

**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.tamus.idm.oclc.org/10.1080/10474412.2018.1460725>