



Behaviour Management Strategies in Special Education

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Abstract:

Behaviour management is a critical aspect of special education, as it plays a pivotal role in creating a conducive learning environment for students with diverse needs. This paper explores various behaviour management strategies that have proven effective in supporting students with special needs. Through a comprehensive literature review, the paper examines the importance of individualized education plans (IEPs) and their role in tailoring interventions to address specific behavioural challenges. Additionally, the concept of Positive Behaviour Support (PBS) is discussed, emphasizing the significance of reinforcing positive behaviours over punitive measures. Visual supports, as an essential tool in special education classrooms, are explored in detail, with examples of how they aid in reducing anxiety and improving task comprehension. The paper also delves into the significance of conducting Functional Behaviour Assessments (FBA) to identify the underlying functions of challenging behaviours, ultimately informing targeted intervention strategies.

Keyword: Behaviour management, Special education, Students with special needs, Individualized Education Plans (IEPs), Positive Behaviour Support (PBS)

Introduction

Behavior management is a fundamental aspect of education, particularly in the context of special education, where students possess diverse and unique needs. For educators and caregivers working with students with special needs, effective behaviour management strategies are essential for creating a supportive and inclusive learning environment. These strategies not only address challenging behaviours but also promote positive social interactions, academic engagement, and overall well-being. In this paper, we delve into the realm of behaviour management in special education, exploring a range of evidence-based strategies that have proven successful in supporting students with diverse needs. Understanding the unique challenges that students with special needs face is crucial for designing individualized approaches to behaviour management that can lead to improved educational outcomes and overall quality of life. One critical element in behaviour management for students with special needs is the utilization of Individualized Education Plans (IEPs). These personalized plans take into account the specific strengths and challenges of each student, outlining targeted interventions to address behavioural difficulties and facilitate academic progress. Additionally, we explore the concept of Positive Behaviour Support (PBS), which emphasizes the use of positive reinforcement and proactive strategies to encourage desired behaviours while reducing the occurrence of challenging behaviours.

Behaviour Management Strategies:

Behaviour management strategies are a diverse set of techniques and approaches used to create a positive and structured learning environment for individuals, particularly in educational settings. These strategies aim to address challenging behaviours while promoting positive behaviours that foster academic and social success. One widely employed approach is Positive Behaviour Support (PBS), which focuses on understanding the underlying functions of behaviours and designing targeted interventions to reinforce positive actions. By utilizing positive reinforcement, visual supports, and individualized behaviour plans, PBS seeks to replace undesirable behaviours with more adaptive



alternatives. Additionally, behaviour management strategies encompass techniques such as token economies, self-regulation techniques, and collaborative problem-solving to address the unique needs of everyone. Collaboration between educators, parents, and caregivers is essential for the successful implementation of these strategies. By fostering a supportive and inclusive environment and emphasizing prevention over punishment, behaviour management strategies play a crucial role in empowering individuals to thrive and reach their full potential.

Positive Behaviour Support (PBS):

Positive Behaviour Support (PBS) is a person-centered and proactive approach aimed at promoting positive behaviours and reducing challenging behaviours in individuals with special needs or disabilities. At its core, PBS emphasizes understanding the function or purpose behind behaviours, recognizing that challenging behaviours often serve a specific purpose for the individual. By conducting a Functional Behaviour Assessment (FBA), the PBS team gains insights into the triggers and consequences of these behaviours, leading to the development of a personalized Behaviour Intervention Plan (BIP). Unlike punitive approaches, PBS focuses on reinforcing positive behaviours using positive reinforcement, praise, and rewards, encouraging individuals to exhibit desirable actions repeatedly. Moreover, PBS places great emphasis on teaching replacement behaviours, equipping individuals with alternative, more appropriate ways of meeting their needs. This collaborative and individualized strategy involves the active involvement of educators, parents, and other professionals in creating a supportive environment that fosters positive behaviour and enables the student to thrive academically, socially, and emotionally. Through data collection and progress monitoring, PBS ensures the effectiveness of the intervention plan and allows for adjustments to be made as needed, leading to long-term success in improving the quality of life for individuals with special needs.

