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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, 2002

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Reflections on a teacher's job:

“If a doctor, lawyer, or dentist had 30 people in his (her) office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer or dentist, without assistance, had to treat all of them with professional excellence for nine months, then he (she) might have some conception of the classrooms teacher's job.”

Donald D. Quinn in “Better Teaching” Newsletter

“To be good is noble, but to teach others how to be good is nobler- and no trouble.”

Mark Twain, Following the Equator (1897)

Course Purpose:

C&I 410 “Exceptionality and Classroom Management” is a required course for elementary and secondary pre-service teachers. 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 exceptionalities. While not all exceptional students pose behavioral concerns in the classroom, effective classroom management principles often have their greatest effect on students with special learning 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 handicappism 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 CSTs and IEPs 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 teaching 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. Describe the nature and dynamics of the authoritarian, intimidation, permissive, instructional, behavior-modification, socioemotional-climate, and group-process approaches to classroom management.
11. 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.
12. 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 roleplays, videos and student-led presentations and discussions. In addition, case studies will be utilized regularly for student reflection and inquiry-based learning. Students who need additional individualized accommodation due to a disability should contact the professor at the beginning of the course. The use of email correspondence with the instructor (kkelly@selway.umt.edu) 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.

Course Expectations:

All participants will be expected to comply with the academic honesty policies, as defined in the University of Montana Student Conduct Code. Any violation will result in a letter to the Dean recommending immediate expulsion, and a grade of "F."

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: (texts available for checkout in the Teacher Resource Center (TRC)).

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

Shapiro, J. P. (1994). No Pity. New York: Random House.

Smith, T. & E. Polloway (2001). Teaching Students with Special Needs in Inclusive Settings(3rd ed.)Boston: Allyn & Bacon.

http://cwabacon.pearsoned.com/bookbind/pubbooks/smithpolloway_ab/

C & I 410 FacPac, K. Kelly (2002) available at the UM Bookstore.

Optional Resources:

Rhode,G. Jenson, W.R., & Reavis, H.K. (1993). The tough kid book. Longmont, CO:Sopris West.

Wong, H. and R. Wong. (1998). How to be an effective teacher: The first days of school. Mountain View, CA: Harry Wong Pub.

Recommended Videos: (clips from the following videos may be viewed in class):

As Good As it Gets	Rainman
Breakfast Club	Pay it Forward
Dangerous Minds	Separate But Equal
Dead Poets Society	Schindler's List
I Am Sam	Simon Birch
Forrest Gump	Stand and Deliver
Lean on Me	Teachers

Additional films are listed in your text (p. 56) that illustrate individuals with disabilities and management strategies.

Schedule, Course Assignments, Evaluation Procedures and Grading Policy:

UNIT ONE: (September 4- October 14)

Sept. 4-Sept. 9 Introduction to Exceptionalities (Smith text Chpt. 1 & 2)

Sept. 11-18 No Pity Seminars
“No Pity” Chapter Seminars (10 points)
Participants will read the “No Pity” text and then select a chapter to critique and present relevant information to the class in a seminar format. Participants will work in small groups to prepare and present their chapter.

Sept. 23-25 Special Education Laws and Policies (Smith text Chpt.3)

- Sept. 30 – Oct. 7 LD, MR, ED, ADHD (Chapter 4 & 5 and Joey Pigza)
“Differential Diagnosis of Joey” research paper (20 points)
 Using your text and two additional sources, analyze Joey’s educational challenges and needs (IEP). Design a classroom management plan for Joey and include home recommendations.
- October 9 IDEA Category presentations: Group Planning Session
 Students will select disability categories and present a **teaching-learning unit (20-30 min.)** on one of the federally-recognized IDEA categories, focusing on accommodations, adaptations, modifications and classroom/instructional management strategies for specific challenges associated with the disability. Internet research, simulations, movie clips, case examples, handouts and power-point facilitated presentations will be encouraged.
- October 14 Examination One on "No Pity" & Smith text Chapters 1-5 (50 points)**
- October 16-28 **Disability Presentations (Smith text Chapters 6-10) (20 points)**
- UNIT TWO: (October 30- November 25)
- October 30 Classroom Management Defined (Smith text, chapt. 6 & 13)
 Instructional vs. Behavioral Management Issues (case studies)
- November 4-6 Theories of Classroom Management
 Research Paper (**Due November 11 (50 points)**)
 As a foundation to management theory and principles, participants will select a theorist to research from a list provided by the professor. Participants will then present main ideas in a three-four page paper using standard APA 5th edition format, with a minimum of three sources. Participants will research their theorists and compose research papers individually.
- November 11-13 **Group Demonstrations (10 points)**
 Participants will be grouped with several classmates who have researched the same theorist and will prepare and deliver a 10-15 minute roleplay and demonstration, followed by a brief class discussion of their theorist's principles. Participants will construct two exam questions relevant to their theorist for use in evaluating participants’ learning.
- November 18-25 Tough Kids (case studies)
 Exceptionalities and Management: Activity Matrices (case studies)
 Differentiated Curriculum: One Size Does Not Fit ALL

