Classroom Management In Special Education

In the context of learning institutions, students with special needs are typically defined as those with requirements orienting from learning difficulties, physical and emotional disabilities as well as behavioral challenges. Based on my interaction with the kids with special needs and the consultation of the underlying literature pieces, it is evident that most of the school classroom environments are not designed in a manner that promotes inclusive learning for people with special needs. Therefore, it is essential it is crucial to create a safe learning or classroom environment that supports the attainment of inclusive education. Since the inclusive school is centered on educating all students with varying levels of abilities in a general education classroom, it means that creation of safe classroom environment for students with such individual disabilities as physical deformities and mental challenges should be given a priority. Therefore, with this background information regarding the subject matter, this paper has been set to discuss in details how one can create a safe classroom environment for the student with disabilities.

Classroom management elements are one of the critical aspects that one should consider when designing a safe classroom environment for the identified kid with special needs. In this context, the initial step should identify the particular difficulties of the disabled kid I interacted within the public sphere. This can typically be facilitated using either classroom progress reports, erection of the diagnostic assessments, consulting with the parents of the kid, or referring to the existing IEPs. Once the primary data has been considered concerning the child, the following classroom management elements should be considered to enhance effecting learning; arranging the physical environment, using education technology, arranging the underlying physical environment and ensuring effective management of other resources such time.

Factually, the classroom environment always needs to be safe and secure for both students with disabilities and those with typical learning characteristics. According to the underlying literature pieces, a safe and secure classroom environment is attained through removing of objects scattered on the floor, equipment, desks as well as architectural barriers. Additionally, proper management and arrangement of the noise level, light, and ventilation and creation of attractive furnishing should be designed to promote active, inclusive learning. Further, a safe classroom environment will be enhanced through the provision of comfortable as well as beautiful furniture within the classroom. This, in turn, leads to the creation of an environment which is both inviting and enjoyable, hence, suitable for learning.

The underlying technological infrastructure for promoting learning involves a set of systematic instructional techniques as well as procedures which are used in changing individual behavior, media, and learning resources. For enhancement of the suitable classroom environment for the identified child, I will ensure that such electronic technologies as radio, television, videotapes, and computers are made available in the learning environment. Besides, I will make regular consultations with other classroom teachers concerning the essential programs, techniques, and curriculum might also be provided to support the kid with special needs.

The process of organizing the instructional environment typically involves both information delivery procedures as well as material performance. To promote a safe learning environment

for the kid with special needs, one should conduct regular consultations with the building specialists. These individuals can primarily assist in the organization of the curricular based skills, including alignment of the powers with information according to the activities and subjects of interest to the kid.