

Special Education 407  
Creating Positive Classrooms for Students with Disabilities  
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Course Description: Describe theoretical approaches and practices for creating positive classrooms with a focus on proactive classroom management. Includes strategies and practices for developing positive productive relationships with and among students, strategies and practices for maximizing student engagement and motivation, strategies and practices for supporting students in meeting classroom expectations. Strategies and practices for dealing with behavior problems in the classroom and supporting the success of all learners.

Text: Bloom, Lisa A. Classroom Management: Creating Positive Outcomes for All Learners.

**CONCEPTUAL FRAMEWORK:** The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are **inspired** to be lifelong learners, **engaged** in the community, and empowered to become leaders who strive to **transform** the future.

**Diversity Statement:** Culturally responsive classroom management is discussed and candidates are required to develop a classroom management plan which is culturally responsive. Additionally, this course deals with students with disabilities. Candidates learn to determine how culture can influence behavior and communication in the classroom.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services.

**Technology Requirements:** Students access course materials through Blackboard.

\*\*\*\*\***Pre Class Assignment**\*\*\*\*\*

**This assignment is due OCTOBER 9, 2017**

**Please read Chapters 1-12 (not 7 or 13)** prior to the start of class. Reading the chapters before class starts will ensure your active participation in class discussions and activities as well as your success on quizzes.

**Write reflections on Chapters.** Write a two – three paragraph reflection on the following 11 chapters. Each reflection should be no more than one page. Please note the chapter numbers as chapters 7 and 13 are not required.

1, 2, 3,4 ,5, 6, 8, 9, 10,11, 12

**Your reflection should include three things**

1. Two points from the chapter you found most interesting or useful.
2. A description of how each point relates to you as a teacher or future teacher.
3. A question or two that you have regarding the contents the chapter and how it applies to your teaching.

**\*\*\*\*\*In Class Assignments\*\*\*\*\***

**The following assignments completed and DUE during the week of class**

1. group journal
2. bumpy moment
3. quizzes

**\*\*\*\*\*Post assignments\*\*\*\*\***

**The following assignments are due after the conclusion of the face to face portion of class**

**Case study-** Directions will be giving in class and on Blackboard. **The case study is Due October 30 2017.**

**Classroom Management plan** Each student will submit a classroom management plan. Directions will be given in class and on blackboard- **This assignment is due December 5, 2017.**

**Relevancy to Jamaican educators**

*Because few resource rooms exist in Jamaican schools to address the needs of students with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc) general education teachers are faced with addressing the needs of a diverse group of students with multiple learning and emotional needs. This course focuses on students with mild-moderate disabilities and how their learning can be accommodated in a general classroom environment through effective teaching practices and differentiating instruction. This course specifically addresses classroom environment, developing positive productive relationships with and among students, student engagement and motivation, and dealing with behavioral issues in the classroom in ways that are*

*relevant and appropriate to Jamaican culture. Students will be expected implement strategies discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy with their students. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools'.*

## **Course Topics:**

Classroom management philosophies

Classroom management goals, outcomes and assessment

Multiple perspectives

Relationships and structures that promote positive productive classrooms, maximum student engagement, and positive outcomes for all learners.

## **Objectives**

The students will

## **Philosophy**

1. Describe and apply behaviorist and constructivist theories of classroom management.
2. Describe the circle of courage and apply it to educational programs for students with disabilities.
3. Describe the limitations of traditional approaches to behavior management.
4. Describe and demonstrate critical reflective thinking

## **Goals and outcomes**

5. Develop school, classroom and individual student goals relevant to school and classroom climate, classroom management, and student behavior and social skills
6. Develop strategies for assessing goals relevant to school and classroom climate, classroom management, and student behavior and social goals.
7. Describe and conduct a functional assessment.

## **Multiple Perspectives**

8. Devise strategies for obtaining and utilizing perspectives of teachers, parents and students in developing school and classroom management goals and practices
9. Describe and apply culturally responsive classroom management practices
11. Develop a program for promoting parent involvement and providing parents with training and support as well as opportunities for input.
12. Describe disciplinary procedures and guidelines for students with disabilities as outlined in IDEA.

## **Relationships and structures**

12. Explain and apply practices for developing school and classroom community

13. Describe and apply practices for developing positive and caring teacher-student relationships
14. Describe peer mediation strategies such as class meetings.
15. Identify the purposes and benefits of class meetings and describe the procedures for running class meetings.
16. Use problem solving and conflict resolution strategies.
17. Explain theories of motivation and apply those to classroom management strategies.
18. Describe the relationship between effective academic instruction and classroom management
19. Understand and apply positive behavioral support.
20. Describe evaluate and apply procedures for promoting and increasing positive, reducing undesirable behaviors and promoting and generalization and maintenance.
21. Review research on social skills instruction, evaluate commercial social skills training packages and demonstrate effective strategies for teaching social skills to adolescents and youths.
22. Describe issues related to discipline, disruption and violence
23. Describe the adverse of effects of punishment and describe alternatives.
24. Develop and describe a classroom management model for serving students with disabilities in inclusive settings, resource, or self contained settings. The model should include:

Educational and treatment philosophy, goals and outcomes  
 Classroom structure and environment  
 Procedures for developing community, relationships, responsibility  
 Proactive behavior management  
 Motivation

### **Assignments:**

1. Reading assignments are critical to understanding basic concepts. Please read each chapter of the text. Make a note of any material that needs clarification. Be prepared to discuss material in class.
2. Reflections on readings (pre class assignment)
3. Quizzes - All quizzes must be completed. They are designed as a tool for you to assess your own learning from the reading.
4. Case Study- Directions will be given in class.
5. Complete in class activities and team assignments based on readings and course discussions. Approximately 10.
6. Group journal- Your team will be keeping a group journal which will be completed during class.
7. Classroom management plan.

### **Grading Procedures:**

All assignments have a point value with the final grade determined by the cumulative number of points accrued during the semester.

A grade of "A" roughly requires 90% or more of the points possible;  
 a "B" requires 80% of the points or more;  
 a "C" requires 70% of the points. In cases where grades are on the margin,  
 class attendance and participation are considered.

Assignment	points
Quizzes	100
Case Study	100
Bumpy Moment	50
Class participation / Team work	150
Group journal	100
Classroom management plan	100
Reflection on Chapters	100
Total	700

**Attendance Policy:**

Regular participation is required. **Students who come in late or miss class** will not earn full participation points.

Late assignments- Because this is an intense course and because success of the course depends on your timely participation, late assignments in general will not be accepted.

**Bibliography**

Readings and references other than the text will be posted on Blackboard

Academic Honesty Policy:

All work for this class should utilize APA Style for format and reference citations.

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Students are expected to adhere to the highest standards of academic honesty in all classes. Any questions regarding the use of citations and references should be brought to the attention of the instructor of the course. Academic dishonesty includes the following: Cheating, Fabrication, Plagiarism, and Facilitation of Academic Dishonesty. These terms and procedures for cases involving allegations of academic dishonesty are described in the current WCU Student Handbook. Any student in this class found guilty of academic dishonesty will automatically receive a failing grade in the class.

