

INTERVENTION SPECIALIST (ISE)

ISE 243 Positive Learning Environment 3 sem. hrs.

This course presents theories and strategies for identifying, implementing, and assessing effective interpersonal skills in diverse educational and social settings. Content focuses on two major concepts: a) strategies to develop positive and supportive learning environments which value diverse needs of students, and b) behaviors and interventions which may interfere with positive learning and social experiences. Ethical, legal, and social guidelines/implications are presented. Interventions based on cognitive, humanistic, behavioral, and psychological theories are presented and applied through a case study approach. Field experience required. Offered every semester. Prerequisite: EDUC 107, 206, 264, and sophomore standing.

ISE 245 Family, Schools, and Community 2 sem. hrs.

This course examines the dynamics and relationships of family, school, and community structures. Theories and strategies to enhance parent-professional collaboration and communication skills are presented and practiced. Course examines support systems in schools and communities, family networking, and specific skills to increase understanding of the impact of lifelong disabilities on family members. Course emphasizes importance of sensitivity towards differences in cultural/linguistic and social backgrounds in addition to varied family structures and needs. Students meet with parents and professionals to observe and practice collaboration skills in planning individualized intervention programs. Field experience required. Offered every semester. Prerequisites: EDUC 107, 206, 264, and sophomore standing.

ISE 319 Curr/Intervention Strategies 3 sem. hrs.

Study of curriculum development and intervention practices for young children with moderate-intensive disabilities. Course emphasizes collaborative partnership of professional disciplines and the child's family, in planning and implementing curricula and interventions. Course presents curriculum models and intervention methodologies based on developmentally and individually appropriate practices for the young child. Field experience required. Offered fall and spring semesters.

ISE 340 Augment/Assist Technologies 2 sem. hrs.

Course examines assessment, planning, and intervention services for students requiring adaptive systems for communication and daily living needs. Analysis of cognitive-social, -sensory, -motor abilities and related requirements necessary for development of functional communication skills. Guidelines for assessment, selection, and implementation of communication devices or systems for academic, functional skills, daily living, and vocational skills are presented. Communication systems presented include sign/manual communication, Braille, picture and symbol systems, communication boards and aides, and electronic devices. Assistive technology, including adapted switches, keyboards, environmental controls, and training devices are studied and applied. Course applies principles of positioning/handling and adaptive equipment. Offered fall and spring semesters.

ISE 341 Elem Educ Assess/Plan 3 sem. hrs.

This course examines general and specific components of assessment and planning for P-5 elementary students with exceptionalities and their families. Assessment issues related to typical and atypical development, identification of exceptionalities and at-risk characteristics, interpretation of information, development and planning of individualized intervention programs and family service plans, program evaluation, and student monitoring will be included. Formal and informal assessments, including standardized testing, observation, family-centered, curriculum-based, play-based, and ecological inventories will be examined. The course includes hands-on experiences in assessment administration, program planning/strategy development based on assessment data, and communication strategies in reporting and interpreting information to family and professional team members. Structured field experience required. Offered fall and spring semesters.

ISE 342 Assessment/Planning:Inter Spec 3 sem. hrs.

Course examines components of assessment and planning for students with exceptionalities and their families. Assessment issues related to definitions/identification, interpretation of information, development and planning of individualized intervention programs, program evaluation, and student monitoring will be included. Formal and informal procedures, including academic domains and environmental inventories, will be examined. Course includes hands-on experiences in assessment, program plans, and communication strategies for family and team members. Current trends and issues, including curriculum-based measurement and evaluation, inter- and trans-disciplinary team collaboration, cultural-linguistic differences, and legal-ethical implications will be emphasized. Field experience required. Offered every fall semester.

ISE 344 Curri/Interv Strat:Mod/Intens 3 sem. hrs.

Study of curriculum development and intervention practices for individuals with moderate/intensive disabilities. Emphasis is on individualized decision-making for selection, development and sequence of instruction for persons with significant cognitive, social-emotional, motoric, health, sensory, communicative, cultural/linguistic differences, or multiple needs. Course will present curriculum models, instructional and intervention strategies which are focused toward socially valued, community based, life span approaches. Task analysis, systematic planning, and program implementation based on team-based, functional and ecological assessments will be examined and practiced through extensive practicum experience using case study analysis. Field experience required. Offered every spring semester.

ISE 345 Tran: Planning/Intervention 2 sem. hrs.

Course examines issues of assessment and development of community-based, life span programs for persons with disabilities. Issues covered include transitions from school to work/community needs, career/vocational planning and objectives, advocacy roles, collaboration with family members, educators, and community agencies for planning and delivery of services, parent-professional communication skills. Course includes application of environmental/ecological approach using domestic, vocational, recreational leisure, and community needs. Assessment and programming issues for transitions are practiced. Participation in community-based programs will be completed. Field experience required. Offered every fall semester.

ISE 346 FuncLifeSkillsStud w/Spec Nds 3 sem. hrs.

Practicum-based course focuses on development of materials, accommodations, instructional strategies, and individualized intervention plans for teaching functional academics, social-communication skills, and independent community-based life skills for the P-12 range of students with moderate-intensive disabilities. Candidates apply current best practice assessment and intervention approaches, including team-based, systematic planning and program implementation, assistive technologies, sensory aids, functional behavioral assessments, ecological inventories, and a range of positive behavior supports in extensive practicum experiences. Candidates develop and implement database intervention plans in school and community-based settings. Field experience required. Offered every spring semester.

ISE 347 Sens/Motor/Hlth Intervent 3 sem. hrs.

Course examines range of service needs and programs for students with significant sensory and/or physical impairments, using a transdisciplinary team approach. Problem-solving approaches and decision-making models for use of adaptive materials, equipment, and intervention techniques are examined for assessment, planning, and service delivery. Approaches, devices, and systems for social, communicative, educational, and functional daily living skills are presented. Guidelines and techniques for adaptive equipment, positioning, oral-motor eating skills, recreational-leisure activities, academic functioning, and social communication are introduced. Field-based experience with therapist/educator teams required. Offered every semester.

ISE 348 LA & SS MethodforStudw/Spec Nd 3 sem. hrs.

Course explores instructional strategies and material adaptations for students with mild to moderate disabilities. Candidates will be shown how to teach students language arts and social studies through the learning-discovery process of the subject matter to be taught. Candidates will learn how to create, develop and teach lessons to meet the individualized needs of all students. Candidates will learn how to make accommodations in the general curriculum to provide differentiated instruction using language arts and social studies state content standards. There is a field experience component to the course where candidates will apply course content in instructional settings. Field experience required. Offered every fall semester.

ISE 349 Math/Sci Meth for Stud w/Sp Nd 3 sem. hrs.

Course explores instructional strategies and material adaptations for students with mild to moderate disabilities. Candidates will be shown how to teach students mathematics and science through the learning-discovery process of the subject matter to be taught. Candidates will learn how to create, develop and teach lessons to meet the individualized needs of all students. Candidates will learn how to make accommodations in the general curriculum to provide differentiated instruction using mathematics and science state content standards. There is a field experience component to the course where candidates will apply course content in instructional settings. Field experience required. Offered every spring semester.