

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

9-2002

C&I 410.01: Exceptionality and Classroom Management

Philip Wittekiend

University of Montana - Missoula, Philip.Wittekiend@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Wittekiend, Philip, "C&I 410.01: Exceptionality and Classroom Management" (2002). *University of Montana Course Syllabi*. 3149.

<https://scholarworks.umt.edu/syllabi/3149>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

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!