

Instructional Strategies

Change Response Length

Ask students to give fewer or shorter answers.

Check for Understanding

Ask questions frequently during the lesson to check understanding and, if necessary, provide immediate instruction. For example, ask questions after students read a few pages rather than after students read the entire book.

Completion/Cloze Questions or Statements

Provide the beginning of a question or statement. Students fill in the blanks with the missing word or phrase.

Comprehension Probe

Ask students for a meaning or example of a key word or concept before, during, or after reading or teaching a new concept.

Concentrated Instruction

Focus on a small set of skills rather than introducing all of the instructional objectives for a skill at the same time.

Concrete Materials

Present concepts using hands-on learning experiences that actively engage students. The materials are concrete and directly available to the senses. For example, tangible objects can be used to explore sights, sound, smell, movement, or touch.

Connecting to Prior Knowledge

Question students about a new skill or concept before teaching it in order to activate any relevant prior knowledge in students' minds to help them focus on the materials to be presented.

Different Representations

Connect and integrate different abstract and concrete forms or representations of the same concepts.

Different Stimuli

Provide additional opportunities to practice a new skill with different materials in a variety of contexts.

Double Dose of Instruction

Provide additional instruction time. Introduce skills during the first session and then reteach with added practice during subsequent sessions.

Elaboration

Give students detailed explanations or additional information about concepts.

Examples and Nonexamples

Provide, or have students generate, examples and nonexamples that do or do not represent the particular concept or skill.

Forced-Choice Questions

Provide two possible answers in a question format from which students choose one (e.g., Is it large or small?).

Imitation

Ask students to copy the teacher's gesture(s) or spoken or written word(s) (e.g., students imitate a word or definition after the teacher says it).

Independent Practice

Give an assignment to encourage students to practice target skills on their own. Independent practice may be done in class or for homework.

Matching

Produce a stimulus and ask students to respond or choose an answer that is the same or matches the stimuli (e.g., the teacher asks the student to match a word with its definition).