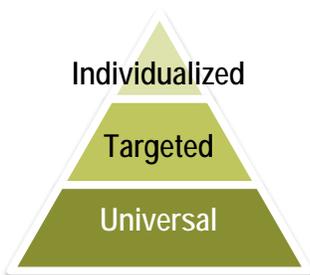




Using Instructional Strategies to Support All Students in the Classroom



The starting point of instruction for all students in Alberta is the programs of study. The intentional use of instructional strategies benefits all students and provides teachers with options for creating flexible and responsive programming. The instructional strategies included in this section are based on a tiered model of support, which consists of universal, targeted, and individualized supports. A teacher's understanding of his or her students' learning needs will determine which instructional strategies to use and how to make learning outcomes accessible to students.

Learning how to use strategies effectively requires time and practice. The following are guidelines for teaching a new strategy:

- **Explicit instruction:** Teach the specific steps of a strategy and also discuss how, when, where, and why to use the strategy.
- **Modeling:** Demonstrate, while thinking aloud, how the strategy is used.
- **Guided practice:** Provide ample opportunities for students to practice the strategy, making sure to offer guidance and corrective feedback.
- **Independent practice:** Allow students to use the strategy independently and continue to monitor performance and provide corrective feedback.
- **Self-regulation strategies:** Encourage students to be self-directed in their learning by teaching them to use strategies such as self-monitoring and goal-setting.
- **Maintenance and generalization:** Incorporate activities that encourage students to continue to use the strategy and to use it in other settings.

Effective strategy instruction provides an organizational structure that helps students focus on learning by scaffolding information in a variety of ways to increase their understanding. Over time, with practice, and explicit instruction, students begin to internalize the steps of the strategy and become more independent and strategic learners.

^①The IRIS Center for Training Enhancements. (2013). *Study Skills Strategies (Part 1): Foundations for Effectively Teaching Study Skills*. Retrieved on January 29, 2016 from <http://iris.peabody.vanderbilt.edu/module/ss1/>

