

Essential Elements of Special Education Classroom Administration

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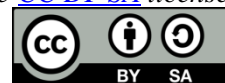
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ABSTRACT

This research aims to examine the essential elements of special education classroom administration which was conducted in 3 steps by reviewing 15 sources of related documents and research to synthesize the essential elements of special education classroom administration, exploring the developmental essential elements of special education classroom administration through in-depth interviews in 2 cases, using purposive sampling, particularly special education centers that received the IQA AWARD for excellence in the academic year 2023, and surveying the needs for managing special education classrooms, examining current problems, needs, and analyzing the necessity using the Modified Priority Needs Index (PNI modified). For data collection and content analysis, research instruments included in-depth, semi-structured interviews and a researcher-developed questionnaire. The findings revealed six components of special education classroom management: psychological environmental arrangement, physical environmental arrangement, participation in classroom management, social environmental arrangement, teacher leadership, and learner-centered learning management.

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1. INTRODUCTION

Education management for people with special needs is based on the principles of non-discrimination, equality and normalization, i.e. fundamental human rights and freedoms. Various countries have initiated development and adapted education management practices to accommodate people's diverse differences and create an environment in which people with different needs can learn and coexist in society. This includes the establishment of educational

rights, educational management styles and methods and various support services, as well as the establishment of regulations and guidelines. Educational institutions and related agencies must adhere to the National Education Act B.E. 2542, its third amendment B.E. 2553, and the Thai Act on Education Management for Persons with Disabilities B.E. 2551 to ensure appropriate education management. This includes various management styles and systems that cater to all types of special needs, spanning from birth or the first identification of disabilities to the end of life. The above laws and policies thus lead to education management that emphasizes participation in the general education system, known as inclusive education, which is consistent with the widely recognized principles of education management in countries such as the United States, the United Kingdom, Australia, Thailand and other Asian countries.

The common goal is to promote equality and normalization according to the principles of Education for All (EFA). Two key principles are presented here: The Individuals with Disabilities Education Act (2004) of the United States clearly states the Least Restrictive Environment (LRE), a critical principle in special education administration. The core idea of LRE is that special education administrators must prioritize creating diverse environments in schools, including social, physical, and educational environments that are the least restrictive for learners with special needs. For example, when creating a social environment, schools should create an accepting atmosphere for learners with special needs and allow them to participate in school activities. The physical environment should be appropriately designed, e.g. with ramps for buildings suitable for wheelchair users, and the educational environment should offer special curricula that meet the needs and abilities of students with special needs. (2) Universal Design (UD) goes back to architects who designed various devices with shape, size, utility and value in mind. When applied to education, it means designing instruction to maximize benefit for all students, including (1) using a variety of methods and media such as lectures, discussions, group work, Internet-based instruction, laboratory use, and field training; and (2) designing curricula that address students with different abilities in the classroom (Burgstahler, 2009; Scott, 2018).

The Ministry of Education has established a Center for Special Education, which is responsible for managing education as a center for initial support and preparation for people with disabilities. It also supports teaching and learning, the preparation of teaching materials and the provision of facilities and assistance for research and training of personnel, including the assignment of teachers for the education of persons with disabilities and educational institutions. According to the Department of Education's announcement, services are provided to people with special education needs in nine categories, including people with visual impairments, hearing impairments, intellectual disabilities, physical or mobility disabilities, learning disabilities, speech and language impairments, behavioral or emotional impairments, autistic individuals and people with multiple disabilities. Initially, a developed early intervention concept guided the provision of services.

Subsequently, the special education center's role expanded to encompass the following: 1) organizing and promoting educational support in the form of early intervention and preparation of persons with disabilities for entry into early intervention centers, kindergartens, inclusive schools, special schools for the disabled, specialized learning centers and related institutions; 2) developing and training caregivers and staff responsible for the education of

persons with disabilities; 3) organizing and promoting the development of individualized education programs (IEP), facilities, educational materials, services and other forms of support for persons with disabilities; 4) organizing transition services for persons with disabilities; 5) providing rehabilitation services to improve the abilities of persons with disabilities through family and community education processes; 6) functioning as an information center and organizing an education information system for persons with disabilities; 7) organizing inclusive education support systems and coordinating education management for persons with disabilities in the provinces; 8) other duties specified or assigned by law (Ministry of Education, 2010).

