

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi, 2021-2025

---

Spring 2-1-2023

### EDU 345.01: Exceptionality and Classroom Management

Scott R. Hohnstein

scott.hohnstein@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

Let us know how access to this document benefits you.

---

#### Recommended Citation

Hohnstein, Scott R., "EDU 345.01: Exceptionality and Classroom Management" (2023). *University of Montana Course Syllabi, 2021-2025*. 1042.

<https://scholarworks.umt.edu/syllabi2021-2025/1042>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

# **EDU 345.01 (CRN: 30280)**

## **Exceptionality and Classroom Management**

### **Spring 2023**

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispell people. We honor the path they have always shown us in caring for this place for the generations to come.

#### **Course Information**

Thursdays 4:00-6:50

Phyllis J. Washington Education Center (PJWEC) 314

**Office:** Zoom Meeting Room

**Professor:** Scott Hohnstein, Ed.D.

**Virtual Office Hours:** by arrangement

**Personal meeting room zoom link**

<https://umontana.zoom.us/j/3022763295>

**Email:** scott.hohnstein@mso.umt.edu

#### **1. Course Welcome and Description**

Welcome to EDU 345: Exceptionality and Classroom Management! Thank you for enrolling in this class. I am honored to be working alongside you. This course is required for all secondary pre-service teachers and is a pre-requisite for counselor education graduate students. We will focus on elements of classroom management as well as strategies to optimize learning outcomes for students of all abilities in the general education classroom. This promises to be an enriching and productive semester.

#### **2. Course Objectives:**

Participants in the course will be able to:

1. describe the dimensions and specific techniques related to classroom management;
2. develop frameworks for implementing rules and procedures at the onset of the school year;
3. identify the cognitive and behavioral characteristics of exceptionalities as well as the Principles of the Individuals with Disabilities Act (IDEA);
4. explain the function of Individual Education Programs (IEP) as well as Response to Intervention (RTI) strategies and discern the roles of the classroom teacher in each;
5. cultivate instructional methods and adaptations as well as an array of curricular content including Indian Education for All to meet the needs of all learners;
6. utilize resources supported by Universal Design for Learning (UDL) to embolden lessons that meet the needs of all learners;
7. understand the key aspects of School-Wide Systems of Support;
8. integrate Functional Behavioral Assessments (FBA) to support positive behavior;
9. analyze classroom situations and justify effective management strategies to facilitate and maintain desirable classroom conditions;
10. construct a personal classroom management plan.

### **3. Instruction and Accommodations**

A variety of instructional methods will be used throughout this course including cooperative activities, discussions, Power Points as well as role plays and student-led presentations. Students who need individualized accommodations due to a disability are encouraged to contact the instructor or the campus Office for Disability Equity at <http://www.umt.edu/dss/>.

### **4. Course Expectations**

All students will be expected to comply with the academic honesty policies described in the *University of Montana Student Conduct Code*. You can find this document at the following website: <http://www.umt.edu/student-affairs/dean-of-students/default.php>. Academic misconduct is subject to academic penalty and/or disciplinary sanction by the University.

Please note the schedule of readings and assignments on pages four and five. Please have readings and assignments completed by the beginning of class as listed. If you are unable to complete assignments by the scheduled due date, please make an alternative arrangement with Scott prior to the due date. When prior arrangements have not been made, points will be deducted for assignments that are late. Thank you for your attention to this procedure.

### **5. Person-First Language**

When referring to persons with disabilities, it is most respectful to use “person-first language.” This means that we emphasize the person before the disability. If you have questions or need to review the criteria for person-first language, please refer to the link online at <https://www.verywell.com/focus-on-the-person-first-is-good-etiquette-2161897>.

### **6. Recommended Texts**

Turnbull, A., Turnbull, R., Wehmeyer, M. & Shogren, K. (2020). *Exceptional Lives: Practice, Progress, and Dignity in Today's Schools* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

**Note:** Readings from this book and supplementary course material will be available through Moodle. You can access Moodle by visiting <http://umonline.umt.edu>.

**Course Reserve Procedures:** Copies of previous editions of our *Exceptional Lives* text as well as other resources are available to check out and reserve for this class. If you would like to reserve a book, please contact Scott.

### **7. Learning Activities**

#### **First Days of School Plan (30 points)**

Please describe an introductory activity you will use in your classroom and compose rules as well as procedures 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. Think positively!

#### **Quizzes (two @ 50 points each)**

Please complete two quizzes on readings and material discussed in class. Quizzes include a combination of multiple choice, true/false, matching, and/or short essay questions. Cultivate effort!

