Assessment and Evaluation of Classroom Management in Teaching a Class with Acting-Out Students: A Case Study of an All-Inclusive Class

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Abstract
This study explored the assessment and evaluation of classroom management strategies employed in an all-inclusive class characterized by students exhibiting acting-out behaviours. The research sought to identify effective practices that enhance learning outcomes and foster a positive classroom environment while addressing the diverse needs of students. The population of the study was made up of 200 teachers teaching in an incisive classroom. The study was carried in all the inclusive schools in Anambra State. Utilizing a quantitative approach, data were collected through questionnaires, providing insights into their experiences and perceptions regarding classroom management in inclusive settings. The instrument was constructed and validated by an expert. The reliability was obtained using Cronbach's alpha method and reliability coefficient of the instrument is 0.53 and the data collected were analyzed sing SPSS with the mean and standard deviation as the statistical tools. Key findings reveal that teachers frequently encounter aggressive, abusive words, opposing school authority, students not complying with the instructions and difficulty in capturing their attention during lesson as acting-out behaviours an inclusive classroom. It also reveals that strategies that are most effective in balancing and controlling an inclusion classrooms are positive reinforcement, individualized learning strategy, kind words/advise as well as discipline the offenders with cane. Recommendations include fostering collaborative environments where teachers can share best practices and support one another in managing classroom dynamics. The implications of this research extend beyond individual classrooms, suggesting that educational institutions should prioritize comprehensive training programs that focus on inclusive practices and behaviour management strategies. Ultimately, this study contributes to the broader discourse on inclusive education by providing valuable insights into the complexities of managing acting-out behaviours and highlights the need for continuous improvement in teacher preparation and support systems. By addressing these challenges, educators can create more inclusive and productive learning environments that cater to the diverse needs of all students.
Keywords: Assessment, Evaluation, Classroom Management, Teaching, Acting-Out, Students, All-Inclusive Class

Introduction

A key component of good teaching is classroom management, which makes sure that every student has a controlled and comfortable learning environment (Burden, 2025; Marzano & Marzano, 2003). Managing conduct becomes even more difficult in an inclusive classroom because students with different needs are taught together. Managing acting-out students—those who engage in disruptive activities that disrupt instruction and peer interactions—is one of the most difficult parts of classroom management. A number of things, such as emotional difficulties, learning challenges, or environmental pressures, might cause such behaviors (Babapour *et al*., 2022). It is essential to comprehend and put into practice suitable classroom management techniques in order to preserve order and create a welcoming and encouraging learning environment.

The efficiency of classroom management strategies is largely determined by assessment and evaluation, especially in inclusive settings (Mitchell & Sutherland, 2020). Teachers can determine their strengths and areas for development by methodically examining behavioral patterns, student engagement levels, and teacher interventions. Direct observation, instructor and student feedback, and systematic behavior tracking are all examples of effective evaluation techniques. This case study investigates classroom management techniques in an inclusive classroom with disruptive children, looking at how educators deal with behavioral issues while creating a supportive learning atmosphere. This study attempts to offer important insights into the most effective methods for handling disruptive behavior by analyzing real-life situations and analyzing the effects of various treatments.

Literature Review

This essay offers a methodical way to comprehend the important factors and connections that affect classroom management in a welcoming environment with disruptive kids. This paradigm is fundamentally based on theories of inclusive education, behavioral psychology, and classroom management. Proactive techniques like tailored instruction, positive reinforcement, and explicit rule-setting

form the cornerstone of good classroom management (Wang, 2024) because they foster an atmosphere in which all students even those who are more likely to act out can succeed. According to behaviorist theories, especially operant conditioning developed by B.F. Skinner, student behavior is shaped by rewards and penalties, which is why planned interventions are crucial for controlling disruptive tendencies (Lavay *et al*., 2015; Payne, 2015). Furthermore, Lev Vygotsky's social learning theory emphasizes how teacher direction and peer interactions support self-regulation and flexible classroom conduct (Pahigiannis & Glos, 2020).

Within an inclusive classroom, this framework incorporates assessment and evaluation as essential elements in forming management tactics (Mitchell & Sutherland, 2020). Behavior tracking systems, teacher-student reflections, and classroom observations are examples of assessment techniques that can be used to measure the success of treatments and spot patterns in disruptive behavior. This approach is further informed by the principles of Universal Design for Learning (UDL), which place an emphasis on adaptable teaching strategies that take into account different learning preferences and behavioral requirements (El-Sabagh, 2021; Newman, 2023). Through the integration of these theoretical and practical viewpoints, the framework guarantees that classroom management techniques are supported by research and flexible enough to accommodate a diverse learning environment.

