

Syllabus for One-Year MS Program in Psychology
Sessions: 2017-2018 & 2018-2019

Department of Psychology, Faculty of Biological Sciences
 University of Dhaka, Dhaka 1000, Bangladesh

The MS in Psychology program has provision for two groups – Group A (Non-Thesis Group) and Group B (Thesis Group). Students admitted into this program can study in the Thesis Group, subject to the fulfillment of the requirements specified by the academic committee of the department. Each student in either group has to take a total of 32 credit courses. The detailed layout of the MS in Psychology program is given below.

		Course Code	Course Title	Marks	Credits
Theoretical	Compulsory	PSYM501	Environmental Psychology	100	4
		PSYM502	Neuropsychology	100	4
		PSYM503	Developmental Disability	100	4
		PSYM504	Psycho-Social Therapy and Intervention	100	4
	Optional (Either One)	PSYM505.01	Advanced Social Psychology	100	4
		PSYM505.02	Applied Child and Adolescent Development		
Sub-total 1				500	20
Practical	PSYM506	Thesis/Project	150	6	
	PSYM507	Internship	50	2	
Oral	PSYM508	Seminar	50	2	
	PSYM509	Viva Voce	50	2	
Sub-total 2				300	12
Grand Total				800	32

Psy M 501: Environmental Psychology

4 Credits

- 1. Environmental Psychology: History, Scope, and Methods**
 - 1.1. Introduction, history, and current scope of environmental psychology
 - 1.2. Characteristics of environmental psychology
 - 1.3. Research methods of environmental psychology
- 2. Measuring Environmental Behavior**
 - 2.1. What to measure---behavior or impact?
 - 2.2. How should environmental behavior be measured?
 - 2.3. Multi- and unidimensional conceptualization of environmental behavior
- 3. Models to Explain Environmental Behavior**
 - 3.1. Theory of planned behavior
 - 3.2. The norm activation model
 - 3.3. The value-belief-norm theory of environmentalism
 - 3.4. Goal framing theory
- 4. Personal Space and Territoriality**
 - 4.1. Functions of personal space and territoriality
 - 4.2. Study methods, determinants, and consequences of personal space
 - 4.3. Origins, functions, study methods, and research evidence of territoriality
- 5. Environmental Stress**
 - 5.1. Conceptualizations of stress
 - 5.2. Effects of environmental stress
 - 5.2.1. Noise
 - 5.2.2. Crowding
 - 5.2.3. Poor housing quality
 - 5.2.4. Poor neighborhood quality
 - 5.2.5. Traffic congestion
- 6. Urban Environmental Quality**
 - 6.1. Urban setting as a source of stress, discomfort, restoration, and well-being
 - 6.2. A multidimensional approach to urban environmental quality
 - 6.3. The multi-place approach
- 7. Environment and Quality of Life (QoL)**
 - 7.1. Objective and subjective Quality of Life (QoL)
 - 7.2. Unidimensional and multidimensional measures of QoL
 - 7.3. Research overview on environment and QoL

8. Disasters and Pollution

- 8.1. Content, characteristics of disasters
- 8.2. Perception and psychological effects of disasters
- 8.3. Environmental theories of disasters
- 8.4. Primary and secondary victims
- 8.5. Perception, health issues, performance, and social behavior under air pollution

9. Environmental Issues in Developing Countries

- 9.1. Introduction, predicting behavior and behavior change
- 9.2. Environmental concern and public health problems
- 9.3. Living environments in developing countries

10. Changing Behavior to Save the Environment

- 10.1. Introduction, how can environmental psychology guide environmentally responsible actions?
- 10.2. The commons dilemma as an environment-behavior problem strategies to encourage environmentally responsible behavior
- 10.3. Beyond traditional behavioral interventions

