



High-Leverage Instructional Practices for Supporting Students with Disabilities

How Can We Use What We Already Know to Make Remote Learning More Effective?

High Leverage Practices in Special Education (HLPs)

What are HLPs?

“A set of practices that are fundamental to support...student learning, and that can be taught, learned and implemented by those entering the profession.”

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96(5), 878-903.

What were Criteria for HLP Development?

- Focus directly on instructional practice.
- Occur with high frequency in teaching.
- Research based and known to foster student engagement and learning.
- Broadly applicable and usable in any content area or approach to teaching.
- Skillful execution is fundamental to effective teaching.

What are the HLPs for Special Education?

Collaboration

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

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Customize YOUR Toolkit

Content Area 1: _____

Student Data Sources	Content Standards	Evidence-based Resources
<p><i>What data sources do you commonly use to make instructional decisions about students in this content area? Remember, you'll need at least THREE relevant sources of data per potential goal.</i></p>	<p><i>Insert the link to the content standards and related resources for each grade level you serve below.</i></p>	<p><i>There is no need to reinvent the wheel. Insert the links to evidence-based resources that can help you develop goals for this content area in the spaces below.</i></p>
<p>Example:</p> <p><u>Sample CCSS-aligned Assessment Tool</u></p>	<p>Examples:</p> <p><u>CCSS 5th Grade Reading - Informational Text</u></p>	<p>Example:</p> <p><u>The National Reading Panel's "Big Five"</u></p>

Task 2: Identify Appropriate Learning Goals

Get Your Toolkit Ready

Gather your data. What do you know about your student?

Identify holes. What data is missing?

What steps will you take to get the data you need to develop a goal?

Set Instructional Priorities

What standards represent the most critical content and skills in this content area at this grade level?

Which of these critical competencies best align with the needs for support demonstrated by student data?

Which of these align with the student's needs for support in other domains?

Use Your Toolkit to Identify Goals

What target standard do you propose? Restate the standard in language that is accessible and clarifies its core purpose.

Review the data. What instructional supports will be needed for the student to reach the standard?

Given appropriate support and high-quality instruction, to what level of mastery can the student reasonably be expected to achieve the target standard?

Use the template provided to draft a goal.

Given _____,

(Condition)

_____ will _____

(Student) (Behavior)

(Criterion)

by _____.

(Timeframe)

Consider

What tools did you use?

- Student data?
- Content standards?
- Research-based resources?

What standard did you prioritize?

Why did you select this standard?

What will the student need to reach this standard?

How did you translate the standard into an individualized goal?

