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Teacher Toolbox

Practical Strategies for Inclusive and Effective Teaching

For all learners, including learners with intellectual disabilities



SECTION 1: Know Your Learners

Learner strengths, communication, learning, participation, support needs, independence and next learning goals.

Get to know each learner well so you can plan meaningful, responsive and effective support.



SECTION 2: Teach Effectively

Practical teaching strategies to make learning accessible, engaging and successful for all.

Find ideas and tools to plan lessons, teach with confidence and support every learner to progress.



SECTION 3: Plan, Assess and Improve

Assess learning, monitor progress and provide the right support at the right time.

Use assessment and reflection to understand progress and adjust teaching for better outcomes.



TECSES
NEPAL



Understanding Learners with Intellectual Disabilities

Learners with intellectual disabilities can learn, develop and participate.
With the right support, they can experience success in school and in life.

PURPOSE

This page helps teachers understand what intellectual disabilities are, and how to support learners with intellectual disabilities in inclusive classrooms.

A better understanding leads to more positive attitudes, realistic expectations and more effective support.



WHY IT MATTERS

- ✓ Helps us see the learner's strengths and potential.
- ✓ Supports inclusive and equitable education.
- ✓ Reduces stigma and discrimination.
- ✓ Helps teachers choose the right teaching strategies.
- ✓ Builds a more supportive and positive classroom community.



KEY THINGS TO KNOW

1

WHAT IS AN INTELLECTUAL DISABILITY?

- An intellectual disability affects a person's learning, understanding and problem-solving skills.
- It can also affect adaptive skills, such as communication, self-care and daily living.



2

IT LOOKS DIFFERENT FOR EVERY LEARNER

- Each learner with an intellectual disability is unique.
- Some learners may need a lot of support, while others may need only a little.



3

IT IS NOT CAUSED BY A LACK OF EFFORT

- An intellectual disability is not caused by laziness or a lack of motivation.
- Learners with intellectual disabilities try their best and can make progress with the right support.



4

LEARNERS HAVE STRENGTHS

- Learners with intellectual disabilities have many strengths and abilities.
- They can learn new skills, build relationships and contribute to their schools and communities.



5

THEY BELONG IN OUR CLASSROOMS

- Learners with intellectual disabilities have the right to quality education.
- They belong in inclusive classrooms, alongside their peers.



PRACTICAL TIPS



Be patient and have realistic expectations.



Focus on what the learner can do.



Use clear and simple language.



Provide structured routines and visual support.



Celebrate small steps and progress.



THINGS TO REMEMBER

- Everyone can learn.
- Progress may be slow, but it is still progress.
- Small steps lead to big changes over time.
- Positive attitudes make a big difference.
- Inclusive education benefits everyone.



COMMON MYTHS AND FACTS

Myth: They cannot learn.

Fact: They can learn with the right support.

Myth: It is caused by laziness.

Fact: It is a lifelong condition, not a choice.

Myth: They cannot live independently.

Fact: Many can live independently with appropriate support.

Myth: They should be in special schools only.

Fact: They belong in inclusive classrooms.



REMEMBER:

Every learner is capable. With understanding, support and high expectations, learners with intellectual disabilities can learn, participate and thrive.





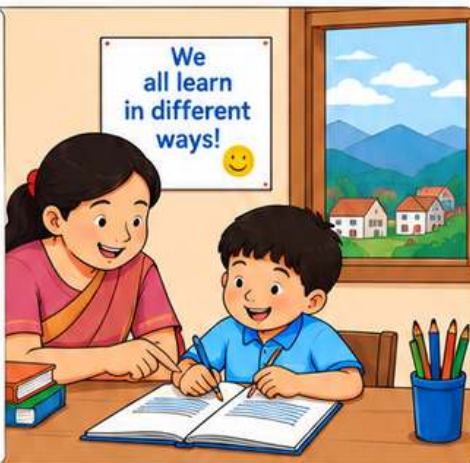
Learning Styles and Preferences

Every learner has a unique way of learning.
Using their strengths makes learning more effective and enjoyable.

PURPOSE

Understanding how learners prefer to learn helps teachers plan lessons that are engaging, accessible and successful.

When we teach in ways that match learners' preferences and strengths, they understand more, participate more, and feel more confident.



WHY IT MATTERS

- ✓ Increases engagement and motivation.
- ✓ Improves understanding and memory.
- ✓ Builds confidence and independence.
- ✓ Supports participation in all learners.
- ✓ Helps teachers plan effective lessons.



COMMON LEARNING STYLES AND PREFERENCES



VISUAL LEARNERS

Learn best through seeing.

- Use pictures, diagrams and charts.
- Understand visual schedules.
- Remember what they see.



AUDITORY LEARNERS

Learn best through listening.

- Use explanations and discussions.
- Learn from stories and songs.
- Remember what they hear.



KINESTHETIC LEARNERS

Learn best through doing.

- Enjoy hands-on activities.
- Like movement.
- Learn by trying and practising.



SOCIAL LEARNERS

Learn best through interacting with others.

- Enjoy partner and group work.
- Learn by sharing ideas.
- Feel motivated by others.



INDIVIDUAL LEARNERS

Learn best through working alone.

- Like quiet time.
- Focus better independently.
- Enjoy completing tasks on their own.



Most learners use a mix of styles. Our goal is to offer variety and choice so every learner can succeed.



PRACTICAL TIPS



Offer information in different ways (visual, spoken, hands-on, and written).



Use a variety of activities.



Give learners choices when possible.



Observe what helps each learner understand and enjoy learning.



Adapt your teaching based on what works best.



WAYS TO FIND OUT

- Observe during lessons.
- Talk with the learner.
- Ask families.
- Try different approaches.
- Notice what the learner enjoys and remembers.
- Review what works best over time.



EXAMPLES OF PREFERENCES



Prefers pictures and visual instructions.



Understands best through listening and stories.



Learns well by doing and moving.



Enjoys learning with friends or in small groups.



Interested in nature and outdoor learning.



Works best with quiet and independent tasks.



REMEMBER:

When teaching matches how learners learn best, they feel confident, understand more, and make better progress.





Planning from Strengths

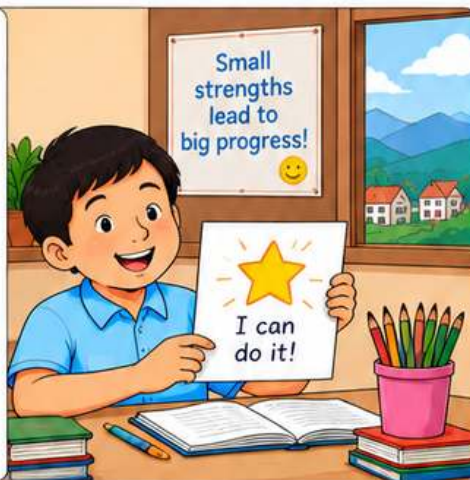
All learners have strengths.

