High Leverage Practices Series Session 1: Overview

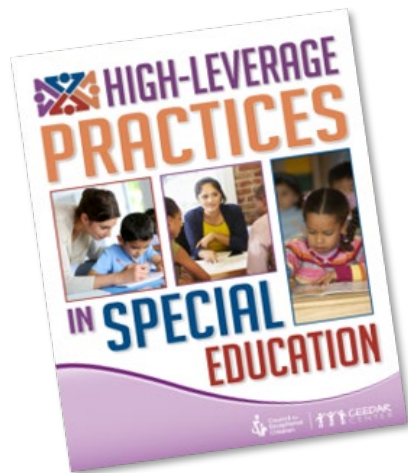Tessie Rose Bailey, PhD

FEBRUARY 2022

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Who Is here?

Introduce yourself and your role in the chat.

Share your familiarity with the high leverage practices with a number from 1 - 4.

1   2   3   4

Did you know?

Endrew F. v. Douglas County School District RE-1 (2017)

- "To meet its substantive obligation under the IDEA, a school must offer an IEP **reasonably calculated** to enable a child to **make progress** appropriate **in light of the child's circumstances.**" (emphasis added)

Development of high-quality educational programming

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Implementation of high-quality educational programming

=

Improved access and outcomes - FAPE

IDEA FAPE Requirements

Procedural

In the development of an IEP, has the IEP team complied with the procedures set forth in IDEA? (*Rowley*)

Substantive

Is the IEP reasonably calculated to enable the child to make progress that is appropriate in light of the child's circumstances? (*Endrew F.*)

Implementation

In implementing the IEP, were the instructional services and supports outlined in the IEP provided as agreed on during the IEP process?

There is no way a **single** system

has all the **time**,

all the **knowledge**,

and all the **skills**

to meet all the needs

of every child in **every school or district.**

Buffman, Mattos, & Webber 2009

We need a <u>**sustainable ecosystem**</u> *with capacity to develop and implement high-quality educational programming for students with disabilities.*

Today's Session

- Share the origins of high leverage practices.

- Provide an overview of high-leverage practices to support implementation of special education.

- Present six high-leverage, evidence-based practices that can support high-quality instruction for students with or at risk for disabilities.

- Share freely available resources to increase educators knowledge and use of high leverage practices.

Origin Story of High-Leverage Practices

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Where did "high-leverage practices" get their start?

1. Banking

2. U.S. Department of Education research grant

3. University of Michigan

4. Council for Exceptional Children (CEC)

5. CEEDAR Center

Why were the original high-leverage practices identified?

1. Request from the Michigan Department of Education to clarify skills needed for licensure.

2. Request from local educators to identify the most important instructional practices.

3. Need to create an observation walk-through tool for administrators.

4. Desire to clarify what graduates from educator preparation programs should know and be able to do.

About how many teaching practices/tasks were initially identified for the analysis?

1. 50
2. **100**
3. 150
4. 200

Steps for the Analysis

1. Mapped the tasks identified through observation.
2. Reviewed by practicing teachers and revisions made.
3. Developed considerations for "high-leverage."
4. Selected those that met the criteria.

How many general high-leverage practices have been identified?

1. **19**

2. **24**

3. **30**

4. **32**

TeachingWorks:
https://www.teachingworks.org/work-of-teaching/high-leverage-practices

They are continually reviewed and updated.

What are general high-leverage practices?

- The **basic fundamentals** of teaching.

- **Used constantly** and are **critical** to helping students learn important content.

- Central to **supporting students' social and emotional development**.

- Used **across subject areas, grade levels, and contexts**.

They are "high-leverage" not only because they matter to student learning but because they are basic for advancing skill in teaching.

Source: https://www.teachingworks.org/work-of-teaching/high-leverage-practices

What's the difference?

High-Leverage **Practices**

High-Leverage **Content**

Review the 19 general high-leverage practices

Reflect

- Are there any that you feel are not relevant practices for supporting students with disabilities?

- Can these be used to design and deliver specially designed instruction or intensive intervention?

