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The Ultimate Struggles of a classroom

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The Ultimate Struggles of A Classroom

Abstract: In a time where classrooms need more development as a whole to be more sustainable for kids that might have learning disabilities, We will look into universal design techniques that teachers could use to help children succeed in their environment. Having some sort of adaptability in the classroom is important for all students. By changing the ways we teach some tools teachers can use will be more comforting for the student with a learning disability to learn at quicker and faster paces. Design and having structure is very effective to student learning efficiency. Looking at new ways to innovate a classroom or a school could be beneficial. Also having certain seating arrangements for kids that might have social anxiety or a learning disabilities could help a child with needs in an environment that they might have to get used to. Having these different styles of teaching where students are more interactive together in a comfortable classroom setting is effective in how a child with learning disabilities processes and learns information.

In our society today ,many kids with learning disabilities struggle in traditional classrooms that do not provide the necessary support and accommodations needed. With the many educational universal design techniques going unnoticed, it's time for teachers to be made

aware of these interventions and to start using these new methods to try and make their classrooms accessible for people who learn differently. Often, these issues occur because school boards minimize the needs that children with learning disabilities exhibit. A source shows that almost 1,500 hundred students in a Michigan schooling area have struggled with the environment around them. Kids with learning disabilities tend to struggle with keeping up in a classroom environment where they possibly disfavor their teacher or other peers in the class. This can quickly become a big distraction for students that have disabilities in this certain environment (Katz). Another issue is a lot of these kids can literally struggle with the structure of the classrooms. They might be uncomfortable because of how the classroom is set up physically. This might get in the way of someone being confident enough to participate in the class or ask for help.

This seems to be a wicked problem in the world today. A wicked problem is defined as " a social or cultural problem that is difficult or impossible to solve". Some theories from Rittel and Webber stated that there is no way to test a solution for this wicked problem. This issue is considered "wicked" because many kids are uncomfortable in classrooms where they have a hard time learning because of the pace of the teacher or how the learning is presented. Another reason for their struggle is peer victimization. Peers may make fun of or challenge and embarrass kids who are slower learners.   Although challenging, there are several solutions for these issues, but it's very hard to test because everyone is a different learner. It's hard to test that theory and identify solutions based on a false claim about a child's learning. Some evidence showed that 77 out 303 kids complained there is a level of anxiety in their learning environment from other kids, maybe making fun of them or teasing them about their disabilities in the

classroom (Baumeister). This might be a small number but it shows that kids struggle from this and there has to be some strategies that can assist in reducing those numbers.

Some causal factors that I looked into that might play a huge part in this issue is the teacher not designing the learning in a way where it's interactive for kids to meet others in the classroom. One universal design techniques that might be beneficial is an improved type of learning and interaction with others, such as the activity of popcorn reading. It is shown that Popcorn reading in surveys is more effective for kids learning. This is why kids that are maybe a little bit shy or antisocial can participate and start to gain peer support in the classroom setting. (Engineering a Classroom That Works for All: Classroom Management Tips for Students with Learning Differences). Another issue is how the classrooms are physically designed. Architects and educators collide on this issue. Architects argue that there needs to be flexible learning spaces in a classroom to get these kids to be able to function and learn their learning environments. They also emphasize the idea that in each building that there should be places set up for students to relax or to feel a sort of relaxation around them. Architects refer to this as having "Space and Place" in these schooling environments. Also designing specific classrooms that provide areas meant for interaction rather than just learning and doing tedious work (Wright). This idea has led to the development of possible solutions educators could use in the classroom and incorporate better universal design techniques in their school to ensure their students achieve success throughout their educational career.

One factor that has become very important in this research is the designation of placement by level or curriculum. For example, kids with ADHD/ADD tend to sometimes be put in Regular Education classrooms instead of placement in a more appropriate classroom where the content is presented to them precisely and more defined. This type of setting can promote

better understanding and learning of the material.   A teacher's ability to accommodate their students' needs can be very important.. Some evidence supports the accommodation of preferential seating. The teacher can do something as simply as moving the student who has the disability closer to them or to move their desk up to the front of the room so the teacher can make sure they are focused and paying attention to what is being taught to the rest of the class (Betker).

