interventions for aggressive African-American boys. *Applied & Preventive Psychology*, *4*, 185–195.
- Hudziak, J. J., Copeland, W., Stanger, C., & Wadsworth, M. (2004). Screening for DSM-IV externalizing disorders with the Child Behavior Checklist: A receiver-operating characteristic analysis. *Journal of Child Psychology and Psychiatry*, *45*, 1299–1307.

- Hughes, T. L. (2001). Complexity in the causal pathways of aggression in children: A rationale for treatment. In M. Martinez (Ed.) *Prevention and control of aggression and the impacts on its victims*. (1st ed., pp.113–120) New York: Plenum.
- Hughes, T. L., Gacono, C. G., & Owen, P. F. (2007). Current status of Rorschach assessment: Implications for the school psychologist. *Psychology in the Schools*, *44*, 281–291.
- Hunter, L., Elias, M. J., & Norris, J. (2001). School based violence prevention: Challenges and lessons learned from an action research project. *Journal of School Psychology*, *39*, 161–175.
- IDEIA. (2004). Individuals with Disabilities Education Improvement Act of 2004. 20 USC 1400.
- Jaffee, S. R., Belsky, J., Harrington, H., Caspi, A., & Moffitt, T. E. (2006). When parents have a history of conduct disorder: How is the caregiving environment affected? *Journal of Abnormal Psychology*, *115*, 309–319.
- Jaideep, T., Reddy, Y. C. J., & Srinath, S. (2006). Comorbidity of attention deficit hyperactivity disorder in juvenile bipolar disorder. *Bipolar Disorders*, *8*, 182–187.
- Janson, H., & Stattin, H. (2003). Prediction of adolescent and adult delinquency from childhood Rorschach ratings. *Journal of Personality Assessment*, *8*, 51–63.
- Jellinek, M., & Murphy, J. M. (n.d.) *Pediatric Symptom Checklist*. Retrieved February 2007 from http://www.massgeneral.org/allpsych/PediatricSymptomChecklist/psc_english.PDF.
- Jimerson, S. R., Morrison, G. M., Pletcher, S. W., & Furlong, M. J. (2006). Youth engaged in antisocial and aggressive behaviors: Who are they? In S. Jimerson & M. Furlong, (Eds.), *Handbook of school violence and school safety: From research to practice*, (pp. 3–19). Mahwah, NJ: Erlbaum.
- Johnson, H. R., Thompson, M. J. J., Wilkinson, S., Walsh, L., Balding, J., & Wright, V. (2002). Vulnerability to bullying: Teacher-reported conduct and emotional problems, hyperactivity, peer relationship difficulties, and prosocial behaviour in primary school children. *Educational Psychology*, *22*, 553–556.
- Kann, R. T., & Hanna, F. J. (2000). Disruptive behavior disorders in children and adolescents: How do girls differ from boys? *Journal of Counseling and Development*, *78*, 267–274.
- Kashani, J. H., Jones, M. R., Bumby, K. M., & Thomas, L. A. (1999). Youth violence: Psychosocial risk factors, treatment, prevention, and recommendations. *Journal of Emotional & Behavioral Disorders*, *7*, 200–210.
- Kashani, J. H., Orvaschel, H., Rosenberg, T., & Reid, J. (1989). Psychopathology in a community sample of children and adolescents: A developmental perspective. *Journal of the American Academy of Child and Adolescent Psychiatry*, *28*, 701–706.
- Kawa, I., Carter, J. D., Joyce, P. R., Doughty, C. J., Frampton, C. M., Wells, J. E., et al. (2005). Gender differences in bipolar disorder: Age of onset, course, comorbidity, and symptom presentation. *Bipolar Disorders*, *7*, 119–125.
- Kazdin, A. E. (1995). Risk factors, onset, and course of dysfunction. In A.E. Kazdin (Ed.), *Conduct disorders in childhood and adolescence* (2nd ed., pp. 50–74). Thousand Oaks, CA: Sage.
- Kazdin, A. E. (1996). *Conduct disorders in childhood and adolescence* (2nd ed.). Thousand Oaks, CA: Sage.
- Kazdin, A. E. (1997). Practitioner review: Psychosocial treatments for conduct disorder in children. *Journal of Child Psychology and Psychiatry*, *38*, 161–178.

- Kazdin, A. E., & Kolko, D. J. (1986). Parent psychopathology and family functioning among childhood firesetters. *Journal of Abnormal Child Psychology*, *14*, 315–329.
- Keenen, K., Shaw, D. S., Walsh, B., Delliquadri, E., & Giovannelli, J. (1997). DSM-III-R disorders in preschool children from low-income families. *Journal of the American Academy of Child and Adolescent Psychiatry*, *36*, 620–627.
- Kelly, B. T., Loeber, R., Keenan, K., & DeLamarte, M. (1997). *Developmental pathways in boys' disruptive and delinquent behavior*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.
- Kelly, E. J. (1990). *The Differential Test of Conduct and Emotional Problems*. East Aurora, NY: Slosson.
- Kelly, E. J., & Vitali, G. J. (1990). *Differential test of conduct and emotional problems: Manual*. East Aurora, NY: Slosson Educational Publications.
- Kelly, T. M., Cornelius, J. R., & Lynch, K. G. (2002). Psychiatric and substance use disorders as risk factors for attempted suicide among adolescents: A case control study. *Suicide and Life-Threatening Behavior*, *32*, 301–312.
- Kemph, J. P., DeVane, C. L., Levin, G.M., Jarecke, R., & Miller, R. L. (1993). Treatment of aggressive children with clonidine: Results of an open pilot study. *Journal of the American Academy of Child Adolescent Psychiatry*, *32*, 577–581.
- Kessler, R. C., & Ustun, T. B. (2004). The World Mental Health (WMH) Survey Initiative Version of the World Health Organization (WHO) Composite International Diagnostic Interview (CIDI). *International Journal of Methods in Psychiatric Research*, *13*, 93, 121.
- Kessler, R. C., Berglund, P., Demler, O., Jin, R., Merikangas, K. R., & Walters, E. E. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in National Comorbidity Survey Replication. *Archives of General Psychiatry*, *62*, 593–602.
- Khalsa, S. S. (1996). *Group exercises for enhancing social skills and self-esteem*. Sarasota, FL: Professional Resource Press/Professional Resource Exchange.
- Khan, A. A., Jacobson, K. C., Gardner, C. O., Prescott, C. A., & Kendler, K. S. (2005). Personality and comorbidity of common psychiatric disorders. *British Journal of Psychiatry*, *186*, 190–196.
- Kim, E. Y., & Miklowitz, D. J. (2002). Childhood mania, attention deficit hyperactivity disorder and conduct disorder: A critical review of diagnostic dilemmas. *Bipolar Disorders*, *4*, 215–225.
- Kim-Cohen, J., Arseneault, L., Caspi, A., Tomás, M. P., Taylor, A., & Moffitt, T. E. (2005). Validity of DSM-IV conduct disorder in 4½–5-year-old children: A longitudinal epidemiological study. *American Journal of Psychiatry*, *162*, 1108–1117.
- Kim-Cohen, J., Moffitt, T. E., Taylor, A., Pawlby, S. J., & Caspi, A. (2005). Maternal depression and children's antisocial behavior: Nature and nurture effects. *Archives of General Psychiatry*, *62*, 173–181.
- Kirk, S. (1962). *Educating exceptional children*. Boston: Houghton Mifflin.
- Kirk, S. A., & Hsieh, D. K. (2004). Diagnostic consistency in assessing conduct disorder: An experiment on the effect of social context. *American Journal of Orthopsychiatry*, *74*, 43–55.
- Kohlberg, L. (1973). The claim to moral adequacy of a highest stage of moral judgment. *Journal of Philosophy*, *70*, 630–646.
- Kolko, D. J., Bukstein, O. G., & Barron, J. (1999). Methylphenidate and behavior modification in children with ADHD and comorbid ODD or CD: Main and incremental effects across settings. *Journal of the American Academy of Child and Adolescent Psychiatry*, *38*, 578–586.