Defining High-Leverage Practices in Special Education

High-Leverage Practices
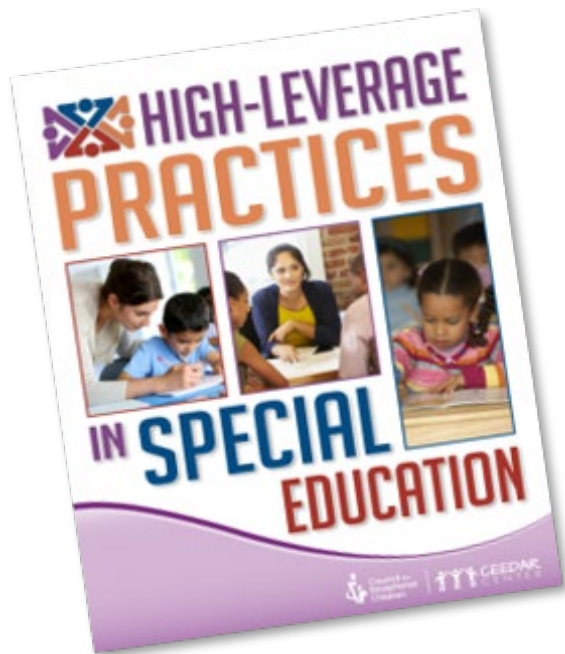
- A team of experts drafted the high-leverage practices (HLPs), which were later approved and published by the Council for Exceptional Children (McLeskey et al. 2017).
- Similar to the general HLPs, they were initially identified and essential practices that should be taught in educator preparation programs.

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR

Identifying HLPs in Special Education

Based on expert recommendations and practical and ethical considerations for working with students with disabilities, and research.

How many HLPs were identified for special education?

1. 16

2. 19

3. 22

4. 24

In special education, HLPs are categorized into four areas

Assessment	Collaboration
Instruction	Social/Emotional/ Behavioral

Assessment HLPs in Special Education

HLP	Description
HLP4	Use **multiple sources of information** to develop a comprehensive understanding of a student's strengths and needs
HLP5	**Interpret and communicate assessment** information with stakeholders to collaboratively design and implement educational programs.
HLP6	**Use student assessment data, analyze instructional practices, and make necessary adjustments** that improve student outcomes.

Overview of Assessment HLPs

- Description of the practice

- Research synthesis

- Policy implications

- References

Let's review some other areas!

Assessment

Collaboration

Instruction

Social/ Emotional/ Behavioral

Collaboration HLPs in Special Education

HLP	Description
HLP1	Collaborate with professionals to increase student success.
HLP2	Organize and facilitate effective meetings with professionals and families.
HLP3	Collaborate with families to support student learning and secure needed services

Social/Emotional/Behavior HLPs in Special Education

HLP7	Establish a consistent, organized, and respectful learning environment.
HLP8	Provide positive and constructive feedback to guide students' learning and behavior.
HLP9	Teach social behaviors.
HLP10	Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction HLPs in Special Education

- Briefly review the 12 instruction HLPs in special education.

- Which 5 do you think have the largest effect on performance outcomes for students with disabilities?

