

BEHAVIOUR OBSERVATION & INCLUSIVE CLASSROOM MANAGEMENT

for children with mild and moderate (different) disabilities in inclusive regular schools in Bangladesh!

Key points to remember!

- Do not label any child and use his/her name when speaking to the child!
- Encourage learning/reading buddies and/or student helpers!
- Recognize and praise good behaviour!

Observed behaviour:



Does the child act out or have poor behaviour?



Is the child easily distracted or not staying on task?



Does the child appear to have problems hearing?

Positive management:

- Identify what triggers the bad behaviour and minimize its occurrence.
- Develop a behaviour plan that creates clear responsibilities for both the child and the teacher, as well as fair consequences for when the child does not follow the plan.
- Praise the child for each -however small- improvement.
- Give the child additional tasks to help others or the teacher resulting in positive behaviour reinforcement.

- Ensure that the child sits away from classroom distractions (window, open cupboards, etc.)
- Let the child sit in the front or next to a more focused child.
- Find a quiet location for the child to complete individual assignments (which is not a punishment)
- Try to minimize distractions in and near the classroom.

- Make eye contact with the child while teaching and use (hand) gestures to support what you say.
- Use charts and pictures to illustrate points.
- Assign the child to a learning buddy.
- Provide the child with a (visual) outline of the lesson and its objectives.

Stories for Inclusion:



Observed behaviour:

Positive management:



Does the child have physical challenges that need to be accommodated in the classroom?

- Make sure the child can access his/her classroom and seat.
- Ensure the child can access learning materials.
- Shift classroom furniture so that there are clear passageways.
- If the child has difficulty using a pen or pencil, provide pen or pencil grips.



Does the child seem to have difficulty reading (e.g. decoding) or staying on task when reading?

- Provide a piece of paper or other material and tell the child to uncover one sentence at a time when reading and/or use a finger when reading each word.
- Break long paragraphs into smaller segments.
- Teach the child to identify the main idea of a reading passage and to try summarizing it to him/herself.
- Allow the child extra time, do not rush him/her.



Does the child seem to have difficulties seeing?

- Write clear, big letters on the board and/or use large print materials.
- Seat the child in a front row.
- Ensure good classroom lights.
- Refer the child for glasses, if possible.



Does the child need more time than his/her peers to process information?

- Give the child more time to complete activities or assignments.
- Allow the child to take breaks as needed during activities.
- Establish a "silent corner" for children to sit quietly when they need a break from the over-stimulating classroom.



Does the child seem to have problems understanding or in need of directions repeated frequently?

- Provide the child with a clear outline of the lesson and its objectives.
- Give a summary at the end of the lesson.
- Break down directions step by step. Break down assignments into smaller tasks.
- Present the information visually and verbally.
- Ask the child to repeat back instructions.
- Ask children to explain instructions to each other.