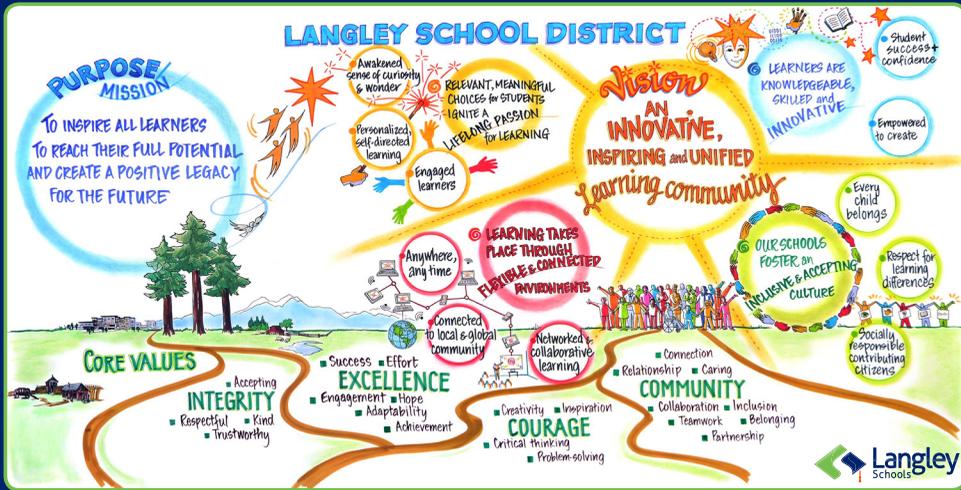


UNIVERSAL TEACHING STRATEGIES

Building Trusting Relationships and Providing Effective Learning, Management and Classroom Instruction



Shifting understanding to feelings of:

warmth • trust • belonging • inclusion • talent • discovery • empowerment • optimism • independence • generosity • kindness • forgiveness • hope • understanding • defusing • rephrasing • collaborating • supporting strengths • respect • working with • trying differently • providing new options • changing environments • recognizing learning differences • prevention

UNIVERSAL TEACHING STRATEGIES

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Teaching Strategies for Adapting Curriculum and Instruction:

- Build on strengths
- Set appropriate expectations for maturity and/or instructional level
- Use manipulatives
- Allow more time and focus on fewer questions
- Provide concrete instructions
- Provide authentic experiences
- Create step sheets, chunk information, simplify instructions
- Use of technology for written output, reading, alternate expressions of learning (e.g. e.g. Microsoft Learning Tools: <https://www.microsoft.com/en-us/education/products/learning-tools>)
- Provide clear success criteria, samples, examples
- Use of learning maps for access points into the curriculum from remedial skills to gifted programming
- Provide multiple ways for students to demonstrate learning (e.g. acting it out, verbalizing, singing, writing, drawing etc.)

Teaching Strategies for Auditory Processing:

- Simplified, brief instructions
- Reduced quantity of required work
- Have students share notes or record instructions to refer to at a later time
- Sequence information step by step using “first”, “then”, “next”, “finally”
- Have student repeat instructions in their own words and emphasize key words/ concepts
- Provide pre-instructions when new ideas are presented and tell students what to listen for
- Check for understanding and ask student to summarize information
- Repeat or rephrase instructions and check for understanding
- Pair visual aids with written words
- Pair visual aids with oral instructions or verbal cues
- Review previously learned material often
- Gain student’s full attention prior to sharing information or giving directions
- Speak slowly, clearly and allow extra time/wait time to process information
- Allow alternative setting to finish work

Teaching Strategies for Building Relationship and Understanding the Learner:

- Acknowledge all learners' developmental and maturity levels in various domains (e.g. social emotional, behavioural, academic)
- Understand the needs and the feelings of the learner
- Give praise or positive reinforcement for steps taken towards goals
- Teach that mistakes are the normal part of the learning process
- Get to know your student's family
- Ask the learner what would help them to learn
- Advocate on the student's behalf
- Amplify strengths of learner and build into a contribution as part of the school community
- Greet students by their names when they enter the room, in the morning or when you see them at other transitional times
- Engage in play activities and/or conversation with students during supervision times
- Plan times to get to know students through 1-1 conversations on topics other than school; ask questions to engage them in topics that are of interest to them

- Spend 2 minutes per day for 10 days (2 X 10) in a row talking with individuals about any topic they wish to talk about. Build in time for peers to also use the 2 X 10 strategy to get to know each other.
- Check in and check out with students who need more positive adult contact time and feedback on strengths and goals
- Build community by creating weekly opportunities for classroom meetings and/or talking circles to allow every child a voice and avenue to solve problems and/or share together

Teaching Strategies for Defiance in the Moment, Outbursts, Frustration:

