

High Leverage Practices Series Session 1: Overview

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FEBRUARY 2022

PROGRESS Center

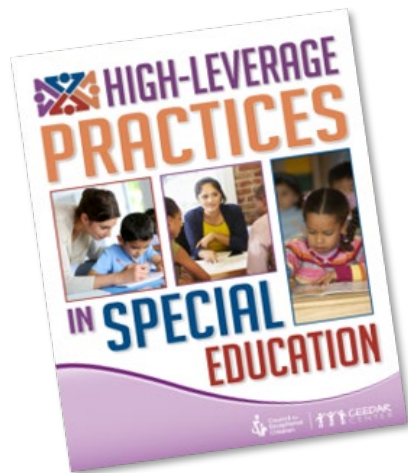
at the American Institutes for Research® ■



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.



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**



**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 sustainable ecosystem 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](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?



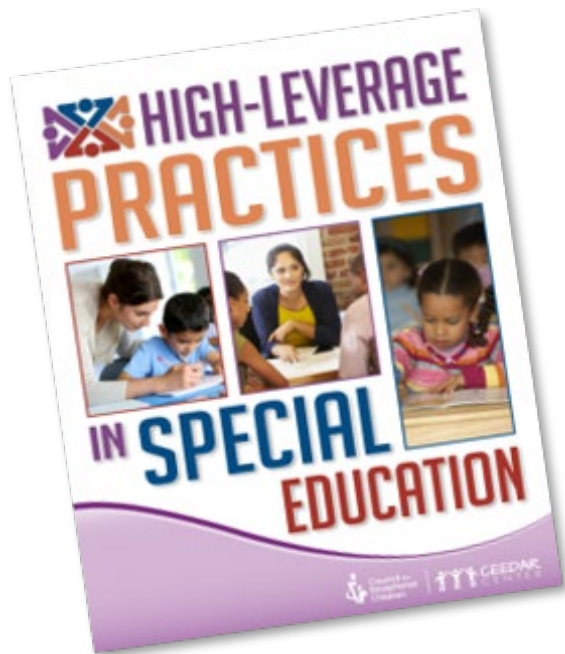
Defining High-Leverage Practices in Special Education



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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

<https://highleveragepractices.org/sites/default/files/2020-10/Collaborationfinal.pdf>

Social/Emotional/Behavior HLPs in Special Education

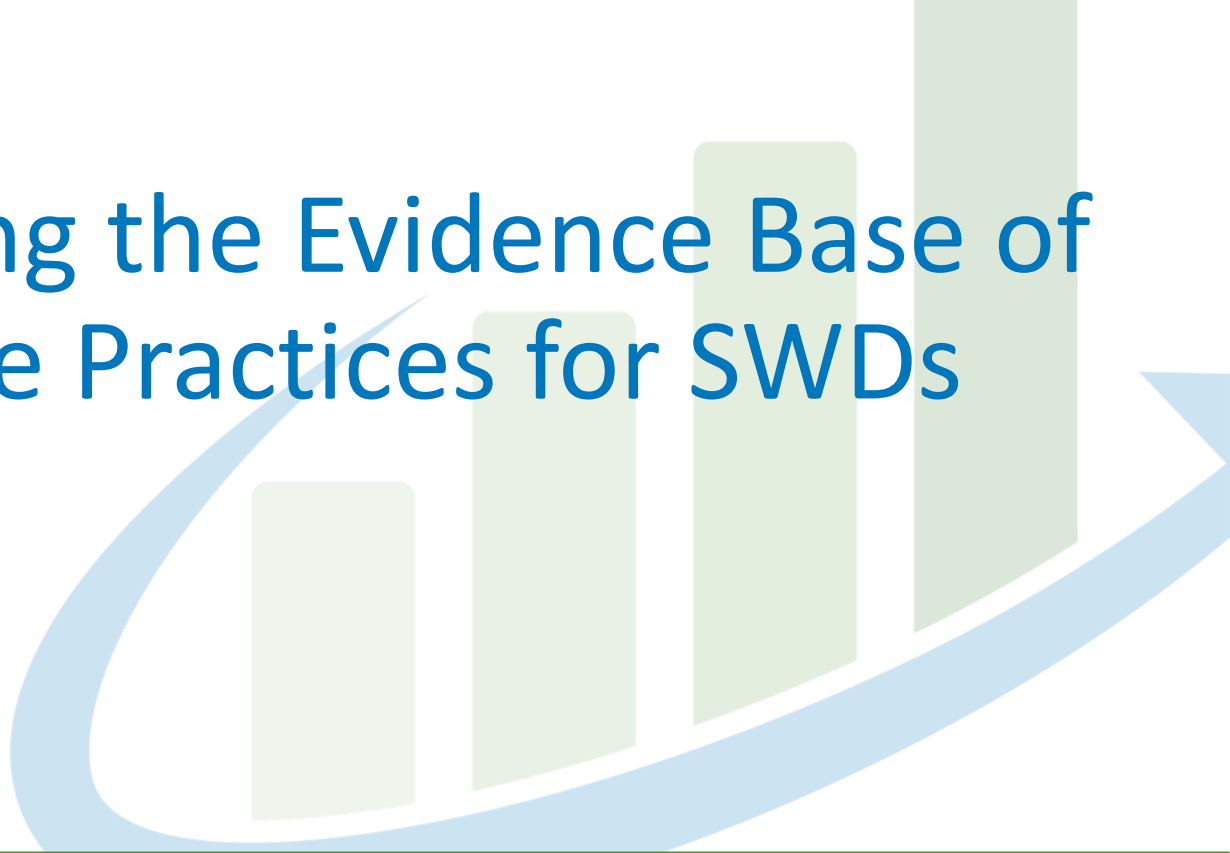
HLP7	Establish a consistent, organized, and respectful learning environment.
HLP8	Provide positive and constructive feedback to guide students' learning and behavior.
HLP9	Teach social behaviors.
HLP10	Conduct functional behavioral assessments to develop individual student behavior support plans.