Classroom management is crucial and affects the quality of students, yet many teachers have never received training on classroom management or how to deal with student conflict, relying solely on their personal experiences in their schools or on traditional beliefs. According to a report by the Office of the Secretary General of the Education Council, the development of teachers' classroom management competencies in educational institutions is not clear and does not meet the needs of teachers as it should. The Office of the Basic Education Commission currently prepares a single teacher competency assessment manual, solely for evaluating teachers across various subject groups and for annual performance evaluations. However, the manual does not include detailed procedures for identifying each indicator, which is consistent with the findings of the research group on teacher development in various agencies. The Office of the Secretary General of the Board of Education, 2009, found that teacher development lacks an effective system.

Furthermore, the National Economic and Social Development Authority (2012) identified several issues related to classroom management. The National Economic and Social Development Authority (2012) discovered that the school administration fails to educate teachers about the significance of classroom management, nor does it prioritize fostering an environment that is conducive to learning. 2) On the teacher side, some teachers are not aware of classroom management or do not prioritize it due to lack of knowledge, understanding and ability to manage lessons effectively. Teachers' inability to smoothly manage lessons and handle or resolve issues related to undesirable student behavior serves as evidence of this.

Classroom management in special education is the responsibility of each teacher within the classroom and includes the physical environment as well as teacher-student interactions, rules, policies, outcomes, materials, emotional comfort, and other important classroom resources. Organizing the physical environment involves creating an atmosphere conducive to learning by arranging buildings, places, and materials that are appropriate for the learning activities and conditions of the learners. A well-managed physical environment that accommodates learners and activities facilitates the comfort and smooth flow of activities, resulting in seamless and disruption-free learning processes. This environment makes learners eager and enthusiastic, as well as encouraging interest in their surroundings (Gilpatrick, 2010).

The creation of a social atmosphere refers to an environment that results from interactions within a group that lives together and carries out activities together. A friendly social climate makes learners feel warm and fosters good feelings and camaraderie, which in turn affects social skills and collaborative learning, one of the goals of educational management. Therefore, the classroom atmosphere design is critical for promoting learners' education and

empowering students to take responsibility for themselves in the future. Designing the atmosphere includes both physical aspects- such as classroom furnishings, decoration, seating and knowledge enhancement corners to facilitate teaching and learning, as well as psychological aspects- such as creating a sense of warmth and comfort for learners. In addition, creating a joyful learning atmosphere is an essential component that promotes qualities such as a love of learning, good moral behavior and mental health, enabling individuals to live happily in society now and in the future. The key person in creating such a joyful learning atmosphere is the teacher who guides the learning process. A holistic approach that empowers learners to select their own learning topics and methods, then implement them through group learning and individual reflection, leads to effective learning outcomes. In addition, the effectiveness of learning is supported by three enabling factors: Learning in a way that is appropriate to the learner's age or developmental level, such as through movement and action; a supportive atmosphere that generates feelings of enjoyment, relaxation, freedom from stress, safety and acceptance by the group; and teachers' care, support and facilitation in organizing activities that enable children to acquire knowledge through interactions with peers, teachers and the environment. Therefore, the appropriate design of the atmosphere has a significant impact on children's learning efficiency, as learning in a joyful atmosphere allows learners to feel relaxed and without pressure, which leads to simple and effective learning (Friend & Bursuck, 2019).

As an educational researcher, exploring the components of special education classroom management. Each student's unique needs and the special education center's context should guide the approach to classroom management planning. The aim is to develop practices and strategies that will make the special education classroom effective and achieve the set goals. Supervisory authorities can use these indicators as criteria for internal supervision within special education centers and support the evaluation of educational quality in the future.