When we build on what learners can do, they are more likely to learn and succeed.

PURPOSE

This page helps teachers plan lessons and support learners by starting with their strengths.

Focusing on strengths builds confidence, motivation and a positive attitude to learning.



WHY IT MATTERS

- ✓ Builds confidence and self-esteem.
- ✓ Increases motivation to learn.
- ✓ Helps learners engage in classroom activities.
- ✓ Supports positive relationships.
- ✓ Leads to better learning outcomes.



HOW TO PLAN FROM STRENGTHS

1

GET TO KNOW THE LEARNER

- Talk to the learner, family and other teachers.
- Observe the learner in different situations.
- Find out what the learner enjoys and does well.



2

IDENTIFY STRENGTHS

- Look for strengths in different areas, for example:
 - communication
 - social skills
 - interests and talents
 - practical skills
 - effort and attitude



3

SET LEARNING GOALS

- Use the learner's strengths as a starting point.
- Set realistic and meaningful goals.
- Break the goals into smaller steps.



4

CHOOSE STRATEGIES

- Use teaching methods that match the learner's strengths and interests.
- Provide the right support and accommodations.
- Give opportunities for the learner to experience success.



5

REVIEW AND ADJUST

- Monitor progress regularly.
- Celebrate achievements, no matter how small.
- Adjust goals and strategies based on what works and the learner's changing needs.



PRACTICAL TIPS



Focus on what the learner can do.



Use the learner's interests in lessons.



Give positive and specific feedback.



Involve families and other teachers.



Be patient and celebrate small steps.



THINGS TO REMEMBER

- Every learner has strengths.
- Strengths can be academic, social, emotional, physical or creative.
- Small steps lead to big progress.
- A strength-based approach benefits all learners.



EXAMPLE STRENGTHS

- Good at art, music or sports
- Kind and helpful to others
- Good memory
- Enjoys hands-on activities
- Good at solving problems
- Positive attitude
- Persistent and tries hard
- Good at communicating in their own way



REMEMBER:

When we see and build on learners' strengths, we help them believe in themselves and reach their full potential.





Self-Regulation

Self-regulation helps learners manage their feelings, behaviour and attention.
With the right support, all learners can develop self-regulation skills.

PURPOSE

This page helps teachers understand self-regulation and how to support learners to manage their emotions, behaviour and attention.

When learners feel calm and regulated, they can participate, learn and build positive relationships.



WHY IT MATTERS

- ✓ Helps learners manage emotions and behaviour.
- ✓ Supports attention and focus.
- ✓ Reduces stress and anxiety.
- ✓ Creates a positive learning environment.
- ✓ Builds confidence and independence.



STRATEGIES TO SUPPORT SELF-REGULATION

1

RECOGNISE FEELINGS

- Help learners identify and name their emotions.
- Use visual supports such as emotion cards or scales.
- Show that all feelings are okay.



2

TEACH STRATEGIES

- Teach simple strategies such as deep breathing, counting or using a calm down space.
- Practise these strategies regularly.
- Use visuals to remind learners of the steps.



3

ADAPT THE ENVIRONMENT

- Reduce noise and distractions when possible.
- Provide a calm space in the classroom.
- Use predictable routines and visual schedules.



4

SUPPORT DURING CHALLENGES

- Notice early signs of stress or frustration.
- Offer support before the learner becomes overwhelmed.
- Stay calm and use a positive, consistent approach.



5

PRAISE PROGRESS

- Notice and acknowledge small steps.
- Use specific and positive feedback.
- Encourage learners to keep practising.



PRACTICAL TIPS



Be a positive role model.



Teach and practise strategies.



Use visual supports.



Be consistent and predictable.



Celebrate effort and progress.



THINGS TO REMEMBER

- All learners can develop self-regulation skills.
- Self-regulation takes time and practice.
- Small steps make a big difference.
- A calm and supportive environment helps everyone.



EXAMPLES OF STRATEGIES

- Deep breathing
- Counting to ten
- Using a calm down space
- Squeezing a stress ball
- Drawing or colouring
- Listening to quiet music
- Movement breaks
- Positive self-talk (e.g. "I can do it")
- Visual schedules



REMEMBER:

When learners feel safe, calm and supported, they can focus, learn and reach their full potential.





Functional Assessment

Functional assessment helps us understand why a learner behaves in a certain way and what support they need to be successful.

PURPOSE

This page helps teachers understand functional assessment and how to use it to plan effective support for learners with intellectual disabilities.

Functional assessment looks at what the learner can do, what is difficult, and what helps, so we can provide the right support at the right time.



WHY IT MATTERS

- ✓ Helps us understand the reason behind a behaviour.
- ✓ Supports us to choose the right strategies and support.
- ✓ Focuses on the learner's strengths and needs.
- ✓ Helps prevent challenging behaviour.
- ✓ Leads to better learning, participation and well-being.



STEPS IN FUNCTIONAL ASSESSMENT

1

GATHER INFORMATION

- Observe the learner in different situations (e.g. classroom, playground, home).
- Talk with the learner, family and other teachers.
- Look at what happens before, during and after the behaviour.



2

IDENTIFY STRENGTHS

- Find out what the learner can do well.
- Look at interests, motivations and skills.
- Notice what helps the learner to participate and succeed.



3

IDENTIFY BARRIERS

- Find out what is difficult for the learner.
- Look at environmental, communication or learning barriers.
- Consider health, sensory or emotional factors.



4

PLAN SUPPORT

- Use the information to plan strategies and accommodations.
- Focus on building on strengths.
- Make the plan clear, practical and individualised.



5

REVIEW AND ADJUST

- Monitor progress regularly.
- Check what is working and what is not.
- Make changes when needed.
- Continue to involve the learner, family and other teachers.



PRACTICAL TIPS



Be curious and open-minded.



Use multiple sources of information.



Focus on strengths as well as needs.



Keep clear and simple records.



Work together with families and other professionals.



THINGS TO REMEMBER

- Behaviour is communication.
- Look at the whole picture.
- The same behaviour can have different reasons.
- Functional assessment is an ongoing process.
- Use the information to plan positive and practical support.



EXAMPLE QUESTIONS

- What happens before the behaviour?
- What happens during the behaviour?
- What happens after the behaviour?
- In what situations does the behaviour happen more or less?
- What might the behaviour be communicating?
- What helps the learner to stay calm, engaged and successful?



REMEMBER:

When we understand the reason behind a behaviour, we can provide the right support and help the learner to succeed.





Modelling

Show, don't just tell. Learners learn by watching and imitating.
Modelling helps learners understand what to do and how to do it.

PURPOSE

This page helps teachers understand what modelling is and how to use it to support learning.

Modelling shows learners exactly what to do and can make new skills easier to understand and learn.



WHY IT MATTERS

- ✓ Helps learners understand new skills and concepts.
- ✓ Shows learners what is expected.
- ✓ Supports learners to learn step by step.
- ✓ Builds confidence.
- ✓ Can be used for academic skills, daily living skills and social skills.