Review of literature

(Benedict et al., 2007) studied “Assessment and Implementation of Positive Behaviour Support in Preschools” and said that The proportion of young children who display difficult behaviours in early childhood settings is a growing cause for concern. Supporting educators in their management of problematic behaviours and preventing the emergence of such problems in at-risk groups requires comprehensive prevention frameworks. Positive behaviour support is a method that employs a three-tiered preventative concept (PBS). The current study began by evaluating the degree to which PBS was being used in 15 different child care facilities throughout a single region. Next, using a multiple baseline design in four classrooms, we assessed the effect of PBS consultation on teachers' adoption of universal PBS practises and students' conduct. Teachers' use of universal PBS procedures increased after receiving PBS consulting, and the overall low levels of issue behaviour hindered assessing the impact of these changes on children's problem behaviour. Future uses of PBS in preschools and other early childhood settings are considered in light of these findings.

(Oliver & Reschly, 2010) studied “Special Education Teacher Preparation in Classroom Management: Implications for Students with Emotional and Behavioural Disorders” and said that Students with emotional and behavioural difficulties are strongly impacted by the classroom management and organising skills of their special education teachers (EBD). Only 27% of university programmes in special education include a whole semester dedicated to classroom management, so we don't know how widely these methods are taught. The study's shortcomings and implications for inclusive approaches in special education are discussed.

(Nye et al., 2016) studied “Classroom behaviour management strategies in response to This paper examines tactics used by special educational needs coordinators (SENCOs) to support students with



SEN and problematic behaviours at the primary school level. Six Special Education Needs Coordinators (SENCOs) from the South West Peninsula of the United Kingdom who attended a course on classroom management were surveyed. The training program's methods, as revealed by a thematic analysis, are useful for kids with both SEN and behavioural issues.

(Chao et al., 2017) studied “Improving teachers’ self-efficacy in applying teaching and learning strategies and classroom management to students with special education needs in Hong Kong” and said that This research looks at how “a revised one-week training course affects teachers' beliefs in their own abilities to implement techniques for teaching and learning and for managing their classrooms in ways that benefit students with special educational needs (SEN) in regular Hong Kong schools. Among 347 regular primary and secondary school teachers, we look at how they compare on a number of factors related to teaching (e.g., prior training in special education, confidence in teaching students with SEN, knowledge of legislation and policies, years of teaching, experience with students with SEN, gender, and school type). Self-efficacy of teachers in inclusive education is found to be significantly predicted by teachers' confidence” and the type of school they work in.

Students with special needs

Those individuals who, “because of a cognitive or physical disability, need specialised education and various forms of supplemental aid in the classroom. Some of the conditions that these students deal with include learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, intellectual disability, speech and language disorder, emotional and behavioural disorder, physical disability, sensory impairment, developmental delay, and multiple disabilities. For these children to reach their full academic and personal potential, it is crucial that they have access to a supportive and individualised classroom setting. One programme that aims to provide equal educational opportunities for all children, regardless of their background, is the Individuals with Disabilities Education Act (IDEA) in the United States”. Teachers, parents, therapists, and other professionals should collaborate to create a supportive learning environment for students with special needs. Individualized accommodations, changes, and targeted interventions can help these children engage in meaningful learning, build social skills, and feel like they belong in their classrooms and communities.

Conclusion

In conclusion, behavior management strategies and interventions play a pivotal role in the educational journey of students with special needs. These strategies are essential in creating supportive, inclusive, and nurturing learning environments that foster positive behaviors, academic progress, and social development. By understanding the unique challenges and strengths of each individual, educators, caregivers, and professionals can tailor interventions to meet the specific needs of students with disabilities or exceptionalities. Positive Behavior Support (PBS) emerges as a powerful and effective approach that emphasizes proactive measures, positive reinforcement, and individualized plans. By focusing on the function of behaviors and providing alternative, more adaptive responses, PBS empowers students to navigate their environment successfully and meet their goals. The utilization of Individualized Education Plans (IEPs) ensures that each student's learning goals and support services are tailored to their requirements, facilitating a personalized and targeted educational experience. Collaborative efforts among parents, teachers, and other professionals are vital in implementing these strategies consistently across various settings and promoting a seamless transition between home and school environments. Furthermore, the significance of visual supports, self-regulation techniques, and peer support cannot be overstated in enhancing the learning and social experiences of students with



special needs. By providing a supportive and inclusive environment, we can empower these students to develop essential skills, build meaningful connections, and embrace their unique abilities.

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