

Advanced Practices in Educating Students with Emotional and Behavioral Disorders
University of Texas at Tyler

Course: **EDSP 5347 (Section 060)**

Semester & Year: Fall 2025

Time & Days: Online

Location: Online

Instructor Information: **Derek Daskalakes, PhD**

Assistant Professor, School of Education

Office Hours: Wednesdays 4pm – 7pm and by appointment

Email: ddaskalakes@uttyler.edu or via Canvas

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Zoom link: Meeting ID: 346 727 9421

[Zoom Link \(Dr. D.\)](#)

Course Catalog Description

The purpose of this course is for students to learn advanced principles, concepts, and practices related to educating students with emotional and behavioral disorders (EBD). Emphasis is on school-based services including advanced evidenced-based instructional and behavioral interventions for improving academic, social, and behavioral outcomes. The course will cover current research on evidence-based strategies and interventions promoting positive behavior and social-emotional development to support students with EBD.

Student Learning Outcomes

The following student learning outcomes are aligned with the Council for Exceptional Children's (CEC's) Advanced Specialty Set Standard for Special Education Behavior Intervention Specialist and the State Board for Education Certification (SBEC) Standards for Special Education.

At the end of this course the student will be able to...

Student Learning Objectives	SBEC Standards and CEC Advanced Specialty Standards
<i>Understand</i> and <i>analyze</i> current research on evidence-based practices for educating students with emotional and behavioral disorders (EBD).	SBEC: Standard IV, X
<i>Understand</i> the role educators play in supporting students with EBD and their families.	SBEC: Standard IV CEC: SEBIS.4.K1
<i>Demonstrate</i> a deeper understanding of characteristics and challenges of students with EBD.	SBEC: Standard IV CEC: SEBIS.4.K1
<i>Explore</i> and <i>analyze</i> evidence-based strategies and interventions to promote positive behavior and social-emotional development of students with EBD.	SBEC: Standard IV, VII, X CEC: SEBIS.1.S3, SEBIS.4.K1, SEBIS.5.S1, SEBIS.5.S4

Evaluate the effectiveness of classroom management techniques and behavior intervention plans.	SBEC: Standard IV, VII, X CEC: SEBIS.4.K1, SEBIS.5.S4, SEBIS.6.S2
Demonstrate an understanding of collaborating with school personnel to best support students with EBD in the classroom.	SBEC: Standard IV, VII, X CEC: SEBIS.5.S4, SEBIS.6.S2
Create a plan to implement effective practices in the classroom.	SBEC: Standard IV, VII, X CEC: SEBIS.5.S4, SEBIS.6.S2

Required Text and Related Readings

Sciarra, D. S., & Austin, V. L. (2022). *Working with Students with Emotional and Behavioral Disorders A Guide for K-12 Teachers and Service Providers*. Vernon Art and Science Inc.

American Psychological Association (n.d.). APA Digital Style Guide. Retrieved from: [APA Digital Style Manual NEW! - Using Muntz Library - Research Guides at University of Texas Tyler](#)

Other readings as assigned in course modules.

Course Topics

- Advanced understanding of students with EBD
- Educators' and school personnel's attitudes and beliefs
- Self-regulation and emotional control
- Social skills development
- Effective collaboration
- Positive behavior interventions and supports
- Functional behavioral assessments and behavior intervention plans
- Trauma-informed practices
- Applied behavior analysis
- Implementation of effective practices
- Educational policy in connection with relevant practices

Evaluation and Grading

1. **Zoom video conferences:** Students will participate in at least two zoom conferences throughout the semester. The purpose of the zoom conferences is to check-in, get to know one another, and facilitate social interactions that are relevant to learning within the course.
2. **Readings and written analyses:** Students will read the book chapters and other assigned readings and complete related activities to support student comprehension of the course material.
3. **Discussion boards:** Students will discuss topics related to EBD and working with students with EBD.

4. **Case studies:** Students will read and analyze case studies of students with EBD and develop an appropriate plan to meet the students' needs.
5. **Classroom observations:** Students will observe a classroom that serves students with EBD on two separate occasions during the semester, and write a reflection on their observations that focuses on effective practices observed, areas for potential improvement, and recommendations.
6. **Short research paper:** Students will develop a brief research paper on a topic associated with EBD.
7. **Research presentation:** Students will develop and record a research presentation on a topic associated with EBD.
8. **Research proposal:** Students will develop a research proposal on a topic associated with EBD.

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including class activities and assignments.

Assignments and point values subject to change – Canvas will have all assignment details.

Zoom video conferences:	50 points
Written analyses:	100 points
Discussion boards:	100 points
Case studies	100 points
Short research paper	100 points
Research presentation	100 points
Classroom observations:	50 points
Research proposal:	200 points

Course Grading Scale:

A (90%)	B (80%)	C (70%)	D (60%)	F (less than 60%)
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Communication

You can contact me via email at ddaskalakes@uttyler.edu. You can also contact me using the email function in Canvas. I will make every effort to respond to your emails within 24 hours. My preferred method of communication is email, but you can also contact me on my office phone if the issue is urgent.

