

## Classroom Management in Inclusive School

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### ABSTRACT

*Modern and ideal management of students with special needs to participate in mainstream of education is known as inclusive education. The success of inclusive education does not depend only on the willingly participation of students with special needs. The state, administration, school authorities, student's family, environment and teachers all have equal responsibility to make inclusive education effective properly. Among of them classroom management plays a special role in managing inclusive student's learning. Classroom management is the methods and techniques that teachers use in the classroom to create an environment conducive to student learning and success. In inclusive education students expect an ideal functioning classroom according to their characteristics. A functional classroom is capable of meeting the expectations of students with such diverse characteristics. In the case of such an effective classroom management organization, special attention should be paid to the arrangement of seating according to the convenience of the students, the organization of the classroom, the accessibility of the students, the fulfillment of the expectations of the students, the appropriate use of time, the appropriate behavior towards the students, the interest of the students, the planning of lessons, the resolution of disturbance, etc. Above all, it is necessary to pay special attention so that the behavior of the teacher is appropriate. Students with different needs are present in the classroom together. So the same behavior cannot be expected from all of the students. Then they have to control this behavior through different methods. For example, involving students in making rules, explaining the rules in brief, explaining what rules are necessary. The rules should be reviewed and modified regularly as needed. Again these rules and regulations should be written in a visible place. The teacher will identify these rules according to the needs of the students. Rules shall specify the classroom space, materials, and time, conduct during and after the lesson, etc. Teachers arrange special classes for students if necessary. The teacher will arrange how possible to resolve the conflict between the students. If necessary, the teacher will make the classroom management appropriate by arranging the formation of community circle.*

**Keywords** – Inclusion; Planning; Expectation; Seat arrangement; Behaviour; Rules; Organizing; Reinforcement.

### INTRODUCTION

A teacher's teaching effectiveness is only when he can develop a student properly. In inclusive education, the responsibility of the teacher is much greater because in inclusive education students with special needs are present as well as general students. So classroom management plays a particularly significant role in providing proper education to students in such inclusive education. So it can be said that effective teaching is closely related to classroom management. Students with special needs are very low attendance in inclusive education's



classroom. Inclusive education includes students with special needs along with regular students. Students with moderate disabilities are eligible for this education. Attention deficit and hyperactivity disorder are also seen in students who have learning disabilities. In this way students with moderate physical disabilities also get the opportunity to study in such schools. But such students face some problems in school or classroom due to some disability. The teacher has to adopt different methods so that the students do not face any problem in the classroom.

## CLASSROOM MANAGEMENT

Normal and special needs students participating in inclusive education expect a functional classroom that suits their different characteristics. Classroom structure furniture etc. does not affect learning success but they affect students' attitude and behavior. Special needs classrooms are better for students with special needs. But the issues that need special consideration in classroom management in inclusive schools are -

- 1. Planning** - In order for students with special needs to participate with other students, planning should be done in advance according to the needs of the students. Therefore, making a comprehensive plan at the beginning of the year does not cause problems. Classroom management is appropriate when planning is made by identifying the positive and negative aspects of students and other elements of the class.
- 2. Lesson Plan** - While making lesson plans in the classroom, lesson plans should be formed considering students with normal and special needs. There should be appropriate examples, explanation addition as well as opportunities for students to participate.
- 3. Student planning** - The teacher will repeatedly test the students tasks to complete any task according to the plan. If any message is sent from home, it should be monitored by the teacher and if the students find it difficult to understand, the teacher should also monitor it.
- 4. Conflict Resolution** - Due to the diversity of students, it is a natural phenomenon that conflicts arise between students in the class. If necessary, the teacher should talk to them separately at the end of the class and do not engage in conflict in any way.
- 5. Expectation** - Teachers expect different levels of success from different students, but these expectations can cause problems in the classroom. So the teacher will set high expectations for all students in the classroom rather than for individual students.
- 6. Time** - Lesson plan should be done in such a way that the time is fully utilized. Giving lessons at a moderate speed with an understanding of the overall quality of the classroom is effective. It is more convenient for the students if some parts are repeated well.
- 7. Behaviour** - The teacher's behavior in the classroom should be consistent. If he does not treat students as he normally does in the classroom, the classroom environment is likely to be disrupted.
- 8. Proximity** - Many problems of students are solved by approaching the students as needed. Proximity of the teacher is particularly beneficial for those with behavioral problems, those who create disorder, and those who are weak. Generally, while giving an instruction, the teacher



should be in such a position that he can see all the students and students can see the teacher properly.

**9. Seating Arrangement** -Placement of students should be arranged according to the needs and importance of the students in the classroom. The location of the board should be placed that students can see the board properly. The visually impaired students and the hearing impaired students should be provided with front row seats so that their problems are largely eliminated. Front row seating also benefits students who have attention or emotional problems or mental problems. In such cases some problems may arise among the students. In such case, if students are arranged to sit in groups, then some problems are eliminated. Above all, the teacher should teach from different positions so that the teacher can approach all the students in stages.

**10. Rules** -The rules of a school need to be clear and simple. It is more productive to set the rules through discussion with the students. Special care should be taken to ensure that there is no conflict of interest in determining the rules.

**11. Covey Interest** - Special attention should be paid to ensure that students with special needs can actively participate in activities along with general students. As a result, they will be interested in working.

**12. Organizing** -Any work responsibilities should be shared among all the students. Students should be assigned some tasks in groups where students with special needs will participate along with general students. As a result, both general students and special needs students will be aware of their respective tasks and the work will be completed smoothly.

**13. Superintend** -The teacher should keep an eye on whether the students are completing any work according to the specific plan. The teacher should take care whether the students are able to complete the work within the specified time. If necessary, the teacher should help the students in different ways. One of the most important tasks of the teacher is to monitor whether the work is being done correctly.

**14. Reinforcement** -Students should be encouraged to do the work correctly and on time. For example, good handwriting can be rewarded or extra marks can be arranged.

**15. Fairness** - A teacher should be equitable. A teacher should never show undue weakness towards any student and should not harbor hatred towards any student. The teacher should help the students as needed.

**16. Color code** - Color codes help students improve their skills and memory. It is possible to understand the students very easily through the color image. Students with special needs are easier to understand through a colored subject, as well as the teacher is also easier to teach the topic.

## DISCUSSION AND CONCLUSION

The above matters play a very effective role in proper classroom management. The teacher has to be more careful in managing the inclusive classroom as compared to the general classroom. A general classroom accommodates only general students but an inclusive education classroom



accommodates both general students and students with special needs. Students with special needs in inclusive education classrooms are sometimes frustrated by the behaviour of general students. The teacher has to fulcrum special methods to fulfill the needs of the students and to remove the frustrations of special needs students. If the above methods are adopted, it becomes very easy for the teacher to manage the classroom. Students with special needs also get an opportunity to study with general students. The accuracy of the teacher's teaching is revealed only when the student can achieve proper education. The success of the teacher depends on the students' achievement and the success of the students largely depends on proper classroom management. The responsibility of this classroom management largely depends on the teacher. A teacher can guide the student in the right direction. This task of the teacher is especially carried out in the classroom. So classroom management is very important for teachers to manage their teaching activities.

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