

VIEWPOINTS ON INTERVENTIONS FOR LEARNERS WITH DISABILITIES

Edited by Festus E. Obiakor
and Jeffrey P. Bakken

ADVANCES IN
SPECIAL EDUCATION

VOLUME 33

VIEWPOINTS ON INTERVENTIONS FOR LEARNERS WITH DISABILITIES

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About the Editors

Festus E. Obiakor, Ph.D., is the Chief Executive Manager, Sunny Educational Consulting, Shorewood, Wisconsin. He has served as Department Head and Professor, Valdosta State University, Valdosta, Georgia and The City College of New York, New York. A Teacher, Scholar, Leader, and Consultant, he has served as Distinguished Visiting Professor at a variety of universities. He is the author of more than 150 publications, including books, articles, and commentaries; and he has presented papers at many national and international conferences. He serves on the editorial boards of reputable nationally and internationally refereed journals, including *Multicultural Learning and Teaching* in which he serves as executive editor. Dr. Obiakor is a leader who has been involved in many landmark scholarly works in the fields of general and special education, with particular focus on African American and other culturally and linguistically diverse learners and he continues to prescribe multidimensional methods of assessment, teaching, and intervention for these individuals. Based on this premise, Dr. Obiakor created the comprehensive support model, an intervention model that values the collaborative, consultative, and cooperative energies of students, families, teachers/service providers, communities, and government agencies.

Dr. Jeffrey P. Bakken, Ph.D., is the Associate Provost for Research and Dean of the Graduate School at Bradley University. He has a Bachelor's Degree in Elementary Education from the University of Wisconsin-LaCrosse, and Graduate Degrees in the area of Special Education-Learning Disabilities from Purdue University. His areas of interest include the following: response to intervention, collaboration, teacher effectiveness, assessment, learning strategies, technology, smart classrooms, smart universities, and smart pedagogy. He has written more than 170 academic publications that include books, chapters, journal articles, proceedings at international conferences, audio tapes, encyclopedia articles, and has made 235 presentations at the international/national and regional/state conferences.

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Preface

As a construct, “intervention” indicates mediation, remediation, or proactive action that can be intentional, unintentional, systemic, or individualistic. And as a topic, intervention has changed over the years from its first introduction in clinical psychotherapy, psychology, and psychiatry to affect human behavior. Today, it has become a popular topic in general and special education arenas due to advocacy, legislation, research, and new pedagogical trends. In addition, this topic can be somewhat controversial depending on the disability that a child, student, or youth might have; and it can depend on the professional dispositions of those involved in the process of working with learners with disabilities. To a large extent, in general and special education, interventions involve change-oriented pragmatic efforts to solve or ameliorate problems confronting children, youth, and adults who may or may not have exceptionalities. Despite the importance of these efforts, there is no comprehensive voluminous resource that effectively addresses differential viewpoints on interventions in the field of special education. It is in this spirit that we produce this book volume titled, *Viewpoints on Interventions for Learners with Disabilities*.

It is a common fact that there continues to be difficulty in keeping up with everything in education and also be updated in all areas related to special education. This is the more reason why we are very excited about *Viewpoints on Interventions for Learners with Disabilities*. First, this book is edited and written by leaders in the field of special education and its related fields. In other words, it is an excellent resource for regular educators, special educators, administrators, mental health clinicians, school counselors, diagnosticians, psychotherapists, and psychologists, to mention a few. And second, this book contains viewpoints and perspectives that are evidence-based, research supported, and practitioner friendly. A logical extension is that it addresses how interventions have changed over time and how they have impacted direct services for learners with disabilities.

Viewpoints on Interventions for Learners with Disabilities is a book for this day and age. As indicated, we are impressed with the scholarship and clarity of our book's contributors. In Introduction, we introduce readers to viewpoints on interventions for learners with disabilities; in Chapter 1, Weiss focuses on interventions for students with learning disabilities; in Chapter 2, Brigham et al. focus on interventions for students with emotional and behavioral disorders; in Chapter 3, Bouck and Bone focus interventions for students with intellectual disabilities; in Chapter 4, Borders et al. focus on interventions for students who are deaf and hard of hearing; in Chapter 5, Kelly focuses on interventions for students with visual impairments; in Chapter 6, Stuart focuses on interventions for students with autism; in Chapter 7, Kurth et al. focus on interventions for students with severe disabilities; in Chapter 8, Canto and Eftaxas focus on interventions for students with traumatic brain injury; in Chapter 9, Bailey focuses on interventions for students with speech or language impairments; in Chapter 10, Obi focuses on interventions for students with physical disabilities and other health impairments; and in Chapter 11, in collaboration with Graves, we go beyond tradition to discuss interventions for students with disabilities.

Finally, books of this nature will not materialize without professional collaboration, consultation, and cooperation. We thank our contributors for their dedication to excellence. This book will be an excellent resource to general and special education practitioners, educator preparation professionals, and undergraduate and graduate students. In the end, we wholeheartedly thank our wives and children for their crucial support during this worthy venture.

Festus E. Obiakor
Jeffrey P. Bakken
Series Editors