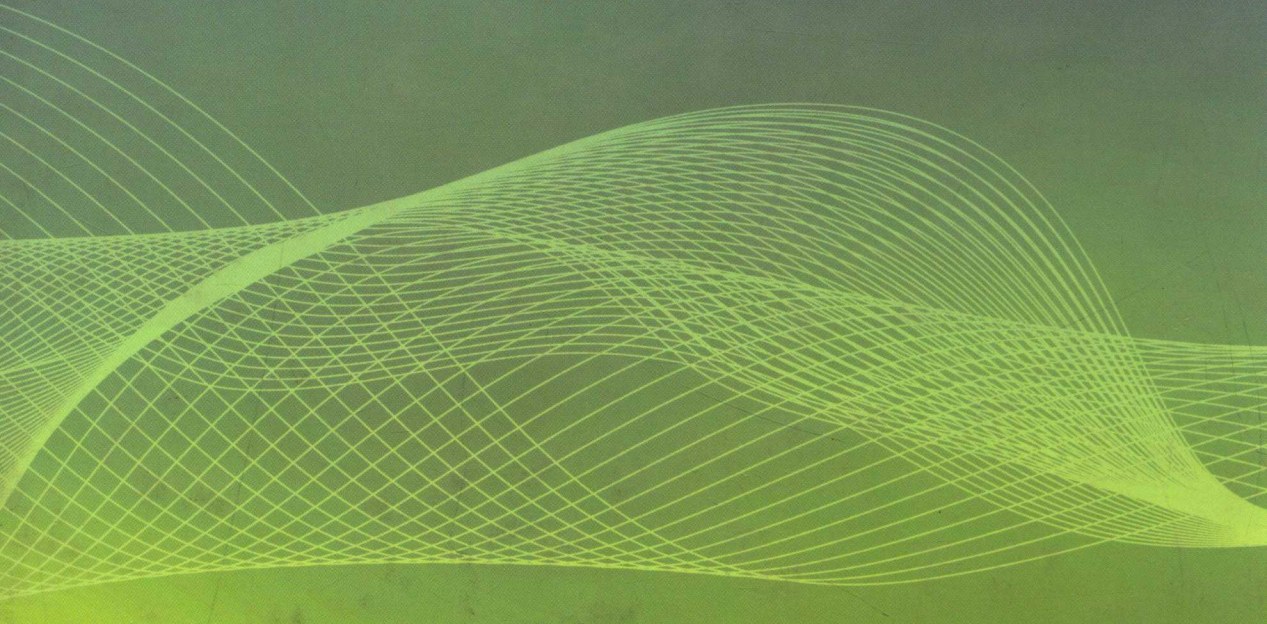


HANDBOOK OF PEDIATRIC PSYCHOLOGY

FOURTH EDITION



EDITED BY
MICHAEL C. ROBERTS
RIC G. STEELE

Handbook of Pediatric Psychology

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HANDBOOK OF PEDIATRIC PSYCHOLOGY

The Society of Pediatric Psychology (Division 54 of the American Psychological Association) is pleased to sponsor the publication of this *Handbook*. Such sponsorship recognizes the scholarly significance of the volume and the care taken in the development of the chapters on scientific and professional issues. Topics were selected by experts in pediatric psychology, and recognized professionals in the field were solicited to contribute chapters. This was followed by an extensive peer review process for each chapter. This *Handbook* has not been considered by the Council of Representatives of the American Psychological Association, however, and does not represent official policy of the organization as a whole.

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*To the pioneers of pediatric psychology
and the founders of the Society of Pediatric Psychology—
those whose efforts and insights
propelled the field to where it is today*

About the Editors

Michael C. Roberts, PhD, ABPP, is Professor and Director of the Clinical Child Psychology Program at the University of Kansas. He holds academic appointments in the Departments of Psychology, Applied Behavioral Science, and Pediatrics. Dr. Roberts has published close to 200 journal articles and book chapters related to the application of psychology to understanding and influencing children's physical and mental health. He has authored or coedited 18 books. Currently the Editor of the American Psychological Association journal *Professional Psychology: Research and Practice*, Dr. Roberts has served as Editor for the *Journal of Pediatric Psychology*; *Children's Health Care*; and *Children's Services: Social Policy, Research, and Practice*. He has also served as Associate Editor for the *Journal of Consulting and Clinical Psychology*. Dr. Roberts is a recipient of the 2006 Award for Distinguished Contributions to Education and Training from the American Psychological Association and the 2008 Martin P. Levin Mentorship Award from the Society of Pediatric Psychology.

