

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

1-2003

C&I 410.01: Exceptionality and Classroom Management

Kathleen A. Manley-Coburn
University of Montana - Missoula

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Manley-Coburn, Kathleen A., "C&I 410.01: Exceptionality and Classroom Management" (2003). *Syllabi*. 3667.

<https://scholarworks.umt.edu/syllabi/3667>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Curriculum and Instruction 410
Exceptionality and Classroom Management
Spring 2003

Professor: Kathleen Manley-Coburn, Esq.
Office: Education 307
Email: kmanley@onewest.net
Telephone: 543-0684
Office Hours: 7-8 P.M. Thursdays, and by appointment

“Treat people as if they were what they should be, and you help them become what they are capable of becoming.” Goethe

Course Purpose

This course is required for pre-service teachers. The primary purpose for the course is a focus on classroom management, which is presented within the context of recognizing the unique characteristics of students with exceptionalities. While not all exceptional students present behavioral concerns in the classroom, effective classroom management principles often have their greatest effect on students with special challenges. Adapting and modifying the learning environment to meet individual student learning needs results in far reaching benefits for all students' instructional needs.

Course Objectives

Participants will:

- 1) Describe the ways in which perspectives on diversity and persons with disabilities affect opportunities for people with exceptionalities.
- 2) Describe the cognitive, emotional and adaptive behavioral characteristics of various disabilities included under the IDEA.
- 3) Describe various classroom accommodations which may be made to meet the needs of students with specific disabilities, diverse learning styles and cultural/language differences.
- 4) Explain the functions and describe the classroom teacher's roles and responsibilities regarding the CST and IEP, and the meetings for each.
- 5) Discuss the issue of school violence, including factors associated with this and effective preventive measures.
- 6) Demonstrate requisite reflective skills members of multidisciplinary teams must use, including the use of data driven decisions.
- 7) Define the terms classroom management and instructional management and develop a personal philosophy regarding such.
- 8) Differentiate instructional and managerial aspects of teaching and identify examples of each in various classroom scenarios.
- 9) Understand desirable classroom conditions that promote on-task student behavior and facilitate effective instruction.
- 10) Identify the nature and dynamics typically found in authoritarian, permissive, intimidating, instructional, democratic, and behavior modification based management systems.
- 11) Identify socioemotional and group process approaches to classroom management.

- 12) Evaluate a classroom situation and determine which classroom management methods would most likely effectively facilitate and maintain positive classroom conditions.
- 13) Use valid, reliable assessment measures to gather data and document student behavior and classroom interventions.

Expectations

Class participants shall comply with academic honesty policies set forth in the UM Student Conduct Code. Any violate of the Code will result in a failing grade and a letter to the Dean recommending expulsion.

All class participants will prepare for and attend all classes. While exams and group activities are primarily based on assigned readings, the exams may include material presented in class. There may be pop quizzes from time to time.

Required Texts

Gantos, J. Joey Pigza Swallowed the Key.

Shapiro, J.P. No Pity.

Smith, T. and E. Polloway (2001) Teaching Students with Special Needs in Inclusive Settings.

C&I Fac Pac, K. Manley-Coburn, UM Bookstore.

Optional Texts

Rhode, G. Jenson, W.R. and Reavis, H.K. (1993). The Tough Kid Book

Wong, H. and Wong, R. (1998) How to be an effective teacher: the first days of school.

Schedule and Assignments

- | | |
|---------|--|
| Jan. 30 | Introduction to Exceptionalities (Smith text Chaps. 1&2) |
| Feb. 6 | No Pity Chapter Seminars (10 points)
Participants will read “No Pity”, select a chapter to critique, and as a small group, present relevant information to the class in a seminar format. Participants should also prepare and bring questions for chapters they are not presenting. Participants will be graded on both presentation and questions/discussion contributions. |
| Feb. 13 | Special Education Law and Policy (Smith text Chap. 3) |
| Feb. 20 | LD, MR, ED, ADHD (Smith text Chaps. 4&5) |
| Feb. 27 | “Differential Diagnosis of Joey” research paper due at beginning of class. Using your text and two additional resources, analyze Joey’s educational |

challenges and needs. Draft an IEP for Joey, design a classroom management plan for Joey, and include home recommendations. (20 points)

Discussion of papers, catch up and review. Prepare review questions.