- Kovacs, M., & Pollock, M. (1995). Bipolar disorder and comorbid conduct disorder in childhood and adolescence. *Journal of the American Academy of Child and Adolescent Psychiatry, 34*, 715–723.
- Kuhne, M., Schachar, R., & Tannock, R. (1997). Impact of comorbid oppositional or conduct problems on attention-deficit hyperactivity disorder. *Journal of the American Academy of Child and Adolescent Psychiatry, 36*, 1715–1725.
- LaBar, K. S., Gatenby, J. C., Gore, J. C., LeDoux, J. E., & Phelps, E. A. (1998). Human amygdala activation during conditioned fear acquisition and extinction: A mixed trial fMRI study. *Neuron, 20*, 937–945.
- Lahey, B. B., & Waldman, I. D. (2003). A developmental propensity model of the origins of conduct problems during childhood and adolescence. In B. B. Lahey, T. E. Moffitt, & A. Caspi (Eds.), *Causes of conduct disorder and juvenile delinquency* (pp. 76–117). New York: Guilford Press.
- Lahey, B. B., Goodman, S. H., Canino, G., Bird, H., Schwab-Stone, M., Waldman, I. D., Rathouz, P. J., Miller, T. L., Dennis, K. D., & Jensen, P. S. (2000). Age and gender differences in oppositional behavior and conduct problems: A cross-sectional household study of middle childhood and adolescence. *Journal of Abnormal Psychology, 109*, 488–503.
- Lahey, B. B., Loeber, R., Quay, H. C., Applegate, B., Shaffer, D., Waldman, I., et al. (1998). Validity of DSM-IV subtypes of conduct disorder based on age of onset. *Journal of the American Academy of Child & Adolescent Psychiatry, 37*, 435–442.
- Lahey, B. B., Miller, T. L., Gordon, R. A., & Riley, A. W. (1999). Developmental epidemiology of the disruptive behavior disorders. In H. C. Quay & A. E. Hogan (Eds.), *Handbook of disruptive behavior disorders* (pp. 23–48). New York: Plenum.
- Lahey, B. B., Schwab-Stone, M., Goodman, S. H., Waldman, I. D., Canino, G., & Rathouz, P. J., et al. (2000). Age and gender differences in oppositional behavior and conduct problems: A cross-sectional household study of middle childhood and adolescence. *Journal of Abnormal Psychology, 109*, 488–503.
- Lambert, E. W., Wahler, R. G., Andrade, A. R., & Bickman, L. (2001). Looking for the disorder in conduct disorder. *Journal of Abnormal Psychology, 110*, 110–123.
- Lane, R. D., Reiman, E. M., Bradley, M. M., Lang, P. J., Ahern, G. L., Davidson, R. J., et al. (1997). Neuroanatomical correlates of pleasant and unpleasant emotion. *Neuropsychologia, 35*, 1437–1444.
- Lane, R. D., & Schwartz, G. E. (1998). Levels of emotional awareness: A cognitive-developmental theory and its application to psychopathology. *American Journal of Psychiatry, 144*, 133–143.
- Larsen, R. J. & Prizmic, Z. (2004). Affect regulation. In Baumeister, R. F. & Vohs, K. D. (Eds.). *Handbook of self-regulation: Research, theory, and applications* (pp. 40–61). New York: Guilford Press.
- Latimer, W. W., Stone, A. L., Voight, A., Winters, K. C., & August, G. J. (2002). Gender differences in psychiatric comorbidity among adolescents with substance use disorders. *Experimental and Clinical Psychopharmacology, 10*, 310–315.
- Lengua, L. J., Sadowski, C. A., Friedrich, W. N., & Fisher, J. (2001). Rationally and empirically derived dissensions of children's symptomatology: Expert ratings and confirmatory factor analyses of the CBCL. *Journal of Consulting and Clinical Psychology, 69*, 683–698.
- Levy, F., Hay, D. A., McStephen, M., Wood, C., & Waldman, I. (1997). Attention-deficit hyperactivity disorder: A category or a continuum? Genetic analysis of a large-scale

- twin study. *Journal of the American Academy of Child and Adolescent Psychiatry*, *36*, 737–744.
- Lewinsohn, P. M., Hops, H., Roberts, R. E., Seeley, J. R., & Andrews, J. R. (1993). Adolescent psychopathology: I. Prevalence and incidence of depression and other DSM-III-R disorders in high school students. *Journal of Abnormal Psychology*, *102*, 133–144.
- Lewis, C. E., & Bucholz, K. K. (1991). Alcoholism, antisocial behavior and family history. *British Journal of Addiction*, *86*, 177–194.
- Lewis, D. O. (2002). Development of the symptoms of violence. In M. Lewis (Ed.) *Child and adolescent psychiatry: A comprehensive textbook* (3rd ed., pp. 387–399). Philadelphia: Lippincott Williams & Wilkins.
- Little, E., & Hudson, A. (1998). Conduct problems and treatment across home and school: A review of the literature. *Behavior Change*, *15*, 213–227.
- Lochman, J. E., Coie, J. D., & Underwood, M. K. (1993). Effectiveness of a social relations intervention program for aggressive and nonaggressive, rejected children. *Journal of Consulting and Clinical Psychology*, *61*, 1053–1058.
- Lochman, J. E., & Wells, K. C. (1996). A social-cognitive intervention with aggressive children: Prevention effects and contextual implementation issues. In R. Peters & R. J. McMahon (Eds.), *Preventing childhood disorders, substance abuse, and delinquency* (pp. 111–143). Thousand Oaks, CA: Sage Publications.
- Lock, J., & Strauss, G. D. (1994). Psychiatric hospitalization of adolescents for conduct disorder. *Hospital & Community Psychiatry*, *45*, 925–928.
- Loeber, R. (1982). The stability of antisocial and delinquent child behavior: A review. *Child Development*, *53*, 1431–1446.
- Loeber, R. (1990). Development and risk factors of juvenile antisocial behavior and delinquency. *Clinical Psychology Review*, *10*, 1–41.
- Loeber, R., Burke, J. D., Lahey, B.B., Winters, A., & Zera, M. (2000). Oppositional defiant and conduct disorder: A review of the past 10 years, Part I. *Journal of the American Academy of Child and Adolescent Psychiatry*, *39*, 1468–1484.
- Loeber, R., Keenan, K., & Zhang, Q. (1997). Boys' experimentation and persistence in developmental pathways toward serious delinquency. *Journal of Child and Family Studies*, *6*, 321–357.
- Loeber, R., Farrington, D., Stouthamer-Loeber, M., & Van Kammen, W. B. (1998). *Antisocial behaviors and mental health problems: Explanatory factors in childhood and adolescence*. Mahway, NJ: Lawrence Erlbaum.
- Loeber, R., Wung, P., Keenan, K., Giroux, B., Stouthamer-Loeber, M., & Van Kammen, W. B. (1993). Developmental pathways in disruptive child behavior. *Developmental Psychopathology*, *5*, 101–132.
- Loney, B. R., Frick, P. J., Ellis, M., & McCoy, M. G. (1998). Intelligence, callous-unemotional traits, and antisocial behavior. *Journal of Psychopathology and Behavioral Assessment*, *20*, 231–247.
- Loving, J., & Gacono, C. (2002). Assessing psychopathy in juveniles: clinical and forensic applications. In N. Ribner (Ed.). *Handbook of juvenile forensic psychology* (pp. 292–317). New York: Wiley.
- Loving, J., & Russell, W. F. (2000). Selected Rorschach variables of psychopathic juvenile offenders. *Journal of Personality Assessment*, *75*, 126–142.
- Luczak, S. E., Wall, T. L., Cook, T. A. R., Shea, S. H., & Carr, L. G. (2004). ALDH2 status and conduct disorder mediate the relationship between ethnicity and alcohol dependence in Chinese, Korean, and White American college students. *Journal of Abnormal Psychology*, *113*, 271–278.

- Lumley, V. A., McNeil, C. B., Herschell, A. D., & Bahl, A. B. (2002). An examination of gender differences among young children and disruptive behavior disorders. *Child Study Journal, 32*, 89–100.
- Luna, B. (2005, October). *Brain and cognitive processes underlying cognitive control of behavior in adolescence*. Paper presented at the University of Pittsburgh, Pittsburgh, PA.
- Luna, B. (2007, February). *Adolescent brain development and cognitive control of behavior*. Workshop presented at the School Psychology Speaker Series, Duquesne University, Pittsburgh, PA.
- Lynam, D. R. (1996). Early identification of chronic offenders: Who is the fledgling psychopath? *Psychological Bulletin, 120*, 209–234.
- Lynam, D. (1997). Pursuing the psychopath: Capturing the fledgling psychopath in a nomological net. *Journal of Abnormal Psychology, 106*, 425–438.
- Lynam, D. (1998). Early identification of the fledgling psychopath: Locating the psychopathic child in the current nomenclature. *Journal of Abnormal Psychology, 107*, 566–575.
- Lyons-Ruth, K., Alpern, L., & Repacholi, B. (1993). Disorganized infant attachment classification and maternal psychosocial problems as predictors of hostile-aggressive behavior in the preschool classroom. *Child Development, 64*, 572–585.
- Mager, W. (2005). Intervention groups for adolescents with conduct problems: Is aggregation harmful or helpful? *Journal of Abnormal Child Psychology, 33*, 349–362.
- Maguin, E., & Loeber, R. (1996). Academic performance and delinquency. In M. Tonry & N. Morris (Eds.), *Crime and justice: A review of research* (Vol. 20). Chicago: University of Chicago Press.
- Mannuzza, S., Klein, R. G., Abikoff, H., & Moulton, J. L. (2004). Significance of childhood conduct problems to later development of conduct disorder among children with ADHD: A prospective follow-up study. *Journal of Abnormal Child Psychology, 32*, 565–573.
- Mantzicopoulos, P. Y., & Morrison, D. (1994). Early prediction of reading achievement: Exploring the relationship of cognitive and noncognitive measures to inaccurate classifications of at-risk status. *Remedial and Special Education, 15*, 244–251.
- Marshall, G. N., Wortman, C. B., Vickers, R. R., Kusulas, J. W., & Hervig, L. K. (1994). The five-factor model of personality as a framework for personality-health research. *Journal of Personality and Social Psychology, 67*, 278–286.
- Marshall, M. P., & Molina, B. S. G. (2006). Antisocial behaviors moderate the deviant peer pathway to substance use in children with ADHD. *Journal of Clinical Child and Adolescent Psychology, 35*, 216–226.
- Masi, G., Millepiedi, S., Mucci, M., Bertini, N., Pfanner, C., & Arcangeli, F. (2006). Comorbidity of obsessive-compulsive disorder and attention-deficit/hyperactivity disorder in referred children and adolescents. *Comprehensive Psychiatry, 47*, 42–47.
- Masi, G., Toni, C., Perugi, G., Travierso, M. C., Millepiedi, S., Mucci, M., & Akiskal, H. S. (2003). Externalizing disorders in consecutively referred children and adolescents with bipolar disorder. *Comprehensive Psychiatry, 44*, 184–189.
- Mason, D. A., & Frick, P. J. (1994). The heritability of antisocial behavior: A meta-analysis of twin and adoption studies. *Journal of Psychopathology and Behavioral Assessment, 16*, 301–323.
- Maughan, B., Rowe, R., Messer, J., Goodman, R., & Meltzer, H. (2004). Conduct Disorder and Oppositional Defiant Disorder in a national sample: Developmental epidemiology. *Journal of Child Psychology and Psychiatry, 45*, 609–621.

