



## **The Impact of General Education Teacher's Classroom Management and Teaching Strategies to Learners with Special Educational Needs in an Inclusive Classroom**

**VANESSA JOY SANCHEZ**  
[sanchezvanessajoy1230@gmail.com](mailto:sanchezvanessajoy1230@gmail.com)

### **Abstract**

Good thing special education isn't exactly what it used to be any more. Children with difficulties may learn alongside their classmates in the same classroom owing to inclusive education. Teachers are learning to work together more effectively in order to meet the different needs of their pupils as inclusion has become more frequent in schools. Handling special needs students in a typical classroom, on the other hand, might be difficult. A general education teacher's perspective on classroom management and inclusive education is examined in this research. Seven general education teachers in the Philippines were interviewed online and observed in the classroom as part of this qualitative study. In this research, which used a thematic analysis approach, general education teachers' experiences with the conduct of students with special needs were disclosed, the classroom management and strategy used, as well as the change in behavior after the teacher's approach was used. The participants' interpretations of these three themes in light of their own experiences add to the knowledge and skills that may be used in the field of special education.

### **1. Introduction**

This concept of inclusive education in schools for children with specific educational needs was prelude by United Nations Educational, Scientific, and Cultural Organization (UNESCO) (UNESCO, 1994). Instead of special needs education, inclusive education was to be implemented, which meant that avoiding separated teaching programs was a main priority and diversity was to be welcomed into the general classroom (Bangayan-Manera, Vecaldo & Saquing, 2020). This legislation relates to all levels of the educational system, including public and private schools, and governs both formal and non-formal education, as stipulated in Section 2. (Education Reform and Opportunity Act of 1982) As a result, every Philippine school, whether public and private, adopted Inclusive Education. These students now have more chances than they had in the past to engage in general education courses alongside their normal classmates (Parsonson, 2012).

School administrators and instructors still find it difficult to deal with students who have special needs, particularly those who have social or behavioral problems, despite the fact that inclusive education is accepted in normal courses when it comes to inclusive education, "the failure to fulfill the requirements of those special needs children may contribute anxiety and worry towards a decrease in the academic performance (Bangayan- Manera, 2020).

The best teachers are those who utilize a variety of instructional methods to help their pupils succeed. It is not always easy to tell which methods will work best with particular student.



Consequently, classroom management is a critical skill that new teachers acquire as part of their teacher training course of study (Hudson, Voytecki, Zhang, 2018). Because children with special needs are unique and learn in different ways, teachers educate them in different ways. Additionally, various classroom management and strategy options are available. No classroom strategy is perfect since it differs from student to student, but teachers who use classroom techniques learn faster and better. Antonio (2021) found that involving peers may be a successful behavior management strategy when used as part of a peer-monitoring program or in conjunction with another peer-oriented intervention strategy like the buddy system.

Destructive behavior of students and classroom management are among teachers' most pressing concerns and challenges. As a result, preparation and consistency are required for successful teaching and classrooms with low levels of disruptive behavior (Daquioag- Andres, 2019). Students should have greater chances in classroom management so that teachers can arrange students, space, time, and resources in a way that allows students to learn (Sieberer-Nagler, 2015). Classroom management may be improved by having enough knowledge and abilities in teaching, acquaintance with important discipline, and effective communication in working with students in the classroom (Bangayan-Manera, 2019).

Students' performance and development are harmed when teachers lack the skills or knowledge of what constitutes effective classroom management (Spencer, 2018). This research sought to create an atmosphere where students could learn easily and do well academically. Whatever method is used in the classroom will be dependent on the issue being addressed (George, 2017).

Rather than expecting learners to adapt to their learning environment, the social design of disability and the ecological model of teaching stress the need of matching learners with their learning environment . As a consequence, this study was carried out in order to completely comprehend the impact of General Education Teacher's Classroom Strategies on the Social-Behavior of Children with Special Needs. The research's significance lies in making the general public aware of the positive effects' inclusion has on a child's social-behavior development.

Additionally, the researcher hopes to demonstrate how various classroom methods have a significant impact on how a kid behaves within an inclusive school environment. To the near exclusion of genetic or inherent causes, behaviorism asserted that "environmental variables play a significant role in shaping behavior." in Skinner's words from the year 1938. This demonstrates that including children with special needs in the educational process has a positive impact on their social conduct. As a result, this is the information the researcher wishes to make public.

