

Revised 2007

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

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

Course Number: EDCI 546

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):

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. Various theories of intelligence and learning as they relate to individuals with need for mild/moderate/intensive educational intervention.
2. History of education of individuals with disabilities including significant individual contributions, political/social/attitudinal trends, and recurring critical issues and themes.
3. Federal and state definitions of categories of disabilities.
4. Medical terms related to and etiologies of categories of disabilities.
5. Range of characteristics and cognitive, physical, emotional, and social needs of students with need for mild/moderate/intensive educational intervention.
6. Appropriate use of and limitation of assessment instruments and procedures used to identify individuals with disabilities.
7. Issues involved in the reliability, validity and norming of assessment instruments.
8. 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.
9. Legal and ethical concerns related to the education, including assessment and identification, of students with need for mild/moderate/intensive educational intervention based on federal and state legislation and litigation.

10. 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.
11. Continuum of placement options and services for individuals with need for mild/moderate/intensive educational intervention and characteristics of each option.
12. 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.
13. Basic adaptations and interventions for students with need for mild/moderate/intensive educational intervention in inclusive settings.
14. The role of teachers as models for students with need for mild/moderate/intensive educational intervention.
15. The transdisciplinary process and subsequent role release.
16. Concerns of parents of students with need for mild/moderate/intensive educational intervention.
17. Sources of information and assistance for teachers and parents including resource people, government/community agencies, professional organizations, and journals.
18. Rights and responsibilities of parents, students, teachers, and other stake-holders in planning and implementing educational programming for individuals with need for mild/moderate/intensive educational intervention.
19. 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.
20. Issues related to inclusion and collaboration.
21. 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.
22. Qualitative studies which present the voices of individuals with need for mild/moderate/intensive educational intervention.
23. The teacher's role as advocate for students with need for mild/moderate/intensive educational intervention.
24. Funding sources and how to access them.
25. Current research related to individuals with need for mild/moderate/intensive educational intervention.
26. The leadership roles of a master level teacher.

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 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. Locate several funding sources for educational programs.
7. Research a topic related to individuals with need for mild/moderate/intensive educational intervention and present the results.
8. Act as an advocate for students with need for mild/moderate/intensive educational intervention.

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 the services need to be tailored to the student and not the student to the service.
6. Have the attitude that multicultural backgrounds result in differences to be respected rather than remediate.
7. 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.
8. Value the importance of remaining current in the field of exceptionalities.
9. Have the attitude that if the student is not gaining skills, the responsibility lies with the teacher together with the student to initiate change.
10. Value the need for early intervention.
11. Value a curriculum that produces a contributing and well-functioning adult.
12. Have the attitude that the teacher's role is one of leadership inside and outside of the classroom.
13. Value the importance of staying current in the field.

Suggested texts and/or references:

Turnbull, A., Turnbull, R. & Wehmeyer, M. (2007). *Exceptional lives: Special education in today's society* (5th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Suggested instructional strategies:

Lecture, discussion, videos, interview, student projects and presentations.

Description of field/clinical experiences:

FIELD EXPERIENCE

CLINICAL EXPERIENCE

Evaluation of Students:

Tests, projects, presentations, discussion, research paper

Faculty who frequently teach the course:

Bonnie Adams
Allison Dickey
Joann Campanelli
Jim 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:

Graduate credit only

Bibliography (Learned Societies, Etc.)

Books

Cartwright, G.P., Cartwright, C.A. & Ward, M.E. (1995). Educating special learners (4th ed.). Belmont, CA: Wadsworth Publishing Company.

Gargiulo, R.M. (2006). Special Education in Contemporary Society: An Introduction to Exceptionality (with First Person CD-ROM and InfoTrac®) (2nd Ed.). Wadsworth Publishing

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

Kaufman, J.M. (1997). Characteristics of emotional and behavioral disorders of children and youth. (6th ed.). Upper Saddle River, NJ: Merrill.

Kirk, S.A., Gallagher, J.J., & Anastasiow, N.J. (1997). Educating exceptional children. (8th ed.). Boston: Houghton Mifflin Company.

