

Ashland University  
Dwight Schar College of Education  
Department of Curriculum and Instruction  
Course Syllabus

Graduate: Undergrad: X  
Credit Hours: 3  
Field/Clinical Hours: 0/0

**Course Number:** EDCI 250

**Course title for the catalog:** Introduction to Educational Intervention.

**Catalog description:**

This course is designed to review the history, legislation, legal definitions, characteristics, and educational concerns of students with need for mild/moderate/intensive educational intervention. Issues of assessment, identification, individualized educational programming, educational trends, service alternatives, and professional resources will be emphasized.

**The prerequisite (s) for this course is (are):**

None

**The enrollment restriction (s) for this course is (are):**

25

**Course and field/clinical experience objectives (including knowledge, skills, and dispositions):**

**KNOWLEDGE:**

The graduate education student will have knowledge of:

1. History of education of individuals with disabilities including significant individual contributions, political/social/attitudinal trends, and recurring critical issues and themes.
2. Federal and state definitions of categories of disabilities.
3. Medical terms related to and etiologies of categories of disabilities, as well as types and transmission routes of infectious disease.
4. Range of characteristics and cognitive, physical, emotional, and social needs of students with need for mild / moderate / intensive educational intervention.
5. Appropriate use of and limitations of assessment instruments and procedures used to identify individuals with disabilities.
6. Issues involved in the reliability, validity and norming of assessment instruments.
7. Rights and responsibilities of parents, students, teachers, and other stakeholders in the

assessment and identification of individuals with need for mild / moderate / intensive educational intervention.

8. Legal and ethical concerns related to the education, including assessment, identification, and specialized health care, of students with need for mild / moderate / intensive educational intervention based on federal and state legislation and litigation.
9. Procedures involved in the identification, placement, and delivery of services, including due process rights and considerations of least restrictive environment and cultural and linguistic diversity.
10. Continuum of placement options and services for individuals with need for mild / moderate / intensive educational intervention and characteristics of each option.
11. Instructional practices and materials including functional curriculum used with students with need for mild / moderate / intensive educational intervention and the theories and models underlying these practices.
12. The transdisciplinary process and subsequent role release.
13. The role of teachers as models for students with need for mild / moderate / intensive educational intervention.
14. Concerns of parents of students with need for mild / moderate / intensive educational intervention.
15. Sources of information and assistance for teachers and parents including resource people, government/community agencies, professional organizations, and journals.
16. Rights and responsibilities of parents, students, teachers, and other stakeholders in planning and implementing educational programming for individuals with need for mild / moderate / intensive educational intervention.
17. How individuals with need for mild / moderate / intensive educational intervention and their environment including family dynamics, cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse interact.
18. Current issues and trends in the education of individuals with disabilities including collaboration and inclusion.
19. Issues related to cultural and linguistic diversity and how they impact on assessment, placement, and programming for students with need for mild / moderate / intensive educational intervention including the factors that influence the overrepresentation of culturally/linguistically diverse students.
20. Qualitative studies, which present the voices of individuals with need for mild / moderate / intensive educational intervention.
21. The teacher's role as advocate for students with need for mild / moderate / intensive educational intervention.
22. Various etiologies and medical aspects of conditions affecting individuals with disabilities.
23. Specialized health care practices and other medically relevant interventions necessary to maintain the health and safety of individuals with disabilities in a variety of educational settings.

### **SKILLS:**

The graduate education student will have skills to:

1. Identify a student with a potential need for mild / moderate / intensive educational intervention based on the student's characteristics and classroom performance.
2. Use the correct procedures including utilizing an intervention assistance team for the purposes of

identifying and planning appropriate instructional strategies for students with need for mild / moderate / intensive educational intervention.

3. Work as part of a multidisciplinary team including students, parents, and other stakeholders to plan, implement, and monitor the assessment and identification process for students with mild / moderate / intensive need for educational intervention in compliance with federal, state, and local requirements and ethical standards.
4. Work as part of a multidisciplinary team including students, parents, and other stakeholders to plan, implement, and monitor the educational program for students with need for mild / moderate / intensive educational intervention in compliance with federal, state, and local requirements and ethical standards.
5. Locate sources of information and assistance including resource people, agencies, organizations, and professional journals.
6. Design and implement strategies for medical self-management procedures.
7. Articulate the teacher's ethical responsibility to non-identified individuals who function similarly to individuals with disabilities.
8. Articulate personal philosophy of special education including its relationship to/with regular education.
9. Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.
10. Adapt lessons that minimize the physical exertion of individuals with specialized health care needs.

