

Texas A&M University- San Antonio  
Department of Educator and Leadership Preparation  
EDSE 3348 Intervention and Technology in Special Education

**A. MAJOR COURSE DESCRIPTION/REQUIREMENT**

An advanced study of evidence-based instructional procedures, curriculum and supportive technology practices to effectively teach content area academic knowledge to students with disabilities. The course will focus on facilitating/providing tiered support systems and intensive academic instruction to students with/at-risk for disabilities. (Previously: Educational Procedures for Exceptional Individuals.)

Prerequisite: EDSE 3345

**B. LEARNING OBJECTIVES**

At the successful completion of this course you will be able to:

1. Determine the severity of a student's learning and/or behavior problem and how it affects learning.
2. Define mainstreaming, co-teaching, differentiated instruction and inclusion.
3. Describe the instructional cycle.
4. Identify strategies for increasing desirable behaviors and decreasing undesirable behaviors and their implications for teaching.
5. List the ten general principles for teaching oral language and examples of how to teach each principle.
6. Summarize effective strategies to teach phonological awareness and reading fluency.
7. Identify five elements of the writing process and describe the characteristics of students with writing difficulties in relation to the writing process.
8. Summarize cognitive and behavioral approaches to increasing math performance.
9. Arrange the instructional environment of the special education classroom for large-group instruction, small-group instruction, one-to-one instruction, independent learning, collaborative/cooperative learning, and peer teaching.
10. Model, describe, or demonstrate effective teaching strategies for students with learning/behavior problems.
11. Address the full-range of curriculum and instructional topics involved in educating individuals with moderate, severe, and multiple disabilities.

**C. LECTURE OR DISCUSSION TOPICS**

Lesson and Curriculum Planning

Layered Curriculum for Differentiated Instruction

Remedial Lesson Planning and Implementation

Assistive Technology Evaluation and Application

**D. REQUIRED OR RECOMMENDED READINGS**

Salend, S. J. (2016). Creating inclusive classrooms : effective, differentiated and reflective practices. Eighth edition. Boston: Pearson. Chicago.