

## INSTRUCTIONAL STRATEGIES FOR INCLUSIVE CLASSROOM

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### ABSTRACT

Teachers are called the nation builders as they shape the future of the country in their classrooms. They have the responsibility of showing right directions to the young minds. Spreading knowledge to all the students without any discrimination lies on their shoulders. In the present times they are teaching all the students with or without disabilities under the same roof. Teachers put their best foot forward for imparting knowledge to all young minds. In inclusive settings teachers face difficulties in providing quality of education to all the students. Teachers find it hard to cater the educational needs of all the students with diverse needs. The present paper is an attempt to suggest strategies for teachers to fulfill the learning needs of varied students in inclusive classrooms.

Key words: Inclusive Classroom, Strategies, Teachers

### INTRODUCTION

A system of education which provides opportunities to all the students to get education from the same teacher in one classroom is known as inclusive education. It is based on the belief that exceptional students need not required special services but should get benefits from all the facilities, activities, and enactments which are available to other students (Julka, A. et. al. 2014). It is a multi disciplinary procedure for endeavoring education to students with special needs.

Almost all the classrooms in present times are inclusive classrooms. The students varied from mild to modest disabilities (DuPual, G., Gormley, M., & Laracy, S. 2013). For the creation of supportive learning environment comprehensible structure, strategies are necessarily important (Wong, H., & Wong, R. 2014). Teaching strategies are the planning made by teachers to achieve the goals of education in the classroom. A

teacher looks for different options available and makes a strategy for the achievement of desirable results.

In inclusive classroom teachers need to impart education to students as per their individual needs. A teacher despite of what he/she is teaching required being useful for all the children in the inclusive classroom. Teachers have to show in-depth knowledge in the subject they teach. Without in-depth knowledge of the content, education cannot be imparted effectively to the students. Teachers are required to use different strategies for diversities in their classrooms (Polirstok, S. 2015).

The environment of the inclusive classroom may improve the abilities of the students and make him/her feel protected as the member of the classroom. Teachers, who create an atmosphere of emotional well-being, foster the learning as well as emotional development among the students. Many previous researchers had supported an environment of respecting individualities of each other make students feel comfortable in asking the questions and expressing their viewpoints freely (Stronge, 2002).

A classroom with warm surroundings will enhance academic achievement, feeling of satisfaction and attachment to the school among all the students (Bucholz, J. L., & Sheffler, J. L. 2009).

The present research paper discusses some strategies which are of great help for teacher as well as for students with special needs.

## **REVIEW OF LITERATURE**

Polirstok, S. (2015) highlighted that creation of reinforcing inclusive classroom environment, learning the art of selected ignorance, being focused on organization and schedule, enhancing students locus of control and preventing the use of punishment can lead to better management of inclusive classroom.

Singh, P. (2012) suggested that peer tutoring, supportive learning, multi sensory approach, division of teaching content into smaller easy parts etc. are the some strategies which help students with special needs understand the curriculum in better way.

Martel, H. A. (2009) discussed three strategies i.e. peer tutoring, straight guidance and behavioral strategies of personal supervision. The research paper emphasized that with the help of these strategies students will improve academically and behaviorally in inclusive settings.

Brown, D. L. (2004) emphasized that suitable support and differentiated instructions help in providing appropriate education to students ranging from gifted to disabled in general classrooms.

The above mentioned studies had suggested that with the help of diverse strategies, teachers can produce better results. Moreover, the students with special needs can boost their academic achievement as well as the whole personality.

### **JUSTIFICATION OF THE PROBLEM**

In the present education system all the classrooms are becoming inclusive classrooms. A teacher has the great responsibility for catering the educational needs of all the students while respecting the abilities/disabilities of the students. It is not easy for general teachers to impart education to the students as per the individual needs. They are required to prepare wide-ranging strategies to fulfill their responsibilities. The present research paper will help teachers to be familiar with divergent strategies used in inclusive classrooms globally.

### **OBJECTIVE**

The objective of the present research paper is to highlight some strategies for diversities to impart education to all the children in inclusive classroom.