Understanding the Evidence Base of High Leverage Practices for SWDs
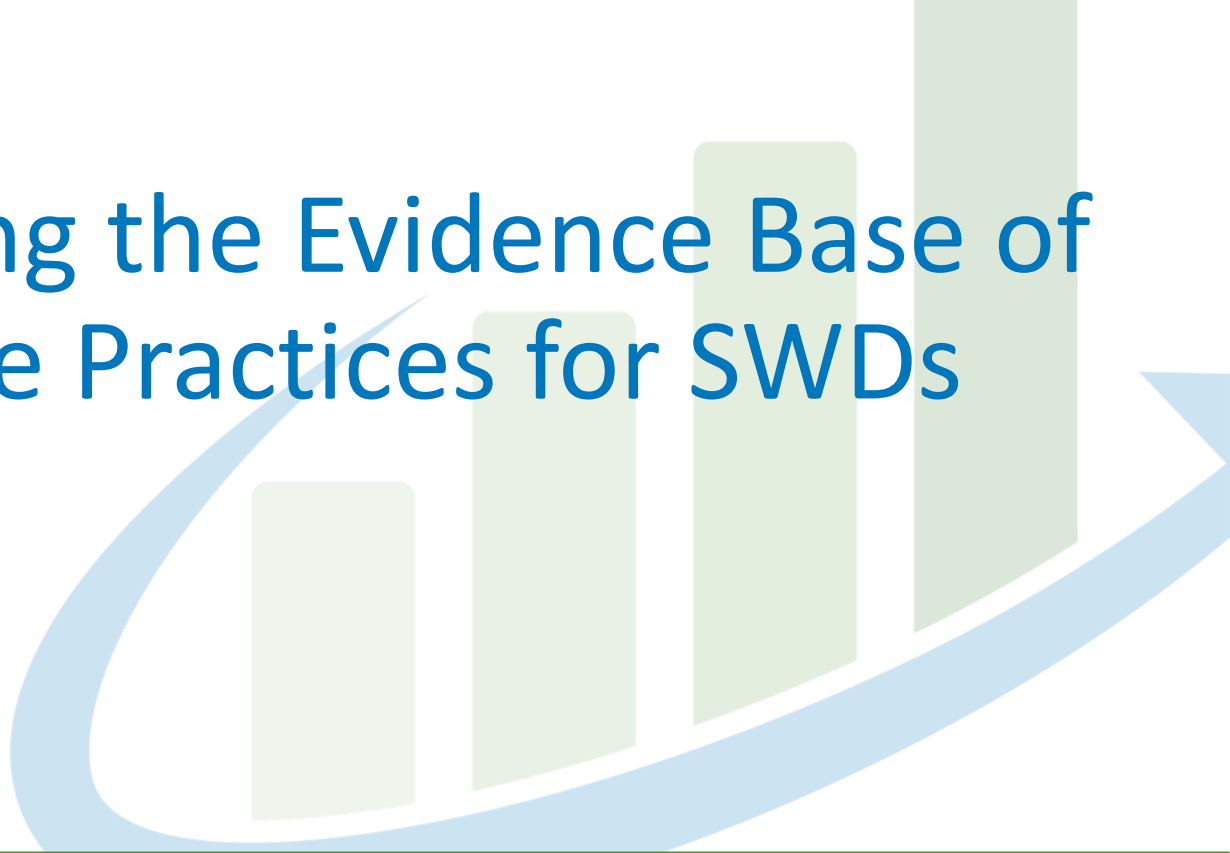
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Systematic Review of High-Leverage Practices

- Searched the literature for meta-analyses on HLPs that included students with or at-risk of disabilities

- Identified 75 meta-analyses for inclusion and completed a comprehensive review of the meta-analyses

- With the comprehensive review, we set out to identify patterns in representation of the high-leverage practices

- The results of this systematic review are now published in *Remedial and Special Education*

Nelson, G., Cothren Cook, S., Zarate, K., Powell, S.R., Maggin, D.M., Drake, K.R., Kiss, A.J., Ford, J.W., Sun, L., & Espinas, D.R. (2022). A systematic review of meta-analyses in special education: Exploring the evidence base for high-leverage practices. *Remedial and Special Education.* Advanced online publication. https://doi.org/10.1177/07419325211063491