HOW TO USE MODELLING

1

GET THE LEARNER'S ATTENTION

- Make sure the learner is looking and ready to learn.
- Use their name, a gentle touch or a visual cue if needed.



2

SHOW THE SKILL

- Do the skill slowly and clearly.
- Use the same materials as the learner.
- Use simple words as you do it.



3

LET THE LEARNER PRACTISE

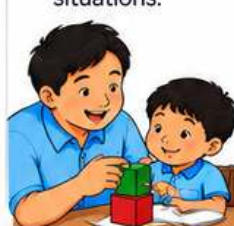
- Give the learner a turn.
- Provide support if needed.
- Encourage and praise their efforts.



4

REPEAT AND BE CONSISTENT

- Model the skill several times.
- Use the same steps and language.
- Be consistent across different situations.



5

FADE THE MODEL

- Gradually reduce your support.
- Let the learner do more on their own.
- Continue to give feedback and encouragement.



PRACTICAL TIPS



Use clear and simple actions and language.



Keep your modelling short and focused.



Use real objects and everyday materials.



Model in different settings (e.g. classroom, playground).



Be patient and give positive feedback.



THINGS TO REMEMBER

- Learners learn by watching and doing.
- Model the skill step by step.
- Use positive and encouraging language.
- Repeat the modelling several times.
- Gradually reduce support as the learner becomes more confident.



EXAMPLES OF SKILLS TO MODEL

- Washing hands
- Using a pencil
- Putting on a school bag
- Following a routine
- Taking turns
- Asking for help
- Using polite words
- Sorting objects
- Completing a worksheet
- Playing a game with others



REMEMBER:

When we model skills clearly and consistently, we help learners build understanding, confidence and independence.





Task Analysis

Break it into steps

Master one, then chain



WHAT IT IS

- Break a complex skill down into smaller, sequential steps.
- Each step is taught, practised and mastered on its own before chaining them

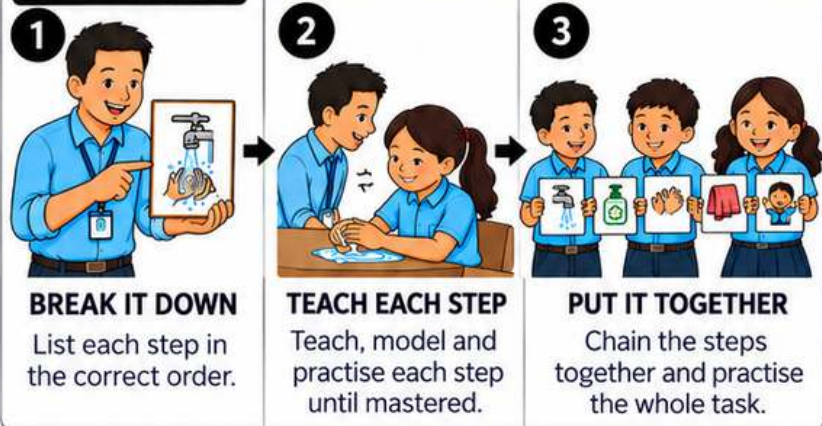


IN THE CLASSROOM

Breaking down the handwashing routine.



THE PROCESS



WHY IT WORKS

- Reduces overwhelm by making tasks manageable.
- Builds confidence through small successes.
- Improves understanding and memory.
- Promotes independence and self-reliance.
- Supports all learners, including those who need more structure.



TIPS FOR SUCCESS

- Keep steps short and clear.
- Use visuals, gestures and real objects.
- Be consistent with wording and order.
- Allow extra time for practise.
- Celebrate progress!



COMMON MISTAKES

- Including too many steps at once.
- Skipping steps.
- Changing the order.
- Moving on before a step is mastered.
- Not using visuals or supports.



EXAMPLES OF TASKS THAT CAN BE ANALYSED



Packing a bag



Setting the table



Writing a sentence



Reading a story



Getting dressed



Cleaning up

Any multi-step skill can be taught step by step!



USE VISUAL SUPPORTS

Visuals help learners understand what to do and in what order.

1 + 2 + 3
Step sequence strip

✓ Checklist

First → Then
First / Then board



First / Then board



Visual Communication Supports

IN THE CLASSROOM

Using visual supports consistently helps all learners understand, communicate, remember and participate. They are especially important for learners with intellectual disabilities.



WHAT IT IS

Visual communication supports are images, symbols, photos, objects, written words or other visual tools that provide information and support understanding and communication.



WHY ARE THEY IMPORTANT?



Support understanding and memory

Make information concrete and easier to remember.



Support communication

Help learners express needs, choices and ideas.



Increase participation and independence

Learners can follow routines and tasks with less help.



Reduce anxiety and behaviour challenges

Predictable visuals create structure and safety.



Support all learners

Use visuals for the whole class – a universal strategy.

TYPES OF VISUAL SUPPORTS



Object cues

Real objects that represent something.



Real photos

Photos of real people, places and activities.



Pictures / Symbols

Drawings, line pictures or symbols (e.g. PCS).



Written words

Labels, key words or short sentences.

Drink water.



Visual schedules and charts

Show what will happen and in what order.



Work



Break



Play



Choice boards

Show options so learners can make choices.



Book



Puzzle

HOW TO USE EFFECTIVELY

- ✓ Be clear and simple

Use only what is needed. Keep it consistent.

- ✓ Match the learner's level

Use visuals the learner understands.

- ✓ Use it routines

Show before, during and after activities.

- ✓ Involve learners

Let them help when learners can easily see them.

- ✓ Pair with spoken language

Say it + show it – do it.

- ✓ Review and update

Make sure visuals still make sense and are used.



EXAMPLES IN ACTION

- First – Then board shows what comes first and what comes next.
- Daily schedule helps learners know what will happen today.
- Communication board supports learners to express needs and feelings.



GOOD TO REMEMBER

- Use visuals for ALL learners.
- Consistency and repetition help learning.
- Effective visuals empower learners and build confidence.



REFLECTION

How could you use one learner strength to support tomorrow's lesson?





Errorless Learning



★ PURPOSE

Errorless learning is a teaching approach that helps learners learn new skills with as few errors as possible.

Rather than allowing repeated mistakes, this approach provides the right support from the beginning.

This helps learners experience success, build confidence and develop accurate skills without practicing errors.

! WHEN TO USE

Errorless learning is especially useful when learners are:

- learning a completely new skill
- developing early literacy or numeracy skills
- learning daily living skills
- using communication systems
- learning classroom routines
- matching or sorting objects
- developing functional vocabulary



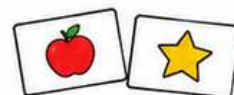
HOW TO USE ERRORLESS LEARNING

1



Prepare the Learning Task

- Make sure the task matches the learner's current level.
- Reduce unnecessary complexity.



