Characteristics, Needs and Responses to Students with Emotional and Behavioral Disorders
University of Texas at Tyler

Course: **EDSP 5348.060**
Semester & Year: Fall 2025
Time & Days: Online
Location: Online

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** Please put your course and section number in your email subject line, e.g., EDUC 5368

Course Catalog Description
The purpose of this course is to address topics associated with teaching students with emotional and behavior disorders (EBD). Students will be provided an in-depth coverage of the definition, characteristics, etiological factors, identification process with criteria for diagnosis, and academic and behavioral interventions. Students will study appropriate ways for educating and managing students with EBD in the general education classroom. Current issues facing students with EBD will also be discussed.

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
Identify, define, and *describe* key characteristics of emotional and behavioral disorders (EBD) in school-age children, including the types of behaviors associated with such disorders.	SBEC: Standard III CEC: SEBIS.5.K1, SEBIS.5.K3
Understand a variety of conceptual and theoretical models of EBD and the impact of the models on diagnosing and managing EBD.	SBEC: Standard II SEBIS.5.K1, SEBIS.3.K1

Understand causes and underlying factors associated with EBD including genetics, neurological, and environmental.	SBEC: Standard III SEBIS.5.K1
Describe the prevalence and incidence of EBD and understand how it impacts social, emotional, and academic development.	CEC: SEBIS.5.K1
Understand legal and ethical considerations involved when identifying and managing student with EBD.	SBEC: Standard I, II CEC: SEBIS.5.S2, SEBIS.6.S1
Understand and ***analyze*** the impact culture, race, and ethnicity has on the identification and treatment of students with EBD.	CEC: SEBIS.1.S1, SEBIS.6.K1, SEBIS.6.S1
Understand the process of finding and applying appropriate assessment techniques to identify and diagnose EBD.	SBEC: Standard V CEC: SEBIS.1.S1, SEBIS.6.S1
Evaluate and ***develop*** appropriate strategies and interventions for supporting students with EBD and their families.	SBEC: Standard IV, VII, X CEC: SEBIS.6.S1, SEBIS.1.S1, SEBIS.4.S2
Develop an effective plan for supporting students with EBD and their families in educational settings.	SBEC: Standard VII CEC: SEBIS.1.S1, SEBIS.4.S2

Required Text and Related Readings

Kauffman, J., & Landrum, T. (2018). *Characteristics of emotional and behaviors disorders of children and youth* (11th ed.)*.* Pearson.

American Psychological Association (2020). Publication Manual of the American
     Psychological Association (7th ed.).

Other readings as assigned in class.

Additional Information

You will enroll in the following:

Research Pool Requirement: Students enrolled in specified SOE courses must fulfill a research pool requirement each semester. The research requirement for these courses can be satisfied in one of two ways. First, students can satisfy the research pool requirement by volunteering to participate in approved research studies offered by the School of Education (3 credits for 30 points and up to 10 additional points for 1 more credit [total 4 credits]). Alternatively, students can satisfy the research pool requirement by completing alternative assignments equal in time and effort to the research opportunities.

Course Topics
- Definition of EBD
- Characteristics of EBD
- Theoretical models of EBD
- Etiology of EBD
- Assessment of students with EBD
- Strategies and interventions for students with EBD
- Effective planning for student with EBD

Evaluation and Grading

1. **Zoom video conferences:** Students will participate in 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 over chapters:** Students will read the book chapters and other assigned readings and complete activities over them to measure student comprehension of the course material.

3. **Article critiques:** Students will read articles to further their understanding and knowledge of characteristics of EBD.

4. **Discussion boards:** Students will discuss topics as related to EBD and working with students with EBD.

5. **Video critique:** Students will watch videos of individuals with EBD to learn their perspective.

6. **Research on Mental Health Disorders:** This assignment involves students conducting research on a specific mental health disorder using the DSM-V, peer-reviewed research articles, and other modes of finding research. The purpose of this paper is to find evidence-based information on a mental health topic and find evidence-based interventions to support students' needs.

7. **Research paper:** Based on the information students have learned, they will write a research paper where they create an effective plan to support students with EBD.

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

Zoom video conferences: 50 points
Chapter readings: 200 points
Article critiques: 50 points
Discussion board participation: 50 points

Video critiques:	50 points
Research on Mental Health Disorders:	100 points
Research paper:	200 points

Grading:
A = 90-100% of total points
B = 80-89% of total points
C = 70-79% of total points
D = 60-69% of total points
F = 59% or below of total points

Grading is based on your accumulated score as a percent of the total cumulative score available. ***You can keep track of your grades via Canvas.*** Turnaround time for grading is one week. ***It is my policy not to discuss grades via email. If you need to discuss grade issues, please schedule a time you can visit with me in my office.***

The last day to withdraw from courses is Monday, November 3rd.

Communication

To contact me via email, you may use the Canvas email. You may also email me at szolkoski@uttyler.edu. Please note this is **not** a Patriots email address. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I work to reply to emails within 24 hours. While I will try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning. My preferred method of communication is **email.**

Teaching Strategies

It is expected that this class will function in a graduate seminar format. While the instructor will provide some lecture, emphasis will be on in-class discussion, presentation, assignments, and case study analysis that contributes to class discussions. The following instructional strategies will be employed during this class:
- Lecture, multimedia, and simulations
- Demonstration and case studies
- Written assignments
- Examinations

Class Participation

This course is designed as an online course. A scheduled Zoom conference will also be held. You are expected to complete all course activities and discussions on time and to the best of your ability.

Course Policies and Guidelines

1) **Assignment Submission:**
   For written assignments a "page" is defined as:
   - 8½" x 11" paper
   - 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 right-hand side.
   - Put the title of the assignment, centered at the top of your paper.
   - **For all assignments submitted in Canvas, your name, date, class number, or any other information should NOT be included.**
   - Upload written assignments on the Canvas website under the assignment tab.

   a) **Criteria for all assignments** will be available in class and posted online 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 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) **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 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.

   d) **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. Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

   e) **AI.** Some assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. When AI use is permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited.

   When using AI tools for assignments, add an appendix showing (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections; (b) a description of precisely which AI tools were used, (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.); and (d) an account of

why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.). Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

__Turn It In__ is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. It also detects the use of AI. 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.
Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

2) **Zoom etiquette.** During any zoom sessions, you will need to be on time and have your video on. You will need to be an active participant in the class by listening (focused on class content and not on other things) and answering questions. Please make sure you are in a quiet area. You will need to make sure you are in an area where you have a stable internet connection. ***Class participation points will be deducted for not following zoom etiquette.***
   - Zoom Conference Expectations:
   - Be on time for class.
   - Your video should be on.
   - Be in a quiet location that is free from distraction. Our zoom class should be treated like you are in person. It will help to avoid being in a room with other people**.**
   - Be an active participant and active listener.

3) **You are responsible** for all information given in class, online, and in the syllabus.

4) **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".

5) **Safe Zone.** The professor considers this 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 classroom a safe environment.

6) **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 can be accessed here.

Course Schedule

The schedule will be posted the first day of classes.

Our Canvas course has detailed modules that include module objectives, a to do list, readings, and assignments.