

# PLANNING AND MANAGEMENT STRATEGIES FOR INCLUSIVE CLASSROOMS

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**Abstract:** The principles and procedures required to establish and maintain a setting that is favorable to teaching and learning are part of planning as well as managing of inclusive classrooms. It includes creating and upholding order, creating clear instructions, handling group dynamics, attending to the requirements of each individual student, and overseeing discipline and modifications for each student. Since the educational system has not fully integrated existing curricula, educators now have the difficult challenge of teaching students using them. The comprehensive development of all students is the main objective of designing and running inclusive classrooms. This is an essential aspect of inclusive education that has to be addressed right now.

**Keywords:** Planning Pyramid, Cooperative learning, Behavior management , Providing remedial instruction, Professional Development.

## INTRODUCTION:

Curriculum content adaptation is just as significant as effective curriculum transaction. Planning the experiences to be offered, arranging the planning, and carrying out the planned activities are all included. The teaching strategy is defined by the activities' preparation and execution. Teachers must provide learning opportunities for all students in an inclusive classroom, which has a varied student body. They must create instructional strategies based on the universal design of learning concept.

### Statement of the problem:

The problem is 'Planning And Management Strategies for Inclusive Classrooms' The relevance of this type of research in the field of education at present is mentioned below.

### Review of Related Literature:

Sumitha. P (2024) studied on 'Classroom management strategies of teachers in relation to learning styles and academic achievement of students'. In the classroom, teachers have two main tasks to play. First, the efficient delivery of the subject matter or material to the students. Second, it is the process of integrating the technology and resources needed for this content transaction. Teachers employ a variety of techniques known as classroom management tactics to fulfill these responsibilities. Planning classroom management techniques is essential for meeting the demands of the many students in the classroom. For many teachers, this is a significant task. The seamless transfer of knowledge in the classroom is hampered by a number of issues, including indiscipline, a lack of resources, ignorance, improper use of technology, etc.

Kumari.R(2016) studied on 'Teachers attitude towards inclusive education in relation to their perceived efficacy stress coping strategies and level of confidence to teach in inclusive classrooms'. The process by which a school tries to address every student as an individual by reevaluating and rebuilding its curriculum organization and provisions and allocating resources to improve equity of education and opportunity for CWSN is known as inclusive education. As a result, SSA and RMSA in India have embraced a broader and more comprehensive understanding of the concept of inclusion, and a multi-option model of CWSN education is being put into practice. The goal of inclusive education is to provide the CWSN in conventional schools with the least restrictive environment possible—one that is barrier-free in every way—so that all students can learn together without facing any form of discrimination.

Susan. P(2015) studied on 'Classroom management strategies for inclusive classrooms'. Students with modest to moderate behavioral and learning difficulties are included. They make classroom management much more difficult, necessitating teachers to be extremely organized, dependable, and supportive. It is vital that teachers adhere to the specified behavioral standards in the classroom. Changing the teacher approval to disapproval ratio, employing selective ignoring, emphasizing structure and routine, boosting student locus of control, reducing the use of punishment, and de-escalating student antagonism and aggression are some of the classroom management techniques that have been studied. Applied procedures are emphasized.

Bansal,S (2014) studied on 'Effect of collaborative learning on loneliness sense of coherence and classroom behavior among children with disability in inclusive and special schools' Placement in the school's normal class is only one aspect of inclusion; there is much more to it. Participating in daily activities as a member of the school community and utilizing one's skills is what it means to be included in life. It is accepting and embracing oneself as a member who is a part of everyone else.

Das. A (2011) conducted a study on 'Educating children with disabilities in inclusive classrooms'. Based to the study, inclusive schools should create all-encompassing inclusive cultures and provide equal chances for all students by putting in place support systems, overcoming obstacles, and enhancing the skills of normal teachers. Additionally, an emerging inclusive education model is examined and shown.