November 25 Examination Two on Theorists, Demonstrations and Smith text Chapters 6, 7, 12, & 13 (50 points)

December 2-11 Teaching/Learning Presentations

Teaching-Learning Projects (20 points)

"To Teach is to Learn Twice"

Creating Positive Learning Environments for ALL Students: Options (Pick ONE)

1. Classroom Management "Tool Kit": Essential Items for an Effective Teacher
2. Search for Safe Schools: School Violence Update
3. Local Educator Survey: Behavior Management in the "Trenches"
4. Teaching "Gifted" Students: Can it be done in the regular classroom?
5. Inclusion: The Reality for Students and Teachers

Additional guidelines for this assignment will be provided in class and in your facpac.

FINAL ACTIVITY: Classroom Management Philosophy Statement (2-3 pages APA format-due Dec. 16) To include definition of classroom management, examples of strategies and creative ideas for instructional and behavioral management of ALL students as well as relevant information from all class projects presented in Unit Three. The following grading rubric will provide you with important information for this final assignment:

" Professional Classroom Management Plan"

Due: Dec.16, 2002 by 5:00 p.m.

50 points

In this 2-3 page paper (double-spaced) you need to address the following:

1. a personal definition of classroom management
2. several classroom conditions and rules that would be necessary for YOU to be an effective teacher
3. specific examples of how you would handle typical behavioral concerns (related to your grade level and content area)
4. several proactive strategies you would use to keep your classroom and school safe
5. several resources you would use to address challenging behaviors
6. examples of adaptations, modifications or accommodations you would make for individuals with special learning needs or challenges in your classroom (with respect to behavioral and instructional management)

Citing sources in the text of your paper is **optional**- as is a bibliography or list of references. Since this is an philosophy paper, feel free to use first person

and state your ideas as you might in a job interview. If you would like to have your paper returned to you, please include a self-addressed, stamped envelope. Do keep a copy for your professional portfolio that is graded at the end of the semester you student teach. Thanks in advance for getting your papers in on time!

Evaluation Procedures:

INDIVIDUAL ASSIGNMENTS:

- | | | |
|----|-------------------------------------|------------------|
| 1. | Differential Diagnosis Paper | 20 points |
| 2. | Exam One : | 50 points |
| 3. | Exam Two : | 50 points |
| 4. | Management Theorist Research Paper: | 30 points |
| 5. | Philosophy of Classroom Management: | <u>50 points</u> |

TOTAL INDIVIDUAL POINTS = 200 points

GROUP ASSIGNMENTS:

- | | | |
|----------------------|--|------------------|
| 1. | No Pity Seminar: | 10 points |
| 2. | Exceptionality Categorical Presentation: | 20 points |
| 3. | Theorist Demonstrations: | 10 points |
| 4. | Final Presentations: | <u>20 points</u> |
| TOTAL GROUP POINTS = | | 50 points |

TOTAL POSSIBLE POINTS = 250points

The two research papers and the philosophy statement 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.

The three teaching-learning presentations/demonstrations will be assessed for presentation content and professional delivery of information. Group grading will be assigned. Non-participation in any of the assigned group projects or demonstrations will result in a grade of "0" for that assignment.

Grading Scale:

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