COURSE DESCRIPTION:
This course addresses special classroom organization for individualization to meet the various learning styles of the Mild/Moderate population. Scheduling of mainstreamed students, physical structure of the room and use of learning and interest centers will be emphasized. Experience component.

STATEMENT OF CONCEPTUAL FRAMEWORK:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

COURSE OBJECTIVES [from CEC Professional Standards Common Core (CC) and General Curriculum (GC)]:

By the conclusion of this course the student will have developed knowledge:
1. **CC1K1** Models, theories, and philosophies that form the basis for special education practice. (PS, SM, CK, D)(course)
2. **CC1K2** Laws, policies, and ethical principles regarding behavior management planning and implementation. (PS, SM, CK)(laws and ethics)
3. **CC1K8** Impact of the dominant culture in shaping schools and the individuals who study and work in them. (KL, SM, CK, D)
4. **CC1K9** Potential impact of differences in values, languages, and customs that can exist between the home and the school. (KL, SM, CK, D)
5. **CC2K2** Educational implications of characteristics of various exceptionalities. (KL, SM, CK, D)
6. **CC2K6** Effects of various medications on individuals with exceptional learning needs. (KL, SM, CK) (effects of medications)
7. **CC3K1** Effects an exceptional condition(s) can have on an individual’s life. (KL,CK, D)
8. **CC3K2** Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development. (KL, SM, CK, D)
9. **CC3K3** Variations in beliefs, traditions, and values across and within cultures and
their effects on relationships among individuals with exceptional learning needs, family, and schooling. (KL, SM, CK, D)

10. CC5K1 Demands of learning environments. (KL, SM, CK) (organizing space)

11. CC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs. (PS, KL, SM, CK) (course)

12. CC5K3 Effective management of teaching and learning. (KL, SM, CK, T) (course)

13. CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (KL, SM, CK, D)

14. CC5K5 Social skills needed for educational and other environments. (KL, SM, CK, D)

15. CC5K6 Strategies for crisis prevention and intervention. (KL, SM, CK) (managing student fights)

16. CC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. (KL, SM, CK, D)

17. CC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage. (KL, SM, CK, D)

18. CC5K9 Ways specific cultures are negatively stereotyped. (SM, CK, D)

19. CC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (KL, SM, CK, D)

20. CC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. (SM, CK) (roles for others)

21. CC9K1 Personal cultural biases and differences that affect one’s teaching. (SM, CK, D)

22. CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs. (SM, CK) (Reality Therapy)

23. GC1K2 Models and theories of deviance and behavior problems. (PS, SM, CK) (course)

24. GC1K9 Theory of reinforcement techniques in serving individuals with disabilities. (PS, SM, CK) (behavior analysis)

25. GC2K4 Psychological and social-emotional characteristics of individuals with disabilities. (KL, SM, CK) (all models)


27. GC5K1 Barriers to accessibility and acceptance of individuals with disabilities. (SM, CK, D, T)

28. GC5K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities. (KL, SM, CK, T) (organizing space)

29. GC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings. (KL, SM, CK, T) (organizing space)

30. GC7K1 Integrate academic instruction and behavior management for individuals and groups with disabilities. (KL, SM, CK, T) (managing time, materials, paperwork, and student requests)

31. GC9K2 Organizations and publications relevant to individuals with disabilities. (SM) (appropriate journals)

32. GC10K1 Parent education programs and behavior management guides that address
severe behavior problems and facilitation communication for individuals with disabilities. (SM) (School family partnerships)

LEARNER OUTCOMES:
By the conclusion of this course, the student will be able to:

