
Teaching Strategies for Students with Health Challenges in Regular Classes

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ABSTRACT

For many years, students with special needs have been a crucial topic in general education classrooms. These children are entitled to full access to all materials and social interactions available in a regular classroom. Many schools' ultimate goal is to construct a classroom with the fewest restrictions possible to satisfy all kids' needs, including those with special needs. Teachers want kids with special needs in their classrooms, according to studies, but they are ill-equipped to meet their educational demands. Teachers should be able to learn more about how to establish successful inclusion classrooms. As a result, the goal of this research is to address the many teaching techniques that instructors might employ to have a successful inclusive classroom. This study answered one research question: How do teachers ensure a child with health challenges has a successful enrollment? A survey of academic literature and observations in two primary classes was used to obtain this research topic data. The findings of the study revealed that teachers who are informed about a range of teaching tactics include getting started and getting ready: When it comes to preparing for a student with a disability in class, it's all about the "right stuff." It's almost as if picking up a new language, but it fits right into any modern discussion of effective teaching and learning. Plans tailored to each child: This may not bother the teacher, but make sure that individual planning meetings, specialists, and consultants do not ask to undergo advanced therapies without providing practical support. A distinct set of instructions: collaboration with teaching assistants, and so on can help children with special needs succeed.

Keywords

Teaching Strategies, Inclusion Classroom, Disable Students

Introduction

Disability, which is not recognized as a development issue, is at the bottom of the development agenda. Although historically, more significant children with impairments have been educated, this is no longer the case. Individual special education systems are expanding their inclusive education programs. The educational system encourages and even requires it (Forlin, Loreman, Sharma, & Earle, 2009; European Organization for the Development of Special Needs Education

[EADSNE], 2010). As a result, pupils in the classroom with disabilities are regarded eligible, and their presence in the classroom is a fact of life for teachers (Jobling & Moni, 2004).

Although it's debatable, the number of students with impairments in regular learning environments has increased dramatically as a result of the inclusion activities (Dempsey, Foreman, & Jenkinson, 2002). Alternatively, whether it merely exists. Because of the high prevalence of impairment, many

more pupils who were already in regular courses but unidentified were identified (Graham & Jahnukainen, 2011; Westwood & Graham, 2000). Graduate teachers must be capable of meeting the needs of all students in their class (New South Wales Institute of Teachers [NSWIT], 2007; EADSNE, 2010).

Even though inclusive philosophy is widely accepted, multiple studies have revealed that conservation and practice teachers believe they are underprepared to address the requirements of students with disabilities (Forlin & Chambers, 2011). For example, Loudon et al. (2005) found that only around half of primary school instructors are equipped to teach pupils with impairments. Senior instructors were less enthralled, with just about 20% believing primary school teachers were well prepared. In Bangladesh, many people regard disability as a misfortune and a source of shame for their families. Only a few systematic interventions have been done at the district level in Bangladesh to improve awareness of persons with disabilities. All investigators and educators have had discussions on why inclusion should be meaningful and forceful. The United Nations Convention on the Rights of the Child (1989) and the UNESCO's Salamanca Statement (1994) united politicians and schools to find and create answers by arranging schools and teaching for everyone (McGuire et al., 2006). Several studies have concluded that inclusive education produces acceptable knowledge outcomes (e.g., Hattie, 2009; Kvalsund & Bele, 2010).

For many years, involving students with special needs in the classroom has been a hot matter of debate. Everything revolves around the classroom.

Regardless of their strengths and weaknesses, students are valued members of the school community. There is no need to separate disabled pupils into various institutions. They expect to have full access to all materials and social interactions in the general education classroom. Classrooms in general education for students with disabilities are a current legal requirement in the United States under the country's disability education law, or special education law, known as IDEA (IDEA "Sec. 300.8 Child with a Disability.", n.d.). The ultimate goal of many schools is to create a classroom that has a minimally limited environment to meet the needs of all students. Unfortunately, many teachers are not trained on how to teach students with special needs, even though they include these students in their general education classes (Hyunjeong et al., 2014: p. 16). According to one survey, "Most education teachers in the United States do not have the required knowledge basis to educate and develop kids effectively" (Hyunjeong et al., 2014: p. 17).

