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C&I 410.03: Exceptionality and Classroom Management

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CURRICULUM AND INSTRUCTION 410
EXCEPTIONALITY AND CLASSROOM MANAGEMENT
Fall 2008

Instructor: Trent Atkins, Ph.D.

Class Meets: Tuesday, 4:10 p.m. – 7 p.m. in Education 314

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Office Location: Education 302

Office Hours: Tuesday 3-4 p.m. and Thursday 3-4 p.m.

Course Purpose:

C&I 410 “Exceptionality and Classroom Management” is a required course for elementary and secondary pre-service teachers and counselors. The primary purpose of the course is “a focus on classroom management” which is presented within the context of recognizing the unique characteristics of students with disabilities. While not all students with disabilities pose behavioral concerns in the classroom, effective classroom management principles often have their greatest effect on students with learning and behavioral challenges. The benefits of adapting and modifying the learning environment to meet individual learning needs have far-reaching implications for effective instruction for ALL students.

Course Objectives: Participants in this course will be able to:

1. Describe how perspectives on diversity and disability influence opportunities for individuals with exceptionalities.
2. Describe the cognitive and adaptive behavioral characteristics of various exceptionalities as defined by IDEA.
3. Exemplify an array of classroom accommodations that can be made to meet the needs of students with specific disabilities, diverse learning styles and cultural/language differences.
4. Explain the functions of the Child Study Teams (CSTs) and Individual Education Programs (IEPs), Response-to-Intervention (RtI) and describe the roles and responsibilities of the classroom teacher in each.
5. Discuss the prevalence of school violence and describe factors associated with the occurrence of school violence.
6. Demonstrate skills as a reflective member of a multidisciplinary team who promotes data-driven decisions regarding educational programming for exceptional learners.
7. Define the terms *classroom management* and *instructional management* and relate the role of effective management to a personal behavior management philosophy.
8. Differentiate instructional and managerial dimensions of teaching and identify examples of each in typical classroom scenarios.
9. Specify classroom conditions deemed desirable because they promote student on-task behavior and facilitate effective and efficient instruction.
10. Analyze a given classroom situation and select and justify the management strategy or strategies most likely to be effective in facilitating and maintaining desirable classroom conditions.
11. Use reliable and valid assessment methods for data-gathering and documentation of individual student behavior(s) and classroom interventions.

Instructional Methods:

Effective teaching methods will be modeled throughout the semester and will encompass a variety of formats including power-point facilitated lectures, small and large group problem-solving activities and role plays, videos and student-led presentations and discussions. In addition, case studies will be utilized regularly for student reflection and inquiry-based learning. The use of email correspondence with the instructor is strongly encouraged as a means of individualizing instruction. Computer-mediated instruction in the form of email communication among students and internet research will also be encouraged.

The following website: ablongman.com/sppd4e is an excellent resource to study for exams and for conducting research projects. I encourage you to visit this website and familiarize yourself with it within the first week of the semester. Not only will this website be an excellent resource for you as a student, it will also be invaluable to you as a teacher.

Disability Statement:

If you have a disability for which accommodations are needed for you to perform to your highest potential in this course, arrange a meeting with me in the first week of the semester. During this meeting we will discuss what accommodations you need and will receive in this course. Please be sure to contact me within the first week of the semester.

Course Expectations:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

It is expected that participants will attend all class sessions and will have read the assigned material prior to each session. Group activities and exams will be based on assigned readings.

Required Texts:

Smith, T., Polloway, E., Patton, J., and Dowdy, C. (2003). *Teaching Students with Special Needs IN INCLUSIVE SETTINGS*. 4th Edition (IDEA 2004 Update Edition). Needham Heights, MA: Allyn & Bacon.

Gantos, J. (1998). *Joey Pigza Swallowed the Key*. New York: Harper Collins Publishers.

Evaluation Procedures:**INDIVIDUAL ASSIGNMENTS:**

1.	Exam One:	50 points
2.	Exam Two:	50 points
3.	Attendance:	50 points
4.	Star Legacy Modules (3 @ 50 per)	150 points
5.	Final —Philosophy of Classroom Management Paper:	<u>100 points</u>
TOTAL INDIVIDUAL POINTS =		400 points

GROUP ASSIGNMENTS:

1.	Exceptionality Category Station:	50 points
2.	Behavior Management Role Play:	<u>50 points</u>
TOTAL GROUP POINTS =		100 points

TOTAL POSSIBLE POINTS = 500 points

Additional assignment for graduate students will be established on an individual basis.

*The Intervention for Joey and the Philosophy of Classroom Management papers will be assessed for content and writing style and error-free writing is expected. Papers received after the assigned due date will be penalized one letter grade per day late.