## **1.2 Theoretical Framework**

Special education teachers know how difficult it may be to keep track of students with a wide range of special needs. Teachers and other students may be distracted and frustrated by these actions (Banks, 2020). Regardless of whether or not they have special needs, all children may learn at their own speed. Students may accomplish and maximize their potential, according to Karten



(2008), provided the proper rules and welcoming surroundings. As a result, United Nations Educational, Scientific, and Cultural Organization (UNESCO) strives to raise awareness and collect data on aspects that make it easier for students to be included in education.

One of the things instructor dreads is the conduct of children with special needs in an inclusive classroom. However, methods that concentrate on classroom teaching and classroom management have the potential to have a substantial effect on disruptive conduct as long as instructors are aware that poor classroom management is a major cause to misbehavior. Understanding why children behave the way they do may help us reach them faster and help avoid leaving long-lasting wounds (NASET, 2021).

According to conditioning model of learning, all behavior is shaped through environmental influences, and it is also known as behavioral psychology (McLeod, 2020). 'Psychology as the behaviorist sees it,' an essay written by John Watson in 1913, presented many key concepts regarding methodology and behavioral analysis that would help launch the behaviorist movement decades later. Classroom management is a subset of behaviorism (Theodore, "Foundation of Educational Web"), which is another name for it. Behaviourism's fundamental ideas and characteristics underpin many contemporary educational approaches and methods. A theory known as behaviorism holds that learning is a "cause and effect" process in which "external stimuli lead to a reaction, and over time, this response becomes a learned behavior," according to Duchesne et al.

This hypothesis was created to help educators better understand the effects of their teaching methods in general classrooms for students with disabilities.

### **1.3 Purpose and Research Question**

Contemporary educators face many difficulties in the classroom (Chalak & Fallah, 2019). Researchers undertake this study to see how tactics and management in the classroom influence the behavior of special-needs students in an inclusive setting. The study's goal is to find out what tactics and classroom management techniques a general education teacher use. This will be followed up with an examination of how pupils with disabilities are affected. The following study topics were aimed at addressing in accordance with this goal:

1. What impact do the teaching methods of general education teachers have on students with special needs?
2. What are the various teaching techniques utilized in inclusive classroom setup?

## **2. Methodology**

The methodologies that will be used to address the research questions will be discussed in detail in this chapter. The researcher went through the study's research question, methodology, and sample of participants. The tools that were utilized, the methods for data collection, and the data processing and interpretation methods will also be discussed in this section.

## 2.1 Design and Participants

The researcher chose a qualitative approach since it is able to construct detailed information and comprehend the perspectives of the participants. Constructivism, phenomenology and ethnography are some of the qualitative methods used in qualitative research. However, in light of the time constraints, the researcher opted for a narrative method. With this narrative research method, the researcher wants to learn more about how general education teachers' classroom practices influence the conduct of students with special needs. Narrative research is the process of gathering and interpreting the story individuals tell about their lives in order to better understand their experiences (Overcash, 2003). Wong (2008) states that it is often subjective, full of detail, and given in the form of written words. There is a connection between personal experience and the larger social and cultural environment, according to the Social Research Association (2018). This approach will provide relevant information and insight on how classroom methods influence the conduct of students with special needs.

The researcher chose general education instructors who work with students who have special needs in their classroom to conduct this investigation. All general education instructors (kindergarten, grades 1-6, high school, and pre-vocational) was hired to ensure a broad range of experiences, abilities, knowledge, and views among students of all ages, genders, and ethnicities.

