

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester B 2014/2015**

Part I

Course Title: Managing the Inclusive Classroom

Course Code: SS5762

Course Duration: One semester

No. of Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims

This course is to help students develop a thorough understanding of the issues and techniques of putting behavior management and educational plans into practice.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	Develop competence in managing learners with diversified needs by using different classroom management models;	20%
2.	Identify various strategies of classroom management in inclusive settings;	20%
3.	Evaluate the effectiveness of various classroom management intervention and preventive measures in inclusive schools; and	20%
4.	Plan, implement and evaluate classroom management programmes in inclusive settings.	40%

3. Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	Hours / course (if applicable)
CILO 1	√	√	√	
CILO 2	√	√		
CILO 3	√		√	
CILO 4	√	√	√	

TLA1: Lecture

Provide lectures on effective intervention and preventive measures including formulate the structure, function, implementation, and outcomes of classroom management strategies in the context of learning and teaching in classrooms in Hong Kong.

TLA2: Group discussions/observations

Students will be in groups of 4-6 throughout the course, for group discussions and observations (video and real life situations);

TLA3: Case Study

Students will use case analysis and discuss the effective use of various intervention and preventive measures.

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting	Remarks
CILO 1-4	AT1: Quiz (2 hours)	40%	
CILO 2-4	AT2: Individual Paper	30%	
CILO 2-4	AT3: Group Presentation	30%	

AT1: Quiz (2 hours) (40%)

At the end of the course, students are required to attend a 2-hour quiz which accounts for 40% of the total assessment to reflect their understanding of the materials taught and discussed throughout the course.

AT2: Individual Paper (2300-2500 words) (30%)

Write a paper regarding the relationship between the community and school support and students with special needs.

AT3: Group Presentation (30%)

A 25-30 minutes presentation on latest development in tackling the challenges of managing an inclusive classroom.

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III

1. Keyword Syllabus

Inclusive environment; effective interventions; handling potential disruptions; enhancing social competence; classroom management plan; motivating students; anti-bullying policies; whole-school approach; Individual Educational Plan; preventing problem behaviours.

2. Recommended Reading

Text(s)

Essential Readings

- Algozzine, B., & Kay, P. (Eds.). (2002). *Preventing problem behaviors: A handbook of successful prevention strategies*. Thousand Oaks, Calif.: Council for Exceptional Children.
- Friend, M., & Bursuck, W. D. (2014). *Including students with special needs: A practical guide for classroom teachers*. (6th ed). London, England: Pearson.
- Grossman, H. (2004). *Classroom behavior management for diverse and inclusive schools*. Lanham, Md.: Rowman & Littlefield Publishers.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2014). *Exceptional learners: An introduction to special education* (12th ed.). England: Pearson Education Ltd.
- Lewis, R. B., & Doorlag, D. H. (2011). *Teaching special students in general education classrooms*. (8th ed). Upper Saddle River, NJ: Pearson Education.
- Owens, J. S., & Murphy, C. E. (2004). Effectiveness research in the context of school-based mental health. *Clinical Child and Family Psychology Review*, 7, 195-209.
- Pelham, Jr., W. E., Massetti, G. M., Wilson, T., Kipp, H., Myers, D., Standley, B. N., Bilheimer, S., & Waschbusch, D. A., (2005). Implementation of a Comprehensive Schoolwide Behavioral Intervention: The ABC Program. *Journal of Attention Disorders*, 9, 248 – 260.
- Weisz, J. R., Sandler, I. N., Durlak, J. A., & Anton, B. S. (2005). Promoting and protecting youth mental health through evidence-based prevention and treatment. *American Psychologist*, 60, 628 – 648.

Supplementary Readings

- Aronson, J. (Ed.). (2002). *Improving academic achievement: Impact of psychological factors on education*. San Diego, Calif.: Academic Press.
- Birnbaum, H. G., Kessler, R. C., Lowe, S. W., Secnik, K., Greenberg, P. E., Leong, S. A., Jensen, P., Garcia, J. A., Glied, S., Crowe, M., Foster, M., Schlander, M., Hinshaw, S., Vitiello, B., Arnold, L. E., Elliott, G., Hechtman, L., Newcorn, J. H., Pelham, W. E., Swanson, J., & Wells, K. D. (2005). Cost-effectiveness of ADHD treatments: Findings from the multimodal treatment study of children with ADHD. *American Journal of Psychiatry*, 162, 1628-1636.
- Boon, R. T., & Spencer, V. G. (Eds.). (2010). *Best practices for the inclusive classroom: Scientifically based strategies for success*. Waco, TX: Prufrock Press Inc.
- Bowen, J., Jenson, W., & Clark, E. (2004). *School-based interventions for student with*

behavior problems. New York: Kluwer Academic.

Clarke, D., & Murray, A. (Eds.). (1996). *Developing and implementing a whole-school behavior policy: A practical approach*. London: David Fulton Publishers.

Elias, M., & Zins, J. (Eds.). (2003). *Bullying, peer harassment, and victimization in the schools: The next generation of prevention*. New York: Haworth Press.

Horne, A., Bartolomucci, C., & Newman-Carlson, D. (2003). *Bully busters: A teacher's manual for helping bullies, victims, and bystanders*. Champaign, Ill.: Research Press.

Masia-Warner, C., Klein, R. G., Dent, H. C., Fisher, P. H., Alvir, J., Albano, A. M., & Guardino, M., (2005). School-based Intervention for adolescents with Social Anxiety Disorder: Results of a controlled study. *Journal of Abnormal Child Psychology*, 33, 707 – 722.

Paternite, C. E., & Chiara, T. J., (2005). Rationale and strategies for central involvement of educators in effective School-Based Mental Health Programs. *Journal of Youth and Adolescence*, 34, 41-49.

Scheidecker, D., & Freeman, W. (1999). *Bringing out the best in students: How legendary teachers motivate kids*. Thousand Oaks, Calif.: Corwin Press.

Schmidt, M., & Harriman, N. (1998). *Teaching strategies for inclusive classrooms: Schools, students, strategies, and success*. Fort Worth: Harcourt Brace College Publishers.

Sullivan, K. (2011). *The anti-bullying handbook (2nd Ed.)*. Los Angeles, CA: Sage.