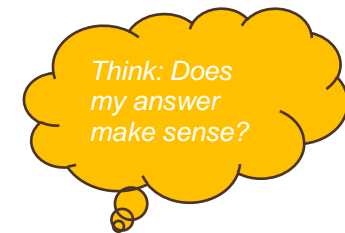
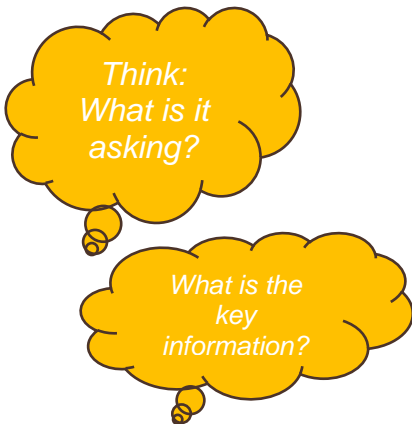
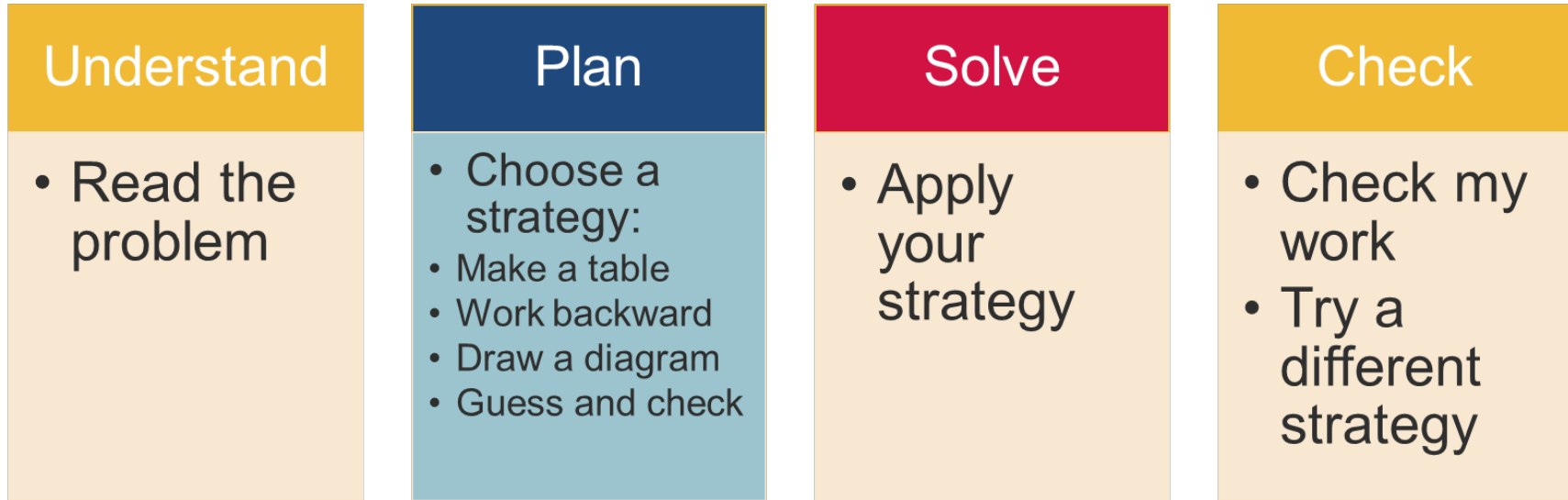
The Task: Selecting Strategies to Support Student Achievement

1. Choose ONE of the goals you have developed. You should probably use one that includes a clear explanation of the tasks that your student needs to be able to do demonstrate mastery of that goal.
2. Use the resource table on slide 22 to identify a strategy that you think is appropriate for supporting students to master the goal and/or specific subskills you have identified.

The goal and/or subskills the strategy will address	
The name of the selected strategy or strategies	
Your rationale for selecting those strategies	
How will you assess mastery of prerequisite skills?	
How will you introduce the strategy? How will you get students to “buy in”?	
How will you model using the strategy?	
How will you support memorization of the strategy?	
How will you support use of the strategy?	
How will you establish and monitor independent use?	

Sample Resource for Math

A student resource can be any tool that supports student use of your strategy: a poster, a checklist, a graphic organizer See what you can find on the sites we shared, then jazz it up and make it your own. SHARE it with your colleagues.



Sample Resource for ELA: One Sentence Summaries

During Check-ins or Contact Hours:

1. Explicitly teach students how to utilize the One-Sentence Summary frame, modeling how to summarize using content familiar to the student. Teach one sentence type at a time, putting the sentence template on a sentence strip or chart.
2. Read the text, then model selecting one of the sentence frames and summarizing the information. For some students, you may need to tell them which sentence frame to utilize, while other students can select their own.
3. Write summaries together; provide many examples and opportunities for practice prior to having students complete the summaries independently.

Sentence Summary Frames

Description

A _____ is a kind of _____ that _____.

Sequence

_____ begins with _____, continues with _____ and ends with _____.

Compare and Contrast

_____ and _____ are similar in that both _____, but _____ while _____.

Cause and Effect

_____ causes _____.

Problem and Solution

_____ wanted _____ but _____ so _____.