1. **CC4S2** Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (KL, SM, CK) (CMP)
2. **CC4S4** Use strategies to facilitate maintenance and generalization of skills across learning environments. (PS, SM, CK) (CMP)
3. **CC4S5** Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem. (KL, SM, CK) (CMP)
4. **CC4S6** Use strategies that promote successful transitions for individuals with exceptional learning needs. (PS, KL, SM, CK, T) (CMP)
5. **CC5S1** Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. (SM, CK, D) (CMP)
6. **CC5S2** Identify realistic expectations for personal and social behavior in various settings. (KL, SM, CK, D) (CMP)
7. **CC5S3** Identify supports needed for integration into various program placements. (KL, SM, CK, T) (CMP, observations)
8. **CC5S4** Design learning environments that encourage active participation in individual and group activities. (KL, SM, CK) (CMP)
9. **CC5S5** Modify the learning environment to manage behaviors. (SM, CK) (CMP)
10. **CC5S6** Use performance data and information from all stakeholders to make or suggest modifications in learning environments. (SM, CK, D) (CMP)
11. **CC5S7** Establish and maintain rapport with individuals with and without exceptional learning needs. (KL, SM, CK, D) (CMP)
12. **CC5S9** Create an environment that encourages self-advocacy and increased independence. (SM, CK, D) (CMP)
13. **CC5S10** Use effective and varied behavior management strategies. (KL, SM, CK, D, T) (CMP)
14. **CC5S11** Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs. (KL, SM, CK, D) (CMP)
15. **CC5S12** Design and manage daily routines. (SM, CK) (CMP)
16. **CC5S13** Organize, develops, and sustains learning environments that support positive intracultural and intercultural experiences. (KL, SM, CK, D) (CMP)
17. **CC5S15** Structure, direct, and support the activities of paraeducators, volunteers, and tutors. (SM, CK) (CMP)
18. **CC8S10** Create and maintain records. (SM, CK, T) (CMP)
19. **CC9S1** Practice within the CEC Code of Ethics and other standards of the profession. (SM, CK) (all assignments)
20. **CC9S2** Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. (SM, CK) (all assignments)
21. **CC9S8** Use verbal, nonverbal, and written language effectively. (SM, CK, T) (all assignments)
22. **CC9S10** Access information on exceptionalities. (SM, T) (all assignments)
23. CC9S11 Reflect on one’s practice to improve instruction and guide professional growth. (SM) (reflection)
24. CC10S1 Maintain confidential communication about individuals with exceptional learning needs. (KL, SM) (all assignments)
25. CC10S3 Foster respectful and beneficial relationships between families and professionals. (SM, D) (CMP, tests)
26. CC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. (KL, SM) (tests)
27. CC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families. (KL, SM, D) (CMP)
28. CC10S11* Observe, evaluate and provide feedback to paraeducators. (SM, D) (roles for others) (CMP)
29. GC3S1* Relate levels of support to the needs of the individual. (KL, SM, CK, D) (CMP)
30. GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities. (PS, SM, CK) (CMP)
31. GC4S9* Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities. (KL, SM, CK, D) (CMP)
32. GC5S4* Teach individuals with disabilities to give and receive meaningful feedback from peers and adults. (KL, SM, CK) (CMP)
33. GC5S5* Use skills in problem solving and conflict resolution. (SM, CK, D) (CMP)
34. GC5S6* Establish a consistent classroom routine for individuals with disabilities. (SM, CK) (CMP)
35. GC7S1* Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. (KL, SM, CK, D) (CMP)
36. GC7S8 Design, implement, and evaluate instructional programs that enhance social participation across environments. (SM, CK) (CMP)
37. GC8S5* Monitor intragroup behavior across subjects and activities. (SM, CK, D) (observations)
38. GC10S3* Teach parents to use appropriate behavior management and counseling techniques. (SM, D) (CMP)

FIELD EXPERIENCE REQUIREMENT:
10 hours of field experience is to be conducted in the special education setting. All field hours are to be uploaded to Pass-Port

REQUIRED UNIT/PROGRAM ASSESSMENTS:
Classroom Management Plan
Field Experience Hours
Both assessments are to be uploaded to Pass-Port

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>1. Observation papers (3 @ 30 points each)</td>
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<td>2. Reflection on 10 hour block</td>
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3. Blackboard Quizzes (4 @ 5 pts each) 20
4. Discussion Board 10
5. Classroom Management Plan 110
6. Midterm and Final (100 points each) 200
TOTAL POINTS POSSIBLE 450


Murphy, J. J., & Duncan, B. L. (1997). *Brief interventions for school problems*. New
Rosenblum-Lowden, R. (1997). *You have to go to school...You’re the teacher!*


**JOURNALS:**
- *Journal of Special Education*
- *Teaching Exceptional Children*
- *Exceptional Children*
- *Remedial and Special Education*
- *Exceptional Parents*
- *Journal of Mental Retardation*
- *Journal of Learning Disabilities*