Readings

- Bechtel, R.B. & Churchman, A. (Editors) (2002). *Handbook of Environmental Psychology*. NY, USA: John Wiley & Sons, Inc.
- Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2005). *Environmental Psychology*. 5th edition. East Sussex, London, UK: Psychology Press (Taylor & Francis Group).
- Blum, A., Singer, J.E. & Valins, S. (Editors.), (1978). *Advances in Environmental Psychology*. New York, USA: Erlbaum.
- Canter, D. & Griffiths, L. (Translators) Claude-Levy-Leboyer's (1982). *Psychology and Environment*. New Delhi, India: Sage Publications.
- Fleury-Bahi, G., Pol, E., & Navarro, O. (Editors) (2017). *Handbook of Environmental Psychology and Quality of Life Research*. Switzerland: Springer International Publishing
- Gifford, R. (Editor) (2016). *Research Methods for Environmental Psychology*. West Sussex, UK: John Wiley & Sons, Ltd.
- Heimstra, N.W. & McFarling, L.H. (1974). *Environmental Psychology*. Betment. C.A. Brooks/Cole.
- Ittleson, W.H., Proshansky, H.M., Rivlin, L.G. & Winkel, G. (1974). *An Introduction to Environmental Psychology*. New York, USA: Rinehart and Winstone.
- Koger, S.M. & Winter, D.D.N. (2010). *The Psychology of Environmental Problems*. 3rd edition. East Sussex, London, UK: Psychology Press (Taylor & Francis Group).
- Montagna, C. (Translator) Bonnes, M. & Secchiaroli, G. (1995). *Environmental*

- Psychology A Psycho-social Introduction*. London, UK: SAGE Publications Ltd.
- Nickerson, R.S. (2003). *Psychology and Environmental Change*. NJ, USA: Lawrence Erlbaum Associates, Inc.
- Steg, L., Berg, A.E.V.D., & DeGroot, J.I.M. (Editors.) (2013). *Environmental Psychology An Introduction*. West Sussex, UK: BPS Blackwell Publishing (British Psychological Society and John Wiley & Sons, Ltd.)
- Valentin, J. & Gamez, L. (Editors) (2010). *Environmental Psychology New Developments*. NY, USA: Nova Science Publishers, Inc.
- Veitch, R. & Arkkelin, D. (1995). *Environmental Psychology*. New Jersey, USA: Prentice Hall.
- Wohlwill, J. & Carsen, D.H. (Editors.) (1972). *Environment and Social Sciences: Perspective and Application*. Washington DC, USA.

Psy M 502: Neuropsychology

4 Credits

- 1. The Beginnings of Neuropsychology**
 - 1.1. What is neuropsychology?
 - 1.2. The brain hypothesis
 - 1.3. The neuron hypothesis
 - 1.4. Modern developments
- 2. Imaging the Brain's Activity**
 - 2.1. The brain's electrical activity
 - 2.1.1. Single-cell recording
 - 2.1.2. Electroencephalographic (EEG) recording
 - 2.1.3. Event-related potential (ERP) recording
 - 2.1.4. Magnetoencephalography (MEG)
 - 2.1.5. Transcranial magnetic stimulation (TMS)
 - 2.2. Static brain imaging technique
 - 2.2.1. Conventional radiography
 - 2.2.2. Pneumoencephalography
 - 2.2.3. Angiography
 - 2.2.4. Computerized tomography