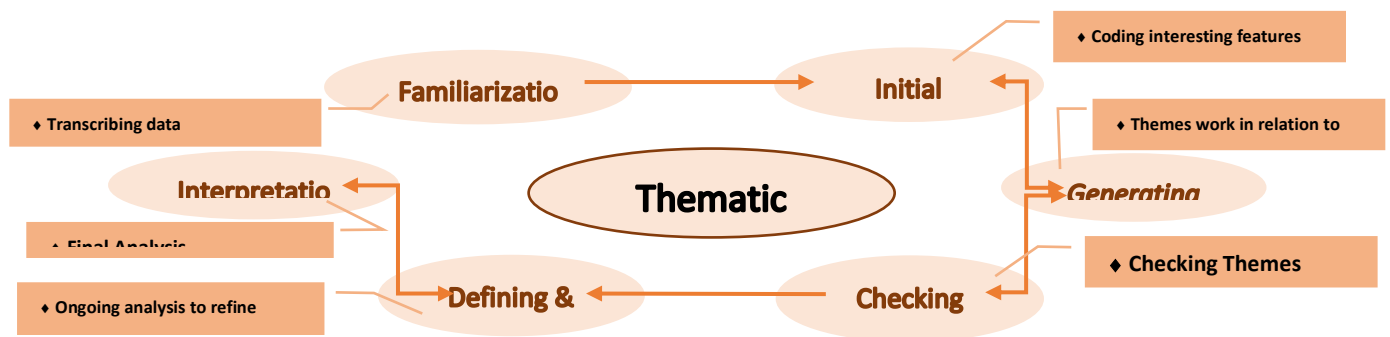
*Table 1. Participant, Gender, & Experience*

Participant	Gender	Years of Experience	Years of Experience Teaching in an Inclusive Education
1	Female	3 years in private; 2 years in public	<1 year
2	Female	10 years in private	<6 years
3	Female	4 years in private; 1 year in public	<1 year
4	Female	4 years in private	3 years
5	Male	2 years in private	2 years
6	Female	4 years in private	<3 years
7	Female	3 years in private; 3 years	>3 years

## 2.2 Data Analysis

According to Braun and Clarke, a theme analysis was employed in this study (2006). It is a kind of qualitative analysis used to analyze categories and give themes (patterns) that are related to the data. Using thematic analysis, researchers may create new insights and ideas from their data using a flexible approach to qualitative analysis (DelveTool). A thorough theme analysis may yield trustworthy and informative results (Braun & Clarke, 2006). (Braun & Clarke, 2006). Thematic analysis is particularly helpful for the summary of large data gathering qualities, as it urges

researcher to adopt a structured approach to data management, assisting in the creation of an understandable and well-organized report (King, 2004). (King, 2004). In this research, the classroom management and teaching techniques of general education teacher affects the behavior of children with special needs inside the inclusive classroom were examined using qualitative theme analysis. To explain Braun and Clarke's method to theme analysis, Figure 1 shows the six stages of theme analysis as represented by a graphic created by the researcher. Research topics and available data should be considered while using this technique.



*Figure 1. 6 Phases Guidelines of Thematic Analysis*

### 2.3 Data Collection and Procedures

**Interview.** The researcher used semi-structured interviews to make sure respondents know exactly what to do and to get high-quality qualitative information. These qualitative data may be reliable and comparable because they are collected using a semi-structured interview guide. (Cohens & Crabtree, 2006). Semi-structured interviews, according to DeJonckheere & Vaughn (2019), enable researchers to gather open-ended data, examine participant ideas, emotions, and opinions about a certain subject, and dive deeply into personal and sensitive topics. The interviewer adheres to a script but is flexible enough to pursue subject trajectories in the discussion when it makes sense to do so (Keller, 2009). Teachers will be interviewed by the researcher once, in a one-on-one setting. Inquiries will elicit descriptions of classroom techniques from instructors that may influence the behavior of students with special needs in the inclusive classroom.

**Observation.** It is a technique for gathering information by keeping an eye on people, events, or jotting down physical features in the wild. It is possible to conduct overt (subjects are aware they are being monitored) or covert observations (Cohens & Crabtree, 2006). performing an observation, "you can see what occurs in a natural environment," says Delve (Online). Other research techniques, such as focus groups or surveys, may not be able to provide you with the same level of information. During the class period, the researcher will observe the students.

To gather information for this study, the researcher conducted semi-structured interviews as well as an in-person observation of an online class. It is expected that participants will be provided written agreement prior to participating in interviews, and they will be asked if the

researcher may observe their class participation as well. More open-ended questions will be asked at the conclusion of the interviews to elicit more information from the instructor. While conducting interviews, the researcher used her cell phone's audio recorder to capture any important details that she may otherwise forget. In addition to collecting notes and photos throughout the session, the researcher sought permission from the instructor to conduct the class observation. Participants and the researcher must both agree in writing or orally before an interview or observation may be performed. Appendix A contains the interview questions and consent.