### Objectives Of the Study:

The Objectives of this study are to-

- To determine the regularity of inclusive education attitudes among educators.
- To find out how common it is for teachers to believe they can effectively instruct in inclusive classrooms.
- To explore the connection between teachers' perceptions of their own effectiveness as teachers in inclusive classrooms and their attitudes regarding inclusive education.

- To determine the teacher's engagement with inclusive education.

**Methodology:**

The qualitative descriptive research approach was used for the present study. A qualitative descriptive study is one that describes and finds non-quantifiable correlations between existing variables using qualitative methodologies. The documentary analysis method worked in qualitative descriptive study.

**Analysis and Discuss the objectives:**

**Inclusive Education:**

The term "inclusive education" refers to a broad range of tactics and considerations that support the variety of learners in a particular setting by reducing learning barriers, which may affect a person's capacity to realize their full potential. An inclusive educational setting is one that is fair, nondiscriminatory, and treats every child with respect, worth, and acceptance. Every child has an equal chance to participate in any activity that fits her abilities. Schools offer extracurricular and curricular activities to meet each student's developmental needs based on their interests. Each child can develop academic and social skills with a positive attitude and values in an inclusive setting that fosters community, nurturing, and comfort.

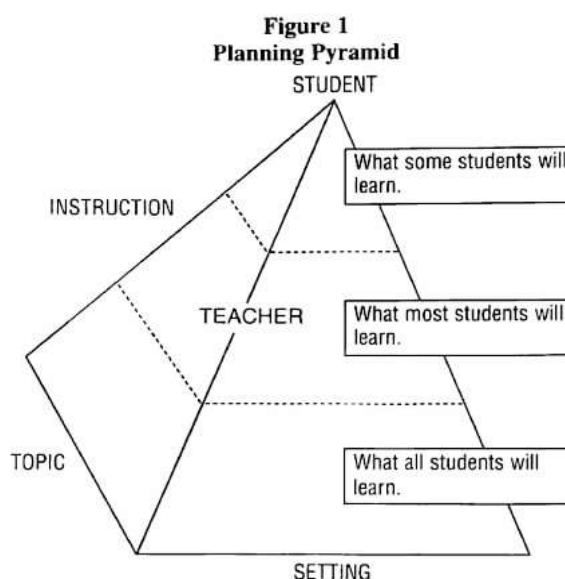
**Planning Pyramid:**

When students come to class with different support requirements, the responsibility to educate all pupils takes on a new meaning for classroom teachers. Many educators desire to discover teaching strategies that can help these students with more complicated demands as well as the entire class (Vaughn, Hughs, Schumm, & Klinger, 1998).

The three levels of the Planning Pyramid are called Degrees of Learning. The bottom tier of the pyramid stands for "what all students will learn." The greatest volume of material is found in this layer. "What most, but not all students will learn" is represented by the middle layer, while "what some students will learn" is represented by the smallest layer. The idea is that while all students are capable of learning, not all of them may be prepared to grasp all of the material.

A distinct result is described at each level of the pyramid, frequently using Bloom's taxonomy. The main concepts of the lesson or unit are represented by the basis, or what all students will learn. The majority of pupils will gain more facts and information regarding ideas and concepts from the base at the medium level. Information that improves fundamental ideas and facts is represented at the top level.

What students learn in an inclusive classroom depends not only on what is taught but also on how it is taught. Points of Entry, the second part of the Planning Pyramid, directs educators to consider elements that will influence the learning process. Students, teachers, topics, settings, and instructional approaches are the Points of Entry we take into account for learning. Teachers take into account each Point of Entry's potential impact on the learning process while making lesson plans. Planning and instruction will be made easier by giving careful consideration to Points of Entry since problems that impact students' conduct, interest, and comprehension will be recognized before they arise in the classroom.



Adapted from "Planning Pyramid: A Framework for Planning for Diverse Student Needs During Content Area Instruction," by J. S. Schumm, S. Vaughn, and A. Leavell, 1994, *The Reading Teacher*, 47, pp. 608-615.