2. METHOD

The researcher used a mixed-method approach in this study, conducting it in three stages:

Stage 1 involved studying 15 sources of documents and related research to synthesize the components of special education classroom management. The sources included documents and research related to the concepts and theories of special education classroom management. The researcher developed a content synthesis form, which served as the tool for collecting data. The researcher carried out data analysis through inductive analysis, summarizing patterns and themes that emerged from the content.

Stage 2 was dedicated to studying the components of special education classroom management. The data informants consisted of cross-case educational researchers investigating outstanding educational practices in two schools specifically selected for their excellence in achieving the IQA AWARD for the 2023 school year. We selected these schools due to their high standards. A semi-structured interview form was used as the data collection tool and the data from the interviews were analyzed using inductive analysis.

Stage 3 the survey identified the problems and needs for the development of special education management. The population included directors, deputy directors and teachers at the Special Education Center in Northeast Thailand under the Office of Special Education, totaling

1,328 people in the academic year 2023. We calculated the sample group using Krejcie and Morgan's (1970) sample size table, which included 353 individuals from the same demographic. We then employed stratified random sampling with the Northeastern region as the stratum. We used a questionnaire to collect data, which assessed the problems and needs in special education classroom management. Data analysis was performed by calculating means, standard deviations, and necessity indices with the following interpretation criteria:

- 4.51-5.00 indicates the highest level of problems/needs;
- 3.51-4.50 indicates a high level of problems/needs;
- 2.51-3.50 indicates a moderate level of problems/needs;
- 1.51-2.50 indicates a low level of problems/needs;
- 1.00-1.50 indicates the lowest level of problems/needs.

3. RESULT AND DISCUSSION

The components of special educational classroom management comprise six elements:

1. Psychological environmental arrangement

This can result from the organization of classroom activities both inside and outside the classroom that promote full learning and self-development in all aspects. Interaction between teachers and students in the classroom, characterized by positive interactions where teachers create a friendly, pleasant and interesting learning atmosphere that allows students to feel confident, ask questions, express their opinions and demonstrate their abilities, as well as participate in classroom activities, will lead to an eager and enthusiastic learning attitude. This will ultimately achieve educational goals and promote effective learning. This is consistent with the ideas of Abdulloh & Neamthet (2020) who suggest that the organization of classroom activities both inside and outside the classroom that promote full self-development and learning consists of 1) the characteristics or behaviors that teachers display towards students, 2) the organization of instructional processes both inside and outside the classroom, and 3) the relationship between teachers, parents, and the community. This is also in line with the concept presented by Tadsa (2021) that the management of the motivational environment is based on psychological foundations to ensure that both students and teachers are mentally prepared and have a positive attitude towards learning activities. In addition, it is consistent with the approach of Cooper et al. (2020), who suggests that organizing classroom activities that reduce undesirable behaviors involves the use of various techniques or providing opportunities for children to correct behaviors and encourage new behaviors.

2. Physical environmental arrangement

It can be attributed to the organization of both internal and external classrooms to meet the essential needs of children. This includes providing a variety of learning resources, maintaining cleanliness in the rooms and ensuring that the lighting and sound inside and outside the classroom facilitate learning and ensure safety during activities. This allows children to develop and learn to their full potential and reduces stress and anxiety. This is in line with the concept proposed by Tadsa (2021), which emphasizes the establishment of buildings, landscapes and various learning resources, cleanliness, lighting and sound inside and outside the classroom to facilitate learning, with facilities ready for use and safe for activities. This is in line with the concept of Harimthet (2023), which proposes the tangible creation of an

environment and atmosphere in educational facilities, including classrooms, cafeterias, restrooms, lecture halls and sports fields that are visible and tangible in educational facilities. This includes 1) Landscape, which is the design and decoration of outdoor areas with efficiently usable space that is shaded, beautiful and distinctive, including basic components such as lighting systems, irrigation systems for plants, drainage systems, flood prevention systems and amenities; 2) Buildings and Facilities, which are measures related to the design, use, maintenance and evaluation of buildings and facilities; and 3) Safety, which are measures for safety care, education, maintenance and hazard prevention strategies. This is consistent with the concept of Wechayanluk (2019) who suggested that classrooms should be set up to be safe and conducive to learning, create a memorable experience for learners, set up and facilitate sufficient and readily available resources in the classroom, which is consistent with the concept of Gilpatrick (2010) that emphasizes the responsibility of each teacher in the classroom in terms of the physical environment, teacher-student interactions, rules, policies, outcomes, materials, emotional enjoyment, and other important resources in the classroom.

