



Inclusive teacher-oriented instructional strategies

- **use modelling and direct instruction**
- **provide additional demonstrations using a step-by-step approach**
- **pre-teach vocabulary and concepts using concrete experiences**
- **use role-play and simulations**
- **interact more frequently - differentiate the number of practice items set according to the student's capabilities and provide guided practice with frequent feedback**
- **use a variety of means of positive feedback (points, certificates and other reward systems)**
- **use more frequent and more specific praise**
- **use cooperative and partnered learning strategies**
- **use a variety of modes for learning activities - do not rely on passive listening. consider the variety of learning preferences**
- **change the pace of instruction - increase wait time for oral responses as required, shorten instructions and repeat key elements**
- **differentiate the time to complete set work according to individual needs**
- **ask more questions and use different levels of complexity for different students**
- **provide hints or clues to facilitate students' responses**
- **use a variety of modes for responses**
- **incorporate personal interests and special talents into lessons**
- **integrate social skills, life skills in the curriculum**
- **incorporate metacognitive learning and problem solving strategies wherever possible**
- **incorporate self-management strategies wherever possible**
- **use criterion and performance-based assessment activities**
- **integrate direct observation and evaluation into the design of instructional strategies**