Creating Positive Classrooms for Students with Disabilities

Instructor: Dr. Lisa A. Bloom
203 C Killian 227-3288

Course Description: Describe theoretical approaches and practices for creating positive classrooms.

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

**Please read Chapters 1-11 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.**

**Pre class assignemnt- Reflection on Chapters. Write a two-three paragraph reflection on the following 10 chapters. Each reflection should be no more than one page. 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12**

**Your reflection should include**

**Two points from the chapter you found most interesting or useful.**

**How each point relates to you as a teacher or future teacher.**

Assingments during the week of class

1. group journal
2. case study
3. quizzes

Post assignement
Each student will submit a classroom management plan by February 1, 2015.

Course Topics:

- Classroom management philosophies
- Classroom management goals, outcomes and assessment
- Multiple perspectives
Relationships and structures that promote positive productive classrooms, maximize 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
10. Develop a program for promoting parent involvement and providing parents with training and support as well as opportunities for input.
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

Conceptual Framework: The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and
experiences. The guiding principles of this community include: (1) the belief that the best educational
decisions are made after adequate reflection and with careful consideration of the interests,
experiences, and welfare of the persons affected by the decisions; (2) appreciation of and respect for
diversity; (3) and the fostering of the responsible use of technology.

In this course, candidates engage in using information from multiple sources and perspectives
including those of families, students, other professionals as well as, cultural perspectives to make
good decisions about classroom practices

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, how learners from some ethnic groups are
overrepresented in the area of behavior disorders and how disciplinary practices are often used
disproportionately with some ethnic groups.

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.

Evaluation 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 and a "D" requires 60% of the points. In cases where grades are on the margin, class
attendance and participation are considered.

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. 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.

7. Group journal- Your team will be keeping a group journal which will be completed during class.

8. Classroom management plan.

Grading Procedures:
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**Attendance Policy:**
Regular participation is required.

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.