HLPs With the Greatest Amount of Experimental Evidence

Frequency of HLP Evidence Across Meta-Analyses

What is the frequency of meta-analyses and studies according to disability and risk category?
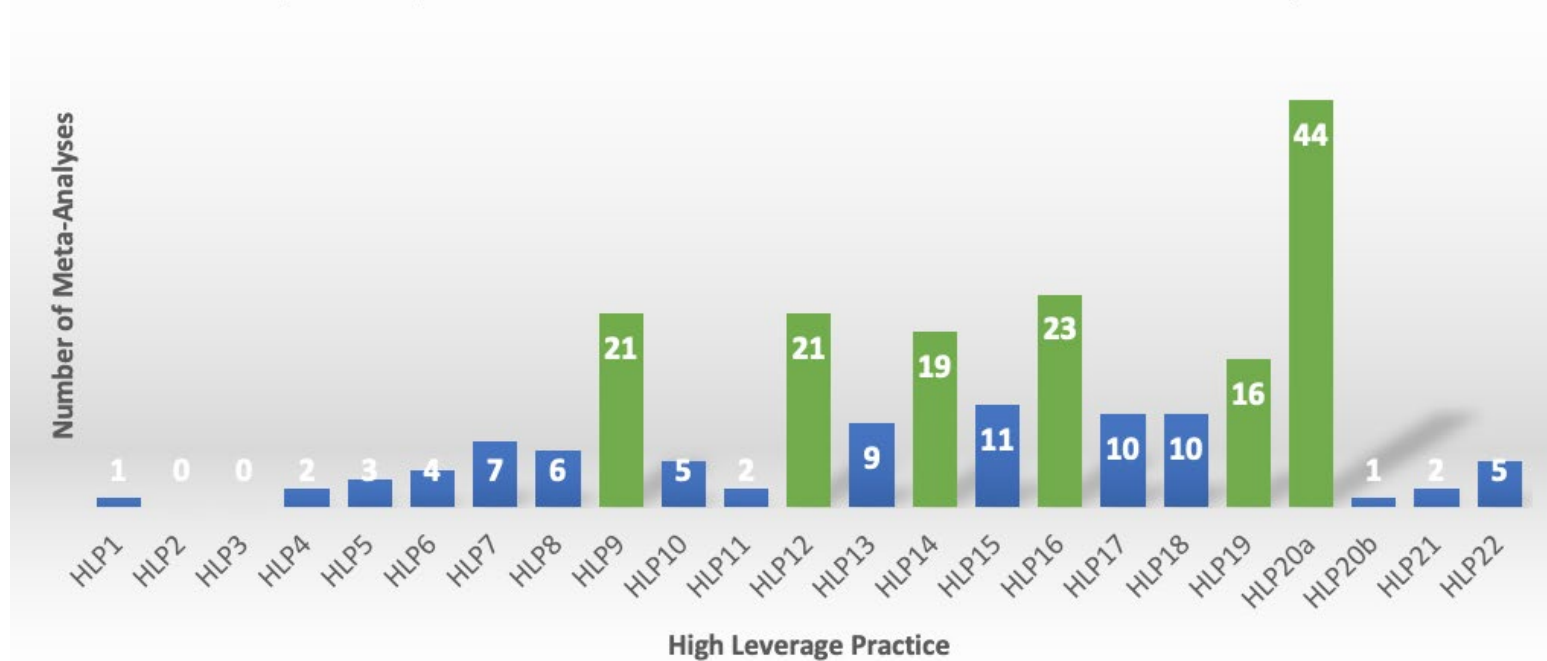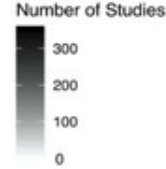
Conclusions From Research

- Many of the studies included in the 75 meta-analyses in the systematic review placed emphasis on students in elementary grade bands.

- More research is needed on the evidence with students in middle and high schools.

- Several HLPs and disability categories were absent from the meta-analysis literature.

- Several HLPs had a large amount of evidence.

- Results of the systematic review to guide the development of resources that we will discuss today

Evidence-Based Practices

- The *Individuals with Disabilities Education Act* (IDEA, 2004) and the *Every Student Succeeds Act* (2015) emphasize the use of practices with an evidence base.

- Evidence-based practices are typically narrower in focus compared with HLPs.

- These evidence-based practices are vetted with rigorous criteria.

Six Evidence-Based Practices

Six High-leverage, Evidence-Based Practices

Planning for Instruction (HLP 12)

Cognitive and Metacognitive Strategies (HLP14)

Delivering Instruction (HLP 16)

Instructional Technology (HLP19)

Reviewing and Intensifying Instruction (HLP 20)

Teaching Social Behaviors (HLP 9)

Six Evidence-Based Practices

Across resources, we rely on this cycle about **data-based decisions**.

Teachers need to **plan** their instruction, **deliver** instruction, then **review** data **and intensify** instruction to meet the needs of individual students.

This cycle should be used in academics and behavior.

PLAN
- Set a meaningful learning target
- Determine the sequence of instruction
- Set clear objectives for each lesson

DATA-BASED DECISIONS
- Analyze data
- Adapt when necessary

REVIEW and INTENSIFY
- If necessary, consider adaptations in content, delivery, or method to meet the individual needs of students

DELIVER
- Provide modeling and think-alouds
- Design practice opportunities
- Provide opportunities to respond

Planning for Instruction

In **Planning for Instruction**, we focus on what teachers need to think about *before* they design and deliver instruction for students with disabilities.