**Please note that attendance is included as part of the grade for this course. Attending and taking part in the class discussions in an appropriate fashion is essential. Extra credit quizzes and assignments along with sign-in sheets will be used to promote attendance. If irregular attendance is found to be an issue with an individual student, I will request a meeting to address the problem.

Grading Scale:

Letter Grade	Percentage
A=	93%-100%
B=	85%-92%
C=	77%-84%
D=	76% and below

Activities & Assignments/Readings		
Date	Class Activities	Assignments and Readings for Following Week
Week 1 (August 26)	Introduction to the course and Introduction to Special Education	Smith, Chpts. 1 and 2
Week 2 (Sept. 2)	Presentation (P) and Discussion (D) Smith Chpts. 1 and 2.	Read Smith Chpts. 3, and 4 and Response to Intervention (Rtl) article (posted to Blackboard)
Week 3 (Sept. 9)	P and D of Response-to-Intervention	Read Smith Chpts. 5, 6 and 7
Week 4 (Sept. 16)	STAR LEGACY MODULE #1: <i>You're in Charge</i>* (assessment is due on Sept. 25)	Read Smith Chpts. 5 , 6 and 7
Week 5 (Sept. 23)	P and D of Chpts. 5, 6, and 7, and Behavior Intervention Plans Video: FAT City Seminar on Instruction	Prepare for Exam #1 (50 points) (Smith Chpts. 1 – 7 and Rtl)
Week 6 (Sept. 30)	Finish P and D of 5, 6 and 7	Read Smith Chpts. 8 and 10
Week 7 (Oct. 7)	Exam #1 P and D of Smith Chpts. 8 and 10	Read Smith Chpts. 12 and 13 and Saints and the Roughnecks (posted to Blackboard)
Week 8 (Oct. 14)	STAR LEGACY MODULE #2: <i>Addressing Disruptive and Non-Compliant Behaviors Part 1</i>* (assessment is due on Oct. 23)	Group Assignment #1 (50 points) Prepare a "station" for Exceptionality Category
Week 9 (Oct. 21)	Exceptionality Categorical Stations	Finish Reading <i>Joey Pigza</i>
Week 10 (Oct. 28)	Pand D of Classroom Management Video: FAT City Seminar on Behavior	Read Smith Chpt. 14, 15 and 16 and other readings TBD
Week 11 (Nov. 4)	NO CLASS ELECTION DAY	
Week 12 (Nov. 11)	NO CLASS VETERAN'S DAY	
Week 13 (Nov. 18)	P and D of Classroom Management and work in groups for Behavior Management Role Play	Prepare for Exam #2 (50 points) (Joey Pigza and Behavioral Interventions)
Week 14 (Nov. 25)	STAR LEGACY MODULE #3: <i>Addressing Disruptive and Non-Compliant Behaviors Part 2</i>* (assessment is due on Nov. 27)	Group Assignment #2 (50 points) Behavior Management Role Plays (directions and scenarios TBA) (15 minute limit)
Week 15 (Dec. 2)	Exam #2 Behavior Management Role Plays	Prepare Final Philosophy Paper (100 points) directions attached
Final (Dec 9)	Final Paper Due Tuesday December 9, between 4:10 p.m. and 7:00 p.m. in 314 Education	

*** Note: The STAR LEGACY Modules are not optional assignments. You must complete and turn in the *assessment* section of the modules.**

FINAL ACTIVITY: Philosophy of Classroom Management Paper (6-8 pages APA format). The paper is to include a definition of classroom management, examples of strategies and creative ideas for instructional and behavioral management of ALL students as well as relevant information from class presentations. The following grading rubric will provide you with important information for this final assignment:

**Due: December 9, 2008 between 4:10 p.m. and 7:00 p.m.
100 points**

In this 6-8 page paper (double-spaced) you need to address the following:

1. a definition of classroom management and each of the dimensions
2. several classroom conditions, rules and proactive strategies that would be necessary for YOU (i.e. grade level and subject area) to be an effective teacher and to make your classroom and school safe (these should address the dimensions)
3. Describe your triangle. What are your universal, secondary and universal approaches?
4. several resources you would use to address challenging behaviors
5. examples of adaptations, modifications or accommodations you would make for individuals with learning needs or challenges in your classroom (with respect to behavioral and instructional management).

Since you will cite sources in the text of your paper, include a bibliography or list of references. Since this is a philosophy paper, feel free to use first person and state your ideas as you might in a job interview. Do keep a copy for your professional portfolio that is graded at the end of the semester you student teach.