- 2.3. Dynamic brain imaging
 - 2.3.1. Positron-emission tomography (PET)
 - 2.3.2. Magnetic resonance imaging (MRI)
 - 2.3.3. Functional magnetic resonance imaging (fMRI)
- 3. **Organization of the Sensory and Motor Systems**
 - 3.1. Principles of sensory system function
 - 3.2. Vision
 - 3.3. Hearing
 - 3.4. Balance
 - 3.5. Body senses
 - 3.6. Taste and smells
 - 3.7. Principles of motor-system function
 - 3.8. Neocortical contribution to movement control
- 4. **Neocortical Structure and Function**
 - 4.1. The structure of the cortex
 - 4.2. Functional organization of the cortex
- 5. **Anatomy and Function of the Lobes**
 - 5.1. Anatomy of the occipital lobes
 - 5.2. A theory of occipital-lobe function
 - 5.3. Anatomy of the parietal lobes
 - 5.4. A theory of parietal-lobe function
 - 5.5. Anatomy of the temporal lobes
 - 5.6. A theory of temporal-lobe function
 - 5.7. Anatomy of the frontal lobes
 - 5.8. A theory of frontal-lobe function
- 6. **Cerebral Asymmetry**
 - 6.1. Anatomical asymmetry in the human brain
 - 6.2. Asymmetry in the neurological patients
 - 6.3. Behavioral asymmetry in the intact brain
 - 6.4. Neuroimaging and asymmetry
 - 6.5. Theoretical arguments: What is lateralized?
 - 6.6. Handedness and functional asymmetry
 - 6.7. Sex differences in cerebral organization
 - 6.8. Environmental effects on asymmetry
- 7. **Memory and the Brain**
 - 7.1. Amnesia
 - 7.2. Two kinds of memory

- 7.3. Two kinds of explicit memory
- 7.4. Role of the hippocampus in memory
- 7.5. Multiple memory systems
- 7.6. Short-term memory

8. **Language and the Brain**

- 8.1. The localization of language
- 8.2. Disorders of language
- 8.3. The localization of lesions in amnesia

9. **Brain Plasticity, Recovery and Rehabilitation**

- 9.1. Environmental effect on brain development
- 9.2. Brain injury and plasticity
- 9.3. Experimental approaches to studying plasticity
- 9.4. Plasticity in the intact adult brain
- 9.5. Can plasticity support functional recovery?
- 9.6. Examples of functional restitution
- 9.7. Plasticity in the injured brain
- 9.8. Variables affecting recovery
- 9.9. Therapeutic approaches to brain damage

Readings

- Banich, M. T. (1997). *Neuropsychology: The Neural Bases of Mental Function*. Houghton Mifflin.
- Beaumont, J. G. (2008). *Introduction to Neuropsychology (2nd Ed.)*. Guilford Publications, Inc.
- Kolb, B., & Whishaw, I. Q. (2008). *Fundamentals of Human Neuropsychology (6th Ed.)*. Worth Publishers.
- Martin, G. N. (2006). *Human Neuropsychology (2nd Ed.)*. Prentice Hall.
- Stirling, J. (2001). *Introducing Neuropsychology (1st Ed.)*. Psychology Press.
- Zillmer, E., Spiers, M., & Culbertson, W. C. (2007). *Principles of Neuropsychology (2nd Ed.)*. Thomson/Wadsworth.

Psy M 503: Developmental Disability
4 Credits

1. Introduction to Developmental Disabilities

- 1.1. Social construction of developmental disabilities
- 1.2. Future directions and the conceptualization of developmental disabilities

2. Disability Research Methodology: Current Issues and Future Challenges

- 2.1. Selection of research participants
- 2.2. Research settings
- 2.3. Data collection methods and instruments
- 2.4. Research Design: Are we making a difference?
- 2.5. Social influences on disability research methods

3. Biological and Bio-behavioral issues

- 3.1. Fragile X: A family of Disorders and Advances in Treatment
 - 3.1.1. Phenotypic overview
 - 3.1.2. Targeted treatments in FXS
 - 3.1.3. Epidemiology diagnostic testing and screening
- 3.2. Psychosocial aspects of aging in Down Syndrome: The Impact of Life events
 - 3.2.1. Life events exposure in adults with down syndrome
 - 3.2.2. The effects of multiple life events over time
 - 3.2.3. Age and the effects of social and environmental events
 - 3.2.4. The effects of medical events in older people with DS