The foundation of this work is the interplay among student behavior, teacher tactics, and assessment results. Teachers act as facilitators, putting management strategies into practice and modifying them in response to ongoing assessment, while students react to planned interventions that direct their behavioral growth. Furthermore, the paradigm acknowledges the importance of extrinsic elements in influencing classroom conduct, including family history, socio-emotional issues, and institutional support. Through the analysis of these interrelated factors, this conceptual framework offers a thorough perspective for evaluating classroom

management in an inclusive context, providing useful advice on how to create a productive learning environment for every student.

Theories.

1. Classroom Management Theory – William Glasser (1925–2013)

William Glasser's Choice Theory asserts that student behavior is driven by the need to satisfy five fundamental needs (Case & Given, 2016): survival, love and belonging, power, freedom, and fun. In classroom management, Glasser emphasized the importance of creating a positive and needs-satisfying environment where students feel connected and responsible for their own behavior. Instead of using coercive discipline, teachers should focus on building relationships, offering engaging lessons, and guiding students toward self-discipline (Bear & Soltys, 2020). According to Choice Theory, disruptive actions in an inclusive classroom with out-of-control students are frequently the result of unfulfilled psychological needs, especially the craving for power and belonging (Cornish & Clarke, 2017; Fishburn, 2015; Kreps, 2018; Rouhollahi, 2016). Students may act out to get attention or control if they feel alone or helpless. By building trusting relationships, implementing cooperative learning techniques, and giving students some degree of autonomy in decision-making, teachers can address these behaviors. Disruptive behaviors are less common in a classroom that is more engaged, courteous, and well-managed thanks to this strategy (Letuma, 2023).

2. Acting-Out Behavior Theory – Albert Bandura (1925–2021)

Albert Bandura's Social Learning Theory posits that behavior is learned through observation, imitation, and reinforcement. Students observe their peers, teachers, and other role models, and they often replicate behaviors that receive attention or rewards (Ahn *et al*., 2020). Bandura also introduced the concept of self-efficacy, where individuals develop confidence in their ability to regulate their behavior based on past experiences and feedback. Acting-out kids may imitate disruptive behaviors they see in their classmates in an inclusive classroom, particularly if those behaviors are rewarded or if the penalties

are inconsistent. Teachers can control such behaviors by setting an example of good behavior, rewarding proper behavior, and clearly enforcing penalties for misconduct, according to the Social Learning Theory (Kaluma, 2023; Sithole *et al*., 2024). Students' disruptive tendencies can be lessened and their self-regulation improved by promoting peer mentoring and social reinforcement.

3. Behavior Theory – B.F. Skinner (1904–1990)

B.F. Skinner's Operant Conditioning theory is based on the idea that behavior is shaped through reinforcement and punishment. Skinner identified positive reinforcement (rewarding desired behaviors), negative reinforcement (removing an unpleasant stimulus to encourage behavior), positive punishment (introducing an unpleasant consequence for unwanted behavior), and negative punishment (removing a rewarding stimulus to decrease unwanted behavior) (Akpan, 2020; Basri *et al*., 2020; Leeder, 2022; Mcleod, 2023). Operant conditioning is an organized method of behavior modification for assessing classroom management in an inclusive classroom. To help kids who are acting out behave appropriately, teachers might employ positive reinforcement, which includes praise, privileges, or material prizes. On the other hand, interruptions can be deterred by negative penalty, such as a brief loss of rights. Reducing acting-out behaviors and fostering an inclusive, controlled learning environment are two benefits of using a consistent reinforcement system in the classroom (Bear, 2020; Walker & Barry, 2020).

