





Psychology (PSYC) 471

Supporting Children and Youth with Emotional and Behavioral Challenges (Revision 8)

Status:

Replaced with new revision, see the [course listing](#)  for the current revision 

Delivery mode:

Individualized study online  with eText 

Credits:

3

Areas of study:

Arts or Social Science

Prerequisites:

EDPY 351, or PSYC 389/EDPY 389, or equivalent

Precluded:

PSYC 471 is a cross-listed course—a course available in two different disciplines—with **EDPY 471**. PSYC 471 cannot be taken for credit if credit has already been obtained for EDPY 471.

Challenge:

PSYC 471 is not available for challenge.

Faculty:

[Faculty of Humanities and Social Sciences](#) 

Overview

This course focuses on management strategies and techniques for children and adolescents who present serious disruptive and/or emotional and behavioural disorders in schools. It presents a comprehensive review of assessment techniques and behaviour management strategies.

Outline

PSYC 471 is divided into 15 units, grouped into 4 parts:

Part 1 – Background

- Unit 1: Basic Assumptions about Emotional and Behavioural Challenges
- Unit 2: Definitions and Prevalence
- Unit 3: Development of the Field and Current Issues

Part 2 – Causal Factors

- Unit 4: Biology
- Unit 5: Culture
- Unit 6: Family
- Unit 7: School

Part 3 – Types of Disordered Behaviour – Characteristics and Interventions

- Unit 8: Attention and Activity Disorders
- Unit 9: Conduct Disorder
- Unit 10: Anxiety and Related Disorders
- Unit 11: Depression and Suicidal Behaviour
- Unit 12: Disorders of Thinking, Communicating, and Stereotypical Behaviour
- Unit 13: Special Problems of Adolescents: Delinquency, Substance Abuse, and Early Sexual Activity

Part 4 - Assessment



- Unit 14: Measurement Issues, Screening, and Identification
- Unit 15: Assessment for Instruction

Learning outcomes


When you have completed this course, you will be able to do the following:

- Outline the primary conceptual approaches to emotional and behavioural disorders (EBDs).
- Discuss the role of an effective teacher of students with EBDs.
- Describe the causal factors of EBDs and possible preventions.
- Outline how EBDs are defined and the issues with defining EBDs.
- Define and describe the characteristics of types of disordered behaviour.
- Identify the primary approaches to intervention and education for each type of EBD.
- Describe the issues with measurement, screening, and identification of EBDs.
- Search for, find, evaluate, and share resources on EBDs.
- Develop case studies that include instructional and assessment strategies that are appropriate for the specific emotional and behavioural challenges of students with EBDs.

Evaluation

Your final grade in PSYC 471 will be based on your performance on five journals and a course project and on your participation in the discussion forum. To **receive credit**  for the course, you must achieve a grade of at least 50 percent on each assignment as well as an overall grade of at least **D (50 percent)** . As well, you must complete all components of the course (including a study plan) in order to receive credit for the course. The following chart indicates the assignments for credit and the value of each assignment toward the final course grade.

Activity	Weight
Study Plan	0%
Journals (5)	40%
Participation in Discussion Forum	20%
Course Project	40%
Total	100%



To learn more about assignments and examinations, please refer to Athabasca University's [online Calendar](#) .

Materials

Kauffman, J. M., & Landrum, T. J. (2018). *Characteristics of Emotional and Behavioral Disorders of Children and Youth* (11th ed.). Pearson Education.






eText

Registration in this course includes an electronic textbook. For more information on [electronic textbooks](#) , please refer to our [eText Initiative site](#) .

Other Resources

All other learning resources will be available online.

Important links

- > [Academic advising](#) 
- > [Program planning](#) 
- > [Request assistance](#) 

[> Support services](#) 

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

Opened in Revision 8, November 25, 2020

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View [previous revision](#) 
