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EDU 345.50: Exceptionality and Classroom Management

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University of Montana
Exceptionality and Classroom Management EDU 345
Department of Curriculum and Instruction

Spring 2021

Instructor: Molly Blakely, Ed.D.

Class Meets: Online Course

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Office Location: TBA

Office Hours: by appointment

“Effective classroom discipline... should be a means of helping students become caring, ethical individuals” (Hardin, 2008).

“Students must know that they are cared about and valued regardless of their behavior or disability” (Hardin, 2008).

“Only praise that places no judgments on a student’s character or personality makes the classroom a safe place in which students are free to try and to make mistakes” (Hardin, 2008).

Required Texts:

Bryant, D.P., Bryant, B.R., & Smith, D.D. (2020). *Teaching Students With Special Needs in Inclusive Classrooms, 2nd Edition*. SAGE Publications, Inc.

Sprick, R., Garrison, M., & Howard, L.M. (1998). *CHAMPS: A Proactive and Positive Approach to Classroom Management*. Sopris West.

Additional articles, resources, videos, podcasts, etc .will be assigned by the instructor. These will be accessible through the course Moodle site or otherwise described by the professor.

Course Description

This course is a required course for all education pre-service teachers.

The course, as described in the University of Montana course catalog, will focus on classroom management and the characteristics and instructional adaptations for exceptional learners in the general education classroom.

Course Objectives

After successful completion of this course, students will be able to:

1. Describe many of the societal barriers that prevent people with handicapping conditions from participating fully in society.
2. Describe the characteristics and potential learning issues associated with the people who have a diagnosis that would make them eligible to receive Special Education services under the Individuals with Disabilities Education Act (IDEA).
3. Describe an array of curricular adaptations and instructional methods that can be used to meet the needs of diverse learners.
4. Understand how language and culture affect learning.
5. Understand the key provisions of Part C and Part B of IDEA including but not limited to: the role parents play in Special Education; the concept and implications of “natural environments” or “least restrictive environments” (LRE); the importance and function of multi-disciplinary teams; and, the purpose and function of the Individual Family Service Plan (IFSP) and the Individual Education Plan (IEP).
6. Understand and describe the relationship between communication and inappropriate behavior.
7. Understand and describe the key aspects of Positive Behavioral Support (PBS) and Multi-Tiered Systems of Support (MTSS).
8. Describe an array of assessments, supports and intervention techniques used in PBS and MTSS.
9. Develop a class-wide and individual behavior management plan.

Expectations

Conduct Code:

Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code*. An unabridged copy of this code is available at: <http://www.umt.edu/studentaffairs/policy/code.htm>. If there are questions about how the code applies to a class activity (i.e., group work), please consult with the course instructor prior to engaging in that activity.

People-first language:

As a field, we have adopted the use of “people-first language” when referring to people with identified disabilities. That means that we emphasize the person before the disability. For example, we would say, “child with autism” not “autistic child”.

Accommodations:

I am more than happy to work with students and Disability Services for Students (DSS) to make accommodations that will facilitate student's class participation and learning. Please see me individually at the beginning of the term to make a plan for any necessary accommodations.

Student Behavior:

You are expected to actively engage in discussions, participate in activities, and submit assignments within articulated time frames. You are required to notify the instructor if you cannot submit assignments within the time frames given.

****Attending and taking part in the class discussions is essential. If irregular participation is found to be an issue with an individual student, I will request a meeting to address the problem. I reserve the right to adjust grades to reflect poor engagement and/or participation.**

All written assignments are due **at the start of class** on the assigned day. If a student is unable to meet this deadline, the student should make an alternate arrangement with the instructor--*this needs to be done prior to the actual due date.*

All written work must be: typed, double-spaced, use people-first language, use APA style guidelines, be fully referenced, and be clearly and concisely written. All written assignments will be assessed for content and writing style. **Error-free writing is expected.** Assignments received after the assigned due date will be penalized one letter grade per day late.

Course Format

All course activities have been designed to facilitate student learning and thus the acquisition of the course objectives. Student participation will be reflected in the student's final course grade.

Grading Procedures

All assignments will be scored with criteria for relevant components.

Scale:

A	95-100	C+	81-83
A-	92-94	C	78-80
B+	90-91	C-	76-77
B	87-89	D	68-75
B-	84-86	F	Below 68

ASSIGNMENTS:	% of grade
1. Discussions	10%
2. First Day of School Plan	20%
3. Quizzes	20%
4. Disability Focused Project	20%
5. Classroom Management Plan	30%
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	100%

Points Earned:

- First Day of School Plan = 100 points
- Quizzes = 25 points per quiz
- Disability Focused Project = 150 points
- Classroom Management Portfolio = 250 points
- Discussions = 25 points each

***IMPORTANT NOTE:** Teacher candidates earning a grade of D or below or are missing more than three class sessions during the ten week session, do not meet the professional behavior and competency expectations of the department.