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

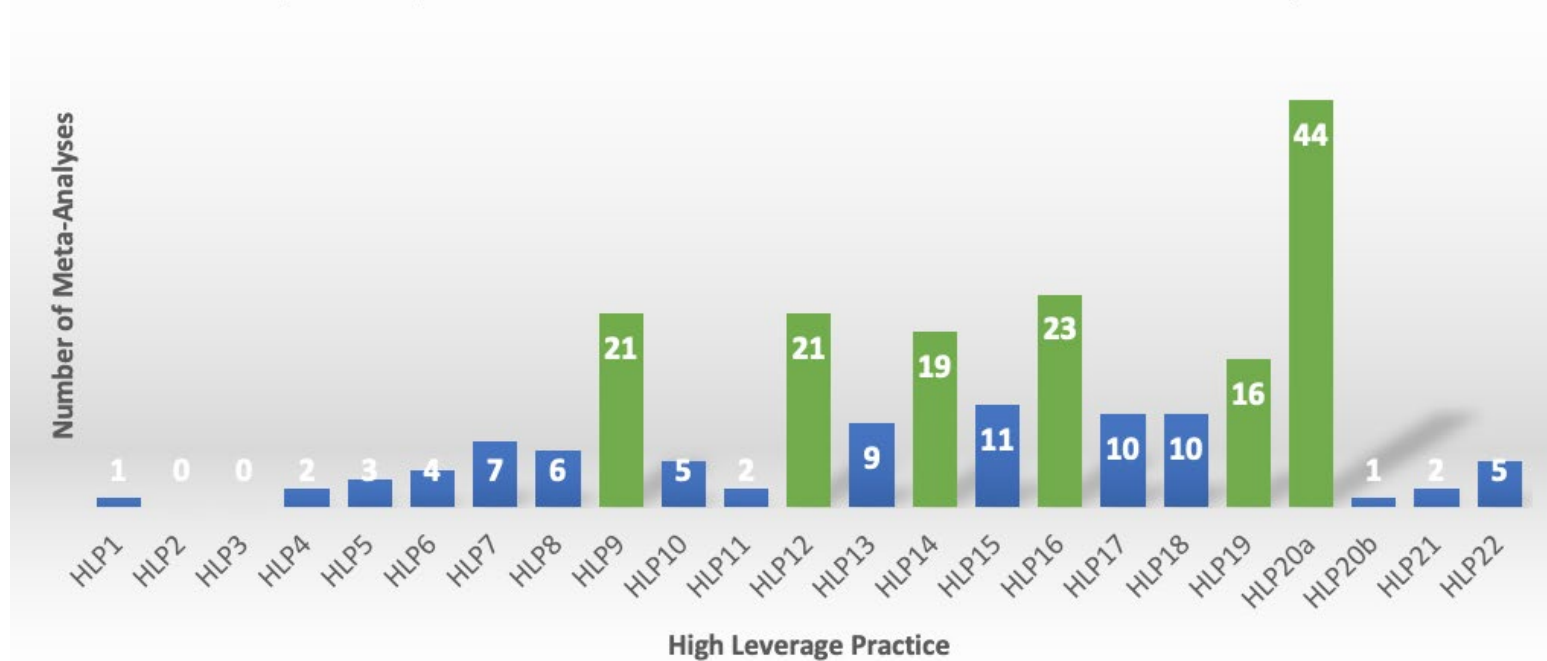
- Searched the literature for meta-analyses on HLPs that included students with or at-risk of disabilities
- Identified 75 meta-analyses for inclusion and completed a comprehensive review of the meta-analyses
- With the comprehensive review, we set out to identify patterns in representation of the high-leverage practices
- The results of this systematic review are now published in *Remedial and Special Education*