Teachers want students with special needs in their classrooms, according to the poll, but they don't feel fully prepared to educate them. However, the fact that these teachers can educate pupils with special needs may not be enough to instill confidence in them. This research is significant since it examines a wide range of learning styles. To have an effective inclusive classroom, teachers must be used. Students with special needs should be able to learn to their full potential. For all pupils, a classroom with the least constrained environment is usually the most beneficial. To be most successful in a classroom, teachers must be

familiar with various inclusion tactics for students with special needs.

The Objective of the Study

The goal of this study was to compile a summary of research on teaching kids with impairments. Rather than focusing on why inclusiveness is vital, this research looks into how it might be accomplished. Will be adopted, which is convenient given the revolution in intellectual disability understanding, as the emphasis has switched from deficit evaluation to supportive assistance identification (Buntinx & Schalock, 2010).

As a result, the goal of this study was to concentrate on various teaching strategies that teachers might implement in their classrooms to ensure effective enrolment.

Questionnaires for Research

This study addresses the following questions:

- 1) How do teachers ensure a child with a disability has a successful enrollment?

Review of related Literature

This study investigates the different teaching approaches that teachers use to set students' special needs for improvement. Firstly, "teachers' beliefs or attitudes" presents a study from different perspectives of multiple teachers in the inclusion classroom. Secondly, "inclusion classroom," explores how teachers have better adapted to the needs of special needs students by changing the structure of their classrooms. Beliefs are distinct from theoretical notions of knowledge in that they are not subject to any standard of truth (Bereczki & Kárpáti, 2018). Furthermore, in educational processes, beliefs are used as action guides, especially in poorly defined and

complex situations, because they serve to clarify the situation and create goals and objectives (Civitillo, Juang, & Schachner, 2018). Because this work is concerned with teaching and teacher actions, beliefs are also considered to include both beliefs about one's competence to teach and design learning processes, as well as beliefs about one's ability to generate and organize information.

In the context of inclusive education, not only are ideas about the ability to teach groups of varied students important in inclusive learning but so are attitudes about students' knowledge and learning, particularly beliefs in advanced learning aptitude and effortful learning (Silverman, 2007; Ritter, Wehner, Lohaus, & Krämer, 2019).

Hyunjeong et al. (2014) found that multiple teachers in the United States and South Korea very concerning about their feelings in the inclusive classroom. The term "inclusion classroom" can be interpreted in different ways. Hyunjeong et al. (2014) asserted that Disabled students are supported in general education courses in schools surrounding them and receive special instruction in a separate classroom under this policy. The inclusion classroom is an important aspect of the education system in the United States as well as around the world. The Inclusion Classroom is a place where all students with multiple skills can study in a diversified atmosphere (Girardet, 2018).

The term "inclusive education" refers to changing schools so that each student can be accommodated (UNESCO, 1994). Inclusion is commonly defined and understood in a variety of ways on a national and worldwide level (Hardy

& Woodcock, 2015; Knight & Crick, 2021). Teachers' attitudes toward inclusion can often influence the success of inclusive education for all students (Klehm, 2014). Furthermore, Klehm's study (2014) found that Teachers who have a more favorable attitude toward inclusiveness are more likely to succeed. Evidence-based techniques are used more frequently in education than in their less positive competitors. Another study (Avramidis & Norwich, 2002; Acevedo, & Nusbaum, 2020) also found that Depending on which types of pupils are "included" in the classroom, attitudes toward inclusive learning may differ. Students with special needs are an important part of society, and as citizens, they have the right to learn and participate as citizens capable of being useful in their communities. Although there is no legal definition of inclusive education (Grenier, 2010), some studies have described it as "the ability for individuals with learning disabilities to access mainstream services and be fully integrated into the local community" (Clegg, Murphy, Almack, & Harvey, 2008).