2



Provide Immediate Support

- Before the learner makes an error, provide the support needed for success.
- Support may include modelling • visual supports • gestures • prompts • task analysis.

3



Reinforces Success

- Immediately acknowledge successful responses.
- Focus on effort as well as achievement.



4



Gradually Reduce Support

- As the learner becomes more confident, reduce prompts.
- Increase independence, and encourage learners to complete more of the task on their own.

5



Practice Across Different Situations

- Once the learner is successful, provide opportunities to practise the skill in different activities and environments.



📋 PRACTICAL EXAMPLES

Matching Pictures

Instead of presenting ten pictures at once:

- start with only two choices
- guide the learner to the correct picture
- gradually increase the number of choices



Learning New Vocabulary

Instead of asking "What is this?" when the learner does not yet know:

- model the word first
- repeat it together
- then ask the learner to identify it with support



Learning a Classroom Routine

- demonstrate the routine
- practice together
- provide prompts when needed
- then gradually reduce support as the learner becomes more independent



PRACTICAL TIPS

- ✓ Set learners up for success.
- ✓ Prevent repeated mistakes during early learning.
- ✓ Give immediate feedback.
- ✓ Fade support gradually.
- ✓ Celebrate small successes.
- ✓ Increase task difficulty only when learners are ready.



COMMON MISTAKES TO AVOID

- ✗ Presenting tasks that are too difficult.
- ✗ Allowing repeated guessing.
- ✗ Waiting until the learner becomes frustrated before helping.
- ✗ Removing support too quickly.
- ✗ Confusing errorless learning with doing the task for the learner.





Prompting and Prompt Fading

Give support when needed.
Reduce support over time.
Build independence.



WHAT IT IS

A prompt is any extra help given to support a correct response – a verbal reminder, a gesture, a physical guidance or a visual cue.

Prompt fading means gradually reducing that help over time so the learner becomes more independent.



HELP JUST ENOUGH

Provide the minimum support the learner needs to succeed.



FADE IT CELEBRATELY

Slowly reduce support so the learner can do it on their own.



IN THE CLASSROOM

Start with hand-over-hand support to trace a letter, move to a light touch on the elbow, then a verbal reminder, then finally no prompt at all.

1 HAND-OVER-HAND SUPPORT



2 LIGHT TOUCH ON ELBOW



3 VERBAL REMINDER



4 NO PROMPT



THE FADING PROCESS

MORE SUPPORT

LESS SUPPORT

1 FULL PROMPT



Maximum support to ensure success.

2 MOST PROMPT



Still strong support but less than before.

3 MODERATE PROMPT



Medium support – encourage independence.

4 MINIMAL PROMPT



Just a small reminder or cue.

5 INDEPENDENT



No prompt needed – the learner does it!

TYPES OF PROMPTS



VERBAL

Words or reminders.



GESTURAL

Pointing, nodding, showing.



PHYSICAL

Touching or guiding.



VISUAL

Pictures, written cues, visuals.



REMEMBER:

The goal is independence, not prompt dependence.
Give support, then step back!



Positive Reinforcement



WHAT IT IS

Positive reinforcement means giving an encouraging response – praise, a smile, a preferred activity – immediately after a desired behaviour, to increase the likelihood it happens again.



BE SPECIFIC

Say exactly what the learner did well.



REINFORCE RIGHT AWAY

Give reinforcement immediately after the desired behaviour.



IN THE CLASSROOM

Praising a specific action – “Great job raising your hand!” – teaches far more than a general “good job,” because the learner knows exactly what worked.

1 DESIRED BEHAVIOUR



Learner raises hand.

2 IMMEDIATE PRAISE



Great job raising your hand!

Specific praise is given right away.

3 MORE LIKELY TO HAPPEN AGAIN



Learner is encouraged to repeat the behaviour.

HOW IT WORKS

1 NOTICE



Observe and notice the desired behaviour.

2 IMMEDIATE REINFORCEMENT



Give specific praise, a smile, or a reward right away.

3 LEARNER FEELS GOOD



The learner feels successful and motivated.

4 BEHAVIOUR INCREASES



The behaviour is more likely to happen again.

5 BUILD CONFIDENCE & INDEPENDENCE



Learner becomes more confident and independent over time.



EXAMPLES OF REINFORCEMENT



SOCIAL PRAISE “Well done!” “You did it!” “I’m proud of you!”



SMILE / THUMBS UP / HIGH FIVE
Non-verbal encouragement.



TANGIBLE REWARD

Stickers, tokens, small rewards.



PREFERRED ACTIVITY

Extra play time, favourite game, reading a book.



PRIVILEGE

Extra help, special helper, choose the next activity.



REMEMBER:

- Specific + Immediate +
- Meaningful = Effective Reinforcement
- Catch them doing something right!



REFLECTION

How could you use one learner strength to support tomorrow's lesson?





Supporting Transitions

Help learners move smoothly from one activity, place, or routine to the next.



WHAT IT IS

Transitions are the short periods of time between activities, places, or routines.

Supporting transitions means helping learners know what is ending, what is coming next, and what to do.



WHY IT IS IMPORTANT

- ✓ Reduces stress and anxiety
- ✓ Helps learners feel safe and in control
- ✓ Saves time and prevents behaviour challenges
- ✓ Builds independence and life skills
- ✓ Supports learning and engagement



THEORY IN BRIEF

Transitions can be difficult because learners may:

- Not know what is happening next
- Have trouble shifting attention
- Need more time to finish and get ready
- Be in a busy or noisy environment

Clear information, structure, and support help learners make the shift successfully.



TIPS

- ✓ Use visual supports whenever possible.
- ✓ Give clear, short, and positive instructions.
- ✓ Give warnings before a transition.
- ✓ Keep routines consistent.
- ✓ Give learners enough processing time.
- ✓ Praise successful transitions.
- ✓ Reduce unnecessary waiting.
- ✓ Remember that successful transitions are learned.



WHY IT MATTERS



Helps learners feel safe and prepared.



Supports inclusion and participation.



Makes the day run smoothly for everyone.

SUPPORTED TRANSITIONS IN ACTION

1. NOTICE

Let learners know what is ending.



e.g. "5 more minutes."

2. PREPARE

Show what is coming next.



e.g. Show a visual schedule.

3. SUPPORT

Give clear instructions.



e.g. "First tidy up, then we go outside."

4. TRANSITION

Help learners make the change.



e.g. Walk together, use a transition routine.

5. SETTLE

Help learners get started in the next activity.



e.g. Greet and praise effort.



HOW TO SUPPORT TRANSITIONS

- 1 Prepare learners before transitions.
- 2 Use warnings or countdowns.
- 3 Use visual supports.
- 4 Show schedules, timers, or "first-then" boards.
- 5 Keep routines consistent.
- 5 Use the same steps each time.
- / Give clear, short instructions. Say less, show more.
- 7 Provide enough time. Rushing increases stress.