### **STRATEGIES FOR INCLUSIVE CLASSROOM MANAGEMENT**

1. Classroom Setup: Setting up the classrooms for all the students is a necessary step before starting teaching in the classroom. It is necessary for all the teachers to set up the physical environment of the classroom in such a way that all the students have a feeling of belongingness. Design and organization of physical

- environment will determine how students will react, learn and correlate to teacher and each other (Schwartz & Pollishuke, 2013).
2. An environment of Reinforcement: Inclusive classroom environment needs to be congenial and warm for all the students in which they can feel protected and comfortable. It will motivate the students to come and gain knowledge without any anxiety (Wong, H., & Wong, R. 2014). But the question remains how to make a classroom reinforcing for all the students? The answer lies in the frequency of approval or disapproval of teacher in the classroom. If teacher's approval is higher than disapproval than the classroom is more reinforcing for the students. But many previous researchers had shown that frequency of disapproval is more than the approval in classrooms (Polirstok, S., & Greer, R. 1977). Teachers need to reinforce the good choices made by the students.
  3. Classroom Rules: Researches had revealed that the students obey the rules made by them more than the rules imposed on them by teachers. Teachers should provide necessarily guidance to the students while making rules for classroom. Teachers should make sure that rules are unambiguous, consistent and directed towards positive behaviour (Dunbar, C. 2004).
  4. Selective Ignorance: Ignoring the minor misbehavior/inappropriate behaviour is not an easy task. Selective ignorance is a difficult technique to learn. Use of planned technique of selective ignorance is helpful for teachers to decrease minor misbehavior (Scott, T., Anderson, C., & Alter, P. (2012). E.g. a teacher can ignore the inappropriate behaviour of a child, should catch the other students of being good and provide approval for their good behaviour. It all depends on teacher's perspective towards handling the problem of misbehavior/inappropriate behaviour in the classroom.
  5. Simple Instructions: Instructions should be simple for students with special needs. Verbal responses should be given more than non-verbal. Instructions should be repeated if students are not able to understand it one time (11 Classroom Management Strategies for Children with Special Needs (n.d.)).

6. Attention on Strength of the Students: Every student has his/her own strengths and weakness. Teachers need to concentrate on Students strengths rather than pointing out their weaknesses e.g. some students learn through visual cues, some with firsthand experience, others with audio etc. Teachers are required to plan the lesson plans according to the strengths of the students (11 Classroom Management Strategies for Children with Special Needs (n.d.)).

### **STRATEGIES TO TEACH IN INCLUSIVE CLASSROOM**

1. Collecting more and more information: Before entering a classroom, teacher should collect more and more information about the diverse students from fellow teachers, special educators and if possible from the parents of the students as well. This will help them to prepare lesson plans accordingly (18 Inclusion Strategies for Student Success (n.d.)).
2. Making Individualized Education Plan (IEP): Every student learn at his/her own pace. For teaching the diverse students in inclusive classroom, it necessary to prepare IEP according to their personal needs. Teachers may take help from special educators for preparing IEP.
3. Teach important Daily Life Skills: It is mandatory for teachers to teach daily life skills such as watching time, writing a simple letter, signature practice, taking/copying notes etc. to students with special needs (5 Effective Strategies for Inclusive Classroom (n.d.)).
4. Use of Multi Sensory Approach: Students learn better when more sensory organs are used while learning. Teachers need to prepare lessons as such it provide chance to students to use maximum sense organs (18 Inclusion Strategies for Student Success (n.d.)).
5. Collaborated Teaching: Teaching in collaboration rather than single handedly will produce consistent results. Collaboration in planning the lessons, teaching and evaluation will help in teaching effectively. Teachers may also collaborate with counselor to bring out the best in students (Singh, P. 2012).

6. Peer tutoring and cooperative learning: Students learn better with their age mates and in groups. Peer tutoring and cooperative learning need to be encouraged among all the students. A bright student can be provided the responsibility of teaching slow learners but teacher needs to be vigilant in the classroom.
7. Allow Responses: Teachers must encourage students to respond despite of right or wrong response. Every response should be rewarded and corrections can be done later. It will build confidence among students with special needs.
8. Flexibility: Flexibility is a great quality of a teacher. Teachers should not be rigid while delivering a lesson in a classroom and have to be flexible in their approach. If students are not able to learn as per the planning of teacher, modifications should be done according to the needs of the students (Cohen, S., Bleiweiss, J., Mouzakitis, A. & Fahim, D. 2010).

## **CONCLUSION**

Inclusion of students with special needs in general classrooms has made teaching more challenging for general teachers. They need support from diverse teaching strategies for the attainment of learning goals. The above mentioned strategies will lend a helping hand to teachers for bringing out the best in their students.

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