**Universal Design for Learning (UDL) Lesson Plan (50 points)**

While referring to the Lesson Plan Builder located at <http://lessonbuilder.cast.org/>, please construct a lesson plan that reflects the principles of UDL. Please consider engaging lessons from the Office of Public Instruction’s Indian Education for All resources at <https://opi.mt.gov/Educators/Teaching-Learning/Indian-Education-for-All/Indian-Education-Classroom-Resources>. Experience!

**Classroom Management Role Play (30 points)**

In a small group, please construct and analyze a role play for the class that addresses a particular dimension of classroom management. Embolden skills and knowledge!

**Exceptionality Station (40 points)**

Please choose an exceptionality category from a given list in order to conduct a brief multi-media informational presentation with one or two of your classmates. Lead with verve!

**Classroom Management Plan (70 points)**

In lieu of a final exam for this course, please compose a paper that illustrates your personal philosophy of classroom management. Further details will be given in class. Elevate practice!

**Attendance and Participation (15 classes x 4 points each = 60 points)**

Your attendance and participation grade will be evaluated based upon your faithful, timely attendance as well as your contributions to class activities. *Please inform Scott if you will have to miss a class before the class you will miss and contact a peer for any work missed. Whether or not your absence is excused is up to Scott’s discretion.* Unexcused absences will result in the loss of points.

Please note if you will miss a class, Scott can record the class upon request for you to view later through zoom. Please email Scott if you will miss a class and would like him to record the class for you. If you miss two or more consecutive classes due to an illness or some other unforeseen circumstances, Scott can zoom you into class during your second consecutive absence upon request. While in class, please refrain from reading or working on any other materials not related to course content during class time. Together we will learn.

**8.Summary of Points:**

First Days of School Plan	30 points
Universal Design for Learning Lesson Plan	50
Classroom Management Research Role Play	30
Exceptionality Station	40
Two Quizzes @ 50 points each	100
Classroom Management Plan	70
Attendance and Participation	<u>60</u>
	380 total points.

**Grade Breakdown**

94% and above	A	356-380 points	A
92-93%	A-	348-355	A-
89-91%	B+	337-347	B+
85-88%	B	322-336	B
82-84%	B-	310-321	B-
75-81%	C	284-309	C
65-74%	C-	246-283	C-
64% and below	No pass	245 and below	No pass

## **9.Dynamic Map of Readings, Class Activities and Due Dates:**

### **Week 1:**

January 19 Hullabaloo; Who are we? Syllabus;  
The First Days of School; Introductory Activities, Unity and the Kickball Effect;  
Developing Rules; Establishing and Modeling Procedures.

### **Week 2:**

26 Please read for today's class The Six Dimensions of Classroom Management  
on Moodle; Jigsaw the article in class;  
Principles of Behavioral Management;  
Distribute First Days of School Plan Rubric.

### **Week 3:**

February 2 **First Days of School Plan is due;**  
Applying Classroom Management Philosophies: Behaviorism;  
Love and Logical Consequences; Teacher Effectiveness Training;  
Cognitive Behavioral Modification Strategies;  
Measuring Trees and the Normal Curve Song.

### **Week 4:**

9 Please read the *Chapter One* article posted to Moodle;  
Overview and History of Special Education;  
The Individuals with Disabilities Education Act (IDEA);  
You are the teacher; The Rehabilitation Act including Section 504;  
Americans with Disabilities Act; The Six Principles of IDEA.

### **Week 5:**

16 Please read the *Chapter One* article posted to Moodle;  
The Eight Components of an Individualized Education Program (IEP);  
IEP Detective; Achievement Discrepancy Theories;  
Our Socio-culturalism Prism; Indian Education for All.

### **Week 6:**

23 **No class— Quiz 1 will be posted to Moodle at 4:00pm on Thursday,  
February 23. Please submit your completed quiz to Moodle by 4:00pm on  
Thursday, March 2nd.**

### **Week 7:**

March 2 **Quiz 1 is due.**  
Please read the *Chapter Five* article on Moodle;  
Learning Stations: Students with Learning Differences (LD); Intelligence  
Quotients (IQ); Response to Intervention (RTI); Curriculum Based  
Measurements (CBM); Universal Design for Learning (UDL);  
Distribute UDL Lesson Plan rubric.