- Mar. 6 Exam on “No Pity”, Smith text Chaps. 1-5 and classroom presentations and discussions. (50 points)
IDEA Category Presentations group planning session. Each student will pick a disability category under the IDEA and will work with other students to present a teaching/learning unit on the disability. The focus should be on defining the disability, presenting accommodations, adaptations, modifications and classroom/instructional management techniques which specifically address the challenges associated with the disability. Internet research, literature review, simulations, movie clips, case examples, handouts and power point presentations are encouraged.
- Mar. 13 Disability Presentations (Smith text Chaps. 6-10) (20 points)
- Mar. 20 Classroom Management (Smith text Chaps. 6&13)
Instructional vs. Behavioral Management Issues (case studies)
- Ap. 3 Theories of Classroom Management
Research Paper (due April 10) (50 points)
Class participants will begin building a foundational understanding of management theory and principles by selecting a theorist to research from a list provided by the professor. Participants will present main ideas in a 4-5 page paper using standard APA 5th format, and will use a minimum of three sources. Participants will research theorists and write papers individually.
- Ap. 10 Group Demonstration (10 points)
Participants will work with other classmates who have researched the same theorist and will prepare and deliver a 10-15 minute role play and demonstration, to be followed by class discussion of the theorists principles. Participants will draft two exam questions related to their theorist to be used in evaluating participant learning.
- Ap. 17 Exam on Theorists, Demonstrations and Smith text Chaps. 6,7,12 & 13 (50 points)
- April 24 Case Studies of tough kids.
Exceptionalities and Management (case studies)
Differentiated Curriculum: One Size Does Not Fit All

May 1

Teaching/Learning Presentations

Creating Positive Learning Environments for All Students

Choose One of the Following Projects to Present to the Class:

- 1) Classroom Management Tool Kit: Essential Items for Effective Teaching
- 2) Search for Safe Schools: School Violence Update
- 3) Local Educator Survey: Behavior Management in the Real World
- 4) Teaching Gifted Students: Can it be done well in the regular classroom?
- 5) Inclusion: The Reality for Teachers and Students
Additional guidelines for the assignment will be presented in class and in the Fac Pac

May 8

Wrap Up and Review

May 15

Final Activity: Classroom Management Philosophy Statement (2-3 pages, APA format, due May 16 by 5:00 P.M.). Include your definition of classroom management, examples of strategies and creative ideas for instructional and behavioral management of All students as well as relevant information from coursework.

Address:

- 1) a personal definition of classroom management
- 2) several classroom conditions and rules that would be necessary for YOU to be an effective teacher
- 3) specific examples of how you would handle typical behavioral problems at your anticipated grade level
- 4) several proactive strategies you might use to keep your classroom and school safe
- 5) examples of adaptations, modifications or accommodations you would make for individuals with disabilities in your classroom (regarding behavioral and instructional management)
- 6) resources you might use to address behavioral challenges

You need not cite sources, references or develop a bibliography for this. Think about ways you would respond to job interview behavioral philosophy question, and approach the paper that way. You may wish to place a copy of this paper in your professional portfolio.

Evaluation

Individual Assignments

1) Diagnosis of Joey Pigza	20 points
2) Exam One	50 points
3) Exam Two	50 points
4) Theorist Paper	30 points
5) Classroom Management Philosophy Statement	50 points

Total Individual Points 200 points

Group Assignments

1) No Pity Seminar	10 points
2) Exceptionality Category Presentations	20 points
3) Final Presentations	20 points

Total Group Points 50 points

Total Points Possible 250 points

Grade Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F