The advantages of merging general education and special education pupils depend on various circumstances. The way teachers are trained, the numerous approaches different teachers can take, and the curriculum employed are all elements to consider. Educators can utilize a variety of assessments to determine that inclusion is beneficial to children, including standardized testing, portfolio assessments, document analysis, monitoring, and student work and performance. Classroom management is an important aspect of effective learning (Hattie, 2009; Crick, 2021) and researchers have emphasized its significance in

inclusive classrooms. Also, emphasize that classroom management is intended to help students learn and maintain new abilities (Jordan & McGhie-Richmond, 2014). The majority of impaired pupils spend their school days in general education classrooms with non-disabled classmates. The reasons for this are obvious: when students with impairments are taught alongside their non-incompetent peers, they achieve better academic results, have fewer absences, and receive better mentoring. Classroom inclusion extends beyond ensuring that children with disabilities receive the high-quality education to which they are entitled. It's all about creating a better learning environment that caters to the individual needs of all students (Harris, Jones, & Crick, 2020).

Despite the widespread endorsement of the inclusive ideology, multiple studies have found that pre-service and in-service instructors believe they are not well equipped to address the requirements of disabled students (Forlin & Chambers, 2011). Louden et al. (2005) found that just half of the primary instructors polled were pleased with their preparation to teach kids with impairments. Some countries are attempting to find the best methods for supporting children with disabilities; nonetheless, it is critical to understand how inclusion is implemented across cultures and countries, as well as how teachers feel about the inclusion classroom. Connolly et al. (2009), Morgan & Pytash (2014) stated that the teachers reconfigured their classrooms in such a way that individual instruction was facilitated, resulting in higher learning rates.

Methods

Incorporating kids with special needs into a general education classroom is

critical. Qualitative research has previously been employed in fields such as sociology, history, and anthropology. “Qualitative data offer a source of well-grounded, rich descriptions and explanations of processes in recognizable local contexts,” according to Miles and Huberman (2009). With qualitative data, you can keep the chronological flow, observe exactly which events led to which outcomes, and come up with useful answers. Qualitative approaches are concerned with the explanation of human behavior within the context of the social systems in which it occurs. The goal of this study was to look at several teaching strategies that teachers might utilize in their classrooms to increase student enrolment.

Procedures

This study employs a qualitative method of observation in the classroom. In qualitative research, observation is one of the oldest and most fundamental research methodologies. This method entails methodical and relevant data collection using one’s senses, particularly gazing and listening (McKechnie, 2008: p. 573). A data collector observes participants as they go about their regular lives, taking copious field notes and/or recording them on video or audio. The researcher watched two classrooms in one elementary school in Bangladesh to address the research question. In February, the researcher was assigned to a fifth-grade classroom, where she would be observed once a week for three months. The researcher was assigned to a second-grade classroom in May. The amount of time spent in both classrooms per week varied between two and four hours. Each semester, the researcher conducted three

observations, each of which was documented with a note and an audio recording.

Participants

The participants in this study were two teachers who worked with disabled children in regular classes. Sampling procedures can be used in conjunction with one another or on their own in a qualitative dissertation. In the Magura district of Bangladesh, two elementary school teachers were watched in their classrooms. The classrooms that were observed were a convenience sample. In any form of study, using the entire population would be ideal, but due to the population’s finite size, this is not always practical. Because the population is nearly finite, most researchers employ sample approaches such as convenience sampling to include all subjects. Most researchers use sampling approaches such as convenience sampling for this reason (Explorable.com, 2009). The fifth-grade teacher, whom the researcher referred to as Ms. X., is a Bangladeshi female. She has five years of teaching experience, two of which were spent in a first-grade classroom and three of which were spent in a fifth-grade school. In the first grade classroom, the teacher, whom the researcher called Ms. Y., is a Bangladeshi female. She has taught for 10 years. Ms. Y. has always taught first grade. Both teachers have spent their whole teaching careers at this school. Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling in which members of the target population who meet certain practical criteria, such as easy accessibility, geographic proximity, availability at a specific time, or willingness to

participate, are included in the study (Dörnyei, 2007). As a result, convenience sampling was chosen by this researcher due to availability and willingness at a specific moment.