3. Participation in classroom management

As far as participation in classroom management is concerned, this can be done by involving all sectors in setting objectives, planning, mobilizing resources for action and participating in educational management. The monitoring and observation of students with special needs is essential to ensure that the objectives set are actually achieved, leading to a better quality of development for these students. This includes indicators: participation in the management of students with special needs, participation in the inclusion of students with special needs and participation in the development of an environment conducive to students with special needs. This is in line with the concept proposed by Tudsan (2021) which emphasizes that educational management involves the participation of the public sector, private sector, originating authorities and stakeholders in goal setting and strategic planning as well as resource mobilization to ensure the efficient achievement of set goals. This concept aligns with Fettig & Barton (2014), ideas of promoting family and community involvement and family support, which emphasize the crucial role of families in supporting and nurturing children's social skills by creating an environment of love and acceptance.

4. Social environmental arrangement

In terms of creating a social environmental arrangement, this may be due to the promotion of good interactions between members within educational institutions, including between teachers and staff, teachers and students, students and staff, and between the students themselves. This is to ensure compliance with the rules and norms of society, promote positive discipline, create a warm and friendly atmosphere and motivate learning and cooperation. This leads to better learning outcomes when students are physically and mentally prepared. This aligns with the ideas of Tadsa (2021) who suggested designing the environment to foster good relationships between teachers and students as well as among students, respecting social norms and promoting positive discipline and encouraging desirable traits in students. It is also in line with the ideas of Hrimsathet (2023) who suggested that the environmental conditions created are a feeling that arises from being together and working together in educational institutions. Furthermore, it agrees with the ideas of Vechayanlak (2019) who suggested that interactions between learners and teachers in various forms depending on the activities of each subject

require teachers to establish clear rules, regulations and operational procedures in terms of practices or agreements for sustainable classroom practices. Moreover, it agrees with the ideas of Wolfberg et al. (2015) who suggested that organizing social learning situations and teaching through play (play-based learning) uses play as a learning method that helps children with special needs to develop social skills in a fun and stress-free atmosphere. This is in line with research by Prasertsil et al. (2017) found 7 key aspects of innovation management in education: 1) modern knowledge training to promote innovation; 2) support for appropriate technology and equipment; 3) forums for sharing and learning; 4) strategies to promote innovation in the classroom; 5) budgets for innovation creation; 6) appropriate student numbers per classroom; and 7) motivation for teachers to innovate, e.g. through rewards.

5. Teacher leadership

Such teacher leadership can be attributed to the characteristics and behaviors of teachers that are expressed in learning situations inside and outside the classroom, leading to improvements and developments in teaching with a focus on student learning. These include: 1) consistent self-development, 2) leading by example in the organization of learning activities, 3) encouraging sharing about learning and creating a positive attitude to work, 4) volunteering to support students with special needs. This aligns with the ideas of Nari (2018) who suggests that teachers' actions influence the learning culture and act as change agents in the classroom and school. Teacher leadership is critical to educational growth and plays a key role in guiding instruction to achieve goals. This is in line with the ideas of Tadsa (2021) who suggested that teacher behavior in learning situations both inside and outside the classroom develops classroom activities that are focused on student learning success, which include 1) promoting professionalism, 2) promoting a positive personality, 3) focusing on performance development, and 4) promoting leadership for change. This is in line with the ideas of Niamsa (2023), which assumes that the characteristics and behaviors of teachers reflecting personal relationships and mutual learning exchanges without the influence of educational administrators create a learning force that improves the quality of educational management and includes four aspects: 1) self-development and collegial development, 2) leadership in educational management, 3) participation in development, and 4) change leadership. This also aligns with the concepts of Farooq (2011) who stated that classroom teachers have leadership skills, develop skills to change student behavior, and have a deep understanding of the teaching profession to help students find easier pathways to success.

