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### C&I 410.01: Exceptionality and Classroom Management

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University of Montana—Missoula  
Department of Curriculum and Instruction

**C&I 410: Exceptionality and Classroom Management (3 cr.)**  
**Spring 2007**  
**R 4:10-7:00pm**  
**Education, Room 215**

Instructor: **Ann N. Garfinkle, Ph.D.**  
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Office: Education 307  
Office hours: T 3:30-4:30 and by appointment

**Prerequisite: C&I 200 and admission to the Teacher Education Program**

Texts

**Required:**

Gantos, J. (1998). *Joey Pigza Swallowed the Key*. New York, NY: HarperTrophy.

Smith, T. E., Polloway, E., Patton, J. R., & Dowdy, C. A. (2004). *Teaching Students with Special Needs in Inclusive Settings*. Boston, MA: Allyn and Bacon.

*Additional texts will be assigned by the instructor.*

**Supplemental:**

Shapiro, J. P. (1994). *No Pity*. New York, NY: Three Rivers Press.

**Recommended:**

American Psychological Association (2001). *Publication Manual of the American Psychological Association, 5<sup>th</sup> edition*. Washington DC: American Psychological Association.

Strunk, W. & White, E. B. (2000). *The Elements of Style, 4<sup>th</sup> edition*. Boston, MA: Pearson Allyn and Bacon.

Course Description

**This course is a required course for all elementary and secondary 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 regular 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 Individualize 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).
8. Describe an array of assessments, supports and intervention techniques used in PBS.
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”. For a more elaborate description of the language to use when describing people with disabilities, please consult page 69 of the *Publication Manual of the American Psychological*

*Association, 5<sup>th</sup> edition* (APA, 2001). Or the information packet distributed on the first day of class.

### **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 these accommodations.

### **Student Behavior:**

In general, students are expected to attend each class session. Students should have completed assignments prior to the class session (this includes assigned reading). Students should be prepared to participate in a variety of learning activities including small and large group discussions.

There may be guest speakers in this course. These volunteer speakers may be people from the University or the community with expertise in a particular area. Whenever there are guest speakers, students are expected to be attentive, courteous, and polite. Failure to behave accordingly will affect the student's class participation grade.

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*. **No late assignments will be accepted.**

All written work must be: typed (unless completed in the context of a class session or otherwise specified), double-spaced (unless completed in the context of a class session or otherwise specified), use people-first language, use APA style guidelines, be fully referenced, and be clearly and concisely written.

### Course Format

This course will utilize a variety of instructional strategies, including but not limited to: large and small group discussions; instructor and student lead topics; and individual and group learning activities. All course activities have been designed to facilitate student learning and thus the acquisition of the course objectives. Thus, both student attendance and student participation will be reflected in the student's final course grade.

### Grading Policy

There 1,000<sup>1</sup> possible points for this course. Grades are earned as follows:  
93%-100% (925-1000 points) = A

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<sup>1</sup> There are possibilities for students to earn extra credit in this class. Thus students may earn more than 1,000 points.

83%-92% (825-924 points) = B  
 73%-82% (725-824 points) = C  
 63%-72% (625-724 points) = D  
 62% or lower (fewer than 624 points) = F

### Summary of Assignments and Associated Weighting

<u>Activity</u>	<u>Points</u>
<b>Class Attendance</b> (28 class sessions x 5 points/session)	<b>140</b>
<b>Class Participation</b> (28 class sessions x 5 points/session)	<b>140</b>
<b>Semester-long “expert” project</b> (definition, 30 points; web sites, 40 points; family perspective, 65 points; behavior support plan, 50 points; critique of media portrayal, 40 points; intervention strategies, 75 points; poster, 20 points; and, synthesis, 50 points)	<b>370</b>
<b>Quizzes</b> (2 quizzes x 75 points each)	<b>150</b>
<b>Comprehensive Final Exam</b>	<b><u>200</u> 1,000 points</b>