Data Analysis

The data were examined using a thematic analysis of observations and a review of the literature by the researcher. Thematic analysis is a qualitative data analysis process that entails reviewing a data set for recurring patterns, comprehending them, and reporting them (Braun & Clarke, 2006). It is a method of expressing data, but it also entails interpretation in the selection of codes and the development

of themes. In addition, the researcher scrutinized his comparison and review of the literature for similar themes and contrasts.

Findings

The findings of this study were based on a thematic analysis of observations. A total of two classrooms were observed. Because they were the researcher's allocated fieldwork classrooms, the classrooms were chosen. The findings aided in answering the research question. In the parts of this findings section, the researcher has highlighted some of the significant parts of the observation.

Fieldwork Monitoring			
Observation	Time	Grade	Topic
One	8:00AM-10:00AM	Fifth	Introductions of Students

Researcher fieldwork was completed in a fifth-grade inclusion classroom. Two pupils have been diagnosed with ADHD, one has a speech impairment, and the other has an intellectual disability. Rony, a student with an intellectual handicap, was the focus of my observations. The researcher concentrated her observations on Rony, a pupil with an intellectual handicap. Ms. X., the teacher, did not teach a specific lesson on this day, according to the researcher. Instead, she had the pupils come up with their introductions.

Teacher: "She wants to make sure that he gets to know all of the pupils and that they get to know each other during the first week of school."

Student: "Rony's intellectual impairment, the teacher tries everything she can to engage him in classroom activities without making him feel inferior to the other students."

Teacher: "She checks in on Rony to make sure he's doing everything he can to complete the morning's tasks. Before the pupils enter the classroom, one student stands at the door and shakes hands with each of them. This student greets each pupil by shaking his or her hand and saying, 'Good morning.' This first activity is a method that the teacher (Ms. X.) employs to help students improve their interpersonal skills."

Student: "Rony is a natural at this. He has a big grin on his face because after shaking her hand, the student at the front entrance also hugs her."

Teacher: "When all of the pupils have entered the classroom, the teacher instructs them to retrieve their homework folders."

Student: “Rony raises his hand while the other pupils pull out their folders. The teacher approaches him and stands in front of his desk. He tells the teacher that his homework folder is still in his backpack outside the classroom.”

Teacher: “She tells him that he must always take his folder with him while entering the classroom. She informs him that he can receive it now because it is still the first week of school, but that he must remember it next time.”

This was quite beneficial to me. The teacher approached him at his desk and spoke to him as if he was capable of following instructions. The researcher was convinced that if another student wanted their homework folder, the teacher would let them get it. She isn't treating Rony any differently because he has a disability. She has great expectations for him, which are necessary for her to achieve her goals.

Teacher: “She instructs the homework checker to begin strolling around the classroom, signing off on students' assignments. Please come have a seat on the carpet once your assignment packet is signed, the teacher adds. Who can repeat the directions I just given you? She asks. She summons a student, who then relays the instructions to her and the rest of the class. This allows pupils who may not have been paying attention the first time around to hear the instructions a second time. The teacher approaches Rony's desk and double-checks that he has his assignment folder out. She notices that his folder has been removed from his desk and that his homework has been finished.”

Students: “He is given a ticket by the teacher. In her classroom, the instructor implements a reward system.”

Teacher: “Students can earn tickets by staying on task, acting well, helping

others, and generally being excellent classroom citizens. Teachers, on the other hand, take away tickets if students do not perform these things. The children will eventually utilize these tickets to obtain something from the teacher's prize box.”

When I spoke with the instructor, she said she had been using this strategy of awarding kids for a long time and that it had always worked well in her classroom. Students appear to appreciate the incentive system and are constantly exploring new methods to earn more tickets.