## 2.4 Ethical Consideration

The researcher asked the participants to sign a consent form, which will serve as an ethical assurance for the study and safeguard the anonymity of the participants. The researcher preserved audio files to protect the subject's privacy. Participants in the study were required to keep their identities completely secret at all times. The whole study process, as well as the comments, was fueled by a devotion to the project's University professor.

## 3. Results and Discussion

Data gathered through interviews and observations will be presented in this chapter. Researcher included documentation in the Appendix section showing the evaluation procedures used by people in the study to help flesh out the subject. These materials give depth and clarity to the topic. First, what impact do the teaching methods of general education teachers have on students with special needs? Second, what are the various teaching techniques utilized in inclusive classroom set-up?

Regular education instructors in an inclusive classroom gathered the following information. Learners with special needs are known to be in the classes of these instructors.

<b>Inclusive Classroom Set-Up: How do General Education Teachers' Classroom Management and Strategies Affect Learner with Special Education Needs' Behavior</b>		
Children with Special Needs' Behavior in an Inclusive Education	Regular Education Teachers' Strategies and Classroom Management	Alteration in Behavior as a Result of Teachers' Approaches
Less Interaction	Reinforcement	Seamlessness of the lesson's flow
Tantrums	Modification	
Short Attention Span	Class Collaboration	Discipline

**Figure 2.** *Emerging Themes from the Thematic Analysis of Regular Teacher's Classroom Management and Strategies Effects on Learners with Special Needs' Behavior in an Inclusive Classroom*

More and more individuals are becoming aware of the need of inclusive schools as a result of the growing global citizenry. What individuals believe they know may be misconstrued, leading to bias and discrimination against specific groups of people. This can lead to their exclusion from equal access to quality education. With the advent of inclusive classrooms comes the need for a



solution on how to best accommodate so many various kinds of children in the simplest and most effective manner possible. Special education instructors' perspectives, tactics, and experiences drive this research. Classroom Management and Strategy Effects on the Behavior of Learners with Special Needs in an Inclusive Classroom by Regular Teachers (Figure 2) displays the themes that developed.

### **Theme 1. Children with Special Needs' Behavior in an Inclusive Classroom**

When probed about the behaviors that the educators have faced in handling students with special needs, the teachers indicated that they had encountered frequent, disruptive, and inappropriate student behavioral actions.

**Less Interaction.** Teachers who are handling learners with special educational needs experienced trouble in managing their classroom in terms of interaction between regular children and children with special needs. There are circumstances that most of them have problems when communicating with how they feel or what they want. They have a hard time relating to other children, forming friends, and grasping society's norms. Children with learning impairments may speak excessively, inappropriately, or at the wrong moment. Some people are awkward in conversation, have difficulty expressing themselves, and completely miss the humor in things like sarcasm. It is as if they do not "understand" what other kids appear to have no problem with. There is a possibility that they may struggle to grasp what is going on in a group and how they might become a part of it (Miller, N.D.). Relatedly, as Teacher 2 narrated:

*“Pinaka madami ko siguro nahandle is 9 na bata noong 2019, grade 4 ang hawak ko. Pag dating sa interaction nila sa classmates nila, mayroong tahimik lang, yung iba naman tulad ni Carlo (pseudonym) ay malikot talaga at maingay. Magulo din sya sa klase na may mga times talaga na nagpapatay sya ng ilaw kaya yung isa nyang classmate na si Carla (pseudonym) na may case din, nagwawala, naiyak at nasigaw.”*

*Transl: The most number of kids (with special needs) that I handle was in 2019, 9 kids. When it comes to their interactions, there are kids who are quiet, there are kids like Carlo (pseudonym) who are playful and loud. He's always roam around the classroom and there are times where he likes to turn off and on the lights that is why his other classmate Carla (pseudonym) who also have a diagnosis tends to have tantrums, she's crying and shouting.*

Study after study has shown that people with learning difficulties are less accepted by their classmates because they behave awkwardly in social settings or are socially imperceptive (Lavoie, 1994). All teachers interviewed in this study stated that most of their students that behavioral issues plague a significant number of people with disabilities.