### Assignment Description

#### **Semester-long “expert” project:**

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 (i.e., autism, Down syndrome, Prader Willi syndrome, Low Vision, deafness, etc.) and focus on that disability for all of the following assignments. *Assignments will first be due when stated below and as noted on the course schedule at the back of this document. Students will receive feedback and a grade on this first turn-in. Students may turn in a revised assignment one week after they receive their graded work back. The revision will be re-graded (If turning in a revision, the student must also turn in their first submission.). The grade on the revision will never be lower than the original grade and if higher will take the place of the original grade. In order to get credit for each assignment, it must be turned in on the first due date.*

**Definition (30 points).** Students are encouraged to consult page 7 of the Smith text and use the information in Table 1.1 to select a disability to study. After students

have selected a disability, 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.

Initial turn in: 2/1

**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. Using the information for evaluating web sites found at <http://library.albany.edu/internet/evaluate.html> find two (2) 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 you report. This entire assignment should take no more than two pages.

Initial turn in: 2/8

**Family Perspective (65 points).** The field of Special Education would not exist if it were not for the advocacy work done by parents of children with special needs. Parents are important team members and must, by law, be included in the planning for their child's educational program. Thus, the perspective that family members bring to special education and the disabilities studies fields is invaluable. For this assignment, you are to read a book written by a family member (usually by a parent) of a child that has the disability on which you are focusing. After you have read the book, you will write a summary and reflection of the book. The summary should be no more than one (1) page and include an overview of the book. The reflection should be no more than three (3) pages and should include you reactions to the content of the book. Make sure to include what you found most interesting about the book, what was most challenging about the content of the book, how the information either supported or contradicted the other information you have already learned about the disability, and what information the book contained that would be important for teachers to know. Make sure to include the full reference for the book with your report.

Initial turn in: 3/1

**Behavior Support Plan (50 points).** The current version of IDEA stipulates that a functional analysis of problem behavior must be conducted and an individualized behavior plan must be used for children with disabilities and also with challenging behavior. For this assignment, you will be given a scenario about a child with the

disability you are studying. The scenario will describe the child's challenging behavior. From the information provided in the scenario you will determine the form of the behavior and make a hypothesis about the function of the behavior. Finally you will develop a behavior plan for the child. This plan will describe specific interventions you would use to decrease the child's inappropriate behavior. This assignment should be no more than 3 pages long.

Initial turn in: 3/15

***Critique of media portrayal (40 points).*** In our society, many people have seen movies and television shows about people with disabilities or read accounts in news magazines or other media outlets. In many cases, people's views of disability are formed only by these media accounts, not by direct experience or reading of the scientific literature. For this assignment you are to view or read something that was produced by the media for the lay person. In no more than two (2) pages you are to describe how the portrayal of the person with the disability either supported or contradicted the other information you have already learned about the disability. Include what advice would you have for the writer, director, etc. if s/he were going to make a remake/rewrite.

Initial turn in: 4/5

***Intervention Strategies (75 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 one (1) educational intervention that has been empirically validated and is effective with your population. You must describe what the intervention teaches and the steps of the intervention. You must use an intervention article (not a chapter or review article) published in a peer-reviewed journal (i.e., *The Journal of Special Education*, *The Journal of Applied Behavior Analysis*, *The Journal of Early Intervention*, *Topics in Early Childhood Special Education*, *The Journal of the Severely Handicapped*, *The Journal of Positive Behavior Supports*, *The Journal of Autism and Developmental Disabilities*, etc.). This report should be no longer than one (1) page. Make sure to include the full reference of the article and a photocopy of the abstract/ first page of the article with your report. Do not critique the scientific rigor of the article.

Initial turn in: 4/19

***Poster (20 points).*** When you attend a professional conference, there are usually poster sessions where projects display the results of conference participant's work. You are going to make a poster that communicates to the other students in the class the key information you learned about the disability you studied. It is up to you to include what you want, but the goal is to educate your classmates about the disability and beyond what they were exposed to in the text book. Remember your audience—these are future teachers—give them information that will be interesting and important to them. During the poster session, you will stand near your poster and answer questions the students have

as they look at your poster. You may be as creative as you like, but you will be graded on clarity of presentation and quality and relevance of information.

