Classroom Management: Understanding Diverse Learning Needs

In the past, many students with diverse learning needs remained within the realm of the special education teacher. As our educational system has moved toward a model encouraging the least restrictive environment for all students, more and more students with diverse learning needs are now included in the regular classroom. These students deserve the same learning gains we would expect for all of our students and to be treated with dignity.

In *Classroom Management: Understanding Diverse Learning Needs,* you will investigate some of the diverse needs today's students may be facing. Through readings and reflection, you will identify actions steps you can take to effectively meet the needs of your students.

Course Objectives

By the end of this course, you will be able to:

Module 1

• Recognize the needs of different types of students.

• Formulate an approach to student-teacher interactions that considers the needs of students.

Module 2

• Integrate techniques into your classroom management approach that address the needs of students with attention deficit hyperactivity disorder.

• Examine the nature and expression of attention deficit hyperactivity disorder in children and adolescents.

Module 3

- Integrate techniques into your classroom management approach that address the needs of students with oppositional defiant disorder.

- Characterize the nature and expression of oppositional defiant disorder in children and adolescents.

Module 4

- Outline the nature and expression of autism in children and adolescents.

- Integrate an awareness of the needs of students with autism spectrum disorder into your classroom management approach.

Module 5

- Illustrate the causes and expressions of depression and anxiety disorders in children and adolescents.

- Integrate into your classroom management approach an awareness of the needs of students with depression and anxiety disorders.

- Differentiate between clinical depression and anxiety and "sadness" and "stress."

Module 6

- Recognize the unique classroom challenges faced by academically gifted students.

- Integrate into your classroom management approach an awareness of the needs of academically gifted students.

Course Syllabus

Module 1	**Redefining Challenging Behaviors**
	Module Welcome
	• Reading: Redefining Challenging Behaviors
	• Reading: *Educational Leadership* – Building Relationships with Challenging Children
	• Reading: *Educational Leadership* – Assuming the Best
	• Reading: *Educational Leadership* – The Key to Classroom Management
	• Reading: *Educational Leadership* – Teaching Children with Challenging Behavior
	• Knowledge Check
	• Application: Tackling Challenging Behaviors
	• Module Review
	• Post-Module Reflection
Module 2	**Attention Deficit Hyperactivity Disorder**
	Module Welcome
	• Application 1: Course Notebook
	• Reading: Limitations—and Assumptions—of the ADD/ADHD Paradigm
	• Reading: Strategies to Empower, Not Control, Kids Labeled ADD/ADHD
	• Reading: *Educational Leadership* – A New Approach to Attention Deficit Disorders
	• Reading: How Does ADHD Affect School Performance?
	• Knowledge Check
	• Application 2: Understanding ADHD
	• Module Review
	• Post-Module Reflection

Module 3	**Oppositional Defiant Disorder**
	Module Welcome
	• Application 1: Course Notebook
	• Reading: Understanding Oppositional Children
	• Reading: Managing the Daily Antecedents
	• Reading: *Educational Leadership* – Calling All Frequent Flyers
	• Reading: *Educational Leadership* – Fragile Brains
	• Reading: Oppositional Defiant Disorder
	• Knowledge Check
	• Application 2: Advising a Peer
	• Module Review
	• Post-Module Reflection
Module 4	**Autism**
	Module Welcome
	• Application 1: Course Notebook
	• Reading: Autism
	• Reading: Autism Fact Sheet
	• Reading: *Educational Leadership* – Autism from the Inside
	• Extend Your Learning: Temple Grandin
	• Reading: *Educational Leadership* – Faces of Autism
	• Extend Your Learning: Autism
	• Knowledge Check
	• Application 2: Brainstorming Approaches
	• Module Review
	• Post-Module Reflection

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Module 5	**Depression**
	Module Welcome
	• Application 1: Course Notebook
	• Reading: Depression
	• Reading: *Educational Leadership* – Responding to a Student's Depression
	• Reading: *Educational Leadership* – Students without Homes
	• Extend Your Learning: Depression
	• Knowledge Check
	• Application 2: Reading the Warning Signs
	• Module Review
	• Post-Module Reflection
Module 6	**Gifted Students**
	Module Welcome
	• Application 1: Course Notebook
	• Reading: Gifted Students
	• Video: Top 10 Myths in Gifted Education
	• Reading: *Educational Leadership* – Beyond the Gifted Stereotype
	• Reading: *Educational Leadership* – Raising Expectations for the Gifted
	• Reading: *Educational Leadership* – Why We Run our School Like a Gifted Program
	• Extend Your Learning: Gifted Learners
	• Knowledge Check
	• Application 2: Finding the Right Solution
	• Module Review
	• Post-Module Reflection

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Resources

Books

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pp. 16-20

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http://www.msde.maryland.gov/MSDE/programs/giftedtalented/top_ten_myths_
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Willard-Holt, C. (2003). Raising expectations for the gifted. *Educational Leadership*,
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