- McBurnett, K., Lahey, B. B., Rathouz, P. J., & Loeber, R. (2000). Low salivary cortisol and persistent aggression in boys referred for disruptive behavior. *Archives of General Psychiatry*, *57*, 38–43.
- McCabe, K. M., Hough, R., Wood, P. A., & Yeh, M. (2001). Childhood and adolescent onset conduct disorder: A test of the developmental taxonomy. *Journal of Abnormal Child Psychology*, *29*, 305–316.
- McClelland, D. C., Koestner, R., & Weinberger, J. (1989). How do self-attributed and implicit motives differ? *Psychological Review*, *96*, 690–702.
- McConaughy, S. H. (2005). *Clinical interviews for children and adolescents: Assessment to intervention*. New York: Guilford Press.
- McCord, J. (1979). Some child-rearing antecedents of criminal behavior in adult men. *Journal of Personality and Social Psychology*, *9*, 1477–1486.
- McGee, R., Freehan, M., Williams, S., Partridge, F., Silva, P. A., & Kelly, J. (1990). DSM-III disorders in a large sample of adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, *29*, 611–619.
- McMahon, R. J., & Estes, A. M. (1997). Conduct problems. In E. J. Mash & L. G. Terdal (Eds.), *Assessment of childhood disorders* (3rd ed., pp. 130–193). New York: Guilford Press.
- McMahon, R. J., & Forehand, R. (1988). Conduct problems. In E. J. Mash & L. G. Terdal (Eds.), *Behavioral Assessment of Childhood Disorders* (2nd ed.). New York: Guilford Press.
- McMahon, R. J., & Wells, K. C. (1998). Conduct problems. In E. J. Mash & R. A. Barkley (Eds.), *Treatment of childhood disorders* (2nd ed., pp. 111–207). New York: Guilford Press.
- Meller, W. H., & Borchardt, C. M. (1996). Comorbidity of major depression and conduct disorder. *Journal of Affective Disorders*, *39*, 123–126.
- Meloy, J. R. (1992). *Violence attachments*. San Diego, CA: Specialized Training Services.
- Meloy, J. R. (2000). *Violence risk and threat assessment*. San Diego, CA: Specialized Training Services.
- Meloy, J. R., Hempel, A. G., Mohandie, K., Shiva, A., & Gray, T. B. (2001). Offender and offense characteristics of a nonrandom sample of adolescent mass murderers. *Journal of the American Academy of Child Adolescent Psychiatry*, *40*, 719–28.
- Merrell, K. W. (1999). *Behavioral, social, and emotional assessment of children and adolescents*. Mahwah, NJ: Erlbaum.
- Merrell, K. W. (2003). *Preschool and Kindergarten Behavior Scales* (2nd ed.). Austin, TX: PRO-ED.
- Merrell, K.W., & Walker, H.M. (2004). Deconstructing a definition: Social maladjustment versus emotional disturbance and moving the EBD field forward. *Psychology in the Schools*, *41*, 899–909.
- Meyer, G. J. (1997). Assessing reliability: Critical correlations for a critical examination of the Rorschach Comprehensive System. *Psychological Assessment*, *9*, 480–489.
- Meyer, G. J., & Archer, R. P. (2001). The hard science of Rorschach research: What do we know and where do we go? *Psychological Assessment*, *13*, 486–502.
- Meyer, G. J., Hilsenroth, M. J., Baxter, D., Exner, J. E., Fowler, C. J., Piers, C. C., & Resnick, J. (2002). An examination of inter-rater reliability for scoring the Rorschach Comprehensive System in eight data sets. *Journal of Personality Assessment*, *78*, 219–274.
- Miller, J.A., & Leffard, S. A. (2007). Behavioral assessment. In S. R. Smith & L. Handler (Eds.) *The clinical assessment of children adolescents: A practitioners guide* (pp. 115–137). Hillsdale, NJ: Erlbaum.

- Miller, J. A., Tansy, M., & Hughes, T. L. (1998). Functional behavioral assessment: The link between problem behavior and effective intervention in schools. *Current Issues in Education, 1*, 1–18.
- Miller, J. A., Williams, S. J., & McCoy, E. L. B. (2004). Using multimodal functional behavioral assessment to inform treatment selection for children with either emotional disturbance or social maladjustment. *Psychology in the Schools, 41*, 867–877.
- Moffitt, T. E. (1993). Adolescent-limited and life-course persistent antisocial behavior: A developmental taxonomy. *Psychological Review, 100*, 674–701.
- Moffitt, T. E., & Silva, P. A. (1988). Self-reported delinquency: Results from an instrument for New Zealand. *Australian and New Zealand Journal of Criminology, 21*, 227–240.
- Moffitt, T. E., Caspi, A., Rutter, M., & Silva, P. A. (2001). *Sex differences in antisocial behavior: Conduct disorder, delinquency, and violence in the Dunedin Longitudinal Study*. Cambridge, UK: Cambridge University Press.
- Molina, B. S. G., Bukstein, O. G., & Lynch, K. G. (2002). Attention-deficit/hyperactivity disorder and conduct disorder symptomatology in adolescents with alcohol use disorder. *Psychology of Addictive Behaviors, 16*, 161–164.
- Monhandie, K. (2000). *School violence threat management*. San Diego, CA: Specialized Training Services.
- Moos, R. H., & Moos, B. S. (1987). *The Family Environment Scale manual*. Palo Alto, CA: Consulting Psychologists Press.
- Moos, R. H., Insel, P. M., & Humphrey, B. (1974). *Family, work and group environment scales*. Palo Alto, CA: Consulting Psychologists Press.
- Morris, C. (2007). *Psychopathic traits and social cognitive processes in aggressive youth*. Unpublished dissertation, Duquesne University.
- Morris, J. S., Frith, C. D., Perrett, D. I., Rowland, D., & Young, A. W. (1996). A differential neural response in the human amygdala to fearful and happy facial expressions. *Nature, 383*, 812–815.
- Mpofu, E. (2002). Psychopharmacology in the treatment of conduct disorder children and adolescents: Rationale, prospects, and ethics. *South African Journal of Psychology, 32*, 9–21.
- Mpofu, E., & Conyers, L. M. (2003). Neurochemistry in the comorbidity of conduct disorder with other disorders of childhood and adolescence: Implications for counseling. *Counseling Psychology Quarterly, 16*, 37–41.
- Mueser, K. T., Rosenberg, S. D., Drake, R. E., Miles, K. M., Wolford, G., Vidaver, R., et al. (1999). Conduct disorder, antisocial personality disorder and substance use disorders in schizophrenia and major affective disorders. *Journal of Studies on Alcohol, 60*, 278–284.
- Muntz, R., Hutchings, J., & Edwards, R. T. (2004). Economic evaluation of treatments for children with severe behavioural problems. *Journal of Mental Health Policy and Economics, 7*, 177–189.
- Murphy, D. A., Pelham, W. E., & Lang, A. R. (1992). Aggression in boys with attention deficit-hyperactivity disorder: Methylphenidate effects on naturalistically observed aggression, response to provocation, and social information processing. *Journal of Abnormal Child Psychology, 20*, 451–466.
- Myers, K., & Winters, N. C. (2002). Ten-year review of rating scales I: Overview of scale functioning, psychometric properties and selection. *Journal of the American Academy of Child Adolescent Psychiatry, 41*, 114–122.