Role of Teacher Training and Intervention Strategies

Research highlights the need for continuous teacher training on managing behaviour in inclusive settings. Intervention strategies such as Applied Behaviour Analysis (ABA) and functional behaviour assessments (FBAs) have shown effectiveness in reducing disruptive behaviours (Jeong & Copeland, (2020). Teacher training is fundamental to the successful implementation of inclusive education, particularly when managing acting-out behaviours in the classroom (Owoniyi, 2022). Effective training equips teachers with the skills and knowledge to address the diverse needs of students with behavioural challenges, helping them create

supportive learning environments. Research by Simonsen & Myers (2025), shows that when teachers receive specialized training in behaviour management and inclusive education practices, they are better prepared to use proactive strategies that minimize disruptions and promote positive behaviours. Moreover, training programs that focus on evidence-based strategies, such as differentiated instruction and positive reinforcement techniques, empower teachers to respond flexibly to a wide range of student behaviours, fostering more productive and inclusive classroom dynamics.

In addition to teacher training, effective intervention strategies are essential for addressing acting-out behaviours. Positive Behavioural Interventions and Supports (PBIS) is one example of a proactive, school-wide approach that helps teachers manage behavioural issues by setting clear expectations, providing consistent feedback, and reinforcing positive actions (Bradshaw, Mitchell, & Leaf, 2015). Teachers who are trained in PBIS and similar strategies can intervene early to prevent minor disruptions from escalating into more serious problems, ensuring that all students, including those with behavioural challenges, can participate meaningfully in classroom activities. Ongoing professional development, coupled with practical intervention tools, is crucial for empowering teachers to create inclusive classrooms that meet the needs of every student.

The purpose of the study

The general purpose of this study is to assess and evaluate Classroom Management in Teaching a Class with Acting-Out Students. Specifically, to assess and evaluate;

1. the acting-out behaviours teachers mostly manage in inclusive classrooms.
2. strategies are most effective in balancing and controlling inclusion classrooms?
3. challenges do teachers face in maintaining an inclusive environment with disruptive students

Methods

This study looks at the reasons why children in inclusive classes act out, the kinds of behaviors that are seen, and the difficulties teachers have in controlling them. This study involved 200 teachers in total.

Data Presentation and Analysis

Table 1: Causes of Acting-Out Behaviors

The table below presents the major reasons why students exhibit acting-out behaviors in inclusive classrooms.

Causes of Acting-Out Behaviors	Frequency (N = 200)	Percentage (%)
Lack of attention at home	50	25%
Learning difficulties	40	20%
Peer influence	35	17.5%
Emotional distress (e.g., anxiety, trauma)	30	15%
Physical disabilities or special needs	20	10%
Poor classroom management strategies	15	7.5%
Other (e.g., teacher-student conflict)	10	5%

Table 2: Types of Acting-Out Behaviors Observed

This table presents the most common acting-out behaviors exhibited by students in school settings.

Types of Acting-Out Behaviors	Frequency (N = 200)	Percentage (%)
Disrupting lessons (talking out of turn, making noise)	60	30%
Physical aggression (hitting, pushing)	40	20%
Non-compliance/defiance (refusing instructions)	35	17.5%
Hyperactivity (excessive movement)	25	12.5%
Verbal aggression (shouting, insults)	20	10%
Attention-seeking behaviors	20	10%

Table 3: Challenges Faced by Teachers in Managing Acting-Out Behaviors

Challenges Faced by Teachers	Frequency (N = 200)	Percentage (%)
Lack of training in handling special needs students	60	30%
Limited time to address individual student needs	50	25%
Insufficient support from school administration	40	20%
Balancing attention between disruptive and non-disruptive students	30	15%
Parental non-cooperation	20	10%

Findings

Based on the collected data, the study reveals the following:

1. Causes of Acting-Out Behaviors: The most common causes include lack of attention at home (25%), learning difficulties (20%), and peer influence (17.5%).

2. Types of Acting-Out Behaviors: Disrupting lessons (30%) and physical aggression (20%) are the most frequently observed behaviors.

3. Challenges Faced by Teachers: The primary challenges include lack of training (30%), limited time for individualized attention (25%), and insufficient school support (20%).

Discussion of Findings

1. Lack of Attention at Home & Learning Difficulties

Lack of attention at home is one of the biggest causes of students' acting-out behaviors. Children (Hoffman & Kuvalanka, 2019) who do not receive enough parental guidance, emotional support, or encouragement frequently behave disruptively at school. Numerous circumstances, including as parents' hectic work schedules, single-parent households, or overall neglect brought on by social and economic hardships, may be the cause of this lack of attention. Students may act out, disrupt classes, or behave aggressively in order to get attention in the classroom, whether that attention is favorable or negative, if they do not receive emotional validation at home.

