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Modifying the Classroom for Diverse Learners

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Modifying the Classroom for Diverse Learners

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Research Question

- In what ways can the general education classroom be supplemented to accommodate students with diverse behavioral needs?

Literature Review

- Hemmer and Baker (2015) state that, according to their research, teachers continue to have difficulty discriminating between accommodations and modifications and between learning strategies and accommodations.
- The process that is put in place by 504 are designed to ensure the student accommodations in the general education classroom. (Dobson, 2013)
- "flexibility to match every learner's strengths and needs so that all students have access to what is being learned in class" (Carter, 2017)

Methodology

- The key words accommodate, modifications, behavioral disabilities, developmental delays, and behavior management were used to search scholarly articles.
- Databases included ERIC, Education Research complete, Professional Development Complete, and PsycINFO
- 20 of the scholarly articles were selected from four databases and analyzed looking for specific accommodations and repeated techniques.
- Among the articles analyzed the repeated strategies were evaluated based on what could be seen as practical in the classroom.

Results and Data Analysis

- Keeping students in the classroom should be the goal, medication does not solve everything.
- Teacher education is important when it comes to defining the terms of accommodations and what it means to accommodate students.
- "theoretical suggestion that improving the quality of decision-making for accommodations will increase positive outcomes for students with IEPs"(Hemmer,Baker,2015)
- Full classroom techniques, such as "Praise Notes", helped improve the behaviors of all students not only the students with behavioral needs.
- Reinforcement around the school was found to be beneficial when trying to adjust the behaviors of students
- Missing information: though the psychology articles were effective in treatment of certain disabilities, they lacked the implementation of technique in the classroom.

Conclusion

- What works for some students may not work for others in regards to intervention.
- When implementing strategies whole class incorporation is important and sometimes even implementation in other areas of the school may be necessary.
- Universal Design for Learning is an approach that allows for flexibility and adjustment to the students.
- The implementation of classroom accommodations is important to the overall success of the students.
- Further research needs to be done to educate teachers on behavioral management and class implementation.