**Tantrums.** Tantrums is the biggest challenge in handling learners with special needs under inclusive education. If you ever handled kindergarten students, you know how it is hard for a teacher to make the child stop crying especially if his/her parents left him/her in the school for the first time. It is harder than that to handle children who are having tantrums or meltdowns inside the classroom. Tantrums may take on a variety of forms. When your child "starts to lose it," expect to see outbursts of rage, impatience, and disarray. Seeing screaming, shrieking, tensed muscles, an arched back, or thrashing around may be the only way to tell whether someone is upset. When children are having a tantrum, they may break down and cry, scream, smash items, or become violent (Raisingchild, 2020). Teachers 2, 4 and 6 share the same experience of having their students had their tantrums during their lessons. These tantrums caused delays in the flow of their lesson proper and even distracted their other classmates. Tantrums are disruptive. Not only the other students are affected with this but also the student itself. Teacher 6 testified:

*“Share ko sa online class, sensitive kasi sya sa loud sounds. So pag may problem kami, lagi sya naiyak at nagwawala pag nakakarinig sya ng malakas na sounds. Tas nagtatap na sya ng malakas sa table, nawawala ba, ganun. So ang ginagawa ni mommy, nagleleave nalang sila ytas nagmessage nalang sakin si mommy.”*

*Transl: I just want to share, during my online class, I have a learner (with special needs) who's sensitive to loud sounds. So, when we have problems (audio), the learner always cry and have his tantrums. He always taps his table loudly, he's screaming. Because of that, what his mommy did, they just leave the class and message me after.*

*“Tulad nga nung sabi ko, may nasigaw kasi mag napapatay ng ilaw. Kumbaga, attention seeker kasi yun kaya pag lalo mo binigyan ng attention, lalo sya nananadya...”*

*Transl: Just like what I've said, there's this kid who always stand up and turn off the lights. I think he's an attention seeker. The more that you told him not to do that, the more that he will do that...*

*“Sa elementary, kay Marko (pseudonym) pag may pinipilit syang isang bagay, dun na sya nagsisimulang umiyak, lumalakas na yung boses...”*

*Transl: In elementary, when Marko (pseudonym) insist something (even though it is not correct or not relevant to the topic in class) he always cry, and it is very loud.*

This is due to the fact that children with disabilities frequently have social and emotional skills that are behind their peers'.

**Short Attention Span.** Children with disabilities have several challenges, including the inability to focus long enough on classroom teaching to gain the knowledge they need to be successful in school (Jacob, Pillay, Oyefeso, 2021). At some point, the attention and concentration will be shifted from the activity at hand to something else. Among children, attention spans might vary widely, although there is often some consistency. One of the most difficult things about





keeping a child with special needs' attention span short is that there are so many inventive methods to keep them focused on their activities while they are younger. When it comes to attending school, however, the tasks might appear repetitious, difficult, and sometimes uninteresting to children, such as practice writing their name or learning how to stand in line or follow directions for the next activity, if they're in lower grade level. If a child's attention span is shorter than average, it will have an impact on how well they pay attention to their teachers or guardians when the activities are not as fascinating to them. Relatedly on the interview of the teachers handling learners with special needs, some of the learners are either seeking attention, through disruptive behaviors or having trouble keeping their attention on the lesson. Teacher 4 experienced the “planned ignoring” as she knows that his students continue to show his disruptive behavior to the class as he gets the attention that he wants. Teacher 4 stated that she sometimes placed his seat beside her or taking away his seatmates to handle his behavior. Whereas Teacher 4 and Teacher 6 tried different strategies to get the attention of their students as they tend to space out during class.

Children's attention span adds to their motivation to study and enhance their abilities. Education that emphasizes all four areas of development is critical for student success. A child's ability to concentrate on a task for a certain length of time is very important when it comes to attention span.

## Theme 2. Regular Teachers' Strategies and Classroom Management

Shouting, not doing their work, or being disinterested distract your attention away from teaching and from the pupils' concentration on learning. Classroom management and methods employed by teachers may help students stay on task and be more consistent in their understanding of what is expected of them in class. It is important for both students and teachers to have good classroom management since it affects both their capacity to learn and their ability to teach. Teacher effectiveness and enjoyment are both compromised. Furthermore, a well-run classroom has a significant influence on pupils' academic performance.