EXAMPLES OF TRANSITIONS

- Finishing group work → Starting independent work
- Inside classroom → Playground
- Lesson time → Break time
- One subject → Another subject
- School → Home
- Activity → Meal time
- Quiet time → Play time



CHECK FOR SUCCESS

Ask yourself:

- ☐ Do learners know what is happening next?
- ☐ Are visual supports in place?
- ☐ Do I give a warning?
- ☐ Was the environment calm and organized?
- ☐ Was the transition smooth?
- ☐ Did learners settle into the next activity?



Assistive Technology



PURPOSE

Assistive technology (AT) is any tool or device that helps a learner do something they would otherwise find difficult – communicating, moving, seeing, hearing, writing, or learning.

AT does not replace good teaching – it removes a barrier so the learner can access the same lesson as everyone else.



TYPES OF AT

- **NO-TECH SUPPORTS**
Gestures, extra time, partner support.
- **LOW-TECH TOOLS**
Pencil grips, slant boards, picture boards, visual schedules, adapted scissors.
- **MID-TECH TOOLS**
Voice-output buttons, visual timers, talking calculators, audio players, switch-operated toys.
- **HIGH-TECH TOOLS**
AAC apps, text-to-speech, screen readers, hearing loops / FM systems.



WHY IT MATTERS

- Gives learners a way to participate, not a separate task.
- Increases independence, reduces adult support.
- Keeps access to the same curriculum.
- Low-tech options are often very low-cost.



HOW TO CHOOSE AND USE ASSISTIVE TECHNOLOGY

1

FIND THE BARRIER

What exactly limits participation?



2

START SIMPLE

Try no-tech / low-tech options first.



3

MATCH THE TOOL

Fit the tool to the specific task.



4

MODEL ITS USE

Teach with modelling and Task Analysis.



5

PRACTISE WIDELY

Use it across lessons and settings.



6

REVIEW OFTEN

Make changes over time.



EXAMPLES IN ACTION

- A non-speaking learner uses a picture board to request items and answer yes/no.
- A learner with limited fine motor control writes using a pencil grip and slant board.
- A learner with a hearing impairment uses an FM system plus visual schedules.



LOW-TECH IDEAS

- First-then board for routines.
- Picture choice board for communication.
- Pencil grip or slant board for writing.
- Visual schedule and task cards.
- Adapted scissors or a page turner.



MID-TECH IDEAS

- Visual timer for transitions.
- Single-message button for answering.
- Talking calculator for maths.
- Audio recorder or player for instructions.
- Switch-operated toy for participation.



REFLECTION

- What specific barrier is this tool removing for this learner?
- Have I modelled its use, or just handed it over?





Generalisation

Learn it here. Use it everywhere.



WHAT IT IS

Generalisation is a learner's ability to apply a skill learned in one setting, with one person or material, to new settings, people, or materials.

It shows that learning is meaningful, flexible, and can be used in real life.



WHY IT IS IMPORTANT

- Promotes independence and confidence
- Supports participation in daily life
- Helps skills last over time
- Reduces the need for constant prompts
- Connects learning across contexts



THEORY IN BRIEF

Generalisation is a key goal of instruction. According to learning theory, skills are strengthened when they are:

- practised in varied contexts
- with different people
- using different materials
- across time

This creates strong, flexible connections in the brain that support long-term retention and real-life use.



IN THE CLASSROOM

If a learner learns to greet others in the classroom, practise the same greeting on the playground and at home too, so the skill transfers beyond a single context.



WHY IT MATTERS



Builds real-life independence



Helps skills stick long-term



Prepares learners for different situations

ONE SKILL. MANY PLACES!

LEARN HERE

In the Classroom



Practice the skill in the classroom.

TRY ELSEWHERE

On the Playground



Practice the same skill in a new place.

TRY WITH OTHERS

At Home



Practice with different people.

TRY DIFFERENT WAYS

Different Materials & Situations



Use words, picture cards, gestures, or communication tools in different situations.

SKILL TRANSFERS

Independence Grows!



The skill becomes part of everyday life.



HOW TO TEACH GENERALISATION

- 1 Plan for generalisation from the start.
- 2 Think beyond the first teaching situation.
- 4 Vary the setting.
- 5 Practice in different places and times.
- 6 Use different people.
- 7 Use different materials and prompts.
- 8 Foster flexibility in how the skill is used.
- 8 Reinforce and celebrate use in new contexts.
- 8 Notice and praise when the skill is used elsewhere.



EXAMPLES OF SKILLS

- Greeting others
- Asking for help
- Following routines
- Requesting items
- Self-care skills
- Social skills
- Academic skills
- Problem-solving



CHECK FOR GENERALISATION

Ask yourself:

- ☐ Does the learner use the skill in new places?
- ☐ With different people?
- ☐ With different materials or prompts?
- ☐ At different times?
- ☐ Without my reminders?

If yes, generalisation is happening!



REMEMBER

The goal is not just learning the skill, but using it across life situations.



Practice it everywhere

Learning is stronger when it travels.



One setting isn't enough

Help learners become flexible and independent.



Inclusive Lesson Planner

Plan with purpose. Include every learner. Promote progress for all.



PURPOSE

An inclusive lesson begins with clear learning goals and is planned to ensure that every learner can participate, engage, and make progress.

An Inclusive Lesson Planner helps teachers organise learning, select appropriate teaching strategies, remove barriers to learning, and create meaningful opportunities for participation for all learners.



BEFORE YOU PLAN

Ask yourself:

- What do I want learners to learn?
- What do learners already know?
- What strengths can I build on?
- What barriers might some learners experience?
- What adaptations or supports might be needed?



★ PLAN AN INCLUSIVE LESSON

	1 Learning Goal	• What should learners know, understand, or be able to do by the end of the lesson? • Keep the learning goal clear, achievable, and meaningful.
	2 Teaching Strategies	• Select the teaching strategies that best support the learning goal, for example: Explicit Teaching • Modelling • Guided Practice • Task Analysis • Visual Supports • Choice Making • Scaffolding • Positive Reinforcement • Use several strategies together rather than relying on only one.
	3 Participation	• How will every learner actively participate? Consider partner work • cooperative learning • practical activities • discussion • communication opportunities • learner choice • Participation should be planned – not left to chance.
	4 Differentiation and Support	• Who may need additional support? How can learning be adapted? Consider: visual supports • prompts • additional processing time • peer support • adapted materials • simplified instructions • different ways to complete the task
	5 Resources	• What teaching materials are needed? Examples: visual supports • real objects • picture • communication boards • everyday objects • classroom resources
	6 Checking Understanding	• How will you know whether learners understand? Examples: observation • questioning • demonstration • partner explanation • matching activities • practical tasks • communication supports • Plan to check understanding throughout the lesson – not only at the end.
	7 Reflection	• After the lesson, ask yourself: • Did every learner participate? • Which teaching strategies worked well? • What barriers did learners experience? • What should I keep the same next time? What should I change?