After the homework checker had signed their folders, most of the pupils moved quietly to the carpet and took a seat. I took a seat on the carpet as well, and we all waited for more information. Rony took a seat across from me on the carpet. Today, many pupils were given the task of presenting their “Me Bags.” These pupils carried a bag containing four to five personal belongings. The kid who presented was able to sit in the front of the classroom in the teacher's chair. This student informed us of all of his possessions. Finally, the other pupils were allowed to ask questions. If a student made a statement instead of asking a question, the teacher would remind him or her that this was not the time for comments, but rather for inquiries. The teacher did an excellent job of keeping the pupils focused and the introductions went off without a hitch. She barely came over to Rony once throughout the speeches to speak with him. While she was supposed to be sitting cross-legged, he had decided to place her legs in front of her, in

someone else’s space. Rony had been asked by the other student to move her legs, but he refused. I tried to persuade Rony to sit cross-legged, but he ignored me because he didn’t know who I was.

When it came to including pupils with special needs in her classroom, I believed the instructor exuded confidence. She checked in with Rony a few times, but it was not obtrusive. She spoke at Rony’s level, ensuring that he was on task without being intrusive. Rony was treated the same as the rest of her students by the teacher. This type of teaching demeanor is required in every inclusion classroom. Although certain children may require additional assistance, the instructor should not focus all of her attention on one student when there are thirty others in the classroom. The teacher was able to evenly distribute her time and attention among all of the children.

Fieldwork Monitoring

	Observation Time	Grade	Topic
Two	8:00AM-10:00AM	Fifth	Observation of a subject class

The researcher saw how the teacher was able to assist several pupils with learning impairments to achieve the best results. Although this was a brief lesson, the teacher certainly was able to employ several methods that aided the pupils’ performance.

Teacher: “She (MS. X.) Used a microphone to make herself more audible; she repeated herself several times and employed visuals throughout the class. The teacher’s classroom is equipped with a speaker system. She

wears a microphone on her chest whenever she gives a lesson in front of the entire class. This allows her to be heard easily throughout the classroom.”

This was especially useful for pupils with hearing impairments, I noticed.

Teacher: “These youngsters were seated near the speaker. When teaching a lesson, the teacher loves to switch up her tone of voice. She switches from shouting to whispering. This makes the course more engaging for the students, but the whispering would be impossible to hear without a microphone. The microphone allows the teacher to be heard clearly by all of the students in the room.”

The researcher also noted that many of the teacher’s statements were repeated.

Teacher: “Now we’ll open our books,” she explained. What are our options?

“Let’s take a look through our books,” says the group. She poses questions to herself and the student and then repeats the response.

This is a strategy that will be implemented. People studying English as a second language will find it useful as well. Students who don’t hear him the first time should definitely give her another chance. Ms. X. uses a lot of repetition in all of her lessons, which I noted. This is an excellent teaching strategy that is used in many classes, both with and without pupils who are deaf. This is an excellent teaching strategy that is used in many classes, both with and without pupils who are deaf. This will most likely perplex the students. Students will occasionally repeat lines from the book to her. This method, I believe, is used to ensure that all of the pupils are paying attention and

following along. Her final tactic is that she incorporates numerous pictures throughout her lesson.

Teacher: “Ms. X. projects the book on the Smart Board instead of reading it to the class and letting students follow along in their own books. The teacher uses her finger to follow the words shown on the board.”

This helps children who may not be able to hear or comprehend her to see exactly where she is reading and then read along with her on their own. When the teacher teaches a math lesson, she does During group lessons, she wears a microphone to ensure that the pupils can properly hear her. She repeats herself frequently so that pupils can hear what she says a second time if they miss it the first time. Finally, the teacher incorporates pictures into all of her courses. This allows students to follow along even if they are unable to hear her. She is well-versed in how to prepare pupils with hearing impairments for success.

it the same way. She draws the problems on the board and indicates where she is in the process of addressing them.

All of the kids benefit from the pictures used during the class.

When it came to educating pupils with special needs, the teacher exuded confidence. Despite the fact that hearing impairment may appear minimal, she nevertheless feels compelled to alter her courses in order to prepare these students for success.

