# City University of Hong Kong
## Course Syllabus

## offered by Department of Applied Social Sciences
## with effect from Semester B 2017 / 2018

**Part I     Course Overview**

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|---|---|
| **Course Title:** | Managing the Inclusive Classroom |
| **Course Code**: | SS5762 |
| **Course Duration:** | One semester |
| **Credit Units**: | 3 |
| **Level**: | P5 |
| **Medium of Instruction:** | English |
| **Medium of Assessment:** | English |
| **Prerequisites**: <br> *(Course Code and Title)* | Nil |
| **Precursors**: <br> *(Course Code and Title)* | Nil |
| **Equivalent Courses**: <br> *(Course Code and Title)* | Nil |
| **Exclusive Courses**: <br> *(Course Code and Title)* | Nil |

**Part II    Course Details**

1. **Abstract**

   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)**
   *(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|---|---|---|---|---|---|
| | | | *A1* | *A2* | *A3* |
| 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% | ✓ | ✓ | ✓ |
| | | 100% | | | |

*A1:    Attitude*
*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*
*A2:    Ability*
*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*
A3:    Accomplishments
*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

## 3. Teaching and Learning Activities (TLAs)

*(TLAs designed to facilitate students' achievement of the CILOs.)*

| TLA | Brief Description | CILO No. | | | | Hours/week (if applicable) |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 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. | ✓ | ✓ | ✓ | ✓ | 2/3 |
| Group discussions/ observations | Students will be in groups of 4-6 throughout the course, for group discussions and observations (video and real life situations); | ✓ | ✓ | | ✓ | 0.5/3 |
| Case Study | Students will use case analysis and discuss the effective use of various intervention and preventive measures. | ✓ | | ✓ | ✓ | 0.5/3 |

## 4. Assessment Tasks/Activities (ATs)

*(ATs are designed to assess how well the students achieve the CILOs.)*

| Assessment Tasks/Activities | CILO No. | | | | Weighting | Remarks |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | | |
| Continuous Assessment: <u>100 %</u> | | | | | | |
| Quiz (2 hours) | ✓ | ✓ | ✓ | ✓ | 40% | |
| Individual Paper (2300-2500 words) | | ✓ | ✓ | ✓ | 30% | |
| Group Presentation | | ✓ | ✓ | ✓ | 30% | |
| Examination: _____ (duration: , if applicable) | | | | | | |
| | | | | | 100% | |

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|---|---|---|---|---|---|---|
| 1. Quiz | Accuracy in applying psychological concepts and knowledge | Excellent command of psychological knowledge with >75% of accuracy | Good command of psychological knowledge with accuracy between 60-74% | Adequate command of psychological knowledge with accuracy between 45-59% | Marginal command of mastery of psychological knowledge with accuracy between 40-44% | Fail to demonstrate a basic mastery of psychological knowledge at an accuracy level <40% |
| 2. Individual Paper | Critical analysis and evaluation of implementation of inclusive classroom management strategies Creative and integrative organization of the literature and arguments put forward in effective classroom management in inclusive classrooms. | These are papers which provide a well-organized, integrated review of the literature that speaks to the identified model/strategy. The paper links empirical findings sensibly and creatively with actual classroom learning experiences. A sensible and critical assessment of the literature should also be evident. | These are papers which provide a good overview of the literature on the chosen model/strategy, but without much organization and integration to produce a coherent scientific story about helping students in the inclusive classroom. There was some critical assessment of the literature but not enough "depth." | These are papers which do not evidence going beyond the current learning materials and do not apply any theoretical model to analyze the selected model/strategy. Writing is generally descriptive and summative. Evaluation of the literature is minimal, if existing. | These are papers which do not go beyond the current learning materials, and do not apply any theoretical model to analyze the selected model/strategy. The ideas are not presented coherently. The writing is generally poor, though comprehensible with effort. | Fails to address the objectives of the assignment. |
| 3. Group Presentation | Successful identification of effective components in classroom management and positive behaviour | Sensitive and clear explanation of the disability/problem and effective classroom management with students with such | Sensitive and clear explanation of the disability/problem, and descriptive application of classroom management with | Sensitive but sketchy explanation of the disability/problem, and "vague" application of classroom | Does not show sensitive search for appropriate information of the disability/problem, or inappropriate application of classroom management with | Assignment not completed. |

| | support Innovative implementation of positive behaviour support system and effective learning strategies for SEN students in inclusive classrooms. | disabililty/problem in Hong Kong classrooms. Arouse active class participation. | students with such disability/problem in HK classrooms. Maintain adequate interests in class presentation. | management with students with such disability/problem in HK classrooms. Maintain only a minimal level of interests in class. | students with such disability/problem in HK classrooms. Difficult in maintaining the attention and interests of the class. | |
|---|---|---|---|---|---|---|

**Part III   Other Information** (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
     *(An indication of the key topics of the course.)*

     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.   **Reading List**
2.1   **Compulsory Readings**
     *(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

| 1. | Algozzine, B., & Kay, P. (Eds.). (2002). *Preventing problem behaviors: A handbook of successful prevention strategies*. Thousand Oaks, Calif.: Council for Exceptional Children. |
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| 2. | Friend, M., & Bursuck, W. D. (2014). *Including students with special needs: A practical guide for classroom teachers*. (6th ed). London, England: Pearson |
| 3. | Grossman, H. (2004). *Classroom behavior management for diverse and inclusive schools*. Lanham, Md.: Rowman & Littlefield Publishers. |
| 4. | Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2014). *Exceptional learners: An introduction to special education* (12th ed.). England: Pearson Education Ltd. |
| 5. | Lewis, R. B., & Doorlag, D. H.   (2011).   *Teaching special students in general education classrooms*.   (8th ed).   . Upper Saddle River, NJ: Pearson Education. |
| 6. | 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. |
| 7. | 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. |
| 8. | 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. |

2.2   **Additional Readings**
     *(Additional references for students to learn to expand their knowledge about the subject.)*

**Supplementary Readings:**

| 1. | Aronson, J. (Ed.). (2002). *Improving academic achievement: Impact of psycho-logical factors on education*. San Diego, Calif.: Academic Press. |
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| 2. | 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. |
| 3. | Boon, R. T., & Spencer, V. G. (Eds.). (2010). *Best practices for the inclusive classroom: Scientifically based strategies for success*. Waco, TX: Prufrock Press Inc. |

| 4. | Bowen, J., Jenson, W., & Clark, E. (2004). *School-based interventions for student with behavior problems*. New York: Kluwer Academic. |
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| 5. | Clarke, D., & Murray, A. (Eds.). (1996). *Developing and implementing a whole-school behavior policy: A practical approach*. London: David Fulton Publishers. |
| 6. | Elias, M., & Zins, J. (Eds.). (2003). *Bullying, peer harassment, and victimization in the schools: The next generation of prevention*. New York: Haworth Press. |
| 7. | Horne, A., Bartolomucci, C., & Newman-Carlson, D. (2003). *Bully busters: A teacher's manual for helping bullies, victims, and bystanders*. Champaign, Ill.: Research Press. |
| 8. | 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. |
| 9. | 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. |
| 10. | Scheidecker, D., & Freeman, W. (1999). *Bringing out the best in students: How legendary teachers motivate kids*. Thousand Oaks, Calif.: Corwin Press. |
| 11. | Schmidt, M., & Harriman, N. (1998). *Teaching strategies for inclusive classrooms: Schools, students, strategies, and success*. Fort Worth: Harcourt Brace College Publishers. |
| 12. | Sullivan, K. (2011). *The anti-bullying handbook (2nd Ed.)*. Los Angeles, CA: Sage. |