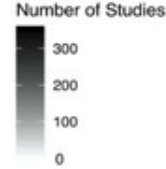
Nelson, G., Cothren Cook, S., Zarate, K., Powell, S.R., Maggin, D.M., Drake, K.R., Kiss, A.J., Ford, J.W., Sun, L., & Espinas, D.R. (2022). A systematic review of meta-analyses in special education: Exploring the evidence base for high-leverage practices. *Remedial and Special Education*. Advanced online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

<https://doi.org/10.1177/07419325211063491>

HLPs With the Greatest Amount of Experimental Evidence

Frequency of HLP Evidence Across Meta-Analyses





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

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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)**

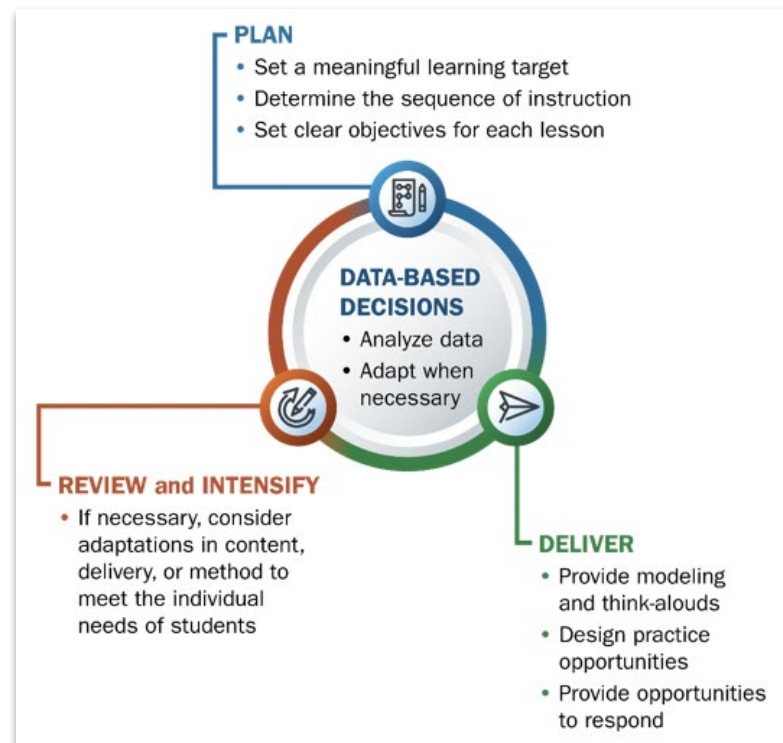
**Teaching Social Behaviors
(HLP 9)**

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.




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.

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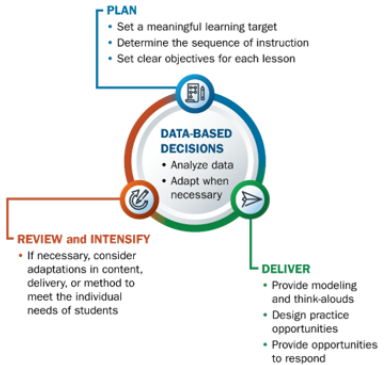
Promoting Progress for Students with Disabilities



Planning for Instruction

What Do Teachers Need to Know About Planning for Instruction?