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Preface

Pediatric psychology as a single phrase is—at best—an incomplete label for a diversity of activities and interests at the intersection of pediatric medicine and applied child psychology, with unique contributions to understanding and clinical service of children, adolescents, and their families. In its American incarnation, pediatric psychology points to the developmental years of the 1960s and 1970s as critical to the formalization of concepts, research, and clinical applications of psychology to pediatric problems. With the more formal milestones of the formation of the Society of Pediatric Psychology in 1969 by the first committee of Dorothea Ross, Lee Salk, and Logan Wright, and a pivotal article in *American Psychologist* by Logan Wright in 1967, the foundations of today's field were laid. We offer this *Handbook* as evidence that the development of pediatric psychology as a field of research and practice has been dramatic and sustained.

The field did not just appear when we as individual pediatric psychologists became cognizant of it; past work by a number of brilliant predecessors laid the groundwork for clinical science and scientific applications at the interface of psychology and pediatrics. Although this volume is an indication of the advances in the field, the topics, to a large degree, are very similar to the primary issues in pediatric psychology at its founding and throughout its existence. Of course, pediatric psychology is not just an American invention, but an international idea of investigation and application of concepts.

As can be seen in these pages, the conceptualizations, research, and practice activities that were present at the founding of the field are here, as are the expansions built on the scientist-practitioner model that epitomized the years of progression to convey a vital and developing clinical profession built on clinical science. Notably, as a reflection of the field, this fourth edition builds on the foundations of the first three editions (Roberts, 1995, 2003; Routh, 1988), while adding some new concepts and topics (and a coeditor). The additions indicate the field is evolving while retaining many of its traditional elements (if a field that is 40 years old can be considered old enough to have traditions).

At the outset of this edition, we requested the assistance of an Advisory Panel of experts for their input on retention or deletion of topics, as well as questions about organization. Although the field continues to evolve with new topics of interest and

activities, we find it intriguing that most of the issues remain ubiquitous as they were early in the field's development and in previous editions, even as the technologies and methodologies used to address the topics have changed over time. Once again, these panelists viewed the field from the perspectives of their particular interests, and often recommended changes to the *Handbook* that might have diminished other panelists' primary interests. These sometimes conflicting views of the field were not competitive recommendations, but more a reflection of each panel member's own activities and what he or she values about the field. As we developed the *Handbook's* outline of topics, we attempted to be open-minded and inclusive of our pediatric psychology colleagues' range of activities and interests. Our task was to combine these various inputs to cover the full range of pediatric psychology, ever mindful of the page restrictions within a single volume for chapters on whose topics entire books have been published. Although we have tried to make it comprehensive, this *Handbook* cannot be exhaustive. Because of the space requirements, our authors could not include everything they would have liked to include (although several very clever authors did attempt to disguise overlength manuscripts by changing font size, spacing, and margins!). We asked the authors not to comment on the lack of space to cover their topic fully, because all authors had these restrictions, and the comment itself took up space. We greatly appreciate the diligence, insight, and scholarship of these chapter authors, as they represent those who have contributed to the development of the field and present significant information for science and practice.

This *Handbook* is a peer-reviewed publication of the Society of Pediatric Psychology. The reviewers are acknowledged in the list of the Board of Editors. All chapters were reviewed by professional-level psychologists who are experts on the topics, and by graduate students from the Clinical Child Psychology Program at the University of Kansas, in addition to our (the editors') own reviewing and editing. We acknowledge the contributions of these editorial consultants in improving the quality of the *Handbook* and making it worthy of the imprimatur of the Society of Pediatric Psychology. We also appreciate the contributions of Brandon S. Aylward and Yelena P. Wu as editorial assistants in the preparation of the volume, from conceptualization to final packaging.

The first edition of the *Handbook* was dedicated to Logan Wright, who passed away in 1999 and will be remembered for his contributions in founding the field of pediatric psychology and for early research and professional writings (Willis, 2000). The second edition was dedicated as a living memorial to Donald K. Routh, who edited the first edition and was an early editor of the *Journal of Pediatric Psychology*, in addition to his important work in developing the Society and the field. The third edition was dedicated to honor both Don Routh and Lizette Peterson-Homer, who died in 2002. Lizette made significant contributions to the scientific base of pediatric psychology through her theoretical conceptualizations and empirical research in a variety of topics (Roberts, 2002).

We dedicate this edition to the pioneers of pediatric psychology in research, scholarship, and clinical mentorship, and to the founders of the Society of Pediatric Psychology in its first 10–15 years. In doing so, we recognize that without their creative and organizational efforts and insights, the field of pediatric psychology and the Society would be very different or nonexistent. We hesitate to list specific pioneers at this point, lest we neglect one or more important professional. In presenting this volume, we recognize those who found ways to fund the development and maintenance of the Society

in its early years despite financial troubles, and who often encountered resistance to the new contributions of pediatric psychologists in research and practice. We gratefully acknowledge those whose ideas and seminal work as psychological researchers and practitioners of pediatric psychology shaped the development of the vibrant field we can appreciate today.

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