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

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Sections .01 & .02      **CURRICULUM AND INSTRUCTION 410**  
**EXCEPTIONALITY AND CLASSROOM MANAGEMENT**  
**Fall Semester 2002**

**Instructor - Philip Wittekiend**

**Class Meets W 4:10 – 7:00 pm in ED 314**

**Office Hours - 10:30 - 11:30 MW; 11:00 – 11:30 R; and other times by appointment**

**Office Location – ED 306**

**Phone - 243-5064      E-mail - witekend@selway**

**Course Content:**

This course is designed for regular classroom teachers, focusing on knowledge and skills related to classroom management and on ways to provide a successful educational experience for children with special needs. Upon completion of this course, students will have increased awareness about disabilities in general and their impact on the role and duties of general education teachers. Children with specific disabilities will be discussed with emphasis on teaching and management strategies as they relate to particular special needs and behaviors. Information and strategies provided will reflect an orientation of inclusion, defining the role of the classroom teacher in the special education process of prereferral, referral, identification, assessments and interventions. Additionally, this class provides regular classroom teachers with an initial introduction and understanding about special education, including the increasing responsibilities/opportunities of regular classroom teachers to work with special needs students within the regular classroom. However, classroom management strategies relate to ALL children and not necessarily only to those students in special education.

**Texts:**

Smith, T., Polloway, E., Patton, J., and Dowdy, C. (2001). Teaching Students with Special Needs IN INCLUSIVE SETTINGS. Third Edition. Needham Heights, Ma: Allyn & Bacon.

Shapiro, J. (1994). NO PITY: People with Disabilities Forging a New Civil Rights Movement. New York: Times Books (Division of Random House).

(Handouts)

**Assignments and Evaluation Criteria:**

Attendance and Participation are integral components of your final grade, as the learning goals for this course are the integration and application of theories and strategies. Thus, small and large group discussions and activities provide opportunities for connecting information and strategies to "real", relevant situations and for accessing the experiences and ideas of others.

\*\*Attendance and participation (10%)

\*\*In-class written discussion of strategies and skills that teachers can utilize to facilitate effective classroom management (20%)

\*\*Media/video review (10%)

\*\*Field experience with disabilities (10%)

Working with a child; interviewing personnel; interviewing families; interviewing a person with a disability; attending a meeting, conference, or workshop; (IDEA/PTA, CEC, TELECONFERENCE, SCHOOLS, SPECIAL OLYMPICS, OPPORTUNITY, YMCA)

\*\*Group presentation on exceptionalities (20%)

\*\*Written paper and class discussion on Joseph Shapiro book, NO PITY (20%)

\*\*Final – Objective test prepared by each group presenting on exceptionalities and a discussion question (from instructor) relative to inclusion process (10%)

## CLASS SCHEDULE AND READING ASSIGNMENTS

Week One	Introductions, Overview, Classroom Management (Chapter 13, Handouts, The First Days of School)
Week Two	Classroom Management (Handouts) (Start work on presentation area)
Week Three	Classroom Management (Handouts) (Researching presentation area)
Week Four	Complete Classroom Management (The Tough Kid Book, Chapter 12)
Week Five	(*In class written discussion on classroom management.) Why Inclusive Education? (Chapter 1)
Week Six	Strategies For Providing Inclusive Classrooms (Chapters 2 and 3)
Week Seven	Working With Families Of Students With Disabilities (Chapter 16)
Week Eight	Teaching Students With Sensory Impairments (Chapter 8) (*Media Review Due)
Week Nine	Teaching Students With Communication Disorders (Chapter 10)
Week Ten	Teaching Students With Cognitive Delays/Mental Retardation (Chapter 7)
Week Eleven	Teaching Students With Learning Disabilities (Chapter 4) (*Field Experience Paper Due)
Week Twelve	Teaching Students With Attention Deficit/Hyperactivity Disorder (Chapter 5)
Week Thirteen	Teaching Students With Emotional/Behavioral Disorders (Chapter 6)
Week Fourteen	Teaching Students With Other Low-Incidence Exceptionalities (Chapter 9 and Chapter 11)
Week Fifteen	So “Why” and “How” Inclusion? (*No Pity Paper Due)
Final Week	(*Final Exam)

**NOTE:** This schedule may be changed pending prior notice and discussion with the class. I look forward to working and learning with you, as we seek to challenge our thinking about disabilities/capabilities and about the need for children to experience acceptance, success, and ways of becoming OK in a world that is not always supportive or tolerant. And, of course, it is always a worthwhile goal to work on those things that you, as professionals, can positively influence and change in your part of the world!