



PhD in Social, Emotional & Behavioral Health and Inclusive Education (SHIE)



"Scholars in our program will engage in communities to understand complex issues and apply cutting-edge methodology and evidence-based practices that spur meaningful change."

- Dr. Shana Haines



The University of Vermont is recruiting specialized interdisciplinary leaders in the education of children and youth with and at risk for emotional and behavioral disorders.

Our PhD in Social, Emotional, and Behavioral Health and Inclusive Education (SHIE) trains future leaders through a rigorous pedagogical, theoretical, and methodological program anchored in equity-oriented and community-engaged practices.

Doctoral scholars will engage in interdisciplinary collaborations, training, and applied research teams working to develop and test programs and practices in school and community settings.

SHIE graduates will serve as highly trained experts with interdisciplinary methodological skills to enhance educational equity and inclusive education, promoting the social, emotional, and behavioral health of children, youth, and adults impacted by trauma, maltreatment, poverty, racism, and other forms of marginalization.

Interdisciplinary

Drawing on the disciplines, frameworks and research modalities of special education, social work, and public health, our internationally recognized faculty strive to advance equity and inclusive education.



UVM is recognized as one of the Best Graduate Schools for Education and Social Work by U.S. News and World Reports





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Core Faculty: Interdisciplinary Research and Teaching



Shana Haines, PhD

Dr. Haines' research focuses on improving meaningful family, school, and community collaborations in order to increase well-being and belongingness, especially for historically marginalized students and families.

Justin Garwood, PhD

Dr. Garwood's research and teaching focuses on students with and at risk for emotional and behavioral disorders across pre-service preparation and teachers' use of relationship-based pedagogy, academic interventions, and classroom management.



Bernice Garnett, ScD

Dr. Garnett is a public health prevention scientist interested in childhood obesity, bullying, discrimination and harassment, youth health disparities, food access and food security, community based participatory research, school climate and restorative justice.

Jessica Strolin-Goltzman, PhD

With expertise in trauma-informed practices, Dr. Strolin-Goltzman is an implementation scholar focusing on interventions to improve the resilience and social and emotional wellbeing of children, youth, and families across child welfare, mental health, and school settings.



Colby Kervick, EdD

Dr. Kervick is deeply committed to preparing future teachers who holistically support the academic and social-emotional needs of children by fostering inclusive, equitable and accessible learning environments.