**Reinforcement.** Anything that improves the chance of a response is considered reinforcement in operant conditioning (Cherry, 2020). Teachers utilize ordinary terminology like positive, negative, reward, and punishment in a particular way when discussing operant conditioning. Negative and positive in operant conditioning do not signify pleasant and unpleasant. Negative, on the other hand, implies that you are taking something away from oneself. Increasing a behavior is the goal of reinforcement, while reducing a behavior is the goal of punishment. It is possible to have both good and negative consequences from rewards or punishments. When a person experiences a positive or negative stimulus, they are more likely to respond to it. Regardless matter whether a punishment is good or bad, it has the same effect on the person's conduct. Teacher 4 have experienced using reinforcement of her class as she explained:

*“Sa classroom management, yung positive reinforcement. Pagbibigay ng star at happy face.”*



*Transl: When it comes to classroom management, I use positive reinforcement like giving star or happy face to my students.*

She later told in the interview that giving those kinds of rewards when her students are following motivates them more to follow and behave well during her class. Meanwhile, Teacher 6 shared her experience from this positive reinforcement by reducing the disruptive behavior inside her class. She said:

*“...Tsaka sad face kasi ayaw talaga nila ng sad face.”*

*Transl: Also sad face (im using it) because they really do not want getting those.*

Despite the fact that it may seem to be a simplest strategy that many teachers use, reinforcement is frequently overlooked (Larriba-Quest, 2017). This kind of reinforcements either increase good behavior or reduce misbehavior inside the class. Reinforcement is critical to every teacher's strategy and classroom management. When utilized correctly, reinforcement may be an effective teaching technique for encouraging good actions and discouraging undesirable ones. It is crucial to keep in mind that what constitutes "reinforcement" might differ from person to person.

**Modification.** In special education, accommodations and modifications is a common word used in everyday lives of a teacher, goals and objectives learners with special needs are altered by a modification. This modifies not just how students learn or are assessed, but what they learn as well. Changes in instructional level, topic or curriculum covered, or performance criterion or aim might be made as a result of a modification. Changing an essay assignment into a poster project or lowering the number of spellings terms a student must master are two examples of modifications (“Modifications”, 2020). All the teachers who participated in the interview stated that it is usually done in their class. They expressed:

*“Pag naman po nahihirapan sya sa activity, nagtatanong po ako sa magulang if nahihirapan sya, ginagawan ko po sya separate na activity.”*

*Transl: If I think that the learner finds the activity difficult, I ask the parent then I'm giving separate activity.*

*“.... It is either mas maonti yung number of item or bibigyan mo sya ng word banks or choices, ganun. Same strategies sa exam.”*

*Transl: It is either the number of items is fewer (than usual) or I'm giving them word banks or choices. Same strategies with the exam.*

*“.... , mabagal talaga sya eh. So ineextend lang talaga (yung time).”*

*Transl: he’s really slow (in completing the activity) so I’m giving him extra time.*

*“Naranasan ko magmodify ng lesson guide kay Pablo (pseudonym) kasi di nya kaya sabayan yung level ng grade 4 nung time na yun so ang binibigay lang sa kanya na activities, limited lang. Kumbaga, pag 3 pages yung sa regular, sa kanya 1 page lang, 2 pages yung madali lang sa kanya. Sa grade 4 kasi more on pagpapahayag ng damdamin eh mahirap yun kay Pablo (pseudonym) so magmomodify ka talaga ng gagawin nya na kaya lang, yung may choices, yung matching type. Yung papadaliin mo yung activity nya. Kung ano yung nasa book na ganung type, yun yung ibibigay sa kanya o kaya magproprovide ka ng sarili mong worksheet.”*

*Transl: I experience modifying the lesson guide for Pablo (pseudonym) because the level in grade 4 is difficult for him so the activity that I’m giving to him is limited. Like, if there are 3 pages (for regular students) in their activity, I only give him 1-2 pages only. In grade 4, they focus on how they can interpret everything which is hard for Pablo (pseudonym) so I modified his activity with giving choices or matching type. I sometimes give him the easiest one on the book or just provide self-made worksheet.*