4. Learning Disabilities: An Historical and Conceptual Overview

- 4.1. Learning Disabilities: An Historical and Conceptual Overview
- 4.2. Definition, Symptoms and Classification
- 4.3. Etiology and Assessment
- 4.4. Memory and Learning Disabilities
- 4.5. What about school and learning disabilities
- 4.6. Tips for teacher of children with learning disabilities
- 4.7. Tips for parents of children with learning disabilities
- 4.8. Interventions

5. Intellectual Disability

- 5.1. Definition, symptoms and classification
- 5.2. Historical and contemporary perspective of Intellectual Disability
- 5.3. Disability and its associated factors
- 5.4. Diagnostic criteria for Intellectual Disabilities: DSM-5 criteria
- 5.5. Intellectual Assessment and Intellectual Disability
- 5.6. Assessment of Adaptive Behavior and Intellectual Disability

- 5.7. Functional Behavioral Assessment in Practice: Concept and Application
- 5.8. The system of early intervention for children with Intellectual Disabilities, Current status and challenges for the future
- 5.9. Functional skills training for people with Intellectual and Developmental Disabilities

6. Attention and Impulsivity

- 6.1. Definition and Symptoms
- 6.2. Etiology and Assessment
- 6.3. Interventions

7. Understanding Autism Spectrum Disorders

- 7.1. Diagnosis and Characteristics
- 7.2. Causes
- 7.3. Medical Issues
- 7.4. Treatments and intervention programs and approaches

8. Advances in Genetics

- 8.1. Advances in genetic diagnostic techniques
- 8.2. Examples of advances in identification and treatment of genetic syndromes
 - 8.2.1. Fragile X Syndrome
 - 8.2.2. Deletion Syndrome/Velocardiofacial Syndrome
 - 8.2.3. Smith–Magenis Syndrome
 - 8.2.4. X and Y Chromosome Aneuploidies
 - 8.2.5. Turner Syndrome

9. Neuroscience of Developmental Disabilities

- 9.1. Developmental disability and neuroscience
- 9.2. Methods of neuroscience
- 9.3. Future research directions

10. Reflections on the Future of Research in Developmental Disabilities

- 10.1. The State of the Art
- 10.2. Our Biobehavioral future
- 10.3. From Promise to Practice
- 10.4. Some final thoughts

Readings:

- Odom S. L., Horner R. H., Snell M. E., & Blacher J. (2007). *Handbook of Developmental Disabilities*. The Guilford press: New York, London.
- Jacobson J. W., Mulick J. A., & Rojahn J. (2007). *Handbook of Intellectual and Developmental Disabilities*. Springer.

Introduction to Developmental Disabilities Classroom Participant's Guide (2004). Agency for Persons with Disabilities.

Introduction to Developmental Disabilities. Module 1 DSP Notebook. Illinois Department of Human Service (2013).

Grant D., & French H. E. That's the Way I Think Dyslexia, Dyspraxia and ADHD Explained. (2nd Ed). Taylor & Francis. New York and London.

Psy M 504: Psycho-Social Therapy and Intervention

4 Credits

1. Active Listening

- 1.1. Toward Intentional Interviewing and Psychotherapy
- 1.2. Attending Behavior
- 1.3. Basic Communication and Observation Skills
- 1.4. Encouraging, Paraphrasing, and Summarizing: Key Skills of Active Listening

2. Empathy

- 2.1. Non-violent Communication
- 2.2. Power of Empathy
- 2.3. Observing and Reflecting Feelings

3. Crime

- 3.1. Diagnosis and Management of Disruptive Behavior Disorders
- 3.2. Disruptive Behavior: Tantrums, Out-of-Seat and Clowning
- 3.3. Dishonesty: Cheating and Stealing, Conduct Problems and Antisocial Behavior
- 3.4. Violence: Aggression and Bullying

4. Attention

- 4.1. Attention-Deficit/Hyperactivity Disorder
- 4.2. Interventions for Student Distractibility
- 4.3. Inattentiveness, and Time on Task
- 4.4. Mindfulness Meditation to improve concentration