- Week 8:**  
9 **No Class—Please consider investigating topics for your UDL lesson plan.**
- Week 9:**  
16 Please read The Attention Deficit Disorders Evaluation Scale for Secondary Students Technical Manual (ADDES-SS) article on Moodle.
- Week 10:**  
23 **No class—please enjoy Spring Break.**
- Week 11:**  
30 **Universal Design for Learning Lesson Plan is due;**  
Please read *Students with Emotional and Behavioral Differences (EBD)* article on Moodle.  
Positive Behavior Interventions and Supports (PBIS);  
Functional Behavioral Assessments (FBA);  
Exceptionality Station sign up;  
Review for quiz 2.
- Week 12:**  
April 6 **No Class—Quiz 2 will be posted to Moodle on Thursday, April 6, at 4:00pm. Please submit your completed quiz to Moodle by 4:00pm on Thursday, April 13.**
- Week 13:**  
13 Please welcome our guest speaker.  
Discuss teaching challenges and solutions;
- Week 14:**  
20 Distribute Classroom Management Research Role Play and Exceptionality Station rubrics;  
Form teams for the Classroom Management Role Plays;  
Team-building activity;  
Classroom Management Role Play and Exceptionality Station Workshop.
- Week 15:**  
27 **Classroom Management Research Role Play.**  
Discuss Classroom Management Plan Rubric.
- Week 16:**  
May 4 **Exceptionality Stations.**
- Week 17:**  
11 **Classroom Management Plan is due by 11:59pm on Thursday, May 11.**

## **10. Conceptual Framework for the University of Professional Education Programs**

Please continue to practice and share in the vision of the Phyllis J. Washington's College of Education and Human Sciences' conceptual framework according to the following three tenets:

- Integration of Ideas;
- Cooperative Endeavors;
- Respect for Diversity and Individual Worth.

## **11. Montana Professional Educator Preparation Program Standards**

This course aligns with the following indicators related to standard 10.58.510 STUDENTS WITH DISABILITIES K-12:

- (a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;
- (c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians;
- (e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement;
- (g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum;
- (h) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results;
- (j) demonstrate understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching.

## **12. Statement on Diversity, Equity, and Inclusion**

The University of Montana seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspectives, disabilities, creed, ethnicity, gender identity, gender expression, veteran status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition of its faculty, administrative professionals, staff, and students.

### **13. Interstate Assessment and Support Consortium (InTASC) Standards**

This course and corresponding activities align with the following InTASC standards and indicators.

<b>InTASC Standard</b>	<b>InTASC Standard Indicators</b>	<b>Related Course Activities</b>
Standard 2: Learning Differences	2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	In EDU 345, pre-service teachers compose Universal Design for Learning lesson plans wherein they discuss how to represent information in multiple ways while allowing students multiple ways to engage information and express their knowledge.
Standard 2: Learning Differences	2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	In EDU 345, pre-service teachers compose Universal Design for Learning lesson plans wherein they discuss how to represent information in multiple ways while allowing students multiple ways to engage information and express their knowledge.
Standard 2: Learning Differences	2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	In EDU 345, pre-service teachers compose Universal Design for Learning lesson plans wherein they discuss how to represent information in multiple ways while allowing students multiple ways to engage information and express their knowledge.
Standard 3: Learning Environments	3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	As a part of their UDL lesson plan, pre-service teachers in EDU 345 discuss how the accommodations they provide through the three tenets of universal design for learning can meet the needs of learners of all abilities and cultural and language backgrounds.
Standard 3: Learning Environments	3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.	As a part of their UDL lesson plan, pre-service teachers in EDU 345 discuss how the accommodations they provide through the three tenets of universal design for learning can meet the needs of learners of all abilities and cultural and language backgrounds.



<b>InTASC Standard</b>	<b>InTASC Standard Indicators</b>	<b>Related Course Activities</b>
Standard 3: Learning Environments	3(q) The teacher seeks to foster respectful communication among all members of the learning community.	In EDU 345, pre-service teachers create a First Days of School Plan wherein they discuss how they will build unity as well as safe and healthy communication among class members through the teaching of team-building activities as well as rules and procedures.
Standard 7: Planning for Instruction	7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	As a part of their UDL lesson plan, pre-service teachers in EDU 345 discuss how the accommodations they provide through the three tenets of universal design for learning can meet the needs of learners of all abilities and cultural and language backgrounds.
Standard 7: Planning for Instruction	7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	As a part of their UDL lesson plan, pre-service teachers in EDU 345 discuss how the accommodations they provide through the three tenets of universal design for learning can meet the needs of learners of all abilities and cultural and language backgrounds.
Standard 7: Planning for Instruction	7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	As a part of their UDL lesson plan, pre-service teachers in EDU 345 discuss how the accommodations they provide through the three tenets of universal design for learning can meet the needs of learners of all abilities and cultural and language backgrounds.
Standard 7: Planning for Instruction	7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	As a part of their UDL lesson plan, pre-service teachers in EDU 345 discuss how the accommodations they provide through the three tenets of universal design for learning can meet the needs of learners of all abilities and cultural and language backgrounds.