

Techniques and Strategies of Classroom Management for the Inclusion of Students with Diverse Abilities in the Learning Process _____

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Abstract

Teaching is an organized, systematic, creative, and interactive process that takes place within an institutional context with the goal of enabling students to acquire knowledge, skills, and competencies. A key aspect of this process is the quality of the teacher–student relationship, which directly influences effective classroom management. Well-structured classroom management, particularly within a safe and stable environment, fosters positive academic outcomes and supports students’

social and emotional development. In today's increasingly diverse classrooms—where students come from various social and cultural backgrounds—teachers face numerous challenges related to behaviour, social interaction, and the active engagement of all learners, including those with disabilities.

This paper focuses on analysing the challenges faced by students with disabilities during the learning process and identifies effective techniques and strategies that teachers can apply to ensure an inclusive classroom environment. Drawing from contemporary literature and practical experiences, the aim of this paper is to provide a structured approach to classroom management with a focus on inclusion.

In conclusion, the paper offers recommendations on the importance of early identification of students with disabilities, professional development for teaching staff, and the involvement of multidisciplinary teams in the educational process.

Keywords: *disabilities, inclusion, classroom management, teaching, pedagogical strategies*

Introduction

Special education is a field dedicated to supporting students with diverse disabilities, special needs, or learning difficulties through personalized services and support (Cerna, McKie, & Sandoval-Lucero, 2021). Its primary goal is to ensure that these students gain access to the curriculum, participate in classroom activities, and reach their full academic, social, and emotional potential (Larosa, Zebua, Zebua, & Heryanto, 2022). Inclusion in education reflects the principle that every learner should be engaged in effective learning, regardless of individual differences. Learning and skill development vary among students, both in manner and pace.

Teaching is widely recognized as a significant social aspect of education. Woolfolk (2011) defines teaching as an organized process aimed at educating and shaping students. This process is complex, involving relationships and interactions that require continuous coordination and balance. Educational activity primarily occurs in institutions such as schools, academies, colleges, and universities and is oriented toward the overall development of learners (Dunkin & Biddle, 1974).

Modern classrooms are increasingly diverse in terms of race, ethnicity, language, and socioeconomic status. Since 2003, nearly half of students with different abilities have learned alongside their peers in mainstream classrooms, making teaching a challenging process that demands appropriate inclusive strategies. In this context, educational quality is closely tied to contemporary teaching methods and techniques. Effective classroom management depends on consistency, as teachers must follow through on what they say and enforce the rules they establish (Wong & Wong, 2014).

Integrating Students with Diverse Abilities in Classroom Management

A significant challenge for schools is integrating students with diverse abilities into the teaching process. Inclusion is essential for fostering an inclusive educational environment, where diversity is welcomed, and measures are taken to ensure equitable learning opportunities. An inclusive school does not aim to erase individual differences but rather implements the right to quality education for all students.

In an inclusive classroom, teachers adapt lessons to address the needs of each student, offering personalized support (Evans, Carnahan, & McKenzie, 2021). Schools organize structures and policies to ensure that all students can benefit from full participation in school life. Effective inclusion requires collaboration among the principal, school board, teaching staff, and support staff. Planning for inclusion should be reflected in annual and medium-term school plans. However, challenges such as curriculum overload, class organization, teaching schedules, national exams, and other priorities can hinder planning and collaboration (Mastropieri & Scruggs, 1992).

Integrating students with diverse abilities also involves adapting physical environments to minimize barriers. Kindergarten and school buildings should follow Universal Design principles, which aim to create spaces usable by all without specialized modifications. These principles are endorsed by the United Nations Convention on the Rights of Persons with Disabilities (Gersten, Baker, & Smith, 2001). Moreover, a structured environment that fosters student responsibility contributes to a motivating and supportive learning atmosphere (Polirstok, 2025).

The success of inclusive education depends on institutional changes and the use of diverse teaching methods. Inclusive classrooms provide structure, organization, and materials that facilitate access for all learners. Students with special needs exhibit diverse behaviors, interests, and learning attitudes; therefore, teaching strategies must be carefully planned, managed, and continuously evaluated.

Providing students with opportunities to participate in classroom activities is crucial, as inadequate planning may lead to frustration and disengagement (Lerner, 1989). Effective strategies include clearly outlining learning objectives and ensuring that content aligns with students' abilities. Creating a positive and inclusive environment fosters belonging and confidence. Research shows that inclusive classrooms improve academic outcomes for students with disabilities by 23% compared to segregated settings (Wybrix, 2025). Teachers can promote inclusivity through teamwork, positive interactions, and barrier-free participation.

Multisensory learning techniques enhance comprehension and retention for students with special needs. Using visual aids, auditory resources, and tactile activities makes learning more engaging (21K School, 2025).

Universal Design for Learning (UDL) is an effective approach for inclusive classroom management. UDL provides all students, including those with diverse abilities and learning styles, equal opportunities to learn by designing flexible and accessible curricula (Priyadharsini & Sahaya Mary, 2024). UDL promotes equity by ensuring access to educational resources and fosters an inclusive and supportive learning environment.