When planning instruction for students with disabilities, teachers need to consider elements of explicit instruction that will provide access to the general education curriculum and also meet the unique needs of students with disabilities across a variety of outcome areas (e.g., Dennis et al., 2016; Popham et al., 2018; Roberts et al., 2020; Scamacca et al., 2015; Smith et al., 2013; Wanzek et al., 2018). The following three-phase cycle can be used when planning, implementing, and reviewing individual, small-group, and whole-group instruction:



```
graph TD; PLAN[PLAN] --> DBD[DATA-BASED DECISIONS]; DBD --> DELIVER[DELIVER]; DELIVER --> REVIEW[REVIEW and INTENSIFY]; REVIEW --> PLAN;
```

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

DELIVER

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


REVIEW and INTENSIFY

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

In this brief, we focus on the PLAN phase of the three-phase cycle. See the DELIVER brief and the REVIEW and INTENSIFY brief for information about the other phases.

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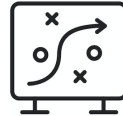


Steps for Planning Instruction for Students With Disabilities

**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.



Delivering Instruction

What Do Teachers Need to Know About Delivering Instruction?

When delivering instruction for students with disabilities, teachers should consider the following three-phase cycle for individual, small-group, and whole-group instruction:

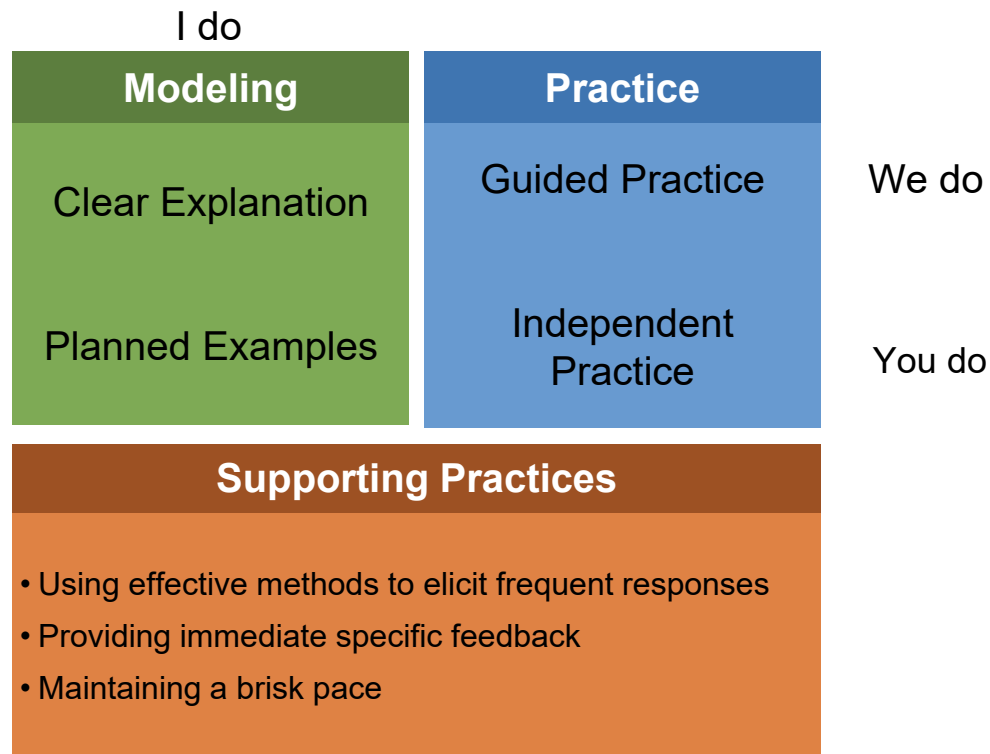


In this brief, we focus on the DELIVER phase of the three-phase cycle. See the PLAN brief and the REVIEW and INTENSIFY brief for information about the other phases.

In special education, teachers should deliver instruction within academics and behavior that is *explicit*. We define the term “explicit instruction” as a meaningful combination of modeling and practice with embedded supports. Instruction that is explicit may be referred to with other terms, such as systematic instruction (Smith et al., 2016) or direct instruction (Stockard et al., 2018).