Assignments, Quizzes and Projects

Discussions (25 points each) Each week there will be a forum discussion that requires a thorough scholarly response.

Quizzes (25 points each) There will be a five question quiz each week. Quiz content will come directly from the readings. You are expected to utilize text dependent evidence when answering the quiz questions.

First Days of School Plan (100 points)

Please describe an introductory activity you will use in your classroom and compose rules as well as procedures that you will teach. Also, please design a brief lesson plan for one of these procedures. Lastly, please select two quotes that characterize your approach to classroom management. Counselor Education students will complete a variation of this activity.

Disability-Focused Project (150 points total):

The purpose of this assignment is two-fold. First, the experience is designed to give the student more information about a topic of interest to them. This depth will balance the survey nature of the majority of the course content. Second, the assignment is meant to mirror many of the activities a teacher would engage in if they were going to have a student in their class with a disability with which they were unfamiliar. The student is to choose a specific disability and focus on that disability for all of the following components of the assignment:

Definition (40 points). Students are to select a disability to study. After students have selected a disability (**and received approval from the professor**), in no more than a page, the student is to define the disability. Depending on the disability a medical or psychological definition may be most appropriate. Included in this definition should be a statement about incident rates of the disability, if the disability affects one gender more than another, or if there is any other interesting facts about the characteristics of the population. Finally, any information about the cause of the disability should be reported.

Web Sites (40 points). More and more families are turning first and frequently to the World Wide Web to gather information about their child's disability, treatments and educational programs for their child, and for peer support. While the web can be a great source of information, there are no evaluation criteria for the information posted on a web site. Nor are there checks or safeguards for the accuracy of the information on any particular web site. Evaluate two web sites that you would recommend to parents of a child with the disability you are studying. Explain why would recommend the web site. Be as specific as possible. Next, describe one (1) web site you would *not* recommend. Explain why would *not* recommend the web site. Be as specific as possible. Make sure to include the web site's address in your report.

Intervention Strategies (70 points). Although there are no "disability-specific" intervention strategies, many strategies have been developed to remediate the needs of a particular population or have been extensively tested with a particular population. You are to identify and describe two (2) educational interventions that have been empirically

validated and are effective with your population. You must describe what the intervention teaches and the steps of the intervention.

Classroom Management Portfolio (250 points)

Construct a portfolio that includes all aspects and necessary elements to run an effective classroom with a diverse group of students. Further details will be given in class.

Counselor Education students will complete a variation of this activity.

* Syllabus Subject to Change

Course Schedule

DATE	DUE This Class Meeting	TOPICS
Week 1 Jan 11	Discussion	Introductions Course Overview
Week 2 Jan 18	Read: Bryant Ch. 1 Quiz Discussion	Inclusive Teaching and Origins of Special Education
Week 3 Jan 25	Read: Bryant Ch. 2 Quiz Discussion	MTSS and RTI Identification Process
Week 4 Feb 1	Read: Bryant Ch. 5 Quiz Discussion	High Incidence Disabilities
Week 5 Feb 8	Read: Bryant Ch. 6 Quiz Discussion	Low Incidence Disabilities
Week 6 Feb 15	Read: Bryant Ch. 3 & 4 Quiz Discussion	Culturally and Linguistically Diverse Learners and Families
Week 7 Feb 22	Read: Bryant Ch. 8 & 9 Quiz Discussion Disability Focused Project Due	Assessment and Data- Based Decisions

Week 8 Mar 1	Read: Bryant Ch. 10 & Sprick Module 1 Quiz Discussion	Promoting Positive Behavior and Classroom Structure
Week 9 Mar 8	Read: Sprick Module 2 & 3 Quiz Discussion	Classroom Expectations and Organization
Week 10 Mar 15	Read: Sprick Module 4 & 5 Quiz Discussion First Day of School Plan Due	Planning, Motivation and Positive Reinforcement
Week 11 Mar 22	Read: Sprick Module 7 Quiz Discussion	Modes of Consequences and Punishment
Week 12 Mar 29	Read: Sprick Module 8 Quiz Discussion	Class-wide Motivation Systems
Week 13 Apr 5	Read: Sprick Module 6 Quiz Discussion	Monitoring and Revising Classroom Plans
Week 14 Apr 12	Read: TBA Quiz Discussion	Teach Like A Champion
Week 15 Apr 19	Discussion Work on Classroom Management Portfolio	
Week 16 Apr 26	FINAL: Classroom Management Portfolio Due	