5. Trauma

- 5.1. Trauma, Loss, and the Grieving Process
- 5.2. Attachment Theory intervention for grieving process
- 5.3. Suicidal Ideation and Behavior

6. Anxiety

- 6.1. Separation
- 6.2. Social withdrawal
- 6.3. Shyness and Test
- 6.4. Improving and Maintaining Self-Esteem

7. Stress

- 7.1. Stress management: Time management, organizing the daily activities
- 7.2. Disorders Diagnosis and Management of Sleep Problems
- 7.3. Diagnosis and Management of Encopresis
- 7.4. Diagnosis and Management of Nocturnal Enuresis

8. Behavior Change

- 8.1. Strengthening Existing Behavior
- 8.2. Developing New Behavior
- 8.3. Maintaining New Behavior
- 8.4. Stopping Inappropriate Behavior

9. Sexuality

- 9.1. Sexual Behavior and intervention
- 9.2. Reducing sexual risk-taking behavior
- 9.3. Behavior management of public musturbation and prevention program
- 9.4. Culturally sensitive pregnancy reduction program
- 9.5. Reducing sexual risk-taking behaviors

Readings

- Ivey, A.E. & Ivey, M.B. (2017). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* (MindTap Course List; 9th Ed).
- Parsons, R.D. (2006). *Counseling Strategies that Work! Evidence-based Interventions for School Counselors* (1st Ed.).
- Christophersen, E.R., & Mortweet, S.L. (2003). *Treatments That Work With Children: Empirically Supported Strategies for Managing Childhood Problems* (1st Ed.).
- Krumboltz, J.D. (1972). *Changing Children's Behavior*. Prentice-Hall Series in Counseling & Guidance (6th Ed.).

Psy M 505.01: Advanced Social Psychology

4 Credits

1. The social psychology of groups

- 1.1. Group cohesiveness
- 1.2. Group problem solving
- 1.3. Cooperation and competition
- 1.4. Aggression and violence
- 1.5. Risk taking

2. Social attitudes and motives: their measurement

- 2.1. Authoritarian attitudes
- 2.2. Achievement motive and need for affiliation and other social attitudes
- 2.3. Altruism: helping others- Theories: Social Exchange, Social Norms and Evolutionary Psychology
- 2.4. Factors influencing altruism.

3. The Social psychology of psychological research

- 3.1. Experimenter influence
- 3.2. Experimenter expectancy effects
- 3.3. Experimenter effects
- 3.4. Subjects perception of experimental situation and their motivation
- 3.5. Suspiciousness: Their Implication for future research

4. Social Beliefs and judgments

- 4.1. Explaining others
 - 4.1.1. Attributing causality
 - 4.1.2. Fundamental attribution errors
 - 4.1.3. Why do we make the attribution error?
- 4.2. Explaining ourselves
 - 4.2.1. Attributions for positive and negative events
 - 4.2.2. Self –disparagement
 - 4.2.3. Self-handicapping
 - 4.2.4. Self-presentation
 - 4.2.5. Information processing
 - 4.2.6. Self-esteem motivation
 - 4.2.7. Self-efficacy

5. Norms & Roles

- 5.1. Norms
 - 5.1.1. Universal norms

- 5.1.2. Norms vary with culture
- 5.1.3. Norms vary with gender
- 5.2. Roles
 - 5.2.1. Effects of role playing
 - 5.2.2. Roles that dehumanize
 - 5.2.3. High and low status roles
 - 5.2.4. Role reversal