Steps for Planning Instruction for Students With Disabilities

Set a meaningful learning target.

Determine the appropriate sequence for instruction.
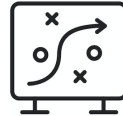
Set clear objectives for each lesson.

Delivering Instruction

In **Delivering Instruction**, we focus on what teachers need to think about *as* they deliver instruction for students with disabilities.

Explicit Instruction Framework

I do

Modeling	Practice
Clear Explanation	Guided Practice
Planned Examples	Independent Practice

We do

You do

Supporting Practices

- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace
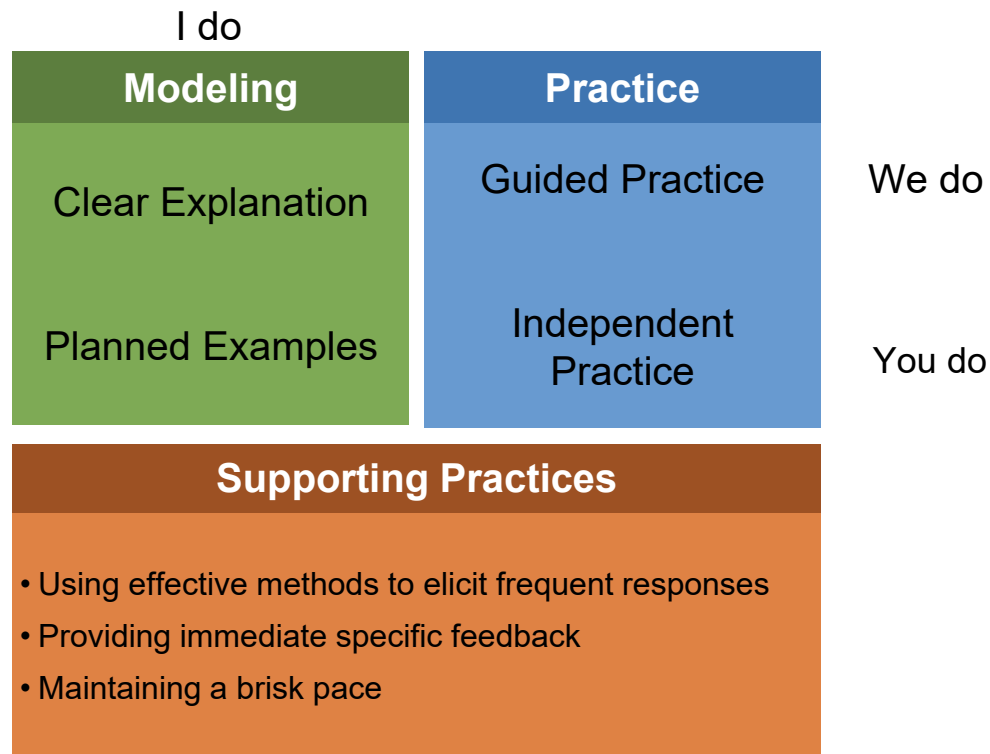
The model for explicit instruction is adapted with permission from the National Center on Intensive Intervention's Features of Explicit Instruction Course Content and built on the concepts of explicit instruction from Anita Archer and Charlie Hughes found at https://explicitinstruction.org/

Importance of Practice Opportunities

Students with disabilities often need 10-30 more practice opportunities (Gersten et al. 2008)

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Reviewing and Intensifying Instruction

In **Reviewing and Intensifying Instruction**, we focus on how teachers can use data to determine when instruction for students with disabilities needs to be intensified.

Confirming Implementation Fidelity

How do we intensify instruction?