PRACTICAL TIPS



- ✓ Begin with one clear learning goal.
- ✓ Plan for participation from the beginning.
- ✓ Use several teaching strategies together.
- ✓ Build on learners' strengths.
- ✓ Prepare visual supports before the lesson.
- ✓ Be flexible and adapt your teaching during the lesson.
- ✓ Reflect after every lesson.



REMEMBER

Good lesson planning begins with learners – not with activities.

The most effective lessons are flexible, responsive and designed so that every learner has opportunities to participate, succeed, and make progress.



QUICK LESSON PLANNING CHECKLIST

Before teaching, ask yourself:

- ☐ Is the learning goal clear?
- ☐ Will every learner participate?
- ☐ Which teacher toolbox strategies will I use?
- ☐ What supports will some learners need?
- ☐ How will I check understanding?
- ☐ What resources do I need?



Checking learners' understanding

Check often. Use different ways. Adjust support.

PURPOSE

Checking understanding helps teachers find out what a learner understands and can do – not only what they can say.

Learners with intellectual disabilities may need more time, concrete examples, repetition, visual supports or different ways to show what they know.

Check understanding regularly so you can adjust teaching and support before moving on.



WHEN TO CHECK UNDERSTANDING

Check understanding:

- ☐ after giving an instruction
- ☐ after introducing a new idea or skill
- ☐ after modelling or demonstrating
- ☐ during guided practice
- ☐ before moving to the next step
- ☐ before independent work
- ☐ at the end of an activity or lesson



WAYS TO CHECK UNDERSTANDING

Do not rely only on asking "Do you understand?"
Let the learner:

- | | |
|--|---|
| point to the correct picture, object or answer | explain in their own words if appropriate |
| show or demonstrate what to do | answer using pictures, symbols, gestures or AAC |
| choose between two or more options | show their work |
| match pictures, objects or words | teach or show a peer |
| complete one step of the task | use thumbs up/down or another agreed response |

Important: Observe what the learner does, not only what they say.

IF THE LEARNER IS NOT YET READY

- ☐ give more processing time
- ☐ repeat one step at a time
- ☐ use simpler or different words
- ☐ show the instruction with a picture, object or gesture
- ☐ model or demonstrate again
- ☐ break the task into smaller steps
- ☐ practise together before expecting independent work
- ☐ use familiar or concrete examples
- ☐ check again before moving on



PRACTICAL TIPS

- ☐ give the learner enough time to respond
- ☐ ask one thing at a time
- ☐ use the learner's usual communication method
- ☐ combine spoken language with visual or concrete support
- ☐ watch attitude, facial expression and behaviour for clues
- ☐ check understanding without putting the learner under pressure
- ☐ repeat and practise important skills in different situations
- ☐ adjust teaching immediately when needed



EXAMPLES IN PRACTICE

- | | |
|--|--|
| | Instead of "Do you understand how to wash your hands?"
→ "Show me what you do first." |
| | Instead of "Which one is bigger?"
→ "Show two objects and ask the learner to point." |
| | Instead of "Tell me what we do next."
→ "Let the learner choose from two picture cards." |
| | Instead of "Can you do this by yourself?"
→ "Ask the learner to complete the first step while you observe." |
| | Instead of "What did we learn?"
→ "Let the learner show, point, draw, gesture, use AAC or explain." |

IMPORTANT TO REMEMBER

Not speaking does not mean not understanding.

Give learners different ways to show what they know.





Inclusive Classroom Observation Tool

Observe to understand. Support to learn. Plan for what's next.

★ PURPOSE

Observation helps teachers understand how learners participate, communicate, learn, and respond to different teaching strategies.

Observing learners regularly helps teachers make informed decisions about teaching, support, and next learning steps.

Observation is not about finding problems – it is about understanding learners.



▲ WHAT TO OBSERVE



Participation

- Does the learner participate?
- When is participation strongest?



Communication

- How does the learner communicate?
- Does the learner ask for help?



Learning

- What supports learning?
- Which activities are most successful?



Independence

- Which tasks can the learner complete independently?
- When is support needed?



Social Interaction

- Does the learner interact with peers?
- Does the learner work successfully in a group?

★ OBSERVE → REFLECT → ADAPT



OBSERVE

Notice and record what you see and hear.



REFLECT

Think about what the information tells you.



ADAPT

Adjust your teaching and supports.



Observe → Reflect → Adapt your teaching. Repeat regularly.

✓ PRACTICAL TIPS

- ☐ Observe during different activities and times of the day.
- ☐ Look for strengths as well as support needs.
- ☐ Record only factual, specific information.
- ☐ Use short, clear notes.
- ☐ Look for patterns over time, not one-time events.
- ☐ Share observations with colleagues when planning support.
- ☐ Use observations to set goals and monitor progress.



★ STRONG OBSERVATIONS ARE...

INSTEAD OF...



"The learner was distracted."



"The learner doesn't understand."



"The learner didn't participate."



"The learner needs more help."



"It was a good/bad lesson."



TRY OBSERVING...



"During the group discussion, the learner looked away and played with a pencil for 3 minutes."



"When given a multi-step instruction, the learner completed step 1 but not step 2."



"The learner raised a hand once but did not share an idea out loud."



"The learner worked independently for 5 minutes, then asked for help with the next step."



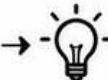
"The lesson engaged most learners in the hands-on activity, but transitions took a long time."



MAKE OBSERVATIONS WORK FOR LEARNERS



Look closely at learning and participation.



Understand patterns and what they mean.



Plan meaningful adjustments and supports.



Support every learner to succeed.



Track progress and celebrate growth.



Individual Education Plans

Clear goals, clear support.



PURPOSE

An Individual Education Plan (IEP) is a written plan that sets out a learner's specific goals and the support needed to reach them.

It turns observations (Know Your Learner, Functional Assessment) into concrete, trackable teaching goals – reviewed regularly, not filed away.



WHAT IT INCLUDES

- Learner's current strengths and abilities
- 2–4 specific, realistic learning goals
- Teaching strategies and supports to be used
- Who is responsible for each goal
- How and when progress will be checked



WHY IT MATTERS

- Turns observation into achievable goals
- Makes support planned, not improvised
- Shared responsibility: teacher, family, school
- Gives evidence of progress over time



HOW TO WRITE AN IEP

1

GATHER INFO

Start from Know Your Learner & observations.



2

SET 2–4 GOALS

Specific, measurable, realistic, timed.



3

CHOOSE STRATEGIES

Pick tools from the Teacher Toolbox.



4

ASSIGN ROLES

Decide who supports each goal, how often.



5

SET A REVIEW DATE

Every term, or sooner if needed.



6

INVOLVE FAMILY

Share the plan and ask for their input.



PRACTICAL EXAMPLE

Instead of "Improve reading" – Goal: Match 10 familiar words to pictures independently by end of term.