Another solution that I feel strongly that educators should consider is the more frequent use of visual aids in the classroom. Having these tools in our classrooms can really help the student with a reading or writing disability flourish. Visual aids can also assist the student in understanding the content in the classroom. One such visual aid that might be helpful would present information to students through pictures rather than words. This allows the student with a disability to better understand what is really happening and how the information is portrayed to them. Research shows that early elementary grades mostly utilize picture books for specifically this reason.. These books are also beneficial for kids at the Middle and High school level (Dalien). These books can expand kids' literacy and help their comprehension of the overall story. Changing the design of the learning can also possibly enhance the child's capability to expand their knowledge and better understand the content in a way where it's less boring and generic.

Another solution that educators should consider is the implementation of specific seating arrangements in classrooms. Having seating arrangements is important because it gives the kids a sense of being together and working as a team rather than being all by themselves in a classroom. Studies have reported that seating arrangements play a huge role in a child's success in a classroom. From a students point of view; however, a seating arrangement could be an attack on

a kids personality or maybe how they act. For example, the "good and responsible kids" being placed in the back and the immature kids being placed in the front could create issues. Instead of doing this, the teacher could use other seating arrangements that would improve the chances of success for students with a learning disability (Do Seating Arrangements Have an Impact on Student Learning). Allowing students to discuss and share ideas about the class and how they can support each other may be beneficial to students who are struggling with an assignment. Utilizing peers who may be able to help that student could be of benefit. Kids with disabilities might be able to better retain information if they had a group of people helping them or guiding them through a tedious assignment or task.

These solutions might be able to mitigate a lot of the problems that children with disabilities face. By identifying and addressing issues related to peer victimization, kids with these insecurities would function better if they were with their peers. Having a more comfortable environment involving the peers around them is crucial for a student's confidence and success in their specific classroom. Other evidence reveals that when a student is in a class where the activities are structured, planned out and meaningful , students do better. . Planning specific activities and conducting them to the fullest, researchers have found that it "positively impacts subsequent engagement". When utilizing planned activities, teachers can also incorporate collaborative learning by allowing kids in the classroom to navigate and learn freely instead of sitting down and processing information in a non physical interactive way(Pino-James).

Another solution that may assist kids with learning disabilities is the use of visual pictures of diagrams that reflect the words or story in a textbook.   Some students may be able to read the words fluently but struggle to put the words together in a meaningful way. Having these visual pictures or diagrams along with the words on might address multiple challenges for kids

who learn differently. By promoting these visuals on powerpoints and slides it helps the class in

engae in a more in depth discussion that they might really care about . Such visuals may also

help students connect what they are learning to tragic events that are happening in real time.

Sharing accompanying visuals can really help kids who struggle with ADHD or learning

disabilities better grasp the information that is being presented. This then can lessen their

inattention and help them to get less side tracked and /or confused.   Asking specific questions

that you know a child can answer allows every student in the classroom to participate and

contribute to a conversation no matter what the subject is. Use of this technique has found that

the engagement rates in classrooms go up 70% and help classrooms take learning to another

level(Bowman). Having this engagement from the teacher is very important. In order to make

the classroom effective, you need a great deal of engagement from the environment, the teacher

and the students.

   After completion of this research, I have been made aware of the issues faced by schools

including lack of school board understanding and appropriate funding. If this problem was better

understood, there could be major changes in classrooms across the county that would allow

every classroom to be accessible to any type of learner.   If school boards and districts recognized

the value of the various learning and universal design techniques, this could have a significant

impact in classrooms across the United State. Unfortunately, we are not there yet and this

remains a wicked problem. The solutions that I have reviewed are only a few of many that

could address this problem. Allowing students to be more interactive, using visual aids and

learning guides, using preferential seating and seating arrangements and allowing for more

collaborative and hands on learning, learners of all types could make great progress . Lastly, I

think it's important that educators and parents continue to emphasize how many kids with

learning differences are struggling in their classrooms. If there was greater advocacy of this

issue, we could implement great changes that could potentially have a lifelong impact.

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