### **DISPOSITIONS:**

The graduate education student will:

1. Value individuals with need for mild / moderate / intensive educational intervention as more like than different from the typically developing student.
2. Value and respect all students as individuals.
3. Value the importance of instructing students in the least restrictive environment possible.
4. Have the attitude that all children can benefit from an appropriate education.
5. Have the attitude that multicultural backgrounds result in differences to be respected rather than remediated.
6. Value the benefits of teaming and collaboration with all stakeholders including students, parents, and community resources when working with individuals with need for mild / moderate / intensive educational intervention.
7. Value the importance of remaining current in the field of exceptionalities.
8. Have the attitude that if the student is not gaining skills, the responsibility lies with the teacher together with the student to initiate change.
9. Value the need for early intervention.
10. Value a curriculum that produces a contributing and well-functioning adult.

### **Suggested texts and/or references:**

Hardman, M. L., Drew, C. J., & Egan, M. W. (1996). Human exceptionality. (5th ed.). Boston: Allyn and Bacon.

### **Suggested instructional strategies:**

Lecture, discussion, videos, student projects and presentations.

**Description of field/clinical experiences:**

FIELD EXPERIENCE

None.

CLINICAL EXPERIENCE

None.

**Evaluation of students:**

Tests, projects and presentations, discussion.

**Faculty who frequently teach the course:**

Adams, Chapple.

**Licensure programs in which course is required:**

Intervention Specialist: Mild/Moderate, Intervention Specialist: Moderate/Intensive.

**If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:**

This course is not offered for graduate credit.

**Bibliography (Learned Societies, etc.)**

**Books and Journal Articles**

Bauer, A. M. & Shea, T. M. (1989). Teaching exceptional children in your classroom. Boston: Allyn and Bacon.

Berger, E.H. (2000). Parents as partners in education. (5<sup>th</sup> ed.) Columbus: Merrill.

Bigge, J. L., Best, S. J., & Heller, K. W. (2001). Teaching individuals with physical, health, or multiple disabilities (4<sup>th</sup> ed.). Columbus, OH: Merrill.

Blackstone, S.W. (Ed.) (1986). Augmentative communication: An introduction. Rockville, MD: American Speech Language Hearing Association

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- Falvey, M.A. (ed.). (1995). Inclusive and heterogeneous schooling: Assessment, curriculum, and instruction. Baltimore: Paul H. Brookes.
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- Friend, M., & Cook, L. (2000). Interactions: Collaboration skills for school professionals. (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.
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through integrated instruction. Newark, DE: International Reading Association.

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Haslam, R.H. & Valletutti, P.J. (ed.) (1996). Medical problems in the classroom: The teacher's role in diagnosis and management. (3<sup>rd</sup> ed.). Austin, TX: Pro-Ed.

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### **Films**

Child abuse: The people next door. [Video] Karol Media.

Educating Peter [Video] HBO

The face of inclusion: A parent's perspective. [Video] Joenreo, Inc.

Foxx, R. M. (Author) Harry. [Video] Research Press.

Goodman, J. F., & Hoban, S. (Authors) (1992). Day by day: Raising the child with autism/PDD. [Video] Guilford Publications.

Grace, E. (producer) (1988). Lilly: A sequel. [Video] Davidson Films.

Grace, E. (producer) (1977). Lilly: A story about a girl like me. [Video] Davidson Films.

Grace, E. (producer) (1997). Lilly at thirty. [Video] Davidson Films.

Jensema, C. (1996). Bridges beyond sound [Video]. Center for Disabilities Research and Training.

Planning alternative tomorrows with hope [Video] Inclusion Press

Race, hatred, and violence: Searching for solutions. [Video] Human Relations Media.

Regular lives. [Video] WETA

The story of a stranger. [Video] Axis Consultation & Training.

Understanding learning disabilities: How difficult can this be? [Video] PBS video.