Lerner, J. (1997). Learning disabilities: theories, diagnosis, and teaching strategies. (7th ed.). Boston: Houghton Mifflin Company.

Lewis, R. B., & Doorlag, D. (2006). Teaching Special Students in General Education Classrooms, (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Nieto, S. (1996). Affirming diversity: the sociopolitical context of multicultural education (2nd ed.). White Plains, NY: Longman Publishers USA.

Patton, J.R., Blackbourn J.M., & Fad, K. (1996). Exceptional individuals in focus (6th ed.). Englewood Cliffs, NJ: Merrill.

Shea, T.M., & Bauer, A.M. (1997). An introduction to special education: a social systems perspective (2nd ed.). Madison, WI: brown & Benchmark.

Smith, D.D., & Luckasson, R. (1995). Introduction to special education: teaching in an

age of challenge (2nd ed.). Boston: Allyn & Bacon.

Turnbull, A., Turnbull, R. & Wehmeyer, M. (2007). Exceptional lives: Special education in today's society (5th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Ysseldyke, J.E., Algonzzine, B., & Thurlow, M.L. (1992). Critical issues in special education (2nd ed.). Boston: Houghton Mifflin Company.

Video

Autism is a world. CNN Presents
Beyond FAT City: Richard Lavoie
Day by day: raising the child with autism/PDD. Guilford Publications
The face of inclusion: a parent's perspective. Joenreo, Inc.
Harry. Research Press.
I have Tourettes, but Tourettes doesn't have me. HBO productions
Learning disabilities and social skills with Richard Lavoie: last one picked. first one picked on. PBS
Lilly: a sequel. Davidson Films.
Lilly: a story about a girl like me. Davidson Films
Lilly at thirty. Davidson Films
Race, hatred, and violence: searching for solutions. Human Relations Media
Regular Lives. WETA
The story of a stranger. Axis Consultation & Training.
Understanding learning disabilities: how difficult can this be? PBS Video

Journals

Behavioral Disorders
Educational Research Journal
Exceptional Children
Exceptionality
Focus on Exceptional Children
Journal for the Education of the Gifted
Journal of Applied Behavior Analysis
Journal of Autism and Developmental Disorders
Journal of Emotional and Behavioral Disorders
Journal of Learning Disabilities
Journal of Special Education
Journal of Teacher Education
Journal of the Association of the Persons with Severe Handicaps
Learning Disabilities Quarterly
Remedial and Special education
Teacher Education and Special Education
Teaching Exceptional Children
Technology and Learning
Topics in Language Disorders

Learned Society

Council for Exceptional Children

World Wide Web Sites

Academy for Educational Development National Transition Alliance for Youth with Disabilities

<http://www.dssc.org/nta>

American Association on Intellectual and Developmental Disabilities,
<http://www.aaidd.org/>

The American Foundation for the Blind, <http://www.igc.apc.org/afb/>

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

The Arc of the United States, <http://www.thearc.org/>

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

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

CEC Division for Learning Disabilities (DLD), www.teachingld.org

CEC Technology and Media Division (TAM), www.tamcec.org

CEC The Division for Early Childhood, <http://www.dec-sped.org/>

Children and Adults with Attention Deficit Disorders (CH.A.D.D.) <http://www.chadd.org/>

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

ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC),
www.eric.ed.gov

Family Village: a Global Community of Disability-Related Resources,
www.familyvillage.wisc.edu

Federal Resource Center for Special Education, www.federalresourcecenter.org/frc/

IDEA 2004, www.idea.ed.gov

Institute for the Study of Developmental Disabilities (ISDD), www.isdd-home.org

Journal of Applied Behavior Analysis, www.seab.envmed.rochester.edu/jaba/

LD Online <http://www.ldonline.org/>

Learning Disabilities Association of America, www.lidaamerica.org/

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

National Institute on Deafness and Other Communication disorders www.nidcd.nih.gov

Special Education Resources on the Internet (SERI), www.seriweb.com

University Programs in speech-language Pathology and Audiology,
www.facstaff.uww.edu/bradleys/cdprograms.html