Strategy: Errorless learning + visual supports + repetition with variety. Reviewed every 2 weeks.



PRACTICAL TIPS

- ☐ Keep goals few and specific.
- ☐ Set goals learners can reach in time given.
- ☐ Link every goal to a Toolbox strategy.
- ☐ Use plain, jargon-free language.
- ☐ Store the IEP where all staff can access it.



COMMON MISTAKES

- ☐ Goals too broad to measure.
- ☐ Setting too many goals at once.
- ☐ No input from the learner's family.
- ☐ Filing the IEP away, never reviewing it.
- ☐ Copying the same goals for every learner.





Peer Support

Learn together. Support each other. Everyone belongs.

PURPOSE

Peer support can help learners with intellectual disabilities participate, communicate, learn new skills and build relationships with others.

Peers can provide models, reminders, encouragement and practical support during everyday learning and classroom routines.

Peer support should help the learner participate more independently – not do things for the learner.



WHEN TO USE

Use peer support during:

- classroom routines and transitions
- communication activities
- practical and daily living skills
- literacy and numeracy activities
- games and social activities
- group and partner work
- practising new skills



HOW TO USE PEER SUPPORT

1 PAIR LEARNERS PURPOSEFULLY

- Consider the learner's communication, strengths, interests and support needs.
- Choose peers who are patient and supportive.
- Change partners regularly.



2 TEACH PEERS HOW TO SUPPORT

Teach peers to:

- show or model what to do
- use simple language
- give one instruction or reminder at a time
- wait and give the learner time to respond
- encourage rather than correct
- help only as much as needed



3 GIVE THE LEARNER AN ACTIVE ROLE

- Make sure the learner does something meaningful.
- Adapt the task or aid if needed.
- Use pictures, objects, gestures or other communication supports.
- Give the learner opportunities to make choices and communicate.



4 MONITOR AND REDUCE SUPPORT

- Observe whether the learner is participating and learning.
- Step in if the peer is doing too much.
- Gradually reduce help when the learner becomes more independent.
- Celebrate both participation and independence.



5 TEST, ADAPT AND IMPROVE

- Try the material with learners.
- Get feedback.
- Make changes.
- Use what works best.



+ PRACTICAL EXAMPLES

- peer models a classroom routine
- practising communication with a peer
- following a visual schedule together
- practising a daily living skill together
- taking turns during games
- peer gives a reminder during a task
- completing different parts of a shared activity
- practising transitions together

✓ PRACTICAL TIPS

- Show – wait – support rather than doing.
- Give the learner enough processing time.
- Use visual or communication supports when needed.
- Teach peers explicitly how to help.
- Start with more support and gradually reduce it.
- Make sure the learner remains an active participant.
- Recognise progress towards independence.

✗ COMMON MISTAKES TO AVOID

- Letting the peer do the task for the learner.
- Giving too many instructions at once.
- Not giving enough time to respond.
- Always pairing the learner with the same peer.
- Treating the peer as a “teacher” or caregiver.
- Assuming the learner cannot contribute.
- Creating dependence on peer support.



Belonging and Social Relationships

Positive relationships and a sense of belonging are essential for learning, well-being and an inclusive school community.

“Every learner belongs and can build meaningful relationships.”



Why it matters

Children and young people with intellectual disabilities are at greater risk of loneliness and social exclusion.

It supports:

- well-being and mental health
- motivation and engagement in learning
- communication and social skills
- self-confidence and independence
- a positive and inclusive school community



Key principles

- ✓ **Belonging** – every learner is valued and included.
- ✓ **Intentional** – plan and create opportunities for peer interaction.
- ✓ **Explicit** – teach and model social skills.
- ✓ **Positive** – build a kind and respectful classroom culture.
- ✓ **Individualised** – consider each learner's strengths, needs and interests.
- ✓ **Collaborative** – involve families, peers and the wider school community.



What to consider

- ✓ Does every learner have opportunities to interact with peers?
- ✓ Are activities designed to promote cooperation and friendship?
- ✓ How are social skills taught and practised?
- ✓ Is the classroom culture kind, respectful and inclusive?
- ✓ Are there learners who seem isolated or left out?
- ✓ How are peer relationships supported across different settings (classroom, break times, activities)?
- ✓ What changes could strengthen belonging and social relationships for all learners?



What the research tells us

≈ 45%



of people with intellectual and developmental disabilities experience loneliness.
(Average across five studies)
Petroutsou, Hassiotis & Ali (2018)

> 1 in 2



children with mild intellectual disabilities report feeling lonely.
(Study of 154 children)
Papoutsaki, Gena & Kalyva (2013)

3.1



people in a social network on average (adults with intellectual disabilities).
Dagman & Ruddick (1997), cited in Harrison et al. (2021)



Ways to promote belonging and social relationships

Inclusive activities



Plan group activities where everyone can participate and contribute in different ways.

Peer support and friendship



Use buddy systems and peer support to build friendships and positive interactions.

Teach social skills



Use visual supports, role play and practice to teach key social skills (e.g. sharing, waiting, starting a conversation).

Create welcoming routines



Include routines such as greeting, class meetings and circle time to build connection and a sense of belonging.

Celebrate differences



Use inclusive visuals and classroom displays to show that everyone is valued and belongs.



Practical tips

- ✓ Use structured group work and cooperative activities.
- ✓ Teach and model social skills explicitly.
- ✓ Create opportunities for shared interests and play.
- ✓ Be proactive in including learners who may be isolated.
- ✓ Involve families and the wider school community.
- ✓ Notice and celebrate positive friendships.
- ✓ Adjust strategies based on what you observe.



Common barriers

- ✗ Limited opportunities for peer interaction.
- ✗ Lack of social skills or confidence.
- ✗ Overly structured or individualised activities.
- ✗ Negative attitudes or low expectations.
- ✗ Physical or communication barriers.
- ✗ Being in the same room but not meaningfully included.
- ✗ Changes in routines or environments that reduce opportunities for social interaction.



Remember

Belonging and meaningful relationships do not happen automatically. They are built through intentional teaching, inclusive practices and daily opportunities for connection.





Inclusive Learning Environment

The environment is part of the pedagogy. A well-designed space, routines and relationships help all learners to participate, focus and make progress.

“Inclusion happens in everyday choices.”



Why it matters

An inclusive learning environment removes barriers, builds belonging and creates the conditions for learning.

It supports:

- engagement and well-being
- communication and interaction
- independence and confidence
- equitable learning opportunities



Key principles

- ✓ **Learner-centred** – consider individual strengths and needs.
- ✓ **Structured** – clear routines and predictable environment.
- ✓ **Accessible** – people, materials and spaces are usable for everyone.
- ✓ **Responsive** – adapt based on observation and feedback.
- ✓ **Culturally relevant** – reflect learners' lives and community.
- ✓ **Collaborative** – involve learners, families and colleagues.



