



LEARNING ENVIRONMENT



A systematic and clear learning environment promotes learning and increases the sense of safety.



Try to position yourself in the teaching space so that you can easily make eye contact with students.



Always teach from the front, not from behind the students.



Pay attention to students' seating.



Use flexible student groupings, taking into account goals, skill levels and learning styles.



Make sure there are no unnecessary visual or auditory distractions in the space.

WORKING INSTRUCTIONS

Clear working instructions, at their simplest, answer these questions:



- What are we doing?
- When are we doing it?
- Who will you work with?
- How long will it take?
- What happens when the task is finished?
- What should you do if the teacher cannot help or answer immediately?



Use concrete, clear language in instructions (for example: write, do, read).



Choose the right moment for giving instructions, and avoid giving instructions in the middle of working time.



Break instructions and tasks into steps: first, then, afterwards. Repeat the key points if needed.



Make sure everyone has been able to get started with the task.

ROUTINES



Routines create regularity and increase predictability. This strengthens students' sense of safety and reduces stress.



How is the lesson started and ended?



How is attendance checked?



What kinds of tasks are carried out during the course unit (group work, projects, homework)?



When are exams/tests held?



How do you anticipate upcoming events, transitions and different changes?



What practices, routines and rules are followed?

Structures help you anticipate, organise, and clarify activities.

With the help of structures, you can guide student behaviour and identify practices that support learning.

STRUCTURE & TIME MANAGEMENT



A clear structure and schedule for the course unit and the lesson help students understand what happens and when. They support maintaining classroom order.



Present the structure, objectives, expectations and working instructions both orally and in writing, so that it is clear to the student what is expected of them.



Minimise waiting time and maximise working time. Keep teaching segments short, where possible.



Remember to pace lessons and include breaks.



Pay attention to ending the lesson. Gather and summarise the key content: what was learned today.



Consider students' and your own alertness in afternoon lessons, and choose teaching methods and the length of teaching segments accordingly.

MATERIALS



Clear and easy-to-find tasks and materials guide what to do and what to answer. This strengthens the student's sense of competence and mastery.



Pay attention to the layout of tasks (e.g., font size, line spacing, bullet points, numbering).



Consider how you can visualise tasks and information.



Highlight or underline the key points in the material.



Use clear language in written and oral instructions.



Provide long texts in advance for reading and, where needed, allow extra time.

SOURCES USED IN COMPILING THIS TOOL

- Itsenäisyyden juhluvuoden lastensäätiö. 2024. Käyttäytymistä tukeva oppimisympäristö.
- Roiha, A. & Polso, J. 2023. Onnistu eriyttämisessä.
- Valteri, Komu & Laiho. 2022. Eriyttämisestä tukevia keinoja opetuksessa.
- Vitka, T. 2021. Laaja-alaisen erityisopetuksen käsikirja.