Fieldwork Monitoring			
Observation	Time	Grade	Topic
Three	8:00AM-10:00AM	Second	Lesson
on Clock making			

The researchers concentrated their observations on how Ms. Z. was able to assist a student with Attention Deficit Hyperactivity Disorder (ADHD) in achieving achievement. This student was given the name Anik by the researcher. The class’s afternoon clock-making instruction was the time period I was witnessing.

Teacher: “When it came to ensuring Anik’s ability to stay on topic, the teacher exuded confidence. Despite the fact that he slipped off track several times, she tried everything she could to ensure his achievement. Throughout the lecture, the teacher spoke with Anik several times.”

Student: “Anik also sat at a different desk from the table groups. When I asked the teacher about this sitting option, she stated that it helped him stay focused on his work. Anik allegedly tried to sit at the table groups, but he was incredibly distracting to the other pupils. Throughout the school year, the instructor has worked with Anik to ensure that he is as successful as possible.”

Teacher: “She began the class by demonstrating two types of clocks to the students. She demonstrated both the traditional and digital clocks. The kids were asked if they could read an analog clock by the teacher. One of the few students who could read an analog clock was Anik. The teacher asked Anik if he would read the analog clock to the students since he needed to get up and walk around. Because running is not permitted in the classroom, the teacher requested Anik to do it again.”

Student: “Anik acted as if he didn’t want to go back, but he did. Anik then confidently read the analog clock.”

Teacher: “The teacher then informed the pupils that they would be making their own analog clocks to experiment with.”

Student: “Anik leaped to his feet and began pounding on the table. Will sat down promptly as the teacher gave him a harsh look.”

Teacher: “The paper passers were instructed to distribute paper plates to each pupil by the teacher. For this day, Anik was the paper passer.”

Student: “He snatched up the entire stack of plates, but the teacher reminded him that he should split the work with his partner. Will made a loud grunt. He reacted inappropriately, she told him. The paper plates were then distributed by Anik.

Teacher: “The teacher next demonstrated how to glue a clock face onto a paper plate to the youngsters’ delight. Anik appeared perplexed. The teacher approached him and demonstrated how to glue it. This one-on-one assistance helped him comprehend the assignment. Finally, the teacher had the pupils work in pairs to move their hands around the clock to change the time.”

Student: “Anik didn’t have a companion because he had his own desk. As Anik’s partner, she collaborated with him. Because Anik’s teacher was also his companion, he was able to keep on topic. Anik has previously been sent to work with other kids by the teacher, but this only occurs on days when Anik has not been told to keep on target. As a reward, students are required to work with other students.”

The instructor, according to the researchers, was able to set Will up for success and productivity in her classroom. Despite the fact that he was seated aside from the other pupils, he was able to completely engage in the classes. This was only a different sitting arrangement to keep him from bothering others. Will was helped to understand what was suitable in her classroom by the teacher’s small verbal reminders. In addition, Anik was able to walk around while still focusing on the class assignment thanks to the alternate fidget desk. She had a good system in place to keep Anik focused and engaged.

Fieldwork Monitoring			
Observation	Time	Grade	Topic
Four	8:00AM-10:00AM	Second	is an important part of a child Physical Education

The researcher worked in a second-grade inclusion classroom as part of her fieldwork.

The five students were diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), with two of them having intellectual disabilities, two

having hearing impairments, and one having half-hand loss. The researcher’s fieldwork placement was in a second-grade inclusion classroom. The five

students were diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), two of whom were intellectual, two of whom had hearing impairment, and one had a half-hand loss. The student noticed by the researcher today was the one who was missing half an arm. Pranto was the name given to this student by the researcher. He is a significantly smaller pupil than the rest of his peers. He doesn't have a prosthetic arm on him. All of his everyday activities are performed with his right arm. The teacher, whom the researcher dubbed Ms. Z., tries her hardest to adapt the various Physical Education tasks in order to help Pranto succeed.

Teacher: "It was a Physical Education lesson that the researcher observed. For the children to complete, the teacher had put up an obstacle course. Four separate activities made up the course. A jump rope was the beginning. The children were instructed to jump rope eight times, as instructed by the teacher."