Teaching Strategies

It is expected that this class will function in a graduate online format. While the instructor will provide some lecture materials, emphasis will be on completing assigned readings and assignments that are designed to encourage students to make connections between course materials and aspects of educational practice. The following instructional strategies will be employed during this class:

- Recorded lectures
- Analysis of course readings
- Case study examples and analysis
- Discussion board engagement
- Limited Zoom meetings and discussion

Course Policies and Guidelines

1) Weekly Module Sequence: Modules containing course content and assignments will be made available on Canvas on a weekly basis. Module will be available each Monday morning at 12:00am and will remain accessible for the remainder of the course. All module readings, activities, and assignments are expected to be completed and submitted to Canvas by 11:59pm Sunday night of the same week unless otherwise specified by the instructor. Put another way, students are expected to engage with and complete all module items within one week of being made available on Canvas.

2) Assignment Submission:

Written assignments should follow APA formatting protocol unless otherwise directed. Broadly, that includes the following:

- 8½" x 11" sized page
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top or bottom right-hand side.
- Put the title of the assignment, your name, and course title or number centered at the top of your paper.
- Upload written assignments on the Canvas website under the assignment tab.

a) Criteria for all assignments will be available in Canvas unless otherwise notified by the instructor.

Canvas. Students will access class notes, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.

b) Late work: It is expected that assignments and projects be submitted on time. **An assignment will be considered late if it is not turned in on the day it is due.** You may turn in your assignment early. Late assignments are not accepted unless prior arrangements have been made with the instructor. Assignments and due dates are posted in Canvas.

c) Plagiarism. Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course.

- d) **AI.** The use of artificial intelligence (AI) tools, such as ChatGPT or Copilot, are prohibited for use on course assignments unless expressly permitted by the course instructor. Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

TurnItIn is a tool that will be used to check a document for plagiarism and AI use. The tool provides feedback as to whether the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.

- 3) **Zoom etiquette.** During any zoom sessions, you will need to be on time and have your video turned on for the duration of the meeting. You will need to be an active participant in the meeting discussion. Please make sure you are in a quiet area to best allow yourself and others to participate in the meeting.
- 4) **You are responsible** for all information provided in the course syllabus, posted to Canvas, and/or provided through the limited Zoom engagements planned for the course. That said, I am always happy to answer questions (any and all), and otherwise support students' learning in the course.
- 5) **Person First Language.** Our language reflects our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to always use "people first" language. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic".
- 6) **Safe Zone.** The professor considers our online 'classroom' to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the course space a safe environment.
- 7) **Dispositions.** All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. Information on dispositions can be found under the attachments of the Course Information Page.

According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas. <https://www.uttyler.edu/president/missionstatement.php>

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

Course Schedule

Date	Module	Assignments
Aug. 25 – Aug. 31	Module 1 – Introduction	<ul style="list-style-type: none"> • Course readings • Explore CEC website • Written analysis #1 • Group conference #1
Sep. 1 – Sep. 7	Module 2 – Trauma Informed Teaching	<ul style="list-style-type: none"> • Course readings • Review Child Trauma Academy videos • Discussion board #1
Sep. 8 – Sep. 14	Module 3 – Conduct Disorders	<ul style="list-style-type: none"> • Course readings • Case study #1
Sep. 15 – Sep. 21	Module 4 – Oppositional Defiant Disorder	<ul style="list-style-type: none"> • Course readings • Written analysis #2
Sep. 22 – Sep. 28	Module 5 – Attention-Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Course readings • Discussion board #2 • Short research paper
Sep. 29 – Oct. 5	Module 6 – Specific Phobia and Anxiety Disorders	<ul style="list-style-type: none"> • Course readings • Case study #2
Oct. 6 – Oct. 12	Module 7 – PTSD, Generalized Anxiety Disorder, and OCD	<ul style="list-style-type: none"> • Course readings • Written analysis #3 • Classroom observation #1
Oct. 13 – Oct. 19	Module 8 – Eating Disorders	<ul style="list-style-type: none"> • Course readings • Discussion board #3
Oct. 20 – Oct. 26	Module 9 – Depressive and Bipolar Disorders, and Suicide Prevention	<ul style="list-style-type: none"> • Course readings • Case study #3 • Group conference #2
Oct. 27 – Nov. 2	Module 10 – Autism Spectrum Disorder	<ul style="list-style-type: none"> • Course readings • Explore CDC website • Discussion board #4 • Research presentation
Nov. 3 – Nov. 9	Module 11 – At-Risk Behaviors and Emotional Disturbance	<ul style="list-style-type: none"> • Course readings • Written analysis #4
Nov. 10 – Nov. 16	Module 12 – Connections with Educational Policy	<ul style="list-style-type: none"> • Course readings • Discussion board #5 • Classroom observation #2
Nov. 17 – Nov. 23	Module 13 – Connections with Ethics	<ul style="list-style-type: none"> • Course readings • Case study #4
Nov. 24 – Nov. 30 (TG)	Module 14 – Conclusions and Reflections	<ul style="list-style-type: none"> • Course readings • Written analysis #5
Dec. 1 – Dec. 7	Module 15 – Final Assignment	<ul style="list-style-type: none"> • Submit final research proposal assignment

** Note that the course schedule is subject to change at the instructor's discretion.

University Policies and Information

Go to our class Canvas for information relating University Policies.

Student Resources

Go to our class Canvas for information relating University Policies.