

BEHAVIOUR OBSERVATION & INCLUSIVE CLASSROOM MANAGEMENT

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!

STORIES FOR INCLUSION



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.

It is assumed that only children with mild and moderate (different) disabilities will be found in inclusive regular schools in Bangladesh!

OBSERVED BEHAVIOUR



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.