Student: "Pranto's activity was adjusted, so she made sure to include it."

Teacher: "Do eight jumping jacks if you can't jump rope," she advised. The teacher requested that a pupil demonstrate how to do a jumping jack."

Student: "Pranto was the student who stepped up to help."

Teacher: "She did the jumping jacks alongside him so that the other kids could see both arms going up and down, but she did so in a non-controlling manner. The balance beam was the second component of the course. The kids were instructed to walk in a straight line across it."

Teacher: "Ms. X. advised the children that if they needed extra help, they may

have a friend hold their hand as they walked across the beam. This change was made for all of the pupils."

Student: "Without an arm, Pranto's balance may be compromised, so the teacher wants to make sure he can still execute the exercise."

The Scooters made up the third part of the race. The children had to cross the school field from one side to the other and back. The activity was not modified by the teacher in any way.

Teacher: "Later, she approached Pranto and informed him that if he liked, he may run from one half of the field to the other."

Student: "Pranto's face lit up with a broad grin. Because he was permitted to run while everyone else had to scooter, the researcher believes it helped him feel unique. The student's crab-walked back to where the jump rope action began, according to the teacher."

Teacher: "Ms. X. showed us how to do a crab walk. She advised the pupils to at least take a few steps in the crab walk. If it became too difficult, they may return to the jump ropes. She then asked if there were any questions from the audience. There didn't appear to be any queries from the pupils."

She properly deduced the various accommodations that Pranto required to be successful throughout the Physical Education lesson. Pranto, according to the study, was able to be just as active as the other students. Pranto did not appear to be struggling at any stage. The teacher, on the other hand, was always nearby to assist or encourage him whenever he needed it. The teacher understands how to employ effective inclusion tactics to help her students succeed.

Classroom observations revealed a common thread: the teachers' employment of a variety of tactics to assure student achievement. The two teachers seen by the researcher, Ms. X., and Ms. Y., adopted the following strategies: Work with pupils one-on-one, develop individualized strategies for them, and encourage active participation and collaboration among all students. Working one-on-one with kids enables both teachers to develop unique programs to help their pupils succeed. Ms. X. went out of her way to place the students' desks into small groups to encourage collaborative discussion. This is required in order for kids with special needs to collaborate and work with their peers. All pupils were encouraged to participate actively by both teachers. All of their students were expected to engage in all classroom activities and conversations by these two teachers. It is critical to expect kids with special needs to participate so that they feel included in the classroom. Finally, the two teachers used small group conversations to promote inclusion in the classroom. This allowed all kids to participate completely, including those with specific needs, without feeling judged by the rest of the class.

Discussions

This research aimed to discover a variety of teaching practices that instructors utilize to create successful inclusion classrooms. The findings of this study and the review of the literature both similarly addressed the research question. Researchers identify various teaching strategies based on their studies.

Getting Started and Preparing

It's all about the "proper stuff" when it comes to preparing for a kid with a handicap in your class. It's almost as if you're learning a new language, but it fits nicely into any modern conversation about successful teaching and learning.

According to the findings of the review of the literature, having a consistent classroom framework each day aided students with special needs by creating a sense of predictability for daily classroom structure. This was discovered by researchers during their observations in the classroom. A teacher, for example, would post the daily timetable on the board, which the pupils would follow throughout the day. Because they were constantly prepared for what was going to be taught next, this provided pupils with a scaffold to actively participate.

Individualized Plans for Each Kid

Individual plans may be used by some kids, notably those with developmental problems or complicated learning requirements.

The ability of teachers to work one-on-one with pupils was another teaching method highlighted in both the Review of the Literature and the Findings sections. This was critical because the teachers worked with their students to develop specific plans that set them up for success.

However, because the instructor is likely to have frequent contact with the students, the teacher may wind up doing the majority of the job. This may not concern the teacher, but be aware at the individual planning meeting to ensure that specialists and consultants do not expect you to undertake sophisticated treatments without offering practical assistance.