*“may bata akong may intellectual disorder, pero nasa grade 6 sya, ang kaya nya lang ifunction is lesson ng grade 1, nakahiwalay ang lesson nya. Pero may mga bata na kaya sumabay sa lesson... Yung activity, kunware ang lesson ko ay noun. Ang activity ko is to give 10 proper noun. Sa isang learner with special needs, ang hinihingi ko lang ay 3 hanggang 5. Binabawasan ko ng 50% yung difficulty per activity.”*

*Transl: I have a learner with intellectual disorder but he’s in grade 6. His mental age is in grade 1 so his lesson is different. But there are others who can do the same lesson. For example, my lesson is about noun. The given activity is for them to give 10 proper nouns. The learner with special needs, I only asked him for 3-5 answers. I’m decreasing the difficulty of the activity by 50%.*

*“Sa activities, binabawasan ko sila, yung number of items...”*

*Transl: In every activity, I’m giving activities with lesser number of items.*

*“I modified the PIVOT modules according on how my student will easily learn the lesson. Tsaka I used 3 types of activities with maximum of 10 items per activity para di bombarded si bata at the same time natutunan nya yung targeted skills sa kada lesson.”*

*Transl: I modified the PIVOT modules according on how my student will easily learn the lesson. I used 3 types of activities with maximum of 10 items per activity so they won’t get bombarded at the same time, they can achieve the target skills per lesson.*



Modifications, accommodations, and alterations to teaching and other classroom activities are critical for many students with disabilities, as well as those without, to succeed in the classroom.

**Class Collaboration.** This refers to situations in which students learn together in a group setting. A collaborative classroom is a classroom where students and teachers work together in an active group learning setting to accomplish a common goal. In collaborative classrooms, student study in groups, get feedback from their peers, and use technology stimulate conversation, increase class engagement, and generate more knowledge. One of the strategies shared by the teachers during interview is grouping them with regular learners who they can work with. They shared:

*“Collaborative teacher kasi ako so gusto ko lahat ng bata kasali. Ayaw ko ng bat ana may naleleft out.”*

*Transl: I’m a collaborative teacher so I want all my students to participate in the lesson proper. I do not want any of them to be left out.*

*“as much as possible, nagparticipate sila. Dapat interactive yung lesson mo. Tsaka yung lagging sinasabi ni Ma’am Kit, dapat engaging.”*

*Transl: as much as possible, I want them to participate. The lesson should be interactive. Just what like Ma’am Kit said, it should be engaging.*

*“Pag dating sa teaching strategies, minsan pinepair pair ko sila, kunware itong regular kid na magaling sa klase, kagroup nya tong bata na may special needs. So through that, may collaboration na, natututo pa sila.”*

*Transl: When it comes to teaching strategies, I always pair them. For example, a regular kid who’s good at class with this kid with special needs. So, through that, there’s interaction and at the same time, there’s learning.*

It is based on the idea of social learning that describes how individuals may learn in diverse social circumstances and how the creation of an active learning community can favorably affect a learner's capacity and help them accomplish their specific learning objectives (Bangayan-Manera, 2019). Teachers need to think about the aim of developing a more collaborative and interactive learning environment before they begin to implement it in their classrooms. Teachers need to think about how they can assist kids improve their social-emotional learning skills, as well as their communication and problem-solving talents, as part of a collaborative team.

### **Theme 3. Alterations in Behaviors as a Result of Teachers’ Approaches**



Children with special needs are more likely to have behavioral issues than their peers. Understanding why a child's undesirable behavior is taking place may help instructors find new approaches to educate the children how to express their desires and needs. During the interviews and observations, it became clear that the participating teachers had attempted a variety of strategies and approaches for classroom management to keep their inclusive classes under control. Teachers are no different than everyone else when it comes to learning by doing. In an inclusive classroom, instructors may use strategies and classroom management to enable them educate students with special needs.