**Cooperative learning :**

Through controlled interaction, cooperative learning fosters cooperation in small groups. Improving individual students' comprehension and retention of the material being taught through group activity is one of the objectives of cooperative learning. Developing a favorable attitude toward the material and learning in general is another. Cooperative learning is

characterized by face-to-face interaction, positive group interdependence, personal accountability, task emphasis, responsibility, proper use of interpersonal and small group abilities, and group processing

The following are some tactics to improve cooperative learning groups' efficacy.

- Assign pupils to diverse groups.
- Put pupils in small groups.
- Select a group makeup that will foster a high degree of engagement and unity within the group.
- Regularly assess and adjust the group's makeup.
- Make sure that every kid can see every other student and that no one is placed in a position of authority.
- Choose an activity that engages pupils in the material to be learned and that they are willing to do.

To encourage involvement and give group activities a focal point, use manipulative objects.

- I. Clearly state the academic and cooperative goals.
- II. Establish guidelines for group peer participation.
- III. Instruct pupils on group communication techniques.
- IV. Keep an eye on how students are interacting.
- V. Get comfortable playing the part of a facilitator.
- VI. To reduce distraction, leave enough space between groups.
- VII. Encourage self-reliance and personal accountability.
- VIII. Give students comments on the assignment and the procedure.
- IX. Incorporate the assessment and contemplation of group performance by the students.

### **Behavior management in inclusive classrooms :**

Managing students' behavioral issues, which teachers frequently face, is another essential aspect of classroom management. Teachers frequently worry that they have to spend a lot of time addressing behavioral concerns with students. These issues could have several causes. Some may have to do with a learner's individual behavior, while others may have to do with how they behave in a group or in relation to a specific individual, occasion, or object. Teachers can direct every student to a counselor if the school has one, but many Indian schools lack this resource. Teachers at these institutions are responsible for handling students' behavioral issues in the classroom.

### **Providing remedial instruction and feedback :**

Support networks must be set up to empower students in order to promote an inclusive learning environment. While some of these supports should come from outside sources, others must be built within the person. These tactics are especially important for kids with special needs, even if they might appear to be helpful for everyone. To guarantee meaningful inclusive education, educators must consciously try to incorporate these methods.

A positive self-concept has a major impact on academic accomplishment, according to research. External feedback from peers, family, school, and society shapes a student's image of themselves. While experiences of bullying, exclusion, or criticism can result in feelings of inadequacy, a supportive and caring atmosphere promotes self-confidence. Teachers can help children create a strong and positive self-concept by assisting them in identifying their abilities and overcoming obstacles. A positive perspective on school, society, and life in general must be developed by students. A healthy mentality is promoted by accepting essential principles and ideas, whereas complaining about unavoidable situations creates negativity. Progress is hindered by a pessimistic or cynical mindset, while growth is made possible by an optimistic and resilient approach to life.

### **Professional Development :**

General education instructors often ask for professional development opportunities to assist their teaching circumstances because they feel unprepared to fulfill the behavioral and academic demands of children with disabilities in their classes (Schumm & Vaughn, 1992; Semmel, Abemathy, Butera, & Lesar, 1991). School-based workshops, university courses, opportunities to visit other teachers' classrooms, teacher-to-teacher mentor programs, teacher study groups that enable teachers to collaborate to find solutions, reading a book written by an expert in the field, and experimenting with new teaching techniques are just a few examples of the professional development opportunities. Regretfully, it appears that a one- or two-day staff development program is insufficient to provide instructors with the knowledge and expertise required to make changes in their classrooms (Malouf & Schiller, 1995; Peterson, 1995).

### **Conclusion:**

Teachers want to feel good about fulfilling the social and academic requirements of every student. Teachers must be able to make these modifications and concessions within the constraints of their current timetables. For students with learning challenges and behavioral issues, the instructional strategies recommended in this article offer a first step toward bettering education. Many general issues can be avoided by taking preventative measures at an early stage. We must take on two roles in order to implement preventive measures. In order to encourage positive discipline in the classroom, we must provide a supportive environment. We also need to identify and set up a support structure to keep students from acting out. Preventive measures apply to all students, not just certain ones.

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