- Give reminders, prompts, redirection privately; avoid public confrontations, redirection or consequences
- Stay calm and allow student time to calm down, take a few seconds to pause, take deep breaths so that you can assess the situation objectively
- Respectfully redirect or remind student of expected behaviours
- Use a calm tone and be brief with words
- Use direct, matter of fact language and direct statements
- Keep body language neutral and let student know you are there to help them with the problem
- Avoid responses that heighten stress or invite more resistance; do not try to reason or make an emotional appeal to get student to behave when escalated, but rather provide space and time to cool down; evacuate class and call for assistance if needed
- Identify triggers and antecedents to plan for prevention

- Intervene as soon as you notice warning signs (e.g. fidgeting, making noises, restless etc.) by providing redirection, reminders or build in a body break or natural break
- Offer limited choices or use first/then language; provide a few minutes for student to make a decision

Teaching Strategies for Effective Learning and Classroom Instruction:

- Talk in concrete terms for students who are emerging or developing social-emotional understanding of skills and concepts
- Be consistent and use key words and phrases when giving oral directions
- Re-teach as needed to help students learn information that can be retained in long-term memory
- Establish stable routines day to day and expected behaviours outlined prior to activities and/or transitions to and within alternative settings
- When student is overstimulated, keep instructions short and simple
- Say what you mean in clear concise language; provide step by step instructions to develop appropriate academic and regulation habit patterns
- Provide structure and reasonable boundaries as a foundation for academic and behavioural success
- Co-coach and scaffold skill set for both academic and behaviour success
- Provide collaborative learning opportunities that are designed to foster creative and critical thinking

Teaching Strategies for Effective Lesson Planning:

- Provide clear intentions and objectives that are SMART: **Strengths Based, Meaningful, Authentic, Responsive and Triangulated**
- Provide multiple means of representation; offering information in more than one format (e.g. audio, textbooks are primarily visual, video, hands-on etc.)
- Activate students as learner resources for one another
- Allow students to express and acquire information and knowledge in multiple ways
- Give opportunities for students to interact with the material and to show what they have learned and what they know
- Engage students by tapping into interests and offer appropriate challenges that motivate (e.g. games, movement, gear lesson towards interest, offer choices etc.)
- Have all materials prepped to teach the lesson
- Front load instructions
- Provide ample opportunities for cross-curricular thinking and interdisciplinary connection in their learning
- Provide learner-focused lessons that are based on development of core curricular competencies
- Involve students in the learning process

- Model what you want
- Allow for co-operative learning to take place
- Use of formative assessment to check for understanding (e.g. descriptive feedback, peer/self-assessment, ownership of goals statements, co-create success criteria, use of positive questioning, clarifying/understanding and sharing learning intentions etc.)
- Differentiation of content
- Consider use of Learning Pathway/Learning Map
- Use different mediums
- Debrief and reflect on lessons
- Allow students to show their learning in multiple ways

Teaching Strategies for **Formative Assessment**:

- Provide feedback that motivates and moves learning forward by getting the students to understand what their learning experience will be and how their success will be measured.
- Create opportunities or observable systems and routines for tracking assessment data (e.g. charts, conference records, portfolios, rubrics etc.)
- Allow opportunities for classroom discussions, activities, and learning tasks that require students to demonstrate and show evidence of learning
- Explicitly teach students to monitor and regulate their learning
- Provide opportunities for students to be involved with each other in discussions and working groups
- Individual white boards for students to show their answers
- Allow for think-pair-share activities
- Use positive questioning techniques; avoid yes/no responses
- Include peer, self and portfolio-based assessment as part of practice

- Create rubrics and criteria with students
- Purposely plan for individual conversation so students can walk you through their thinking and you can check for understanding

Teaching Strategies for Environmental Considerations:

- Ensure students have access to resources in the physical environment to support learning and independence (e.g. learning commons, technology, flexible seating etc.)
- Position furniture to allow good traffic flow (e.g. desks arranged to see teaching area, participate in discussions and adequate space for independent work). Explicitly teach traffic flow if student takes alternate routes regularly.
- Assigned seating to accommodate students with attention or hearing difficulties
- Clearly label storage and communal property for students
- Clutter free shelving, coat rooms and pathways for ease of monitoring and visibility of student participation
- Establish systems and routines that facilitate student responsibility, ownership and independence
- Chair protectors are available to reduce noise
- Provide clear expectations around talking and volume
- Allow for dialogue and interactions that reflect inclusion and accepting culture, innovation and passion for learning

- Adequate lighting for various learning activities
- Books displayed so covers are visible
- Visual cues at eye level for students
- Easy to read visual schedule clearly visible
- Colors in room create a calm, harmonious feel
- Wall displays contribute to sense of order and decorations kept to a minimum
- Shelving is organized and adequate for storage needs
- Desks and chairs at the right size and in good condition
- Supplies easy to access, retrieve and store; consider communal supplies for easy access
- Space to work in groups and independently
- Technology setup to allow all to access materials (e.g. learning tools, screen size, sound)

- A quiet space or private space where students can chill out in a positive environment, to do an alternative positive activity as they de-escalate
- Scaffolding the use of flexible furniture and explicitly teach of expectations for use
- FM sound field systems for acoustics and receiving of information

Teaching Strategies for Reinforcing Routines:

- Establish easy to follow rules together in kid-friendly language; keep routines and structures reasonable and age-appropriate
- Explicitly teach and practice social skills development (e.g. Mind Up, Zones of Regulation, Kelso's choices etc.)
- Post visual supports and rubric that reinforce expectations in and outside of the classroom (e.g. classroom expectations, hallway expectations, lunch hour etc.)
- Positive reinforcement: establish a token economy system or catch them being good in the moment. If this is not working to teach "cause and effect" "try differently rather than harder"
- At the end of each day or block review and reinforce the expectations for that day; provide students feedback, preplan with students, and then make necessary adjustments for a productive day
- Be consistent and clear with expectations and routines set that are enforced at the beginning of the year with scheduled times to re-review throughout the school year
- Teach and apply clock and passage of time for time management

Teaching Strategies for Replace Worksheets:

- Use of manipulatives cross-curricular
- Use of dramatic play
- Introduce varied learning centres
- Hands-on experiments
- Technology to enhance and show case work
- Incorporate project-based, inquiry-based, self-designed learning opportunities. If task is difficult, structure the experiential components by breaking down the skills and steps, provide clear language, clear expectations and concrete examples where appropriate.
- Purposely plan educational field trips and invite guest speakers
- Give opportunities for oral retelling of stories
- Class discussion and/or think-pair-share
- Cross curricular integration

Teaching Strategies for Stimulation/Overactivity:

- Use stop/go sign; explicitly teach
- Stagger entry and leaving during transitions and breaks
- Practice relaxation strategies (e.g. yoga, mind up, breathing techniques etc.)
- Direct teaching and practice on Self Regulation (e.g. Mind Up, Zones of Regulation and/or Calming Techniques (e.g. close eyes, think of happy place or something funny, squeeze ball, count down from 10, breathing exercises, stretch, journal/draw or sketch)
- Provide preferential seating and/or alternative classroom space for quiet time
- Allow students to access headphones as needed for noise reduction
- Model and practice self-regulation with the students
- Introduce and teach how to use calming tools (e.g. rocking chair, wiggle cushion, sensory bin etc.) one at a time
- Have all students talk about and identify what works for them

- Schedule whole class and individual movement breaks (e.g. walk and talk, act out a historical scene, class jobs etc.)
- Modify environment (e.g. dim lighting, calming corner, visual supports and labels, classroom library for quiet time etc.)

Teaching Strategies for Transition:

- Warn students of an upcoming transition and front load expectations
- Use music/bell tone/chime to signal an upcoming transition, use verbal count down or count down strips, non-verbal gesture cue or PEC symbol, visual timer
- Be consistent with expectations for transitions and repeat instructions or re-do attempts as needed for remedial or until mastered
- Provide visual schedule on board and label items in the classroom with words and pictures
- Provide established times to model, teach and explicitly practice what a smooth transition looks like. For struggling students, make use of social stories and/or video modelling prior to practicing with the class as a whole.
- Create an anchor chart for what a smooth transition looks like (i.e. As you teach a lesson, you create a chart, together with your students, that captures the most important content and relevant strategies for a successful transition in the classroom, outside and/or through the hallways)

Teaching Strategies for **Working Memory Difficulties**:

- Make use of graphic organizers
- Provide step by step procedures or instructions to break down skills sets
- Have students highlight information using different colors or color-coding systems
- Use pictures to correspond to key words or teaching concepts
- Provide a copy of notes at instructional level and/or allow students to take a photo of the notes for their reference
- Use buddy supports and peer helpers
- Teach students about metacognition and memory
- Provide checklists in point form and use of bullets rather than a list of words
- Model and teach how to use mnemonic devices
- Present and introduce information in chunks and show students how to break down information into smaller units

- Talk about connections and how concepts relate to background knowledge and experiences, make use of visuals on internet to support learning
- Use games to introduce, teach and reinforce, skills and concepts
- teach study and organizational skills (e.g. post-it notes for recording information, what do bold words mean, how to create cue cards and synthesize important information , use of labelled bins or tabs for binders/duo-tangs etc.)

Teaching Strategies for Work Productively with Peers:

- Build on student's prior learning, life experiences, culture and language to support authentic, rigorous and culturally relevant learning
- Explicitly teach how to maintain and sustain friendships
- Encourage equitable and purposeful student engagement and ensure that all students have access to and are expected to participate
- Provide recess and lunch activities that result in success (e.g. teach games in the gym/playground that can also be played during break times, provide equipment both sports and non-athletic activities such as bubbles/rubric cubes etc.
- Make use of restorative action and/or peace circles
- Role Play how to handle various social situations, read faces/emotions and how to respond with appropriate actions
- Support and celebrate student strengths
- Make use of democratic classrooms and/or classroom meetings to build community

“Universal Supports: Theory into Action” by District Instruction and Curriculum Team in Partnership with Learning Support Services, Universal Teaching Strategies for Effective Learning, Management and Classroom Instruction, Collaborative Consultations September 2018-July 9th, 2019

Adaptations from: POPFASD

“Supporting and Teaching Learners; Handout for Educators.”

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