What to consider

- ✓ How can the physical space support learning and participation?
- ✓ What visual supports are needed?
- ✓ Are routines clear and predictable?
- ✓ How can the environment reduce distractions?
- ✓ Are materials available and easy to reach?
- ✓ How are learners supported to interact and work together?
- ✓ Does the environment reflect and respect local language, culture and identity?
- ✓ What changes could make it more inclusive for all learners?



Elements of an inclusive learning environment

Physical space



Arrange space to support movement, interaction and different learning activities.

Visual supports



Use clear and consistent visuals (e.g. schedules, labels, symbols) to support understanding and independence.

Accessible materials



Provide a variety of materials (real objects, pictures, printed and digital) that are accessible and relevant.

Calm and supportive areas



Create spaces where learners can regulate, relax or get additional support when needed.

Positive relationships



Build a respectful and caring classroom culture where everyone feels valued and included.



Practical tips

- ✓ Use local and low-cost solutions.
- ✓ Keep spaces organised and uncluttered.
- ✓ Provide clear routines and signals.
- ✓ Offer flexible seating options.
- ✓ Involve learners in setting up and maintaining the classroom.
- ✓ Adjust the environment based on what you observe.



Common barriers

- ✗ Overly crowded or noisy spaces.
- ✗ Materials stored out of reach.
- ✗ Lack of visual supports.
- ✗ Rigid routines that do not allow flexibility.
- ✗ Environments that do not reflect learners' language or culture.
- ✗ Limited opportunities for interaction and collaboration.



Remember

Small changes in the environment can remove big barriers and help every learner belong, participate and learn.





Inclusive Learning Materials

Concrete, visual and meaningful materials help all learners, including learners with intellectual disabilities, to understand, participate and make progress.



Why it matters

The right materials remove barriers and make learning more accessible and meaningful.

They help learners:

- understand new concepts
- stay engaged and motivated
- develop practical skills
- communicate and express themselves
- become more independent



Key principles

- ✓ Use concrete and real materials whenever possible.
- ✓ Keep materials simple and clear.
- ✓ Use consistent and meaningful visuals.
- ✓ Make materials relevant to learners' lives and context.
- ✓ Adapt materials to different learning needs.
- ✓ Involve learners in choosing, making and using materials.



What to consider

- ✓ Does the material match the learning goal and developmental level?
- ✓ Is it familiar and culturally relevant?
- ✓ Is it accessible (e.g. large, clear, tactile, visual)?
- ✓ Can it be used in different ways?
- ✓ Is it safe, durable and easy to use?
- ✓ Does it support active participation and independence?
- ✓ How can it be adapted if needed?



Examples of inclusive learning materials

Real objects



Everyday objects make learning concrete and meaningful.

Natural materials



Natural materials can be used for sorting, counting, exploring and creating.

Picture cards



Clear pictures support understanding, communication and choice-making.

Manipulatives



Blocks, counters and sorting materials build early skills in maths, problem-solving and fine motor skills.

Visual schedules



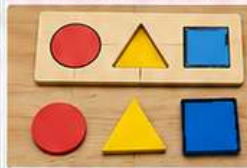
Visual schedules help learners understand what happens next and reduce anxiety.

Printed materials



Simple and clear worksheets support practice and reinforce learning.

Puzzles and matching



Puzzles and matching activities develop problem-solving, memory and thinking skills.

Creative materials



Art and craft materials support creativity, self-expression and fine motor skills.

Self-care and daily living



Visual supports help learners develop daily living skills and independence.

Locally available materials



Low-cost, locally available materials can be very effective and easy to make.



Practical tips

- ✓ Use local and low-cost materials.
- ✓ Keep materials organised and within reach.
- ✓ Provide clear instructions and visuals.
- ✓ Combine different types of materials.
- ✓ Involve learners in making and choosing materials.
- ✓ Adapt materials based on what you observe.



Common mistakes to avoid

- ✗ Using materials that are too difficult or abstract.
- ✗ Using only text without visuals.
- ✗ Materials that are not relevant to learners' lives.
- ✗ Too many materials at once.
- ✗ Materials that are not accessible or safe.
- ✗ Relying only on worksheets.



Remember

Inclusive learning materials are practical, meaningful and accessible. They help remove barriers and create opportunities for every learner to succeed.



AI = Support for Teachers

AI can be a helpful tool in planning, creating materials and saving time.



Use AI thoughtfully and always keep the learner's needs in mind!

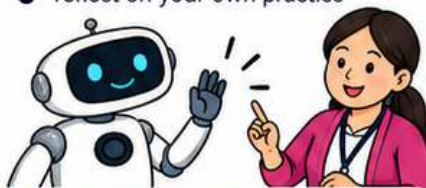


How can AI support teachers?

AI can support teachers in planning, creating materials and finding new ideas.

It can help you to:

- get ideas for lesson plans
- create simple learning materials
- find examples and explanations
- adapt content for different learners
- save time on routine tasks
- find new ways to make learning more engaging
- reflect on your own practice



AI is a tool to support you – it does not replace your professional judgement and experience!



How to use AI effectively

Good prompts help AI give useful and relevant responses. Be clear, specific and simple.

Instead of:

"Give me a lesson plan."



Try this:

"Give me a simple, step-by-step lesson plan for a 7-year-old learner with an intellectual disability to practise counting to 5. Include visual supports and hands-on activities. Use simple language."



You can ask for ideas, explanations, examples, visuals and materials – and then adapt them to your learners and context.



Examples of how to use AI

AI can help with many tasks, for example:



Create teaching materials
e.g. worksheets, visual cards, stories, quizzes



Adapt content
e.g. simpler language, local examples or different formats



Find visual ideas
e.g. picture ideas, symbols or activity examples



Break down tasks
e.g. step-by-step instructions



Get ideas for classroom activities
e.g. games, group work or energisers



New ideas, more possibilities for learners!



Try and check

AI can make mistakes. Always check the information and adapt it to your context.

Ask yourself:

- ✓ Is the information correct?
- ✓ Is it appropriate for my learners?
- ✓ Does it match our curriculum and context?
- ✓ Is it inclusive and respectful?
- ✓ Do I need to make changes before using it?



Use AI responsibly

- ✓ Protect the privacy of learners and colleagues.
- ✓ Do not share personal or sensitive information.
- ✓ Be transparent when using AI.
- ✓ Use AI in line with your organisation's rules and guidelines.
- ✗ Do not enter learners' personal data.
- ✗ Do not rely on AI without checking.
- ✗ Do not copy and use everything directly.
- ✗ Do not use AI for unfair or harmful purposes.



Professional growth

Using AI can help you:

- learn new things
- develop your skills
- find new ideas and perspectives



In the long term, AI can support you to be a more confident, creative and reflective teacher.



Remember

AI is a helpful tool, but you are the expert. Your knowledge, experience and understanding of your learners are irreplaceable.



Use AI thoughtfully and always keep the learner's needs in mind!