6. Learner-centered learning management

Learner-centered instruction is important, which may be due to the setting of goals, content, and learning resources, with teachers demonstrating and using a variety of learning techniques. This includes assessments that are tailored to the particular needs of individual learners, enabling them to learn and observe effectively, ultimately leading to the development of individualized educational approaches for learners with special needs. This is in line with the concepts proposed by In-on & Boonrat (2021), which emphasize activities that encourage learners to explore and acquire knowledge and content, observe, engage in hands-on activities and independently develop new knowledge, with a focus on holistic skill development that is enabled, supported, encouraged and guided by educators. This leads to skills that can be applied in new situations, in line with the ideas of Vechayanlak (2019), who suggests various

methods and procedures for classroom design, lesson planning and preparation, and the administration of lessons and assessments to develop students' potential to learn and cope independently. This also coincides with the approach of Browder et al. (2014) who suggest that individualized learning plans cover all aspects of child development, such as education, social skills development and daily living skills, with the aim of improving the skills and abilities of children with special needs in the most effective way, which is demonstrated as a model for classroom management in special education.

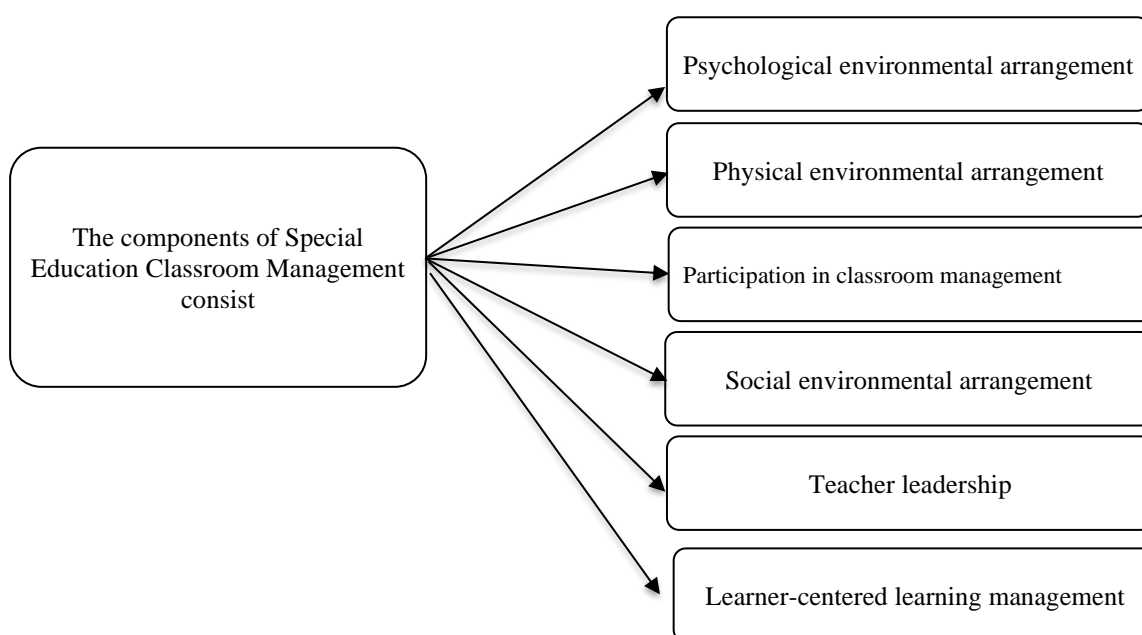


Figure 1 Model components for the management of special education classrooms

3.2 The components of teacher leadership in modern learning management consist of 5 elements:

1. Technology literacy: Due to rapid technological change, students can access information anytime, anywhere. Therefore, teachers must stay abreast of the rapid changes in this borderless information age. This aligns with Lertkonsan (2024) who suggests that teachers need knowledge and skills for accessing media technologies and developing technologies that align with and enhance the quality of student learning.