### **Journals**

Academic Therapy

American Annals of the Deaf

American Journal of Mental Deficiency

American Journal on Mental Retardation / AJMR

ASHA

Behavioral Disorders

British Journal of Special Education

Career Development for Exceptional Individuals

Education and Training in Mental Retardation

Educational Research Journal

Exceptional Children

Exceptionality

Exceptional Parent

Focus on Exceptional Children

Gifted Child Quarterly

Gifted Child Today

Intervention in School and Clinic

Journal for the Education of the Gifted

Journal for Vocational Special Needs Education

Journal of Applied Behavior Analysis

Journal of Autism and Developmental Disorders

Journal of Emotional and Behavioral Problems  
Journal of Learning Disabilities  
Journal of Special Education  
Journal of Speech and Hearing Disorders  
Journal of Visual Impairment and Blindness  
Journal of Teacher Education  
Journal of the Association for Persons with Severe Handicaps  
Journals of the American Deafness and Rehabilitation Association  
Language, Speech, and Hearing Services in Schools  
Learning Disabilities Quarterly  
Mental Retardation  
Remedial and Special Education  
RE:View  
Rural Special Education Quarterly  
Science and Children  
Science Education  
Science Teacher  
Sign Language Studies  
Social Studies  
TASH  
Teacher Education and Special Education  
Teaching Exceptional Children  
Technology and Learning  
Topics in Early Childhood Special Education  
Topics in Language Disorders  
The Deaf American  
The Volta Review

### **World Wide Web Sites**

The Alexander Graham Bell Association for the Deaf [<http://www.agbell.org/>]

American Association on Mental Retardation (AAMR) [<http://www.aamr.org/>]

The American Foundation for the Blind [<http://www.afb.org>]

American Speech-Language-Hearing /Association Home Page [<http://www.asha.org/>]

The Arc (formerly Association for Retarded Citizens of the United States)  
[<http://thearc.org/welcom.html>]

Assistive Technology  
[<http://Peabody.Vanderbilt.edu/itc/hasselbringt/resource.html>]

The Beach Center on Families and Disability [<http://www.beachcenter.org>]

Blindness Resource Center [<http://www.nyise.org/blind.htm>]

Children and Adults with Attention Deficit Disorders (C.H.A.D.D.) [<Http://www.chadd.org/>]

Council for Exceptional Children (CEC) [<http://www.cec.sped.org/home.htm>]

ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) [<http://www.ericec.org>]

ERIC/OSEP Special Project [<http://www.ericec/osep-sp.htm>]

Family Village: A Global Community of Disability-related Resources  
[<http://www.familyvillage.wisc.edu/>]

Federal Resource Center for Special Education [<http://dssc.org/frc/>]

Gifted and Talented Resources [<http://www.eskimo.com/~user/kids.html>]

Gifted Resources: Publications [<http://www.eskimo.com/~user/zpubs.html>]

IDEA '97 [<http://www.ed.gov/offices/OSERS/OSEP/Programs>]

LD OnLine [<http://www.ldonline.org/>]

Learning Disabilities Association of America [<http://www.idanatl.org>]

National Clearinghouse for Professions in Special Education [<http://www.specialedcareers.org>]

National Information Center for Children and Youth with Disabilities [<http://www.nichcy.org.>]

National Institute on Deafness and Other Communication Disorders [<http://www.nidcd.nih.gov/>]

The National Institute of Life Planning for Persons with Disabilities [<http://www.sonic.net/nilp/>]

National School to Work Office [<http://www.stw.ed.gov>]

Net Connections for Communication Disorders and Sciences  
[<http://www.mankato.msus.edu/dept/comdis/kuster2/welcome.html>]

Special Education Resources on the Internet (SERI) [<http://www.seriweb.com>]

State Education Agency--Ohio  
[<http://www.ode.state.oh.us/>]

### **Learned Societies and Professional and Related Organizations**

Alexander Graham Bell Association for the Deaf  
American Association for Music Therapy  
American Association for the Deaf Blind  
American Council of the Blind  
American Occupational Therapy Association Inc.  
American Physical Therapy Association  
American Speech-Language-Hearing Association  
The ARC of the United States  
The Autism Society  
Children and Adults with Attention Deficit Disorders  
The Council for Exceptional Children  
Easter Seals  
Federal Resource Center for Special Education  
Hearing Information Center  
Helen Keller National Center for Deaf-Blind Youths and Adults  
The International Center on Deafness  
International Hearing Dog, Inc.  
National Association for the Deaf  
National Association for School Psychologists  
National Council on Disability  
National Federation of the Blind  
National Information Center on Deafness  
National Institute on Mental Health  
National Organization for Rare Disorders  
National Theater of the Deaf  
National Rehabilitation Information Center  
Multiple Sclerosis Society  
Office of Special Education and Rehabilitative Services (OSERS)  
Registry for Interpreters for the Deaf  
Rehabilitation Services Administration  
U.S. Office of Special Education Programs (OCEP)