

# Classroom Management Strategies for the Inclusive Classroom

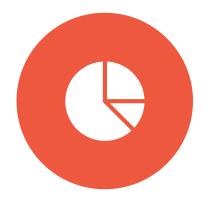
HAYLEY BRIAR

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GIRNIUS

### Inclusive Classrooms Benefit All Students



EVIDENCE BASED TEACHING STRATEGIES SUPPORTS ALL LEARNERS



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



PREPARES STUDENTS FOR FUTURE EDUCATION AND CAREER SETTINGS

# Expectations for Personal and Social Behavior in Various Settings

- o Targeting IEP goals across all settings
  - o Constantly working towards mastering goals
  - o Helps generalize learned information and behavior expectations
- Maintaining high expectations
  - o Sends message to all students that they are capable
  - o The disability does not interfere with learning curriculum
- o Setting clear behavioral and performance expectations in each setting
  - O 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.

## Key Markers of Successful Inclusion

#### o Presence of:

- o Differentiated instruction
- o Interdisciplinary content
- o Technology
- o Collaboration
- o Supports and accommodations
- o Self-determination
- o Authentic assessment



("8 Inclusion Indicators", 2018)

# Designing Inclusive Learning Environments

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



## Promoting Social Skills

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



EXPECTATIONS	Classroom Procedures/Routines				
	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Identify Attention SignalTeach, Practice, Reinforce				
Be Respectful	Listen to others Use inside voice Use kind words Ask permission	Enter/exit classroom prepared Use inside voice	Listen to others Accept differences Use kind words Encourage others	Use quiet voice Follow directions Use the FOCUS strategy	<ul> <li>Eyes/ears on speaker</li> <li>Raise hand to speak</li> <li>Contribute to learning</li> </ul>
Be Responsible	Be prepared Follow directions Be a problem solver Make choices that support your goals	Place materials in correct area Begin warm-up promptly	Use time wisely Contribute Complete your part	Use the FOCUS strategy Be a TASK master Use your neighbor	Follow directions     Take notes     Use the FOCUS     strategy     Meet your goals
Be Safe	Keep hands, feet, and objects to self Organize yourself Walk	Walk Use your personal power to support self/others	Use materials carefully Use your personal power to support self/others	Notice your neighbor Keep hands, feet, and objects to self	Stay at seat Keep hands, feet, and objects to self Notice your neighbor

Retrieved from: https://education.wm.edu/centers/ttac/resources/articles/teachtechnique/strategiesforteachingsocialskills/index.php

# Preparing Students for a Culturally Diverse World

- 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

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



### From Traditional to Cooperative Learning

#### FROM:

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

### <u> 70:</u>

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

# Tips for Engaging and Supporting Students

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



### Teacher Command Sequence

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
- o Impose pre-selected negative consequence

Thankyou

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