6. Crime

- 6.1. Definition: The classification of crimes
- 6.2. Methods for studying criminal behavior
- 6.3. Social roots of crime
 - 6.3.1. Frustration
 - 6.3.2. Aggression and crime
 - 6.3.3. Presence of guns
 - 6.3.4. Deindividuation
 - 6.3.5. Conformity
 - 6.3.6. Compliance and obedience
- 6.4. The Environmental roots of crime
 - 6.4.1. Heat and crime
 - 6.4.2. Noise and crime
 - 6.4.3. Natural disasters and crime
 - 6.4.4. Personal space and crime
 - 6.4.5. Crowding and crime
 - 6.4.6. Territoriality and crime
 - 6.4.7. Geography and crime

7. Psychology in the courtroom

8. Preventing crime

- 8.1. Prevention Through Punishment
- 8.2. Prevention Through Policing
- 8.3. Prevention Through Community Action
- 8.4. Prevention Through Individual and Family Intervention
- 8.5. School- Based Prevention

Readings

Cassel, E. and Bernstein, D.A. (2007) Criminal Behaviour (2nd ed). Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey, London.
Brown R Social Psychology (Latest Ed.) Glencoe, Illinois, Free Press.

বেগম এইচ এ ও খানম এম (অনুদিত) (১৯৯০) মানব পারীক্ষ, ঢাকা সি.পি. এস আর, টি ঢাকা। (মূল রচনা:) J.G. Adair.
The Human Subject.
Cartwright A and Zander, a (1960). (Eds). Group Dynamics. Research and theory, New York:
Harper & Row.
Edwards AL (1967). Techniques of Attitude Scale Construction. New York: Application
Century Crofts.
Ldindgren HC (1973). An Introduction to Social Psychology. John Wiley & Sons, New York.
Myers DG (1990). Social Psychology, New York. McGraw Hill.
Rosenthal R (1966). Experimenter Effects in Behavioural Research, New York. Appleton
Cenury Crofts.
Rosnow RL and Rosenthal R (1969). Artifact in Behavioral Research, (Eds.) New York.
Academic Press.
Secord Pf and Backman CW Social Psychology (Latest Ed) New York. McGraw Hill.

Psy M 505.02: Applied Child and Adolescent Development

4 Credits

1. Introduction

- 1.1. Historical Development of Child Psychology
- 1.2. Field of Application of Applied Child and Adolescent Development

2. Research Methods in Developmental Psychology

- 2.1. Observational method
 - 2.1.1. Open Methods: Case History/Diary, Specimen Description
 - 2.1.2. Closed Methods: Event Sampling, Trait Rating, Time Sampling, Field Unit Analysis
 - 2.1.3. Special Consideration in Observing, Functions of Observation
- 2.2. Experimental Studies
 - 2.2.1. Threats to Experimental Validity
 - 2.2.2. Relevance of Experiment

3. Biological Beginnings

- 3.1. Some Genetic Principles
- 3.2. Methods used by Behaviour Geneticists
- 3.3. Abnormalities in Genes and Chromosomes
- 3.4. Genetic Counselling

4. Attachment

- 4.1. Measuring the security of attachment
- 4.2. Stability of attachment
- 4.3. Cultural variations
- 4.4. Factors affecting attachment security
- 4.5. Attachment and later development

5. Children with Problems and Disorders : Prevention and Intervention

- 5.1. Eating problem
 - 5.1.1. Thumb Sucking: Associated Factors and Treatment
 - 5.1.2. Failure to Thrive: Associated Factors and Treatment
 - 5.1.3. Psychosocial Dwarfism: Associated Factors and Treatment
 - 5.1.4. Food Refusal: Assessment and Treatment
- 5.2. Toileting Problem
 - 5.2.1. Enuresis: Etiological Conceptions and Intervention
 - 5.2.2. Encopresis: Causes, Assessment and Treatment
- 5.3. Anti-Social Conduct Problem
 - 5.3.1. Lying: Prevention
 - 5.3.2. Stealing: treatment