2. Creative learning management: Teachers need to design learning processes so that students can engage in different activities. They should also create opportunities to assess students' progress while reflecting and sharing knowledge between teachers and students according to students' interests. This agrees with Chaisong (2024), who suggests that teachers must be bold in thinking, acting and expressing, have confidence in what is good and right, and continuously adapt to promote varied learning and create new things through hands-on practice.

3. Active leadership in learning management: Teachers need to design learning activities that promote student development and focus on thinking and practicing to create knowledge that goes beyond just learning. Proactive leaders should use a variety of teaching methods to help students use their knowledge for application, problem solving, and professional

development. This is in line with Kanyasai (2024) who suggests that teachers play a crucial role in shaping learning management because they help students acquire practical knowledge that leads them to apply it in real life.

4. Developing research skills: Teachers should have research skills to continuously solve problems for students in learning management and seek knowledge to promote innovations that are appropriate for their local context. This is in line with Wongsrichan (2024) who suggests that teachers must not stop gaining new knowledge from research to develop and create innovations that are aligned with the lifestyle and resources of the local context.

5. Teamwork: This includes building trust within the organization and motivating colleagues to achieve success by working together. This aligns with Kanyasai (2024) who suggests that teamwork creates love and unity in the organization, promotes multidimensional learning and facilitates the sharing of skills and ideas to improve the work (Table 1).

Table 1 The components of special education classroom management

Compenents	Indicators
1. Psychological environment management	<p>Indicator 1: Classroom rules and relationships between teachers and students are established</p> <p>Indicator 2: Internal motivation is promoted</p> <p>Indicator 3: Creating motivation and reducing undesirable behaviors</p> <p>Indicator 4: A psychological environment that promotes positive reinforcement is created</p> <p>Indicator 5: Established strong, trusting relationships educators</p>
2. Physical environment management	<p>Indicator 1: Facilities such as classrooms, activity rooms, a clinic, and a cafeteria are set up for students with special needs</p> <p>Indicator 2: Clear plans are in place for the interior and exterior of the buildings</p> <p>Indicator 3: Safety measures for students with special needs are implemented</p> <p>Indicator 4: Facilities and equipment are maintained to ensure readiness</p> <p>Indicator 5: Bathrooms are hygienic and suitable for students with special needs</p> <p>Indicator 6: Adequate playgrounds with appropriate and safe sports equipment are provided</p> <p>Indicator 7: Landscaping includes well-maintained gardens and ornamental plants</p> <p>Indicator 8: Various learning resources are available to facilitate educational activities</p>
3. Participation in classroom management	<p>Indicator 1: Involvement in educational support for students with special needs</p> <p>Indicator 2: Participation in the management of students with special needs</p>

Compenents	Indicators
	Indicator 3: Participation in the care and supervision of students with special needs Indicator 4: Participation in the development of the environment for students with special needs
4. Social environmental arrangement	Indicator 1: Promoting positive interactions between school members Indicator 2: Promoting respect for social rules and norms Indicator 3: Promoting positive discipline Indicator 4: Creating a warm and friendly atmosphere
5. Teacher leadership	Indicator 1: Consistent self-development Indicator 2: Leading by example in the organization of learning activities Indicator 3: Sharing learning experiences and developing attitude to work Indicator 4: Voluntary commitment to supporting students with special needs
6.Learner-centered learning management	Indicator 1: Objectives, content and learning resources are tailored to the needs of students with special needs Indicator 2: Demonstration and use of different learning techniques appropriate for students with special needs Indicator 3: Assessments are tailored to the individual needs of students with special needs Indicator 4: Appropriate approaches to developing instructional activities are tailored to students with special needs

It can be seen that the components of the management of a special education classroom consist of 6 main elements. The first main component is the psychological environmental arrangement. This can be attributed to the in-class and out-of-class activities that promote comprehensive learning and self-development in all aspects. Classroom activities include interactions between teachers and students. When there is a positive interaction in which teachers create a friendly, fun and interesting learning atmosphere and encourage students to ask questions, express their opinions and demonstrate their abilities and participate in the activities, this promotes curiosity and enthusiasm in learning. This leads to the achievement of lesson objectives and enhances the learning experience for students.