- Myers, M. G., Stewart, D. G., & Brown, S. A. (1998). Progression from conduct disorder to antisocial personality disorder following treatment for adolescent substance abuse. *American Journal of Psychiatry*, *155*, 479–485.
- Myers, W. C., & Scott, K. (1998). Psychotic and conduct disorder symptoms in juvenile murderers. *Homicide Studies*, *2*, 160–175.
- Nelson, C. M. (1992). Searching for meaning in the behavior of antisocial pupils, public school educators, and lawmakers. *School Psychology Review*, *1*, 35–39.
- Neumann, C. S., Hare, R. D., & Newman, J. P. (2007). The super-ordinate nature of the Psychopathy Checklist-Revised. Special Section on Psychopathy: *Journal of Personality Disorders*, *21*, 102–117.
- Neumann, C. S., Kosson, D. S., Forth, A. E., & Hare, R. D. (2006). Factor structure of the Hare Psychopathy Checklist: Youth Version (PCL:YV) in incarcerated adolescents. *Psychological Assessment*, *18*, 142–154.
- Newcorn, J. H., Miller, S. R., Ivanova, I., Schulz, K. P., Kalmar, J., Marks, D. J., et al. (2004). Adolescent outcome of ADHD: Impact of childhood conduct and anxiety disorders. *CNS Spectrums*, *9*, 668–678.
- Nock, M. K., Kazdin, A. E., Hiripi, E., & Kessler, R. C. (2006). Prevalence, subtypes, and correlates of DSM-IV conduct disorder in the National Comorbidity Survey Replication. *Psychological Medicine*, *36*, 699–710.
- Nolan, E. E., Gadow, K. D., & Sprafkin, J. (2001). Teacher reports of DSM-IV ADHD, ODD, and CD symptoms in schoolchildren. *Journal of the American Academy of Child and Adolescent Psychiatry*, *40*, 241–249.
- O'Brien, B. S., & Frick, P. J. (1996). Reward dominance: Associations with anxiety, conduct problems, and psychopathy in children. *Journal of Abnormal Child Psychology*, *24*, 223–240.
- Offord, D. R., Boyle, M. H., Fleming, J. E., Munroe-Blum, H., & Rae-Grant, N. I. (1989). Ontario Child Health Study: Summary of selected results. *Canadian Journal of Psychiatry*, *34*, 483–491.
- Olweus, D. (1994). Annotation: Bullying at school: Basic facts and effects of a school based intervention program. *Journal of Child Psychology and Psychiatry*, *35*, 1171–1190.
- Olympia, D., Farley, M., Christiansen, E., Petterson, H., Jenson, W., & Clark, E. (2004). Social maladjustment and students with behavioral and emotional disorders: Revisiting basic assumptions and assessment issues. *Psychology in the Schools*, *4*, 835–847.
- O'Neill, K. B., & Liljequist, L. (2002). Strategies used by teachers to rate student behavior. *Psychology in the Schools*, *39*, 77–85.
- Oosterlaan, J., Geurts, H. M., Knol, D. L., & Sergeant, J. A. (2005). Low basal salivary cortisol is associated with teacher-reported symptoms of conduct disorder. *Psychiatry Research*, *134*, 1–10.
- Ownby, R. I. (1997). *Psychological reports: A guide to report writing in professional psychology* (3rd ed.). New York: Wiley.
- Pajer, K., Gardner, W., Rubin, R. T., Perel, J., & Neal, S. (2001). Decreased cortisol levels in adolescent girls with conduct disorder. *Archives of General Psychiatry*, *58*, 297–302.
- Palacio, J. D., Castellanos, F. X., Pineda, D. A., Lopera, F., Arcos-Burgos, M., Quiroz, Y. T., et al. (2004). Attention-deficit/hyperactivity disorder and comorbidities in 18 Paisa Colombian multigenerational families. *Journal of the American Academy of Child and Adolescent Psychiatry*, *43*, 1506–1515.
- Pardini, D., Obradovic, J., & Loeber, R. (2006). Interpersonal callousness, hyperactivity/impulsivity, inattention, and conduct problems as precursors to delinquency persistence

- in boys: A comparison of three grade-based cohorts. *Journal of Clinical Child and Adolescent Psychology*, 35, 46–59.
- Patrick, C. J., Bradley, M. M., & Lang, P. J. (1993). Emotion in the criminal psychopath: Startle reflex modulation. *Journal of Abnormal Psychology*, 102, 82–92.
- Patterson, G. R., & Yoerger, K. (2002). A developmental model for early- and late-onset delinquency. In J. B. Reid, G. R. Patterson, & J. Snyder (Eds.), *Antisocial behavior in children and adolescents: A developmental analysis and model for intervention* (pp. 147–172). Washington, DC: American Psychological Association.
- Patterson, G. R., DeGarmo, D. S., & Knutson, N. (2000). Hyperactive and antisocial behaviors: Comorbid or two points in the same process? *Development and Psychopathology*, 12, 91–106.
- Pavuluri, M. N., Birmaher, B., & Naylor, M. W. (2005). Pediatric bipolar disorder: A review of the past 10 years. *Journal of the American Academy of Child and Adolescent Psychiatry*, 44, 846–871.
- Pelham, W. E., Atkins, M. S., Murphy, H. A., & White, K. (1981, November). *Operationalization and validation of ADD*. Paper presented at the meeting of the Association for the Advancement of Behavior Therapy, Toronto.
- Pelham, W. E., Evans, S. W., Gnagy, E. M., & Greenslade, K. E. (1992). Teacher ratings of DSM-III-R symptoms for the disruptive behavior disorders: Prevalence, factor analyses, and conditional probabilities in a special education sample. *School Psychology Review*, 21, 285–299.
- Pelham, W. E., Milich, R., Cummings, E. M., Murphy, D. A., Schaughency, E. A., & Greiner, A. R. (1991). Effects of background anger, provocation, and methylphenidate on emotional arousal and aggressive responding in attention-deficit hyperactivity disordered boys with and without concurrent aggressiveness. *Journal of Abnormal Child Psychology*, 19, 407–426.
- Pettit, G. S., Laird, R. D., Bates, J. E., & Dodge, K. A. (1997). Patterns of after-school care in middle childhood: Risk factors and developmental outcomes. *Merrill-Palmer Quarterly*, 43, 515–538.
- Pierrehumbert, B., Miljkovitch, R., Plancherel, B., Halfon, O., & Ansermet, F. (2000). Attachment and temperament in early childhood: Implications for later behavior problems. *Infant and Child Development*, 9, 17–32.
- Pike, A., McGuire, S., Hetherington, E. M., Reiss, D., & Plomin, R. (1996). Family environment and adolescent depressive symptoms and antisocial behavior: A multivariate genetic analysis. *Developmental Psychology*, 32, 590–603.
- Piotroski, C. (1996). The status of Exner's Comprehensive System in contemporary research. *Perceptual and Motor Skills*, 82, 1341–1342.
- Piotroski, C., & Keller, J. W. (1989). Use of assessment in mental health clinics and services. *Psychological Reports*, 64, 1298.
- Piotroski, C., Sherry, D., & Keller, J. W. (1985). Psychodiagnostic test usage: A survey of the Society for Personality Assessment. *Journal of Personality Assessment*, 49, 115–119.
- Placentini, J., Shaffer, D., Fisher, P. W., Schwab-Stone, M. E., Davies, M., & Giola, P. (1993). The Diagnostic Interview Schedule for Children—revised version (DISC-R), III: concurrent criterion validity. *Journal of the American Academy of Child and Adolescent Psychiatry*, 32, 651–657.
- Prinz, R. J., Blechman, E. A., & Dumas, J. E. (1994). An evaluation of peer coping-skills training for childhood aggression. *Journal of Clinical Child Psychology*, 23, 193–203.
- Puig-Antich, J. (1982). Major depression and conduct disorder in prepuberty. *Journal of the American Academy of Child Psychiatry*, 21, 118–128.

- Quay, H. C. (1993). The psychobiology of undersocialized aggressive conduct disorder: A theoretical perspective. *Development and Psychopathology*, *5*, 165–180.
- Quay, H. C., & Peterson, D. R. (1987). *Manual for the Revised Behavior Problem Checklist*. Miami, FL: University of Miami.
- Raine, A., & Venables, P. H. (1987). Contingent negative variation, P3 evoked potentials, and antisocial behavior. *Psychophysiology*, *24*, 191–199.
- Raine, A., Venables, P. H., & Williams, M. (1990). Relationships between central and autonomic measures of arousal at age 15 years and criminality at age 24 years. *Archives of General Psychiatry*, *47*, 1003–1007.
- Rapp, L. A., & Wodarski, J. S. (1997). The comorbidity of conduct disorder and depression in adolescents: A comprehensive interpersonal treatment technology. *Family Therapy*, *24*, 81–100.
- Reich, W. (2000). Diagnostic Interview for Children and Adolescents (DICA). *Journal of the American Academy of Child and Adolescent Psychiatry*, *39*, 59–66.
- Reich, W., & Weiner, Z. (1988). *The Diagnostic Interview for Children and Adolescents (DICA)*. St. Louis: Washington University, Division of Psychiatry.
- Reich, W., Shayla, J. J., & Taibelson, C. (1992). *The Diagnostic Interview for Children and Adolescents—Revised (DICA-R)*. St. Louis Washington University, Division of Psychiatry.
- Reid, J. B., Baldwin, D. V., Patterson, G. R., & Dishion, T. J. (1988). Observations in the assessment of childhood disorder. In M. Rutter, A. H. Tuma, & I. S. Lann (Eds.), *Assessment and diagnosis in child psychopathology*. New York: Guilford Press.
- Renouf, A. G., Kovacs, M., & Mukerji, P. (1997). Relationship of depressive, conduct, and comorbid disorders and social functioning in childhood. *Journal of the American Academy of Child and Adolescent Psychiatry*, *36*, 998–1004.
- Reschly, D. J., & Ysseldyke, J. E. (1995). School psychology paradigm shift. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (3rd ed., pp. 17–31). Washington, DC: National Association of School Psychologists.
- Rey, J. M., Singh, M. M., Hung, S., Dossetor, D. R., Newman, L., Plapp, J. M., & Bird, K. D. (1997). A global scale to measure the quality of the family environment. *Archives of General Psychiatry*, *54*, 817–822.
- Rey, J. M., Walter, G., Plapp, J. M., & Denshire, E. (2000). Family environment in attention deficit hyperactivity, oppositional defiant and conduct disorders. *Australian and New Zealand Journal of Psychiatry*, *34*, 453–457.
- Reynolds, C. R., & Kamphaus, R. W. (2004). *Behavioral Assessment for Children manual*. Circle Pines, MN: AGS.
- Rhule, D. M., McMahon, R. J., & Spieker, S. J. (2004). Relation of adolescent mothers' history of antisocial behavior to child conduct problems and social competence. *Journal of Clinical Child and Adolescent Psychology*, *33*, 524–535.
- Riggs, P. D., Mikulich, S. K., Coffman, L. M., & Crowley, T. J. (1997). Fluoxetine in drug-dependent delinquents with major depression: An open trial. *Journal of Child and Adolescent Psychopharmacology*, *7*, 87–95.
- Roberts, M. W., & Powers, S. W. (1988). The compliance test. *Behavioral Assessment*, *10*, 375–389.
- Robins, L., Marcus, L., Reich, W., Cunningham, R., & Gallagher, T. (1996). *The Diagnostic Interview Schedule IV*. St. Louis: Washington University.
- Robinson, E. A., & Eyberg, S. M. (1981). The Dyadic Parent-Child Interaction Coding System: Standardization and validation. *Journal of Consulting and Clinical Psychology*, *49*, 245–250.

