

Texas A&M University-San Antonio
College of Education & Human Development
Department of Curriculum & Instruction

EDCI 3321: Educational Interventions

A. MAJOR COURSE REQUIREMENTS

- Case study to determine interventions and strategies for remediating specific problems within the context of multi-tiered systems of support
- Presentation on family engagement and effectively communicating with families
- Written Journal Reflections
- Quizzes/Tests

B. LEARNING OBJECTIVES

TEXES PPR Standards

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

4.1k the importance of families' involvement in their children's education; and

4.2k appropriate ways for working and communicating effectively with families in varied contexts

C. LECTURE OR DISCUSSION TOPICS

- Family Engagement
- Response to Intervention (RTI)
- Differentiated Instruction
- Interventions
- Progress Monitoring
- Trauma Informed Instruction
- Supporting Exceptional Students in the General Education Setting

D. REQUIRED READING

- No textbook
- All readings will be posted in Blackboard

E. REFERENCES

- Berkeley, S., Scanlon, D., Bailey, T. R., Sutton, J. C., & Sacco, D. M. (2020). A Snapshot of RTI Implementation a Decade Later: New Picture, Same Story. *Journal of Learning Disabilities*, 53(5), 332-342. <https://doi.org/10.1177/0022219420915867> (Original work published 2020)
- Gerzel-Short, L., Kiru, E. W., Hsiao, Y.-J., Hovey, K. A., Wei, Y., & Miller, R. D. (2019). Engaging Culturally and Linguistically Diverse Families of Children with Disabilities. *Intervention in School and Clinic*, 55(2), 120–126. <https://doi.org/10.1177/1053451219837637>

- Johnson, E., Mellard, D. F., Fuchs, D., & McKnight, M. A. (2006). *Responsiveness to Intervention (RTI): How to Do It. [RTI Manual]*. National Research Center on Learning Disabilities. <https://eric.ed.gov/?id=ED496979>
- Polirstok, S., & Hogan, J. A. (2024). Implementation of RtI as a Part of Multi-Tiered Systems of Support: What Teachers, Administrators, and Teacher Educators Need to Know. *Excelsior: Leadership in Teaching and Learning*, 16(2), 5-21. <https://doi.org/10.14305/jn.19440413.2024.16.2.05> CCBY.
- Roberts, J.L., & Inman, T.F. (2023). *Strategies for Differentiating Instruction: Best Practices for the Classroom* (4th ed.). Routledge. <https://doi.org/10.4324/9781003330561>
- Sanders-Smith, S. C., Smith-Bonahue, T. M., Cordoba, T. E., & Soutullo, O. R. (2019). Shifting perspectives: Preservice teacher preparation in family engagement. *Journal of Early Childhood Teacher Education*, 40(3), 221–237. <https://doi.org/10.1080/10901027.2018.1557765>
- Smith, T. E., & Sheridan, S. M. (2019). The Effects of Teacher Training on Teachers' Family-Engagement Practices, Attitudes, and Knowledge: A Meta-analysis. *Journal of Educational and Psychological Consultation*, 29(2), 128–157. <https://doi-org.tamusa.idm.oclc.org/10.1080/10474412.2018.1460725>