The second main component is the physical environmental arrangement. This can come from designing the internal and external environment of the classroom to meet the essential needs of the children. There are various learning resources, and cleanliness, lighting, colors, and sounds inside and outside the classroom facilitate learning. In addition, safety measures during activities allow children to develop and learn fully and help to reduce stress and anxiety.

The third key component, participation in classroom management, can be attributed to the involvement of all sectors in setting goals, planning, mobilizing resources for action and involvement in educational management, care and monitoring of students with special needs to

ensure efficient achievement of set goals, resulting in improved quality of students with special needs. This includes involvement in the management of students with special needs, the inclusion of students with special needs and involvement in the development of an environment for students with special needs.

The fourth key component, social environmental arrangement, can result from promoting good interactions between school members, including teachers and staff, teachers and students, students and staff, and students with other students, to encourage adherence to social rules and norms, create positive discipline and develop a warm and friendly atmosphere, and motivate learning and collaboration. This leads to effective learning when students are prepared both physically and mentally.

The fifth key component, teacher leadership, can result from teacher characteristics and behaviors that are evident in both the internal and external classroom learning environment and lead to improved and developed instruction that is focused on student learning. These include 1) consistent self-development, 2) being a positive role model in organizing learning activities, 3) sharing knowledge and having a positive attitude toward work, and 4) voluntarily supporting students with special needs.

The sixth main component, learner-centered learning management, can be attributed to the instructor defining goals, content, and learning resources, demonstrating and employing a variety of learning techniques. In addition, assessments are tailored to the unique needs of each student with special needs, which allows for learning and observation that feeds into the development of individualized approaches for each student with special needs.

Table 2 A modified priority needs index

Components	Current situation		Desired situation		PNI modified	Rank
	Mean	SD	Mean	SD		
social environmental arrangement	4.50	0.60	4.55	0.57	0.011	3
learner-centered learning management	4.56	0.59	4.59	0.55	0.007	6
psychological environmental arrangement	4.50	0.60	4.59	0.54	0.020	1
physical environmental arrangement	4.43	0.61	4.51	0.57	0.018	2
participation in classroom management	4.52	0.60	4.57	0.55	0.011	4
Teacher leadership	4.51	0.59	4.55	0.59	0.009	5
Overall	4.50	0.60	4.56	0.56	0.013	-

The current status of special educational classroom management was at a high level overall (Table 2). An examination of the individual components shows that the component with the highest average value was the psychological environmental arrangement. The desirable state of the psychological environment as a whole was also at a high level. Further analysis shows that the component with the highest mean value was again the psychological environment. The index of essential needs in order from 1 to 5, the priorities are: psychological

environmental arrangement, physical environmental arrangement, social environmental arrangement, participation in classroom management, teacher leadership, and learner-centered learning management.

We assessed the overall quality of classroom management in special education settings and found it to be excellent. This shows that, in general, the procedures and tactics used to manage these classrooms are very successful. The various components of classroom management indicate that the psychological environmental setup had the greatest average value. This component involves fostering a supportive, safe, and caring atmosphere that promotes pupils' psychological well-being. Such an atmosphere allows kids to feel safe and appreciated, which is critical for their learning and growth.

The participants rated the desired condition of the psychological environment very highly. This emphasizes the relevance and usefulness of fostering a psychologically supportive environment in special education classes. A more in-depth investigation revealed that the psychological environment component once again had the highest mean value among all other components. This consistency emphasizes the importance of psychological variables in the effective administration of special education classes. This extensive explanation gives a thorough knowledge of the essential components and goals in special education classroom management.

4. CONCLUSION

Components of special education classroom management consisted of six main components. The first main component relates to the psychological environmental arrangement with five indicators. The second main component relates to physical environmental arrangement with eight indicators. The third main component relates to the social environmental arrangement with four indicators. The fourth main component concerns participation in classroom management with four indicators. The fifth main component relates to teacher leadership with five indicators. Finally, the sixth main component emphasizes learner-centered learning management, which includes four indicators.

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