Researchers have identified benefits to using this instructional approach within the teaching of reading (Foorman et al., 2016), writing (Graham et al., 2016), and mathematics (Fuchs et al., 2021). Furthermore, researchers have noted that people learn through modeling and practice—both in and outside the

Explicit Instruction Framework



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.

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Promoting Progress for Students with Disabilities

Reviewing and Intensifying Instruction

What Do Teachers Need to Know About Intensifying Instruction?

When reviewing and intensifying instruction for students with disabilities, teachers should consider the following three-phase cycle for individual, small-group, and whole-group instruction:

```
graph TD; PLAN[PLAN] --> DBD[DATA-BASED DECISIONS]; DBD --> DELIVER[DELIVER]; DELIVER --> REVIEW[REVIEW and INTENSIFY]; REVIEW --> PLAN;
```

- 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
- DELIVER**
 - Provide modeling and think-alouds
 - Design practice opportunities
 - Provide opportunities to respond
- REVIEW and INTENSIFY**
 - If necessary, consider adaptations in content, delivery, or method to meet the individual needs of students

In this brief, we focus on the REVIEW and INTENSIFY phase of the three-phase cycle. See the PLAN brief and the DELIVER brief for information about the other phases.

Even though teachers may plan for and deliver high-quality instruction, some students with disabilities will continue to have difficulties with making progress toward academic and behavioral learning targets. Teachers should use data to monitor student progress and adapt instruction as necessary, using a process of intensifying instruction.

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Confirming Implementation Fidelity



National Center on
INTENSIVE INTERVENTION
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Student Intervention Implementation Log

Purpose: This log can be used as a daily and weekly record of your implementation of an individual student's intervention plan. This information, along with progress monitoring graphs, can inform team intervention and data review meetings.

Teacher: _____
Student: _____
Week of: _____

Intervention Implementation Log

Please fill out this log each day. If an intervention is not scheduled for a given day or could not be offered (e.g., holiday, your absence), then please mark "N" under the column "Intervention Offered?" and leave the rest of the row blank. On days when the student receives intervention (Student Present? = Y), indicate the duration (minutes) or frequency (e.g., number of check-ins) of the intervention, rate the extent of student engagement, and rate the plan implementation.

Day	Intervention Offered?	Student Present?	Intervention Duration or Frequency	Was the Student Engaged? No <input type="checkbox"/> Partially <input type="checkbox"/> Yes <input type="checkbox"/>	Was the Intervention Implemented as Planned? No <input type="checkbox"/> Partially <input type="checkbox"/> Yes <input type="checkbox"/>
Monday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Tuesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Wednesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Thursday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Friday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

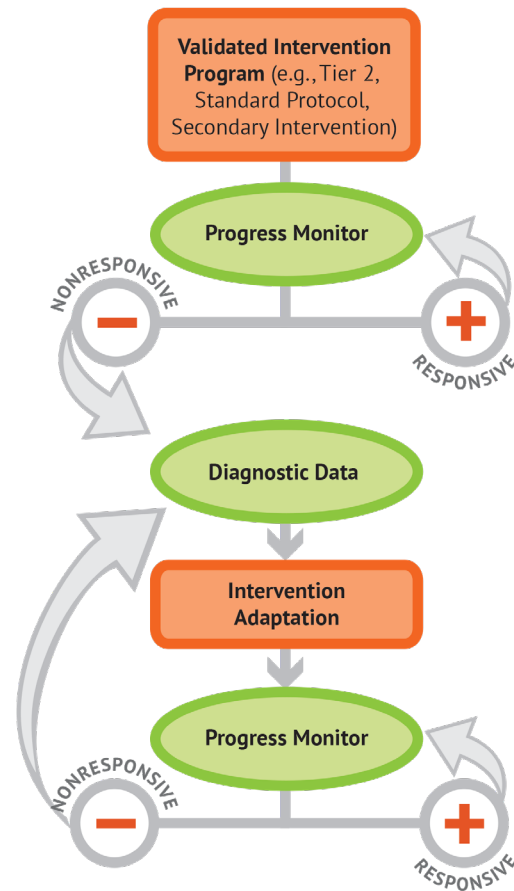
Please note any relevant information to explain the above ratings.

