

## Prevention and Treatment of Behavioral Disorder, with specific attention for the School (H002373)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 4.0** **Study time 120 h**

**Course offerings and teaching methods in academic year 2026-2027**

A (semester 2)	Dutch, English	Gent	independent work seminar lecture
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**Lecturers in academic year 2026-2027**

Offered in the following programmes in 2026-2027	crdts	offering
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### Teaching languages

English, Dutch

### Keywords

Conduct problems/disorders, children, development, parent management training, school

### Position of the course

This course offers a thorough overview of the development of behavioral problems/disorders, and a first introduction on effective (evidence-based) preventive interventions (family and school). It is an in-depth course in the option clinical psychology (part of the trajectory 'interventions'), (clinical) orthopedagogy or education master focusing on how to work with children with behavioral problems and their context, especially school and parents.

### Contents

- The early development of behavioral problems, with focus on the interactions between genetic and environmental factors.
- Extra attention will be given to malleable factors in the development.
- Parent training/parent counseling for families with children with behavioral problems.
- Teacher counseling/classroom management training.

### Initial competences

This course unit builds on certain course competencies of Models in clinical developmental psychology.

### Final competences

- 1 Insight into the early development of behavioral problems in children
- 2 Insight into the malleable factors in the development and the role of the parents/family and teachers/school in this development
- 3 Knowledge of several formats of parent and classroom management training, counseling of parents/teachers
- 4 Insight into the most important aspects of a parent management training based on theoretical models
- 5 Insight into a tiered interventions for children with behavioral problems in elementary school

### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar, Lecture, Independent work

### **Extra information on the teaching methods**

Lecture with explanation of theoretical models, case discussions and activating methods, supported by powerpoint.

Clinical seminars: presenting in a small group a task/assignment worked out in a school

Autonomous (group)work: a task/assignment in a school, with a paper as result

### **Study material**

Type: Handouts

Name: handouts prevention and treatment

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

Number of Pages : 521

Oldest Usable Edition : 2023

Available on Ufora : Yes

### **References**

Côté, S.M., Vaillancourt, T., LeBlanc, J.C., Nagin, D.S., & Tremblay, R.E. (2006). The development of physical aggression from toddlerhood to pre-adolescence: a nation wide longitudinal study of Canadian children. *Journal of Abnormal Child Psychology*, 34 (1), 71-85.

De Mey, W., & Merlevede, E. (2013). Samen Sterker terug Op Pad. Het STOP4-7 programma: een vroege interventie voor jonge kinderen met gedragsproblemen. SWP: Amsterdam.

Ellis, A.R. (2018). A conceptual framework for preventing aggression in elementary schools. *Conflict Resolution Quarterly*, 36, 183-206.

Jennings, P.A., & Greenberg, M.T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, 79 (1), 491-525.

Prins, P. & Braet, C. (2014). Handboek klinische ontwikkelingspsychologie. Houten: Bohn Stafleu van Loghum.

Provençal, N., Booij, L., & Tremblay, R.E. (2015). The developmental origins of chronic physical aggression: biological pathways triggered by early life adversity. *The Journal of Experimental Biology*, 218, 123-133.

Reid, J. B., Patterson, G. R., & Snyder, J. (Eds.). (2002). *Antisocial behavior in children and adolescents: A developmental analysis and model for intervention*.

Rimm-Kaufman, S.E., & Hulleman, C.S. (2014). Social and Emotional Learning in Elementary School Settings: Identifying Mechanisms that Matter. In: Durlak, J. & Weissberg, R. (Eds.), *The handbook of social and emotional learning*.

Weymeis, H. (2015). *Wij zijn gedrag. Positief gedrag in het onderwijs*. Leuven/Den Haag: Acco.

### **Course content-related study coaching**

- Support via UFORA.
- Via appointment/via email

### **Assessment moments**

end-of-term and continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

Written assessment with multiple-choice questions, Written assessment with open-ended questions

### **Examination methods in case of periodic assessment during the second examination period**

Written assessment with multiple-choice questions, Written assessment with open-ended questions

### **Examination methods in case of permanent assessment**

Participation, Assignment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

#### **Extra information on the examination methods**

Participation in the seminars is obligatory and condition for the permanent evaluation.

#### **Calculation of the examination mark**

Details for periodic evaluation (PE) 1 and 2 (14 points): written exam with multiple choice questions and open ended questions

Details for non-periodic evaluation (NPE) (6 points):

- Form: paper on an assignment in a school + presentation in small groups 6 points

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

The final score is the weighted average of the components of the evaluation.

Students can only pass for this course if they achieve a minimum of 10/20 for each component.

When students obtain less than 10/20 for at least one of the components, the following rules apply:

- 8/20 or 9/20 for at least one of the components: the student can no longer pass the entire course unit: if the total score is a mark of ten or more out of twenty, then this is reduced to the highest failing mark (9/20).

- less than 8/20 for at least one of the components, the student can no longer pass the entire course unit: if the total score is a mark of eight or more out of twenty, then this is reduced to the highest non-deliberative mark (7/20)