

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

Course: EDSP 5347

Semester & Year: Fall 2025

Time & Days: Online

Location: Online

Instructor Information: Derek Daskalakes, PhD

Assistant Profession, School of Education

Office Hours: By appointment

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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
Understand and analyze current research on evidence-based practices for educating students with emotional and behavioral disorders (EBD).	SBEC: Standard IV, X
Understand the role educators play in supporting students with EBD and their families.	SBEC: Standard IV CEC: SEBIS.4.K1
Demonstrate a deeper understanding of characteristics and challenges of students with EBD.	SBEC: Standard IV CEC: SEBIS.4.K1

Explore and analyze 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 (2020). *Publication Manual of the American Psychological Association* (7th ed.).

Other readings as assigned in class.

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 get to know one another and facilitate conversations about topics being discussed in class.

2. **Readings and written analyses:** Students will read the book chapters and other assigned readings and complete related activities to support and measure student comprehension of the course material.
3. **Discussion boards:** Students will discuss topics as 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 and write a reflection on their observation 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. **Policy analysis:** Students will develop a brief research paper analyzing aspects of educational policy that are relevant to supporting students with EBD.
9. **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:	150 points
Case studies	100 points
Short research paper	100 points
Research presentation	100 points
Policy analysis	100 points
Classroom observations:	100 points
Research proposal:	200 points

Course Grading Scale:

A (90%)	B (80%)	C (70%)	D (60%)	F (less than 60%)
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Course Content**Module 1: Introduction to Advanced Practices Educating students with EBD**

Zoom conference

Complete assigned readings

Complete assigned activities

Discussion post

*All subsequent modules will follow the same structure as module 1. The purpose of this course is to develop a deeper understanding of EBD and how to best support students.

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.