National Center on Intensive Intervention

Intervention Implementation Log—1
4657_12/15

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



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

What Do Teachers Need to Know?

Cognitive and metacognitive strategies are important for the development of executive function skills, which, in turn, are crucial for learning academic and behavior skills (Losinski et al., 2016; Peng et al., 2016). Executive function skills emerge in early childhood but continue to develop throughout adolescence (Best & Miller, 2010). Executive function skills are intentional and goal oriented (Briesch & Briesch, 2016; Cragg & Gilmore, 2014), and include processes such as

- attention (e.g., persevering through multistep or difficult tasks),
- inhibitory control (e.g., ignoring irrelevant or distracting information),
- planning (e.g., identifying an appropriate sequence of steps to meet a goal),
- self-monitoring (e.g., graphing progress on a chart, self-evaluate on-task behavior),
- cognitive flexibility (e.g., shifting between tasks, procedures, or rules), and
- working memory (e.g., organizing several pieces of incoming information).



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

What Do Teachers Need to Know About Instructional Technology?

The practice of using instructional technology involves intentional planning to provide students access and opportunities to engage with technology tools such as personal computers, smartboards, tablets, and digital programs (PowerPoint, Unique Learning System) as a tool of learning for content delivery. Using Instructional Technology as a practice embeds the technology tools within the curriculum to improve learning outcomes for students.

Instructional technology is a pedagogically enhanced learning experience in which higher tech devices are used as a component of the lesson.

In the three-phase cycle for instruction, teachers use instructional technology across phases. Instructional technology involves planning for individualized instruction of content with delivery that incorporates a variety of audio, visual, and digital materials, followed by reviewing assessment data and intensification of instructional technology if needed.



Assistive technology and instructional technology often are bundled together; however, there is a distinct difference between the two. Assistive technology's main objective is to provide access to



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.



Teaching Social Behavior

What Do Teachers Need to Know About Teaching Social Behaviors?

Teaching social behaviors provides opportunities for teachers to communicate and encourage students with disabilities to demonstrate behavioral expectations and communicate needs more effectively. Rather than a stand-alone curriculum, the teaching of social behaviors requires teachers to implement an instructional sequence that includes defining the target behavior, teaching the social skill, and supporting the student to demonstrate the behavior through modifications to the classroom (de Bruin et al., 2013; Walker et al., 2018). The following three-phase cycle can be used when planning, implementing, and monitoring student social progress:

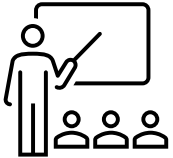
Social behavior refers to interpersonal skills that represent student comportment, communication, and self-management. Importantly, the methods described for teaching social behaviors assumes that students learn behavior through interactions with adults, peers, and their classroom environment and that teachers can shape behavior through intentional modifications to these aspects.



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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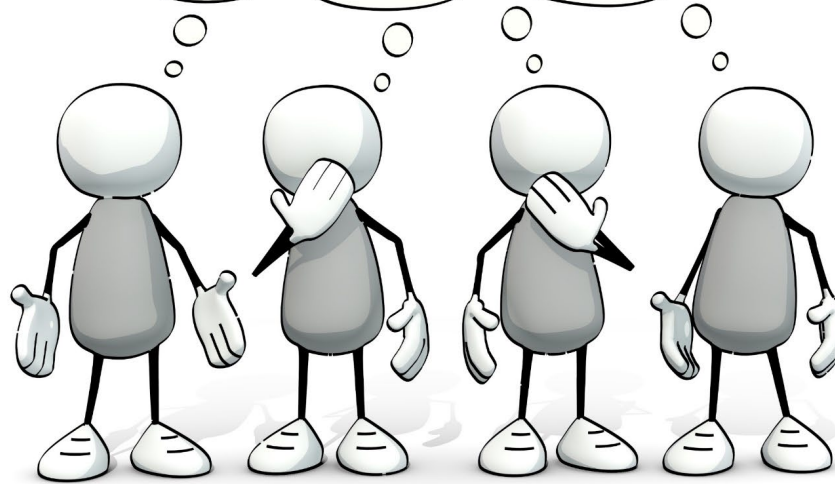
Coming Soon