The Importance of Teaching Techniques in Managing Inclusive Classrooms

The success of schools in providing inclusive education for students with diverse abilities significantly depends on the adaptations made throughout the school and the teaching techniques employed by educators. An inclusive classroom is characterized by structure and organization, where necessary equipment and materials allow easy access for all students. Students with diverse abilities exhibit different behaviors, interests, and attitudes toward learning, similar to other groups of students. Therefore, instructional strategies and teaching methods must be carefully planned, managed, and continuously evaluated (Lerner, 1989).

Providing students the opportunity to actively participate and enjoy classroom and extracurricular activities is essential. Poorly planned instructional tasks may lead to frustration and disengagement from learning. Creating a positive and supportive learning environment, where students feel valued and respected, is equally important. Teachers can achieve this through behavior management techniques, such as positive reinforcement and clear behavioral expectations. Positive reinforcement involves using praise and rewards to encourage desirable behaviors, while clear expectations help students understand what is expected of them in the classroom.

Inclusive teaching also requires utilizing all learning channels, including visual, auditory, tactile, and kinesthetic modalities. Teachers should ensure that instructional materials, including hands-on resources, are adapted and aligned with students' chronological age, interests, and abilities. This approach maximizes inclusion and supports learning for all students.

In this context, Song, Lee, Seo, Paik, and Do (2018) highlight that positive individual behavior support effectively reduces off-task behaviors and increases compliance among students with intellectual disabilities in inclusive elementary schools. This demonstrates that individualized behavioral support is a highly effective intervention in inclusive settings. By integrating diverse teaching

techniques and fostering a supportive learning environment, educators can address the individual needs of students and enhance the learning experience for all.

Teachers play a pivotal role in addressing classroom challenges and adapting instructional tasks to ensure the inclusion of all students in the learning process (Nano & Nano, 2021). They are essential in implementing inclusive classroom management practices and creating structured, organized learning environments by establishing clear standards and protocols. This approach maximizes instructional time and minimizes disruptions, fostering a calm and productive setting for students (Iqbal et al., 2021; Óskarsdóttir et al., 2020).

Despite these challenges, teachers can design dynamic and engaging lessons not only for typically developing students but also for those with special needs. Effective teaching requires coordinating group activities, collaborating with colleagues, and maintaining continuous communication with students (Best, 2020). According to Crum (n.d.), instructors can enhance learning for students with special needs through various strategies, primarily focused on communication.

Furthermore, the integration of assistive technologies can provide significant support. Tools such as text-to-speech software assist students with reading difficulties, while speech-to-text tools support those with writing challenges. By accommodating individual needs, these technologies enable students to participate fully in the learning process, promoting equitable learning opportunities for all (Mind, 2025).

Conclusions

In conclusion, teachers play a pivotal role in creating and managing inclusive classrooms by addressing challenges, adapting tasks, and fostering a supportive learning environment for all students. Through the implementation of effective behavior management techniques, such as positive reinforcement and clear expectations, they contribute to the development of a calm and productive classroom atmosphere. Furthermore, teachers must leverage all learning channels and adapt instructional materials to meet the individual needs of students, ensuring full and equitable participation in the learning process. In doing so, teachers not only support the academic development of students but also contribute to the creation of a school environment where every student feels valued and respected.

Additionally, it is crucial for teachers to be equipped with the necessary knowledge and skills to implement various strategies that support inclusive education. This includes the use of assistive technologies, development of behavior management skills, and creation of a culture of respect and collaboration within the classroom. Moreover, teachers need to have a deep understanding of cultural

diversity and utilize instructional materials that reflect this diversity, thereby contributing to a richer and more inclusive learning environment.

Ultimately, the implementation of inclusive classroom management practices requires a continuous commitment and a coordinated approach from teachers, schools, and the community. Through ongoing training, collaboration, and the use of tailored resources, an educational environment can be created where every student can reach their full potential. So, promoting accelerated learning for all students, especially those with diverse abilities and needs, is essential for fostering an inclusive and equitable educational environment. Such efforts not only enhance the development of individual learners but also support the growth of a more diverse, skilled, and adaptable society. Investing in inclusive education is an investment in the future, yielding broad and lasting positive impacts.”

Recommendations

- 1. Identify students with diverse abilities and integrate them into the educational system:** It is crucial to identify students with diverse abilities early in their educational journey and create opportunities for their full integration into the educational system. This involves adapting teaching methods and providing necessary support to ensure equal participation.
- 2. Ensure equal opportunities for all students’ groups:** Establish conditions that enable the active participation of all students, including those with special needs, by providing access to learning materials, activities, and support tailored to their individual needs.
- 3. Utilize specific strategies for students with special needs:** Identify and implement teaching strategies that address the specific needs of students with special needs, such as using assistive technology, adapting materials, and employing teaching methods that promote their inclusion.
- 4. Organize multidisciplinary teams and implement practical measures:** Form multidisciplinary teams comprising teachers, psychologists, speech therapists, and other specialists to develop and implement individualized plans for students with special needs, ensuring coordinated and effective support.
- 5. Focus on Discovering and Implementing Contemporary Strategies Successfully:** Encourage educators to explore and implement contemporary teaching strategies, such as active learning methods, differentiated instruction, and the integration of technology in the learning process, to enhance student engagement and success.

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