- Robinson, E. A., Eyberg, S. M., & Ross, A. W. (1980). The standardization of an inventory of child conduct problem behaviors. *Journal of Clinical Child Psychology*, 9, 22–28.
- Roethlisberger, F. J. & Dickson, W. J. (1939) *Management and the worker*. Cambridge, MA: Harvard University Press.
- Romano, E., Baillargeon, R. H., Wu, H. X., Zoccolillo, M., Vitaro, F. & Tremblay, R. E. (2004). A new look at inter-informant agreement on conduct disorder using a latent class approach. *Psychiatry Research*, 129, 75–89.
- Rösler, M., Retz, W., Retz-Junginger, P., Hengesch, G., Schneider, M., Supprian, T., et al. (2004). Prevalence of attention deficit/hyperactivity disorder (ADHD) and comorbid disorders in young male prison inmates. *European Archives of Psychiatry and Clinical Neuroscience*, 254, 365–371.
- Rothbart, M. K., & Bates, J. E. (1998). Temperament. In W. Damon & N. Eisenberg (Eds.), *Handbook of child psychology* (5th ed.): Vol. 3. *Social, emotional, and personality development* (pp. 105–176). Hoboken, NJ: Wiley.
- Rowland, A. S., Lesesne, C. A., & Abramowitz, A. J. (2002). The epidemiology of attention-deficit/hyperactivity disorder (ADHD): A public health view. *Mental Retardation and Developmental Disabilities Research Reviews*, 8, 162–170.
- Rubio-Stipec, M., Shrout, P. E., Canino, G., Bird, H. R., Jensen, P., Dulcan, M., & Schwab-Stone, M. (1996). Empirically defined symptom scales using the DISC 2.3—Diagnostic Interview Schedule for Children. *Journal of Abnormal Child Psychology*, 24, 67–83.
- Rubio-Stipec, M., Walker, A., Murphy, J., & Fitzmaurice, G. (2002). Dimensional measures of psychopathology: The probability of being classified with a psychiatric disorder using empirically derived symptom scales. *Social Psychiatry and Psychiatric Epidemiology*, 37, 553–560.
- Rutter, M., Cox, A., Tupling, C., Berger, M., & Yule, W. (1975). Attainment and adjustment in two geographical areas. *British Journal of Psychiatry*, 126, 493–509.
- Rutter, M., Giller, H., & Hagell, A. (1998). *Antisocial behavior by young people*. New York: Cambridge Press.
- Rutter, M., Silberg, J., O'Connor, T., & Simonoff, E. (1999). Genetics and child psychiatry: II. Empirical research findings. *Journal of Child Psychology and Psychiatry and Allied Disciplines* 40, 19–55.
- Sailor, W., Gerry, M., & Wilson, W. C. (1990). Policy implications of emergent full inclusion models for the education of students with severe disabilities (Report No. EC 302 673). San Francisco State University, CA. California Research Institute. (ERIC Document Reproduction Service No. ED 365 048).
- Salekin, R. T., Leistico, A. R., Neumann, C. S., DiCicco, T. M., & Duros, R. L. (2004). Psychopathy and comorbidity in a young offender sample: taking a closer look at psychopathy's potential importance over disruptive behavior disorders. *Journal of Abnormal Psychology*, 113, 416–427.
- Samenow, S. E. (1998). *Before it's too late*. New York: Times Books.
- Sameroff, A. J. (1995). General systems theories and developmental psychopathology. In D. Cicchetti & D. Cohen (Eds.), *Developmental psychopathology* (pp. 659–689). New York: Wiley.
- Sameroff, A. J. (2000). Dialectical processes in developmental psychopathology. In A. J. Sameroff, M. Lewis, & S. M. Miller (Eds.), *Handbook of developmental psychopathology* (2nd ed., pp. 23–40). New York: Kluwer Academic/Plenum.
- Sameroff, A. J. & Chandler, M. J. (1975). Reproductive risk and the continuum of caretaker casualty. In F. D. Horowitz (Ed.), *Review of child development research* (Vol. 4). Chicago: University of Chicago Press.

- Sameroff, A. J., Seifer, R., & Bartko, W. T. (1997). Environmental perspectives on adaptation during childhood and adolescence. In S. S. Luthar, J. Burack, D. Cicchetti, & J. Weisz (Eds.), *Developmental psychopathology: Perspectives on adjustment, risk, and disorder* (pp. 507–526). Cambridge: Cambridge University Press.
- Sanders, M. R. (1999). Triple P—Positive Parenting Program: Towards an empirically validated multilevel parenting and family support strategy for the prevention of behavior and emotional problems in children. *Clinical Child and Family Psychology Review*, 2, 71–90.
- Sanders, M., Arduca, Y., Karamitsios, M., Boots, M., & Vance, A. (2005). Characteristics of internalizing and externalizing disorders in medication-naïve, clinically referred children with attention deficit hyperactivity disorder, combined type and dysthymic disorder. *Australian and New Zealand Journal of Psychiatry*, 39, 359–365.
- Sanders, M. R., Gooley, S., & Nicholson, J. (2000). Early intervention in conduct problems in children (Vol. 3). In R. Rosky, A. O'Hanlon, G. Martin, & C. Davis (Series Eds.). *Clinical approaches to early intervention in child and adolescent mental health*. Adelaide, Australia: The Australian Early Intervention Network for Mental Health in Young People.
- Sattler, J. M. (2001). *Assessment of children: Cognitive applications* (4th ed.). San Diego, CA: Author.
- Schneider, S., Atkinson, D. R., & El-Mallakh, R. S. (1996). CD and ADHD in bipolar disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 35, 1422–1423.
- Schubiner, H., Tzelepis, A., Milberger, S., Lockhart, N., Kruger, M., Kelley, B. J., et al. (2000). Prevalence of attention-deficit/hyperactivity disorder and conduct disorder among substance abusers. *Journal of Clinical Psychiatry*, 61, 244–251.
- Schwab-Stone, M., Fisher, P. W., Placentini, J., Shaffer, D., Davies, M., & Briggs, M. (1993). The Diagnostic Interview Schedule for Children—Revised Version (DISC-R), II: Test-retest reliability. *Journal of the American Academy of Child and Adolescent Psychiatry*, 32, 651–657.
- Section 504 of the Rehabilitation Act of 1973, as amended 29 U.S.C. § 794
- Shaffer, D., Fisher, P., Dulcan, M., Davies, M., Piacentini, J., Schwab-Stone, M., Lahey, B., Bourdon, K., Jensen, P., Bird, H., & Canino, G. R. D. (1996). The second version of the NIMH Diagnostic Interview Schedule for Children (DISC-2). *Journal of the American Academy of Child and Adolescent Psychiatry*, 35, 865–877.
- Shaw, D. S., Dishion, T. J., Supplee, L., Gardner, F., & Arnds, K. (2006). Randomized trial of a family-centered approach to the prevention of early conduct problems: 2-year effects of the family check-up in early childhood. *Journal of Consulting and Clinical Psychology*, 74, 1–9.
- Shirk, S. R., & Russell R. L. (1996). *Change processes in child psychotherapy*. New York: Guilford Press.
- Shrout, P. E. & Fleiss, J. L. (1979). Intraclass correlations: Uses in assessing rater reliability. *Psychological Bulletin*, 86, 420–428.
- Silva, R. R., Alpert, M., Pouget, E., Silva, V., Trosper, S., Reyes, K., & Dummit, S. (2005). A rating scale for disruptive behavior disorders based on the DSM-IV pool. *Psychiatric Quarterly*, 76, 327–339.
- Silverthorn, P., Frick, P. J., & Reynolds, R. (2001). Timing of onset and correlates of severe conduct problems in adjudicated girls and boys. *Journal of Psychopathology and Behavioral Assessment*, 23, 171–181.
- Simonoff, E., Pickles, A., Meyer, J. M., Silberg, J. L., Maes, H. H., Loeber, R., Rutter, M., Hewitt, J. K., & Eaves, L. J. (1997). The Virginia twin study of adolescent behavioral