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/>

The screenshot shows the homepage of the High-Leverage Practices website. The browser address bar displays 'highleveragepractices.org'. The website has a blue header with navigation links: 'Back to CEC Home', 'CEEDAR Website', and 'Contact Us', along with a search icon. Below the header, the 'High-Leverage Practices for Students with Disabilities' logo is on the left. Three main navigation buttons are in the center: 'EXPLORE HLPs', 'FIND RESOURCES', and 'ACCESS VIDEOS'. The main content area features three large cards. The first card, 'Practice-Based Learning Opportunities', includes a photo of a teacher and students, the text 'Every Student Deserves an Equitable Opportunity to Succeed.', and a 'LEARN MORE' button. The second card, 'About High-Leverage Practices', features a photo of hands with colorful number tiles and a 'LEARN MORE' button. The third card, 'Watch HLPs in Action', features a photo of hands using a tablet and an 'ACCESS VIDEOS' button. A chat bubble icon is in the bottom right corner. A breadcrumb trail at the bottom reads 'highleveragepractices.org/practice-based-learning-opportunities-high-lever...'.

highleveragepractices.org

Back to CEC Home CEEDAR Website Contact Us

High-Leverage Practices for Students with Disabilities

EXPLORE HLPs FIND RESOURCES ACCESS VIDEOS

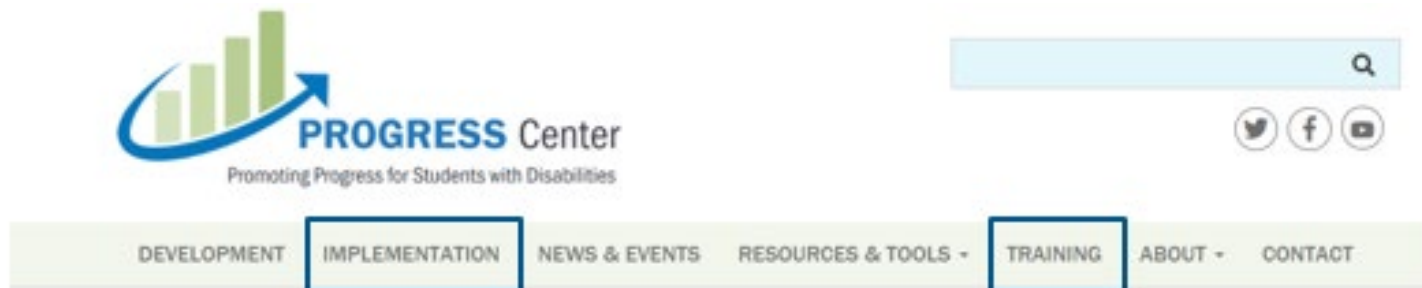
Practice-Based Learning Opportunities
Every Student Deserves an Equitable Opportunity to Succeed.
LEARN MORE

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LEARN MORE

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ACCESS VIDEOS

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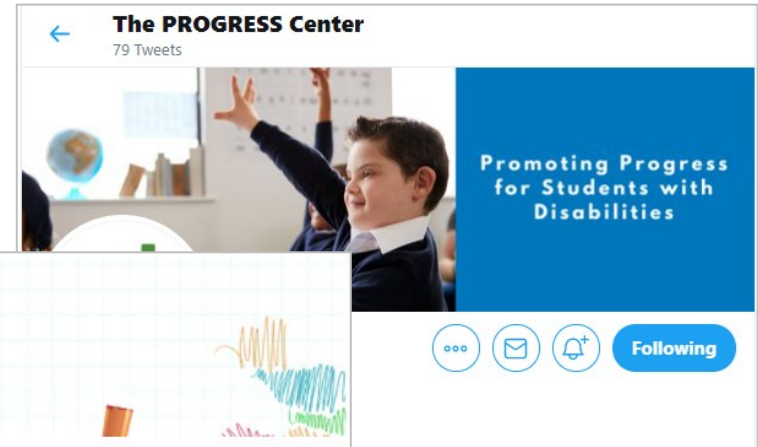
The **PROGRESS** Center provides information, resources, and support for local educators and leaders responsible for the **development** and **implementation** of high-quality educational programming for students with disabilities that ensures access to free appropriate public education (FAPE) and progress toward appropriately ambitious goals... [MORE](#)



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