**Seamlessness of the lesson flow.** The teachers' shared experiences above regarding the undesirable behaviors of their students with special needs and the approaches they did result to something good. Clearly, instructors who manage their classrooms effectively help every student, with disabilities or none, learn. As Teacher 2 mentioned that:

*Oo naman, malaking tulong ang strategies at behavior. Mas nakakafollow na sila sa mga instruction ko. And mas nagiging active sila sa klase. Unlike nung simula, lalo nap ag di mo pa naeestablish yung rules mo and strategies mo, magulo talaga sa loob ng klase ko.*

*Transl: Of course, having strategies is a big help. They can easily follow my instruction and they all became active in class. Unlike in the past. When the rules and strategies are not yet established, my classroom is a mess.*

Additionally, Teacher 7 said that when the classroom management is firmly established and the students are already familiar with the approaches, they are aware of the authority the teacher has inside the classroom that makes them follow and behave well. Schreiner (N.D) said, "A well-managed classroom increases student achievement and fosters a cooperative learning environment. Students may get the most out of their time in school and save their sanity if they use effective behavior control methods. It is easy for people to overlook the importance of developing good manners as well as academic skills".

**Discipline.** Rules and norms may be taught by utilizing reinforcement to remediate inappropriate conduct. Disciplinary measures are used in the classroom to maintain order, enforce school regulations, and keep pupils in a safe and secure learning environment (Carnevale & Pisano 2017). Discipline is what all teachers want inside their classroom. Throughout the interview and observations done in the study with all the participants, here are the common results that came up: 1) Being aware of their behavior, 2) they can follow rules and instructions and 3) can control their emotions and actions. Keeping order in the classroom may be a problem for any teacher, regardless of grade. The classroom must be favorable to learning before students can begin to become active participants in their own education. Discipline is creating an atmosphere where both positive teaching and positive learning may take place at the same time. You can't control someone from the outside; you can only control someone from the inside. Make sure there are no disciplinary



concerns stemming from the classroom's physical layout. This might involve separating pupils who can't stop chatting and ensuring that you can monitor the whole classroom without any interference.

As Teacher 5 elaborated, “*yung behavior kasi ng bata nakabased sa paghandle ng teacher. So pag stagnant ka sap ag-aaply ng intervention, stagnant din yung behavior ng bata. So for example mahilig sya sumigaw tas di mo naaddress yung behavior, di sya magbabago.*” (Transl: *the child's behavior depends on how the teacher handles him. So if you're approach is stagnant, then the behavior is also stagnant. For example, the child always shouts and you didn't address the behavior, it won't changed.*) As a teacher, we should always be resourceful, not just in teaching but also in methods and approaches on how to handle our students. Life is a trial and error, if one strategy doesn't have any impact on how to handle the child, we should always find another strategy that will do so. Creating an atmosphere that encourages pupils to take responsibility for their own actions. Teachers, for example, steer the conversation and assist students in recognizing proper conduct and selecting rules and penalties that are consistent with that behavior.

#### **4 Limitations**

Seven general education instructors who teach students with special needs were interviewed by the researcher in order to get insights into the experience and perspective of inclusive education. The researcher was unable to get in touch with all of the school's general education instructors because of the ongoing quarantine restrictions. As a result, they were omitted from the study's findings. A clustering of locations during the pandemic made it impossible for the researcher to all access schools that specialize in inclusive education for special-needs pupils, since there are only a few schools in the area. Only educators' perspectives and experiences are examined in this research, which is similarly constrained (Andres,2022). Parents' and classmates' experiences within and outside the classroom have not been taken into account in this research. Finally, a semi-structured questionnaire was used to conduct an online interview with the students and solely observed the time they spent in their online class.

#### **5 Conclusion and Findings**

Children with special needs in an inclusive classroom were the focus of this research. As qualitative research, this presented the core of general education instructors' experiences in educating students with disabilities. It emphasized the impact of their teaching methods and classroom management on a child's behavior. It was possible to record the diverse methods utilized and the changes in behavior of children with special needs in the normal classroom. Moreover, it connected with instructors' altruistic reasons of dedication and enthusiasm for educating kids with disabilities. There are several instructional and practical applications for the results of this research. First and foremost, children with special needs have a difficult time interacting with their classmates because of their disability and conduct. They often display disruptive behavior inside the classroom and even during the lesson. Since the introduction of Inclusive Education was given, instructors have adopted a variety of methods for dealing with disruptive conduct in their



classrooms. A consistent classroom management and even appropriate and suitable techniques in teaching was identified as effective tool in managing children with special needs in an inclusive classroom. The outcomes of this research show that inclusive education is attainable provided instructors know how to employ tactics and manage their classrooms. As a suggestion, comparable quantitative research may be undertaken to assess the general education teachers' perspectives based on the themes that arose in this study.



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