Additionally, a major contributing factor to students' behavioral issues is their learning disabilities. In the classroom, students who have unidentified or untreated learning disabilities—like dyslexia, ADHD (Attention-Deficit/Hyperactivity Disorder), or auditory processing disorders—frequently feel frustrated (Andrade, 2018: Pitts 2023). They may turn to disruptive activities as a coping strategy when they are unable to keep up academically with their peers. A child who problems with reading, for instance, can try to distract others from their difficulties by creating

noise, interrupting other classmates, or talking out of turn. Such actions disturb the school atmosphere as a whole in addition to impeding the child's learning.

Additionally, student conduct is greatly impacted by mental distress, which includes trauma, anxiety, and exposure to adverse childhood experiences (ACEs). Children from households experiencing poverty, parental divorce, domestic abuse, or other types of instability may act out in ways that are violent, defiant, or attention-seeking as a way to cope with their emotional upheaval (Silberg, 2021). Because of bad experiences at home, these students could fail to focus in class, follow directions, or interact with authority figures.

2. Common Acting-Out Behaviors in the Classroom

The study identifies several types of acting-out behaviors that frequently disrupt the learning environment in inclusive classrooms. The most commonly reported behaviors include:

1. **Classroom Disruptions:** Talking out of turn, making noise, excessive movement, and calling out answers without permission were the most reported disruptions. These behaviors make it challenging for teachers to maintain order and ensure that all students receive equal learning opportunities.

2. **Physical Aggression:** Hitting, pushing, or throwing objects were common occurrences, particularly among students with impulse control issues. This type of behavior can create a hostile learning environment and may result in injuries or conflicts between students.

3. **Non-Compliance and Defiance:** Some students refuse to follow instructions or deliberately challenge the teacher's authority. Defiance can stem from emotional distress, frustration with learning difficulties, or a need to assert control.

4. **Hyperactivity and Restlessness:** Many students display excessive movement, inability to stay seated, and difficulty focusing on tasks. These

behaviors are especially common among students with ADHD or sensory processing disorders.

5. **Verbal Aggression:** Shouting, insults, and arguing with peers or teachers were identified as frequent behavioral issues. This disrupts classroom harmony and often escalates conflicts among students.

6. **Attention-Seeking Behaviors:** Some students engage in disruptive behaviors as a way to gain recognition or validation. This is especially prevalent in children who lack attention at home or feel overlooked in the classroom setting.

3. Challenges Faced by Teachers in Managing Acting-Out Behaviors

a. Lack of Training in Handling Special Needs Students

A sizable portion of educators expressed a sense of inadequacy in handling behaviorally challenging pupils, especially those with autism, learning challenges, or emotional disorders (Miller, 2023). Due to their lack of inclusive education preparation, many instructors are ill-equipped to deal with disruptions in the classroom. Teachers may find it difficult to apply strategies like positive reinforcement, tailored behavior intervention plans, and de-escalation approaches if they are not properly trained.

b. Limited Time to Address Individual Student Needs

Teachers frequently have to oversee a big class size, which makes it challenging to provide each disruptive student the particular attention they need (Burden, 2025). Instructors frequently experience pressure to finish the curriculum in a certain amount of time, which leaves little time for addressing underlying behavioral problems. As a result, kids who need more help might not get the help they need, which could cause disruptions to occur frequently.

c. Insufficient Support from School Administration

Many educators said that when it comes to handling behavioral problems, school officials do not provide them with adequate support. Schools can lack the specialist personnel needed to help manage students with emotional and behavioral

difficulties, such as behavioral therapists, psychologists, or counselors (Crothers *et al*, 2020). Furthermore, teachers may be unaware of how to deal with persistent misbehavior due to unclear or inefficient disciplinary measures.

d. Balancing Attention Between Disruptive and Non-Disruptive Students

Ensuring that every kid receives a high-quality education while dealing with disruptive students is a significant problem for educators (McLeskey *et al*, 2017). Other pupils' learning is disrupted when a teacher has to deal with misbehavior all the time. Because they believe their education is being jeopardized because of a few unruly peers, well-behaved kids become frustrated and may even become resentful.

e. Parental Non-Cooperation

Although many teachers find it difficult to include parents in the behavioral intervention process, parental involvement is essential for controlling student behavior. While some parents may be hesitant or unable to assist instructors in reinforcing positive behaviors at home, others may deny that their child has behavioral issues. Attempts to control classroom conduct may fail if parents do not cooperate (Metz, (2023).