A Different Set of Instructions

When creating a unit of work, some teachers find it useful to ask:

Do I need to make any changes? Would technology benefit some or all students? Do some pupils require content to be given differently? Should some students uniquely show their work? Will all students be evaluated in the same manner? Will certain pupils require additional or different objectives?

Creating an Inclusive Classroom

Setting good behavior standards and ensuring the classroom tone is supportive and affirming for all kids is a vital aspect of having an inclusive classroom.

If the teacher teaches in a group, ensure that all members of the instructional team follow consistent discipline procedures. When students are given varying behavioral standards and punishments in the same context, they feel irritated and disappointed. Consider providing class self-management tools, such as teaching students to hold class meetings and make decisions together on a variety of topics and events each week.

Teachers should examine kids' IEPs before the school year starts, according to the Review of the Literature. In certain ways, teachers can determine exactly what each kid requires to succeed. This is especially important in a school setting where students have multiple teachers. One way might work in a math class, but it wouldn't be in music. Once a week, for a few hours, teachers must meet as a group to handle students with special needs.

Create a classroom crisis plan with your pupils that will serve as your response

to any potential catastrophe. If you have a plan, you will be able to respond to potential crisis circumstances (such as an asthma attack, an accident, or intruders) more quickly and appropriately.

Students should be aware of how enthusiastic teachers are about studying and teaching. Students respond positively to teachers who are enthusiastic, courteous, and like learning.

Collaboration with the Teaching Assistants

Parents, instructors, teaching assistants, and students are all in favor of the broad use of teaching assistants to help kids with disabilities integrate into the classroom. Many teachers consider having a teaching assistant to be more important than almost any other resource, and some parents in our study viewed teaching assistants favorably.

Teaching assistants' roles have been expanded to encompass substantial responsibility for students' educational programs in some circumstances.

Students grow reliant on the assistant's help. As a result of the assistant's proximity, students interact less with their peers.

Teaching assistants with no formal training are being entrusted with significant responsibilities for pupils with special needs.

Increase the assistant's involvement in indirect support responsibilities, such as routine monitoring and recording of student accomplishment or small group work, always under the teacher's supervision.

Teachers and teaching assistants should be able to attend professional

development programs jointly. Teachers should be involved in the selection of their teaching assistants. Organize workloads so that teachers and teaching assistants have time to get to know one another, plan, and reflect on their work. These teachers tended to view all of their pupils, not just those with disabilities, as having unique needs (Shaddock, Giorelli, & Smith, 2007). In our research, we discovered that teachers who were chosen because of their success in mainstreaming children with disabilities were not always sure, or even confident that what they were doing would work. Regularly, these teachers “experimented” and “tested” hunches in their classrooms. Despite their apparent expertise, they were unusually cautious and self-critical. They carefully observed what worked and what didn’t comment on their teaching, and were willing to adapt and modify.

Conclusion

To sum up, both the review of the literature and the findings suggest that the following instructional practices can help kids with special needs succeed academically: work one-on-one with them, encourage active involvement and collaboration among all students, maintain a consistent classroom structure each day, and engage with colleagues on innovative tactics multiple times a week. What the researchers discovered was that these teaching practices are critical for a successful inclusion classroom and that if they had their classroom, they would surely apply them. We can only begin to solve the challenge of teaching strategy by assisting these role models in providing consistent and trustworthy information by establishing appropriate active examples and being mindful of

the impact of their passive acts. Develop a “yours, mine, and ours” strategy to include disabled children in programs. It’s crucial to realize that we’re all responsible for these students’ academic performance in some way. Learn more about each handicap and what it takes to do each task. Then it will be possible to meet all students’ academic and social demands. Educators should, however, collaborate to bring their knowledge to the classroom where teachers are learning to teach children with a wide range of needs. Require general education pre-service teachers to take special education curriculum and gain field experience in inclusive settings as part of their education. Teachers’ attitudes and willingness to teach students with special needs will likely improve if they are educated about the rationale for mainstreaming, accommodations, instructional tactics, and behavior management.

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