

HIGH-LEVERAGE PRACTICES

Improving Outcomes for Students with Disabilities

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, Thompson, Braaten & Stroupe, 2012, p.880)

What is the 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

“The purpose of the SELPA System Improvement Leads (SIL) Project is to work collaboratively within the Statewide System of Support to build the capacity of Special Education Local Plan Areas (SELPA) and Local Education Agencies (LEAs) with a common goal to improve outcomes for students with disabilities.”

-System Improvement Leads

HLPs and Evidence-Based Practices

“HLPs and EBPs are ideal complementary practices for implementing MTSS.”

“As the case example demonstrates, the coupling of HLPs and EBPs can be powerful when providing increasingly intensive instruction and intervention for students with disabilities and those who struggle.”

“High-leverage practices (HLPs) and evidence-based practices (EBPs) when used together can become powerful tools for improving student outcomes.”

High-Leverage Practices and Evidence-Based Practices: A Promising Pair (2017), CEEDAR Center and U.S. Department of Education, Office of Special Education Programs (OSEP).

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Improving Outcomes for Students with Disabilities

What are the HLPs?

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-term and short-term learning goals.
12. Systematically design instruction toward a 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.

Adapted from: High-Leverage Practices in Special Education (2016), CEEDAR Center and Council for Exceptional Children.

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