ONLY TURN IN: 5/3

**Synthesis (20 points).** In no more than a page you are to bring together the information you learned from each of the prior assignments. This is a synthesis, not a restatement. Thus, you should communicate the *gestalt of what you learned from all the assignments, not what you learned from each particular assignment.* In your conclusion, explain how and why this information is important for regular/general education teachers.

ONLY TURN IN: 5/3

### **Quizzes:**

There are two quizzes worth 75 points each. All quizzes will have the same format: a terms and concepts definition section and an application section. A study guide will be provided one week prior to each quiz.

### **Cumulative final examination:**

The purpose of the final is to allow the student to synthesize the information learned throughout the entire semester. The format of the final will be different than that of the quizzes in that it will be more conceptual and will require the student to be analytical in his/her thinking about the course content. A study guide will be provided and some class time will be used to review for the final.

### Extra Credit

There are three ways to earn extra credit in this course:

- 1) You may read any chapter in the book *No Pity* (Shapiro, 1994) and write a one page summary of the chapter. The final paragraph of the summary should make explicit how the content in the chapter relates to the course content. Five (5) points maximum possible for each chapter.
- 2) You may observe a setting where there are people (children or adults) with disabilities. This may be in a Special Education classroom or a Special Olympics event, etc. (The instructor will not organize these outings, but it is advisable for students to clear the observation with the instructor prior to the observation.) Write a one page summary of the observation including when and where the observation took place. The final paragraph of the summary should make explicit how the observation relates to the course content. Five (5) points maximum possible for each observation.
- 3) There are often on-campus lectures (through a variety of departments) that relate to the course material. The instructor will try and announce any such lectures.



You may attend these lectures and write a one page summary of the lecture. The final paragraph of the summary should make explicit how the content in the lecture relates to the course content. Five (5) points maximum possible for each chapter.

### Course Schedule

<b>Week (Date)</b>	<b>Topic and Reading Due</b>	<b>Assignments Due</b>
1 1/25	<i>Topic:</i> Introduction to Course Requirements and Course Content	--
2 2/1	<i>Topic:</i> Collaboration with Professionals and Families <i>Reading:</i> Chapters 2 and 3	<b><u>Definition</u> for semester-long “expert” project</b>
3 2/8	<i>Topic:</i> Positive Behavioral Support (PBS) <i>Reading:</i> Chapter 14	<b><u>Web sites</u> for semester-long “expert” project</b>
4 2/15	<i>Topic:</i> PBS <i>Reading:</i> start reading <i>Joey Pigza</i>	<b>NO CLASS</b>
5 2/22	<i>Topic:</i> -- <i>Reading:</i> --	<b>Quiz 1</b>
6 3/1	<i>Topic:</i> PBS <i>Reading:</i> --	<b><u>Family Perspective</u> for semester-long “expert” project</b>
7 3/8	<i>Topic:</i> PBS <i>Reading:</i> --	--
8 3/15	<i>Topic:</i> High Incidence Disabilities—AD/HD <i>Reading:</i> Chapter 5	<b><u>Behavior Support Plan</u> for semester-long “expert” project</b>
9 3/22	<i>Topic:</i> High Incidence Disabilities--LD <i>Reading:</i> Chapter 6	--

10 3/29	<b>Spring Break</b>	<b>Spring Break</b>
11 4/5	<i>Topic:</i> High Incidence Disabilities—E/BD <i>Reading:</i> Chapter 7	<b><u>Critique of media portrayal</u> for semester-long “expert” project</b>
12 4/12		<b>Quiz 2</b>
13 4/19	<i>Topic:</i> Low Incidence Disabilities—MR and Sensory Impairments <i>Reading:</i> Chapters 8 and 9	<b><u>Intervention Strategies</u> for semester-long “expert” project</b>
14 4/26	<i>Topic:</i> Low Incidence Disabilities—autism <i>Reading:</i> pp 286-299	--
15 5/3		<b>Poster Presentations, Summary, and All extra-credit</b>
16 5/10	<b>Finals Week</b>	<b>Finals Week</b>