- development: Influence of age, sex, and impairment on rates of disorder. *Archives of General Psychiatry*, 54, 801–808.
- Skiba, R., & Grizzle, K. (1991). The social maladjustment exclusion: Issues of definition and assessment. *School Psychology Review*, 20, 580–594.
- Slenkovich, J. E. (1983). PL 94–142 as applied to the DSM III diagnosis: An analysis of DSM III diagnosis vis-à-vis special education law. Cupertino, CA: Kinghorn.
- Slutske, W. S., Heath, A. C., Dinwiddie, S. H., Madden, P. A. F., Bucholz, K. K., Dunne, M. P., Statham, D. J., & Martin, N. G. (1997). Modeling genetic and environmental influences in the etiology of conduct disorder: A study of 2,682 adult twin pairs. *Journal of Abnormal Psychology*, 106, 266–279.
- Smith, T. W., & Williams, P. G. (1992). Personality and health: Advantages and limitations of the five factor model. *Journal of Personality*, 60, 395–423.
- Smith, A. M., Gacono, C. B., & Kaufman, L. (1997). A Rorschach comparison of psychopathic and non-psychopathic conduct disordered adolescents. *Journal of Clinical Psychology*, 53, 239–300.
- Smolla, N., Valla, P., Bergeron, L., Berthiaume, C., & St.-Georges, M. (2004). Development and reliability of a pictorial mental disorders screen for young adolescents. *Canadian Journal of Psychiatry*, 49, 828–837.
- Society for Personality Assessment. (2005). The status of the Rorschach in clinical and forensic practice: An official statement by the Board of Trustees of the Society for Personality Assessment. *Journal of Personality Assessment*, 85, 219–237.
- Soleil, G. (2000). *AD/HD and school law*. Washington, DC: Office of Educational Research and Improvement. Retrieved November 5, 2006 from www.eric.ed.gov/sitemap/html_0900000b8013425b.html
- Sondeijker, F. E. P. L., Ferdinand, R. F., Oldehinkel, A. J., Veenstra, R., De Winter, A. F., Ormel, J., et al. (2005). Classes of adolescents with disruptive behaviors in a general population sample. *Social Psychiatry and Psychiatric Epidemiology*, 40, 931–938.
- Speltz, M. L., DeKlyen, M., Calderon, R., Greenberg, M. T., & Fisher, P. A. (1999). Neuropsychological characteristics and test behaviors of boys with early onset conduct problems. *Journal of Abnormal Psychology*, 108, 315–325.
- Spitzer, R. L., Davies, M., & Barkley, R. A. (1990). The DSM–III–R field trial of disruptive behavior disorders. *Journal of the American Academy of Child and Adolescent Psychiatry* 2, 690–697.
- Sroufe, L. A., & Rutter, M. (1984). The domain of developmental psychopathology. *Child Development*, 55, 17–29.
- Stahl, N. D., & Clarizio, H. F. (1999). Conduct disorder and comorbidity. *Psychology in the Schools*, 36, 41–50.
- Steller, M., & Hunze, D. (1984). Self-descriptions of delinquents in the Freiburg-Personality-Inventory (FPD)—A secondary analysis of empirical studies. *Periodical for Differential and Diagnostic Psychology*, 5, 87–109.
- Sterzer, P., Stadler, C., Krebs, A., Kleinschmidt, A., & Poustka, F. (2005). Abnormal neural responses to emotional visual stimuli in adolescents with conduct disorder. *Biological Psychiatry*, 57, 7–15.
- Straus, M. A. (1979). Measuring intrafamily conflict and violence. *Journal of Marriage and the Family*, 41, 75–88.
- Straus, M. A., & Gelles, R. J. (1990). *Physical violence in American families*. New Brunswick, NJ: Transaction.
- Street, A. E., King, L. A., King, D. W., & Riggs, D. S. (2003). The association among male-perpetrated partner violence, wives' psychological distress and children's behavior

- problems: A structural equation modeling analysis. *Journal of Comparative Family Studies*, *34*, 23–40.
- Swanson, J. M., Nolan, W., & Pelham, W. E. (1982). The Snap rating scales. <http://www.centerforpediatrics.com>
- Swartz, M. S., Wagner, H. R., Swanson, J. W., Stroup, T. S., McEvoy, J. P., Canive, J. M., et al. (2006). Substance use in persons with schizophrenia: Baseline prevalence and correlates from the NIMH CATIE study. *Journal of Nervous and Mental Disease*, *194*, 164–172.
- Tackett, J. L., Krueger, R. F., Sawyer, M. G., & Graetz, B. W. (2003). Subfactors of DSM-IV conduct disorder: Evidence and connections with syndromes from the Child Behavior Checklist. *Journal of Abnormal Child Psychology*, *31*, 647–654.
- Tansy, M. (2007). *Emotional Disability or Social Maladjustment? Best Practices in Assessing and Treating ED and SM in Children & Adolescents*. Workshop presented at MEDS-PDN in Pittsburgh, PA.
- Taylor, T. K., & Biglan, A. (1998). Behavioral family interventions for improving child-rearing: A review of the literature for clinicians and policy makers. *Clinical Child and Family Psychology Review*, *1*, 41–60.
- Teichner, G., Golden, C. J., Crum, T. A., Azrin, N. H., Donohue, B., & Van Hasselt, V. B. (2000). Identifying patterns of neuropsychological functioning within an adolescent delinquent sample. *Journal of Psychiatric Research*, *34*, 29–32.
- Teplin, L. A., Abram, K. M., McClelland, G. M., Dulcan, M. K., & Mericle, A. A. (2002). Psychiatric disorders in youth in juvenile detention. *Archives of General Psychiatry*, *59*, 1133–1142.
- Thompson, A., Hollis, C., & Richards, D. (2003). Authoritarian parenting attitudes as a risk for conduct problems: Results from a British national cohort study. *European Child and Adolescent Psychiatry*, *12*, 84–91.
- Thompson, L. L., Riggs, P. D., Mikulich, S. K., & Crowley, T. J. (1996). Contribution of ADHD symptoms to substance problems and delinquency in conduct-disordered adolescents. *Journal of Abnormal Child Psychology*, *24*, 325–347.
- Tierney, T., & Dowd, R. (2000). The use of social skills groups to support girls with emotional difficulties in secondary schools. *Support for Learning*, *15*, 82–85.
- Tillman, R., Geller, B., Bolhofner, K., Craney, J. L., Williams, M., & Zimmerman, B. (2003). Ages of onset and rates of syndromal and subsyndromal comorbid DSM-IV diagnoses in a prepubertal and early adolescent bipolar disorder phenotype. *Journal of the American Academy of Child and Adolescent Psychiatry*, *42*, 1486–1493.
- Tolan, P. (2001). Youth violence and its prevention in the United States: An overview of current knowledge. *Injury Control and Safety Promotion*, *8*, 1–12.
- Tolan, P.H., & Gorman-Smith, D. (1998). Development of serious and violent offending careers. In R. Loeber & D.P. Farrington (Eds.), *Serious and violent juvenile offenders: Risk factors and successful interventions* (pp. 68–85). Thousand Oaks, CA: Sage.
- Toren, P., Laor, N., & Weisman, A. (1998). Use of atypical neuroleptics in child and adolescent psychiatry. *Journal of Clinical Psychiatry*, *59*, 644–656.
- Trickett, P. K., & Putnam, F. W. (1998). Developmental consequences of child sexual abuse. In P. K. Trickett & C. J. Schellenbach (Eds.), *Violence against children in the family and the community* (pp. 39–56). Washington, DC: American Psychological Association.
- Tynan, D. (2001). Conduct Disorder. EMedicine. Retrieved June 30, 2007, from <http://www.emedicine.com/ped/topic2793.htm>
- Ullmann, R. K., Sleanor, E. K., & Sprague, R. L. (2000). *ACTeRS Teacher and Parent Forms Manual*. Champaign, IL: Metritech.

- U.S. Department of Health and Human Services. (1999). *Mental health: A report of the Surgeon General*. Rockville, MD: Author.
- Valla, J., Bergeron, L., & Smolla, N. (2000). The Dominic-R: A pictorial interview for 6- to 11-year-old children. *Journal of the American Academy of Child and Adolescent Psychiatry, 39*, 85-93.
- Van Goozen, S. H. M., Matthys, W., Cohen-Kettenis, P. T., Buitelaar, J. K., & van Engeland, H. (2000). Hypothalamic-pituitary-adrenal axis and autonomic nervous system activity in disruptive children and matched controls. *Journal of the American Academy of Child and Adolescent Psychiatry, 39*, 1438-1445.
- Van Goozen, S. H. M., Matthys, W., Cohen-Kettenis, P. T., Gispens-de Wied, C., Wiegant, V. M., & van Engeland, H. (1998). Salivary cortisol and cardiovascular activity during stress in oppositional-defiant disorder boys and normal controls. *Biological Psychiatry, 43*, 531-539.
- Vitaro, F., Tremblay, R. E., & Bukowski, W. M. (2001). Friends, friendships and conduct disorders. In J. Hill & B. Maughan (Eds.), *Conduct disorders in childhood and adolescence* (pp. 346-378). New York: Cambridge University Press.
- Volavka, J. (1990). Aggression, electroencephalography, and evoked potentials: A critical review. *Neuropsychiatry, Neuropsychology, and Behavioral Neurology, 3*, 249-259.
- Vostanis, P., Meltzer, H., Goodman, R., & Ford, T. (2003). Service utilisation by children with conduct disorders: Findings from the GB national study. *European Child and Adolescent Psychiatry, 12*, 231-238.
- Wakschlag, L. S., Gordon, R. A., Lahey, B. B., Loeber, R., Green, S. M., & Leventhal, B. L. (2000). Maternal age at first birth and boys' risk for conduct disorder. *Journal of Research on Adolescence, 10*, 417-441.
- Walker, H. M., & Holmes, D. (1987). *The ACCESS Program; Adolescent Curriculum for Communication and Effective Social Skills*. Austin, TX: Pro-Ed.
- Walker, H., & Severson, H. (1992). *Systematic Screening of Behavior Disorders (SSBD): A multiple gating procedure*. Longmont, CO: Sopris West.
- Walker, H. M., Hops, H., & Greenwood, C. (1993). *RECESS: A program for reducing negative-aggressive behavior*. Seattle, WA: Educational Achievement Systems.
- Walker, H. M., Kavanagh, K., Stiller, B., Golly, A., Steverson, H. H., & Fell, E. G. (1988). First Step to Success: An early intervention approach for preventing school antisocial behavior. *Journal of Emotional and Behavioral Disorders, 6*, 66-80.
- Walker, H. M., Ramsey, E., & Gresham, F. M. (2004). *Antisocial behavior in school: Strategies and best practices* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Waller, R. J., Waller, K. S., Schramm, M. M., Bresson, D. J. (2006). Conduct Disorder. In R. J. Waller (Ed). *Fostering child & adolescent mental health in the classroom*. (pp. 163-181). Thousand Oaks, CA: Sage.
- Weber, C. A., Meloy, J. R., Gacono, C. B. (1992). A Rorschach study of attachment and anxiety in inpatient conduct disordered and dysthymic adolescents. *Journal of Personality Assessment, 58*, 16-26.
- Webster-Stratton, C., & Hammond, M. (1997). Treating children with early-onset conduct problems: A comparison of child and parent training interventions. *Journal of Consulting and Clinical Psychology, 65*, 93-109.
- Webster-Stratton, C., & Reid, J. (November, 1999). *Treating children with early-onset conduct problems: The importance of teacher training*. Paper presented at the American Association of Behavior Therapy, Toronto.
- Webster-Stratton, C., Hollinsworth, T., & Kolpacoff, M. (1989). The long-term effectiveness and clinical significance of three cost-effective training programs for families with conduct-problem children. *Journal of Consulting and Clinical Psychology, 57*, 550-553.