- Data-based individualization or DBI

  - Research based process for individualizing and intensifying instruction and intervention through the systematic use of assessment data, validated interventions and research-based strategies

  - Process not a program or product

  - Considers academic and behavioral needs of the student
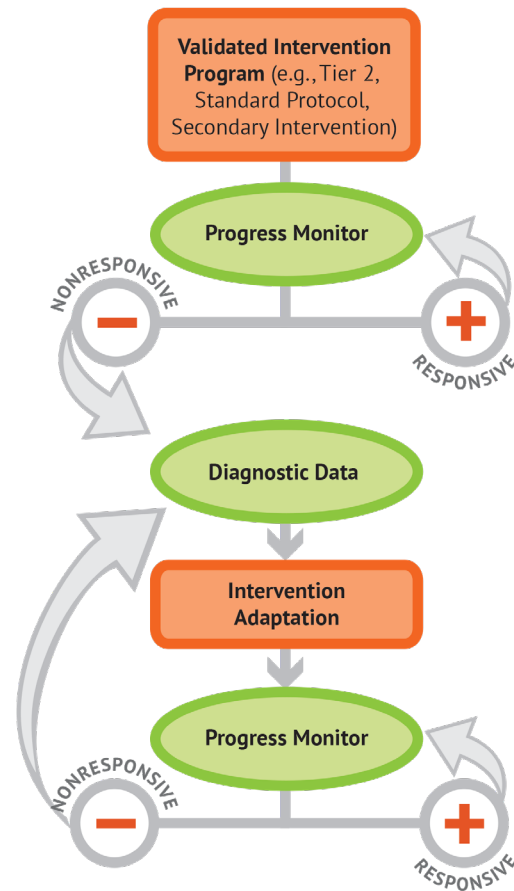
Content adapted with permission from the National Center on Intensive Intervention

Three-Phase Instructional Cycle

PLAN
- Set a meaningful learning target
- Determine the sequence of instruction
- Set clear objectives for each lesson

DATA-BASED DECISIONS
- Analyze data
- Adapt when necessary

REVIEW and INTENSIFY
- If necessary, consider adaptations in content, delivery, or method to meet the individual needs of students

DELIVER
- Provide modeling and think-alouds
- Design practice opportunities
- Provide opportunities to respond

Cognitive and Metacognitive Strategies

In **Cognitive and Metacognitive Strategies**, we focus on different strategies to help focus on executive functions, such as attention, self-monitoring, and working memory.

Cognitive and Metacognitive Strategies for Executive Functioning Targets

Executive Functioning Area	Examples of Cognitive and Metacognitive Strategy
Attention	Intentional instruction on the steps of a task to assist students anticipate upcoming procedures and persevere through multistep tasks
Inhibitory Control	Provide students with a series of questions to help them select the most relevant information during an academic task
Planning	Prepare supports that outline the steps for completing a particular task with opportunities for the student to reflect on the strategies that worked
Self-Monitoring	Teach students to use a checklist to monitor their academic progress and behavior on predetermined, periodic schedule
Cognitive Flexibility	Provide students with a step-by-step task list to guide them through completion of tasks with multiple steps, procedures, and rules
Working Memory	Graphic organizers to provide students with a means for organizing several pieces of information

Instructional Technology

In **Instructional Technology**, we focus on how instructional technology can boost academic and behavior instruction.

Instructional Technology Within Instruction

- Plan to use clear, measurable objectives that incorporate the use of technology for the learning outcomes.

- Evaluate instructional technology for its appropriateness.

- Use formative assessment to monitor student progress, specific to the learning outcomes as well as student technology use.

- Review the formative or summative data.

- Intensify and individualize instruction.

Teaching Social Behavior

In **Teaching Social Behavior**, we focus on behavioral expectations for students with disabilities.

Planning to Teach Social Behaviors for Students With Disabilities

Select a replacement behavior.
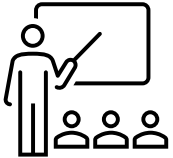
Modify the classroom.

Implement a system to promote replacement behaviors.

Which do you see as the most challenging to implement?

Planning for Instruction (HLP 12)

Cognitive and Metacognitive Strategies (HLP14)

Delivering Instruction (HLP 16)

Instructional Technology (HLP19)

Reviewing and Intensifying Instruction (HLP 20)

Teaching Social Behaviors (HLP 9)

Closing and Next Steps

Coming Soon

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Coming Soon

Session Description	Date
HLPs series #2 Assessment (4-7)	2/8/2022
HLPs series #3 Instruction (12-14, 16)	2/15/2022
HLPs series #4 Social/Emotional (8-10)	2/22/2022

Ticket out the Door

- In the chat, share one HLP you would like to learn more about.

