

They're here!

HIGH-LEVERAGE PRACTICES IN SPECIAL EDUCATION



What are they?

High Leverage Practices (HLPs) are educational practices that all special educators should master. They're evidence based, used frequently in classrooms, and cover four categories:

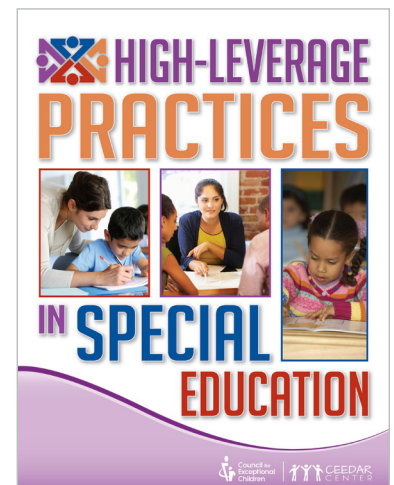
- › Collaboration
- › Assessment
- › Social/emotional/behavioral practices
- › Instruction

Why do we need them?

In recent decades, special education has changed rapidly. We've seen a wealth of new research on why learners struggle and what methods are effective in the classroom. Education professionals can turn to these HLPs for guidance on teacher training, professional development, and current practice, so we have a baseline on what all special educators should know how to do.

How do I learn more?

Order your copy of *High-Leverage Practices in Special Education*, the final report of the HLP writing team.



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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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