- Webster-Stratton, C., Reid, M. J., & Hammond, M. (2001). Social skills and problem solving training for children with early-onset conduct problems: Who benefits? *Journal of Child Psychology and Psychiatry*, *42*, 943–952.
- Webster-Stratton, C., Reid, M. J., & Hammond, M. (2004). Treating children with early onset conduct problems: Intervention outcomes for parent, child, and teacher training. *Journal of Clinical Child and Adolescent Psychology*, *33*, 105–124.
- Weis, R., Crockett, T. E., & Vieth, S. (2004). Using MMPI-A profiles to predict success in a military-style residential treatment program for adolescents with academic and conduct problems. *Psychology in the Schools*, *41*, 563–574.
- West, H. A., & Verhaagen, D. A. (1999). The Differential Test of Conduct and Emotional Problems as an evaluative tool for the Willie M. program. *Adolescence*, *34*, 437–441.
- West, P., Sweeting, H., Der, G., Barton, J., & Lucas, C. (2003). Voice-DISC identified DSM-IV disorders among 15-year-olds in the West of Scotland. *Journal of the American Academy of Child and Adolescent Psychiatry*, *42*, 941–949.
- Whalen, P. J., Rauch, S. L., Etkoff, N. L., McInerney, S. C., Lee, M. B., & Jenike, M. A. (1998). Masked presentations of emotional facial expressions modulate amygdala activity without explicit knowledge. *Journal of Neuroscience*, *18*, 411–418.
- Whitmore, E. A., Mikulich, S. K., Thompson, L. L., Riggs, P. D., Aarons, G. A., & Crowley, T. J. (1997). Influences on adolescent substance dependence: Conduct disorder, depression, attention deficit hyperactivity disorder, and gender. *Drug and Alcohol Dependence*, *47*, 87–97.
- Wikström, P. H., & Loeber, R. (2000). Do disadvantaged neighborhoods cause well-adjusted children to become adolescent delinquents? A study of male juvenile serious offending, individual risk and protective factors, and neighborhood context. *Criminology*, *38*, 1109–1142.
- Wisniewski, K. G. (2006). Delinquency, academic underachievement, and attention deficit hyperactivity disorder: A longitudinal investigation of developmental sequencing and interrelated risk factors. Unpublished dissertation, Duquesne University.
- Woolfolk, A. (2004). *Educational psychology* (9th ed.). Boston: Allyn and Bacon.
- World Health Organization. (1993). *The ICD-10 classification of mental and behavioural disorders: Diagnostic criteria for research*. Geneva: Author.
- Yang, J., Zhang, S., & She, Y. (2005). A preliminary study of comorbidities associated with Tourette Syndrome. *Chinese Mental Health*, *19*, 413–415.
- Yen, C., & Chong, M. (2006). Comorbid psychiatric disorders, sex, and methamphetamine use in adolescents: A case-control study. *Comprehensive Psychiatry*, *47*, 215–220.
- Yen, C., Yang, Y., & Chong, M. (2006). Correlates of methamphetamine use for Taiwanese adolescents. *Psychiatry and Clinical Neurosciences*, *60*, 160–167.

Index

A

- AACAP. *See* American Academy of Child and Adolescent Psychiatry
- AD/HD. *See* Attention deficit/hyperactivity disorder
- Adolescent children
 - with attention deficit/hyperactivity disorder (AD/HD), 3
 - with conduct disorder, 1, 3, 32
 - Americans with Disabilities Act (1990), 6
 - amygdala activation levels, 14
 - antisocial behavior, 18
 - assessment, 48, 54, 82
 - in boys, 30
 - categories, 94
 - and cognitive problem-solving skills training (CPST), 107–108
 - comorbid disorder, rates of, 32
 - comorbid temporal lobe seizures, 12
 - developmental level, 30, 89
 - environmental causes, 18–21
 - facilitation and maintenance, 4
 - and functional family therapy (FFT), 107
 - genetic causes, 15–16
 - heterogeneous group, 84
 - and interviews, 63–66
 - lifetime incidence of, 28
 - median age, 44
 - mothers with history of adolescent onset, 24
 - narrow-band behavioral rating scales, 56–61
 - nature, 86–89
 - neurological causes, 15–16
 - and parent management training (PMT), 106–107
 - and problems, 37
 - in schools, 77–78
 - screenings, 45–46
 - treatment, 97
 - with oppositional defiant disorder (ODD), 5
- Adolescent Curriculum for Communication and Effective Social Skills (ACCESS), 102
- Aggression
 - in competitive situations, 67
 - types, 88
- Aggressive personality disorders, 33
- Altruism syndrome, 114
- American Academy of Child and Adolescent Psychiatry, 73–76, 90
 - information from internet, 117
 - treatment recommendations for CD, 112–114
- American Academy of Family Physicians (AAFP), 117
- Americans with Disabilities Act (1990) (ADA), 6
- Amygdala, brain region lesions, 10
- Anterior cingulate cortex (ACC), 12
- Antisocial personality disorder (ASPD), 33, 34
 - attachment between mother and infant, 21
 - in children with CD, 18
 - and conduct disorder, 49
 - heredity and genetics, 24

- Attention deficit/hyperactivity disorder, 3
 characterization, 5–6
 children with, 52
 comprehensive teacher's rating scale, 56–57
 conners' rating scales, 57–58
 Snap! Diagnostic Behavior Scale (SDBS), 62–63
- Atypical antipsychotics, for CD treatment, 109
- Authoritarian parenting, 19, 21
- B**
- Behavior Assessment System for Children (BASC), 54
- Best-estimate diagnostic procedures, for CD assessment, 53
- Biosocial theory of personality, 16
- Borderline personality disorder, 32, 33, 73, 86
- Brain regions association, with CD
 neuroanatomy, 10–12
 neurohormones, 13
- Bullying intervention program, for students with CD, 102
- C**
- Callous-unemotional traits (CU), for early-onset CD, 17
- CBCL. *See* Child Behavior Checklist
- CD. *See* Conduct disorder
- Center for the Study and Prevention of Violence (CSPV), 118
- Central nervous system (CNS)
 and EDR levels, 12–13
 serotonin, 14
- Child and Adolescent Psychiatric Assessment (CAPA), 29, 63, 64
- Child Assessment Schedule (CAS), for DSM III-R Axis I assessment, 64
- Child Behavior Checklist, 35
 for CD assessment, 54
 and Scale for Assessing Emotional Disturbance (SAED), 59
 and teacher report form, 55
- Clonidine, for treating overarousal in children, 109
- Cognitive Problem-Solving Skills Training (CPST), for CD, 107–108
- Cognitive skills assessment, 87
- Composite International Diagnostic Interview (CIDI), 64
- Comprehensive intervention strategies, for children with CD, 100–102
- Conduct disorder domains
 influence, 24
 twin study method, 23
- Conduct disorder, in children and adolescents
 amygdala activation levels, 14
 antisocial behavior, 18
 assessment, 48, 82
 behavioral observations, 61–63
 Composite International Diagnostic Interview (CIDI), 64
 evaluation, 90
 framework, 82–83
 functional behavioral assessment form, 91–92
 and gender issues, 71–72
 overview, 73
 pictorial assessments, 70–71
 practice parameters, by AACAP, 73–76
 attention deficit/hyperactivity disorder (AD/HD), 3
 best-estimate diagnostic (BED) procedure, 53
 in boys, 30
 broad-band assessments
 behavior assessment system, for children, 54
 child behavior checklist and teacher report form, 55
 global family environment scale, 54–56
 callous-unemotional traits (CU)
 for, 17
 categories, 94
 childhood rates of, 44–45
 children inclusion in general education classrooms, 3
 and cognitive problem-solving skills training (CPST), 107–108
 comorbid disorder, rates of, 32
 comorbid temporal lobe seizures, 12
 comprehensive intervention strategies for, 100–102