Questions
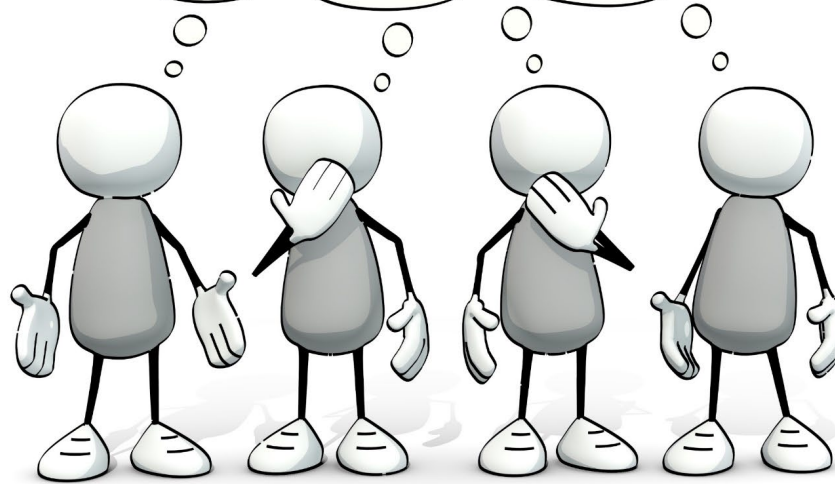
Website: HLP for Students with Disabilities - https://highleveragepractices.org/

PROGRESS Center Website
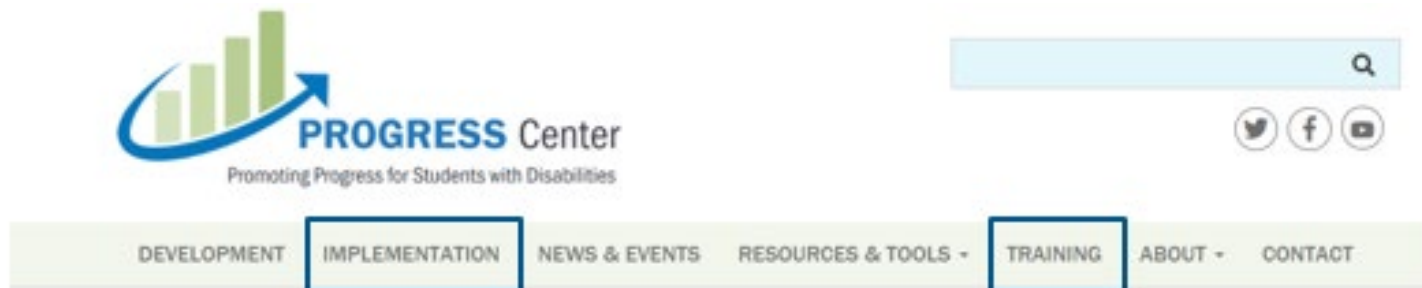
www.promotingprogress.org

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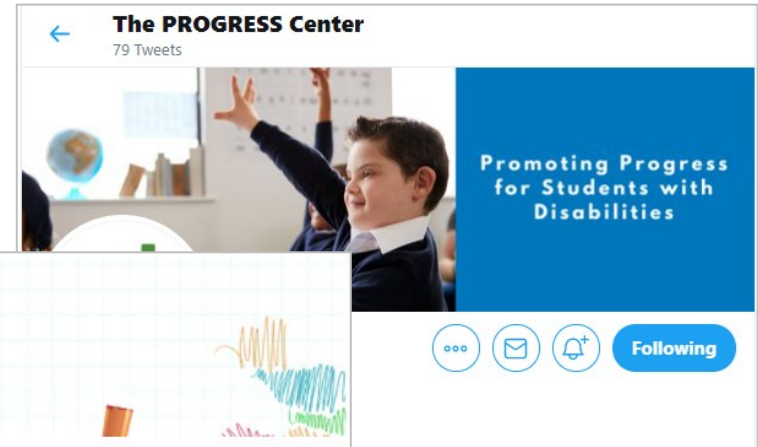
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