



# Classroom Management Strategies for the Inclusive Classroom

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# Inclusive Classrooms Benefit All Students

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EVIDENCE BASED TEACHING  
STRATEGIES SUPPORTS ALL  
LEARNERS



GOAL SETTING AND HIGH  
EXPECTATIONS FOR ALL STUDENTS  
INCREASES SELF-AWARENESS



PREPARES STUDENTS FOR  
FUTURE EDUCATION AND  
CAREER SETTINGS

# Expectations for Personal and Social Behavior in Various Settings

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- Targeting IEP goals across all settings
  - *Constantly working towards mastering goals*
  - *Helps generalize learned information and behavior expectations*
- Maintaining high expectations
  - *Sends message to all students that they are capable*
  - *The disability does not interfere with learning curriculum*
- Setting clear behavioral and performance expectations in each setting
  - *Utilizing skill instruction, modeling, peer involvement, and role playing*

*Expectations* communicate how students *treat each other and themselves*.

*Procedures* and *rules* communicate how students *operate in the classroom*.

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# Key Markers of Successful Inclusion

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- Presence of:
  - *Differentiated instruction*
  - *Interdisciplinary content*
  - *Technology*
  - *Collaboration*
  - *Supports and accommodations*
  - *Self-determination*
  - *Authentic assessment*



(“8 Inclusion Indicators”, 2018)

# Designing Inclusive Learning Environments

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- Creating opportunities for positive social interactions
- Examine curriculum
- Using multiple and diverse examples of material
- Practice inclusive classroom behaviors
- Modeling inclusive language






# Promoting Social Skills

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- Establish rules for interaction
  - *Involve students in the process of creating rules*
- Social skills instruction
  - *Identifying skills to be taught and explain importance*
  - *Provide examples and allow guided practice*
- Explicit teacher modeling
  - *Gives students frequent opportunities to practice*
  - *More likely to generalize to other settings*





| EXPECTATIONS   | Classroom Procedures/Routines   |   |  |   |  |
|--|---|---|--|---|--|
|  | Class-Wide  | Arrival   | Cooperative Learning Groups  | Independent Seat Work   | Whole Group  |
|  | Identify Attention Signal.....Teach, Practice, Reinforce  |   |  |   |  |
| <br><b>Be Respectful</b>  | <ul style="list-style-type: none"> <li>Listen to others</li> <li>Use inside voice</li> <li>Use kind words</li> <li>Ask permission</li> </ul>                        | <ul style="list-style-type: none"> <li>Enter/exit classroom prepared</li> <li>Use inside voice</li> </ul>         | <ul style="list-style-type: none"> <li>Listen to others</li> <li>Accept differences</li> <li>Use kind words</li> <li>Encourage others</li> </ul> | <ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Follow directions</li> <li>Use the FOCUS strategy</li> </ul>  | <ul style="list-style-type: none"> <li>Eyes/ears on speaker</li> <li>Raise hand to speak</li> <li>Contribute to learning</li> </ul>              |
| <br><b>Be Responsible</b> | <ul style="list-style-type: none"> <li>Be prepared</li> <li>Follow directions</li> <li>Be a problem solver</li> <li>Make choices that support your goals</li> </ul> | <ul style="list-style-type: none"> <li>Place materials in correct area</li> <li>Begin warm-up promptly</li> </ul> | <ul style="list-style-type: none"> <li>Use time wisely</li> <li>Contribute</li> <li>Complete your part</li> </ul>                                | <ul style="list-style-type: none"> <li>Use the FOCUS strategy</li> <li>Be a TASK master</li> <li>Use your neighbor</li> </ul> | <ul style="list-style-type: none"> <li>Follow directions</li> <li>Take notes</li> <li>Use the FOCUS strategy</li> <li>Meet your goals</li> </ul> |
| <br><b>Be Safe</b>       | <ul style="list-style-type: none"> <li>Keep hands, feet, and objects to self</li> <li>Organize yourself</li> <li>Walk</li> </ul>                                    | <ul style="list-style-type: none"> <li>Walk</li> <li>Use your personal power to support self/others</li> </ul>    | <ul style="list-style-type: none"> <li>Use materials carefully</li> <li>Use your personal power to support self/others</li> </ul>                | <ul style="list-style-type: none"> <li>Notice your neighbor</li> <li>Keep hands, feet, and objects to self</li> </ul>         | <ul style="list-style-type: none"> <li>Stay at seat</li> <li>Keep hands, feet, and objects to self</li> <li>Notice your neighbor</li> </ul>      |



# Preparing Students for a Culturally Diverse World

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- Expressing interest in student backgrounds
- Technology integration = accessibility for all
- Sensitivity to language concerns
- Teaching daily living skills



# Implementing Collaborative Learning Groups and Project-Based Activities

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- Cooperative learning groups allow for positive peer modeling
- Connecting concepts with practical applications
- Embedding IEP goals into projects
- Differentiate project-based learning (PBL) → Scaffolding
- PBL has students practicing:
  - *Communication*
  - *Social skills*
  - *Organization*
  - *Self-advocacy & determination*



# From Traditional to Cooperative Learning

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## FROM:

- "A good class is a quiet class"
- "This is an independent assignment"
- "Keep your eyes on your paper"
- "Sit quietly"
- "Talking is cheating"

## TO:

- "Learning involves healthy noise"
- "This is collaborative teamwork"
- "Ask your partner for help"
- "Get up and look at what others did"
- "Talking is learning"

# Tips for Engaging and Supporting Students

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- Creating relationships with students
- Giving students freedom of choice on all projects
- Engage students in professional dialogue
- Provide autonomy support



# Teacher Command Sequence

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When faced with students who lack participation, turn in incomplete work, talk out of turn or use disrespectful language, and/or refuse to work with others...

## *Implement Teacher Command Sequence*

- Make the request
- Repeat request as 2-part choice
- Offer a face-saving out
- Impose pre-selected negative consequence

(“Working with Defiant Kids”, n.d.)

Thank You



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