- concurrent and future maladjustment, 35–37
- definition, 5
- developmental level, 30, 89
 - authority conflict, 43
 - covert aggression, 44
 - overt aggression, 43–44
- diagnosis, 34, 35
- diagnostic criteria
 - age-specific features, 53
 - developmental course, 52
 - gender-related features, 53
 - symptom onset, 49–52
- early identification and intervention of
 - children with, 1, 2
- and educational support services, 6–7
- environmental causes
 - child abuse, 20–21
 - community factors, 20
 - individuals' genetic makeup, 22
 - parental factors, 18–19
 - school factors, 19
- epidemiological studies, prevalence of, 29
- and Eyberg Child Behavior Inventory (ECBI), 59–60
- features, 49
- genetic causes, 15–16
- genetics and environment interaction, 26
- heterogeneous group, 84
- Individuals with Disabilities Education Improvement Act, 2
- information from internet about, 115–119
- intelligence quotient (IQ), 41
- interviews, 63–66
- laboratory and performance-based measures, 66–68
- lifetime incidence of, 28
- median age for, 44
- monoamine oxidase A (MAO-A), 22
- mothers with history of adolescent onset, 24
- narrow-band assessments, 56
- nature of, 86–89
- neurological causes for, 10–12
- and parent management training (PMT), 106–107
- personality traits with, 36
- and problems, 37
- questioning, 7–9
- Rehabilitation Act of 1973, 2, 6
- risk factors, confluence of
 - additive models, 25
 - interactive models, 25
 - transactional-ecological developmental models, 25–27
- role of frontal lobe, 12
- role of school-based professionals, 4
- school personnel, information from
 - psychosocial risk factors, 40–41
 - risk factors use, 38–40
 - warning signs, 42
- in schools, 77–78
- and school success, 2
- sex differences, 23
- and socioeconomic status, 31
- and somatoform disorders, 33
- special-education populations rates, 30
- substance-abuse disorder (U.S.), 33
- suicidal thoughts, 3
- support services challenges for, 78
- temperament, 16–18
- treatment, 97
 - families and schools together (FAST Track), 110
 - functional family therapy (FFT), 107
 - group therapy, 108
 - multisystemic therapy (MST), 109–110
 - school-based intervention strategies, 98–102
 - use of neuroleptics, 109
 - young maternal age association with, 19
- Conflict tactics scale (CTS), for
 - adolescents' aggressive behaviors, 57
- Conners' Rating Scales (CRS), for
 - children and adolescents behavior, 57–58
- Connor Continuous Performance Tests (CPT), 87
- Contingencies for Learning Academic and Social Skills (CLASS), 102
- Contingency Management Programs (CMPs), 106
- Covert aggression, 44
 - boys with, 45
 - temptation provocation tasks, 67

D

- DBDs. *See* Disruptive behavior disorders
- Degree of heritability, for CD, 15, 22
- Delinquency, in males, 43–44
- Depression, in children with CD, 3
- Development and Well-Being Assessment (DAWBA), 64–65
- Diagnostic and statistical manual of mental disorders, 4–5, 24, 32
 - conduct disorder, diagnostic criteria for, 50
 - oppositional defiant disorder, diagnostic criteria for, 51
 - severity specifiers, 51–52
 - somatoform disorder, 33
- Diagnostic Interview Schedule for Children (DISC), 29, 63, 65–66
- Diagnostic System for Psychiatric Disorders in Childhood and Adolescence (DISYP), 57, 58
- Differential Test of Conduct and Emotional Problems (DT/CEP), 58–59
- Disruptive behavior disorders, 15, 34
- Disruptive Behavior Disorders Rating Scale (DBDRS), 59
- Dominic-R, for mental disorder assessment, 71
- Dyadic Parent-Child Interaction Coding System (DPICS-R), 62

E

- Early Assessment Risk List for Boys (EARL-20B), 59
- Emotional disturbance (ED)
 - definition, 78–80
 - group therapy, 111
 - and multimodal functional behavioral assessment (MFBA), 90
 - psychoeducational evaluation, for intervention, 95
 - and school-based interventions, 99
 - schoolwide incentives, 99
 - and social maladjustment, 80
 - students with, 58, 100, 102
- Eyberg Child Behavior Inventory (ECBI), 59–60
- Eysenck's theory, on personality, 16–18

F

- Family Interaction Coding System (FICS), 62
- FAPE. *See* Free and appropriate public education
 - and individualized education program (IEP), 6
- Free and appropriate public education, 2
 - children with CD, 6
 - and individualized education program (IEP), 6
- Freiburg Personality Inventory (FPI), 69
- Frontal lobe, role in CD, 12
- Functional family therapy (FFT), for CD, 107

G

- Global Family Environment Scale (GFES), for CD assessment, 54–56, 88
- Group therapy, for CD, 108

H

- Hawthorne effect, 47
- Helping America's Youth, 118
- Hispanic people, with CD, 31
- Hypothalamic-pituitary-adrenal (HPA), 14

I

- Individualized education program (IEP) and FAPE, 6
 - IDEIA direction, 2
 - least restrictive environment, 99
- Individuals with Disabilities Education Improvement Act (IDEIA), 2
 - services to infants and toddlers, 46
- Intelligence quotient (IQ), of children with CD, 41
- International Classification of Diseases (ICD), for CD identification, 58
- Interview, with CD patients
 - Child and Adolescent Psychiatric Assessment (CAPA), 63–64
 - Child Assessment Schedule (CAS), 64
 - Composite International Diagnostic Interview (CIDI), 64
 - Development and Well-Being Assessment (DAWBA), 64–65
 - Diagnostic Interview of Children and Adolescents (DICA), 65
 - Diagnostic Interview Schedule for Children (DISC), 65–66
 - Schedule for Affective Disorders and Schizophrenia (K-SADS), 66

J

Juvenile court records assessment, 83–84
 Juvenile delinquency, 81

K

Kolberg's theory, of moral development, 105

M

Massachusetts Society for the Prevention of Cruelty to Animals, 42
 Maternal depression, in mother, 19
 Mental disorder assessment, Dominic-R for, 71
 Minnesota Multiphasic Personality Inventory–Adolescent (MMPI-A), 68
 Monoamine oxidase A (MAO-A), in maladaptive behavioral changes, 22
 Mood disorder, in children/adolescents, 52
 Moral development
 Kolberg's theory, 105
 Piaget's theory, 104
 Multimodal Functional Behavioral Assessment (MFBA), 90
 Multisystemic therapy (MST), for older children and adolescents, 109–110

N

Narcissistic personality disorder, 73, 76
 National Center for Education Statistics (NCES), 115
 National Center for Mental Health and Juvenile Justice (NCMHJJ), 119
 National Comorbidity Survey Replication study, 4
 National Threat Assessment Center (NTAC), 117
 Neuroleptics, for CD treatment, 109
 Nonaggressive CD behaviors, in children, 30

O

Obsessive compulsive disorder (OCD), 32, 34
 Office of Juvenile Justice and Delinquency Prevention (OJJDP), 119

Ontario Association of Children's Aid Societies (OACAS), 118

Oppositional defiant disorder (ODD), 3
 Axis I diagnoses of, 34
 behaviors characteristic, 49
 characterization, 5
 children diagnosis with, 32
 comorbid disorder, rates of, 32
 diagnostic criteria for, 51
 occurrence of, 52
 Orbitofrontal cortex (OFC), 12
 Overt aggression, 43–44
 boys with, 45

P

Paranoia, 74, 94
 Parent Management Training (PMT), for CD, 106–107
 Peer relationship and CD development, 19
 Pervasive developmental disorder (PDD), 32
 Piaget's theory, of cognitive development, 104
 Pictorial assessments, for CD
 Dominic-R, 71
 pictorial instrument for children and adolescents, 70–71
 Posttraumatic stress disorder (PTSD), 86
 Preschool-age children, with CD, 30
 Prisoners, in United Kingdom with CD, 31
 Promoting Alternative Thinking Strategies (PATHS), for students with CD, 102
 Provocation paradigms, for antisocial behavior observation, 66–68
 Psychopathy, in children, 88–89

Q

Qualified student, 2
 Questionnaire for Factors of Aggression (QFA), 60

R

RAND Corporation, 118
 Rating Scale for Disruptive Behavior Disorders (RS-DBD), 60–61
 Reactive explosive aggression, 109
 Rehabilitation Act of 1973, Section 504, 2, 6, 8

- Risk factors, for CD, 38
 biological causes, 19
 confluence of, 25–27
 environmental causes, 18–21
 impact, 39
 in male, 40
 predictive, 40–41
 school psychologist role, 47
 screenings, 45
 vulnerability scores, 39
- Rorschach Inkblot Method (RIM), 69–70,
 85–86
- S**
- Scale for Assessing Emotional Disturbance
 (SAED), 58–59
- Schedule for Affective Disorders and
 Schizophrenia (K-SADS), 66
- School-based intervention strategies, for
 children with CD, 98–102
- School psychologist role, in CD, 47, 81
 skills development, 89
 supplemental data, for risk assessment,
 90, 94
- Self-Report Early Delinquency Scale
 (SRED), 61
- Serotonin, 14
- Severe mood dysregulation (SMD), 32
- Snap! Diagnostic Behavior Scale (SDBS),
 62–63
- Social maladjustment
 definition, 80
 and emotional disturbance, 80
 multimodal functional behavioral
 assessment (MFBA), 90
 psychoeducational evaluation, for
 intervention, 95
 and school-based interventions, 99
 schoolwide incentives, 99
 students, program consideration for, 100
- Socioeconomic status (SES), 20
 CD among low income households, 31
- Somatoform disorder, 33
- Specific educational assessment practices,
 for CD
 behavior observation, 84
 behavior rating scales, 84–85
 juvenile court records assessment,
 83–84
 structured interviews, 85
 testing issues, for valid test scores, 83
- SSBD. *See* Systematic Screening for
 Behavior Disorders
- Stanford-Binet Intelligence Scale (SB), 87
- Substance-abuse disorder, in U.S., 33
- Suicidal thoughts, in children with CD, 3
- Systematic Screening for Behavior
 Disorders, 46
- T**
- Teacher report form (TRF), and child
 behavior checklist, 55
- The Center for Child Welfare and
 Education, 6
- Triple P-Positive parenting program, 101
- Two-factor personality model
 (Hare's), 81
- U**
- United States
 children with conduct disorders, 1
 lifetime incidence of CD in, 28
 National Center for Education Statistics
 (NCES), 115
- V**
- Vulnerability scores calculation,
 for CD, 39
- Vygotsky, on students learning, 104
- W**
- Weapon History Assessment Method
 (WHAM), 94
- Wechsler Intelligence Scale for Children
 (WISC), 87
- Wright's Law, for children education, 119