6. Psychology of Exceptional Children

- 6.1. Intellectual Disability
 - 6.1.1. Definition and Classification of Intellectual Disability
 - 6.1.2. Causes of Intellectual Disability
 - 6.1.3. Educational Placement and Methodology
 - 6.1.4. Prevention of Intellectual Disability
- 6.2. Learning Disabled
 - 6.2.1. Definition of Learning Disability
 - 6.2.2. Characteristics of Learning Disabled Children
 - 6.2.3. Causes and Assessment of Learning Disability
 - 6.2.4. Educational Approaches and Programmes in School for the Learning Disabled.
- 6.3. Autistic Disorder
 - 6.3.1. Etiology
 - 6.3.2. Assessment
 - 6.3.3. Treatment.
- 6.4. Attention Defiant Hyperactivity Disorder
 - 6.4.1. Etiology
 - 6.4.2. Assessment
 - 6.4.3. Treatment

7. Child Abuse

7.1. Physical Abuse

- 7.1.1. Nature and Scope of the Problem
- 7.1.2. Etiology, Risk and Protective Factors
- 7.1.3. Correlates and Effects of Physical Abuse in Children
- 7.1.4. Assessment
- 7.1.5. Prevention and Treatment of Physical Abuse in Children

7.2. Sexual Abuse

- 7.2.1. Nature and Scope of the Problem
- 7.2.2. Etiology
- 7.2.3. Risk and Protective Factors
- 7.2.4. Correlates and Effects of Sexual Abuse in Children
- 7.2.5. Assessment
- 7.2.6. Prevention and Treatment of Sexual Abuse in Children.

8. Adolescence Issues

8.1. Sexuality

- 8.1.1. Sexual Socialization in Restrictive Semi-restrictive and Permissive Societies
- 8.1.2. Heterosexual and Homosexual Attitudes and Behaviour
- 8.1.3. AIDS and Sexually Transmitted Diseases

8.2. Health Concern: Nutrition, Exercise and Stress

Readings

- Adams GR and Gullotta T (1983). *Adolescent Life Experiences* Brooks/Cole Publishing company Monterey, California.
- Berndt TJ (1997). *Child Development*. Chicago Brown and Benchmark Publishers.
- Bornstein MH and Lamb ME (1988). *Developmental Psychology: An Advanced Textbook*. New Jersey. Lawrence Erlbaum. Associates, Publishers.
- Brown RT and Reynolds CR (1986). *Psychological Perspective on Childhood Exceptionality: A Hand book*. New York. John Wiley and Sons.
- Bukatko D and Daehler MW (1995). *Child Development*. Boston Houghton Mifflin Co.
- Cole M and Cole SR (1996). *The Development of Children*, New York, WH Freeman and Company.
- Conger JJ (1973). *Adolescence and Youth: Psychological Development in a Changing world*. New York. Harper and Row.
- Dreikurs R and Grey L (1968). *A parent's Guide to Child Discipline*. New York. Hawthorn/Dutton.
- Heward WL and Oriansky MD (1984). *Exceptional Children: An Introductory Survey of Special Education*. Columbus. Charles E. Merrill.

Johnson RC and Medinnus GR (1974)Child Psychology Behaviour and Development.New York, John Wiley and sons.

Lyman DR and Hembre-Kigin TL (1994). Mental Health Interventions with Preschool Children.pleunum Press.

Santrock JW (1997). Children New York. McGraw Hill

Sarafino EP and Armstorng JW (1980).Child and Adolescent Development. U.S.A.Scott, Foresman,

Stewart AC Friedma S and Koch J. (1985) Child Development: A Topical Approach.

Suram BG and Joseph VR (1979). Special Children: An Integrative Approach. Londonand Illinois. Scott. Foresman.

Santrock JW (1998) Adolescence McGraw Hill Inc New York.

Steinberg L (1996) Adolescence McGraw Hill, Inc. New York.

Berk, Laura E. (2006) Child Development.Pearson Education Inc., USA

Shaffer, David R. and Kipp Katherine (2007) Developmental Psychology : Childhood and Adolescence. Thomson Wadsworth USA

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