Implications of Findings

The results of this study demonstrate how urgently inclusive classrooms require more thorough behavioral control techniques (Simonsen & Myers (2025). Disruptive actions have a detrimental effect on the classroom dynamic as a whole in addition to the individual student (Caldarella *et al*, 2021). To effectively handle behavioral issues and guarantee that every student receives a high-quality education, teachers need more assistance, resources, and training (Stronge & Xu, (2021).

Solutions for Managing Acting-Out Behaviors

a. Classroom Management Strategies

1. To define expectations for behavior, provide norms that are consistent and unambiguous.
2. To reward good conduct, employ positive reinforcement strategies like praise and awards.

3. Create customized behavior intervention programs for pupils who exhibit recurring behavioral issues.

4. Make use of seating configurations that encourage concentration and reduce distractions.

b. Teacher Training and Professional Development

1. Give educators specialized training in conflict resolution, special needs education, and behavioral control techniques.

2. Teachers should be encouraged to collaborate with one another in order to exchange best practices and successful tactics.

3. To stay current on the newest inclusive education strategies, make sure educators receive continual professional development.

c. Increased School Support & Resources

1. To help instructors deal with difficult behaviors, schools should hire psychologists, counselors, and behavioral specialists.

2. Create behavior management and inclusion policies for the entire school to foster a positive learning environment

3. Introduce support personnel or classroom assistants to help teachers deal with unruly pupils.

d. Strengthening Teacher-Parent Collaboration

1. Promote frequent parent-teacher conferences to talk about the behavioral development of the pupils.

2. Give parents workshops on how to encourage good behavior in the house.

3. Create tools for communication between the home and the school, including behavior report cards or smartphone apps, to update parents on their child's development.

Conclusion

The study emphasizes that acting-out behaviors in inclusive classrooms are influenced by various factors, including lack of attention at home, learning difficulties, and emotional distress. These behaviors create significant challenges for

teachers, particularly when there is a lack of training and administrative support. Implementing structured classroom management strategies, providing teacher training, increasing school resources, and fostering parental cooperation are essential in reducing disruptive behaviors and creating a positive learning environment.

The evaluation and assessment of classroom management in the context of educating disruptive children in an inclusive classroom has brought to light the complex difficulties teachers encounter in creating a supportive learning environment. According to the study, acting-out students in inclusive classrooms frequently exhibit behaviours like verbal abuse, hostility, disobedience to authority, non-compliance with instructions, and lack of focus.

Nonetheless, the results highlight how crucial it is to implement well-rounded and calculated treatments to deal with these issues. Good management practices have been found to be essential for upholding order and creating an inclusive learning environment. These practices include the use of friendly words and counsel, tailored learning tactics, positive reinforcement, and occasionally using a cane to discipline violators. Additionally, teachers successfully overcome these obstacles by utilizing tactile, visual, and auditory resources to meet the demands of a varied student body.

The need for a flexible and dynamic approach to classroom management in inclusive settings is ultimately reaffirmed by this study. Teachers may foster an environment that not only reduces disruptive behaviours but also promotes the overall development of all children, including those who have a tendency to act out, by utilizing a combination of empathy, structured tactics, and specialized teaching aids.

Recommendations

1. Administrators and policy makers should implement school-wide behaviuor management systems.

2. Schools system should increase teacher training in behaviour management strategies.

3. Policy makers should foster collaboration between general and special education staff.

4. Schools should invest in ongoing professional development programs for teachers focused on classroom management strategies tailored to inclusive settings.

5. The government should establish robust support systems that include special education professionals, counselors, and behavioural specialists.

6. Schools should create a positive and engaging classroom environment that encourages positive behaviours. This includes setting clear expectations, developing a structured routine, and utilizing positive reinforcement strategies to motivate students.

7. Schools should develop individualized support plans for students exhibiting acting-out behaviours. These plans should include personalized interventions, behavioural goals, and regular progress monitoring to ensure that the specific needs of these students are met.

8. Parents and caregivers engaged in the process by providing them with information and resources to support their children's behavioural needs. Regular communication with families can foster a stronger home-school connection, which is crucial for consistent behaviour management.

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