

Walking Tour of www.highleveragepractices.org



Purpose: This activity is used to introduce participants to the many features of the High-Leverage Practices website.

Activity Overview

The High-Leverage Practices website is your one-stop resource for learning about high-leverage practices in special education. Here are just a few of the many resources you can find on the site:

- **Overview**—Learn about the development of the high-leverage practices.
- **Links to Publications and Other Resources**—Find books, reports, handouts, and materials that expand your knowledge about high-leverage practices, including birth-to-five resources from the Division for Early Childhood and modules from the IRIS Center.
- **Videos**—Watch concrete, accessible examples of high-leverage practices in action, in real classrooms, with real students.
- **Webinars and Presentations**—Keep up to date with future events; watch archived events.
- **Research Synthesis**—Understand the evidence for high-leverage practices in each of the practice areas (collaboration, assessment, social/emotional/behavioral, and instruction).
- **Professional Development Guide for School Leaders**—Introduce high-level practices in special education to your colleagues with professional development tools.

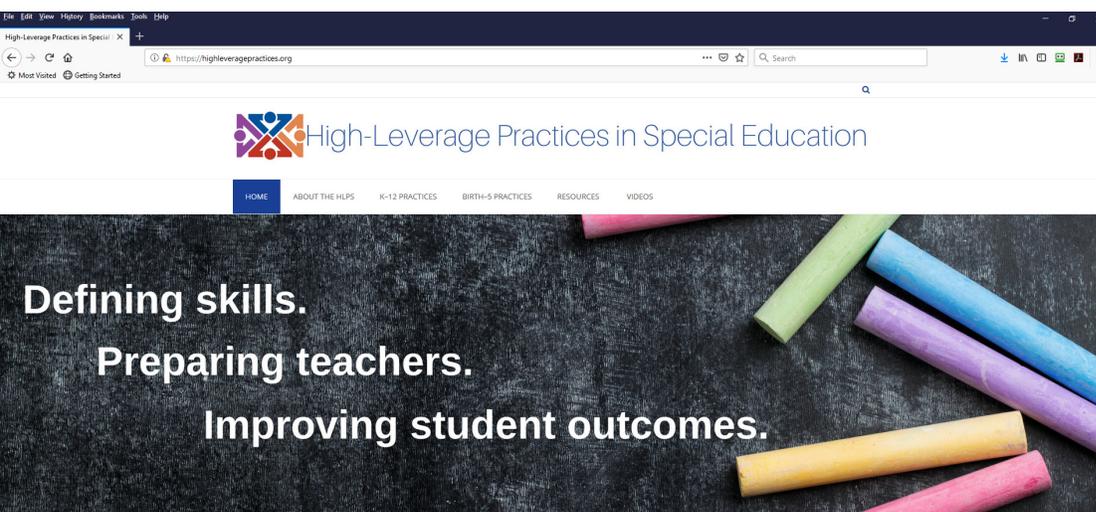
Materials Needed

- Internet access to www.highleveragepractices.org
- High-leverage practices flyer (optional)

Time needed: Allow 10 minutes or more for this activity.

Activity Steps

1. Go to the home page. Give participants a few seconds to focus on the page. Announce that the High-Leverage Practices website is their one-stop resource for learning about high-leverage practices in special education. Scroll down to the hot link “Read more about the HLPs” and point out that whenever they see something like this with a word in purple, it is an invitation to click onto more information.
2. Scroll up to the buttons. Click on the “About the HLPs” button. Point out that here is where participants can find out information about the high-leverage practices in each area. Click on one of the hot links to show an example of the resource.
3. Click on the “K–12 Practices” drop-down menu, which lists the four practice areas. Click one of the areas and explain that this is where they will find the research syntheses that were produced for each area practice. Remind participants that the practices are evidence based. Optional: Ask participants, “When and for what purposes might these research syntheses be useful?”
4. Click on the “Birth–5 Practices” drop-down menu. If your participants have a special interest in this age group, then click onto one of the menu options. Otherwise, just explain that the Division for Early Childhood of the Council for Exceptional Children has a comprehensive set of recommended practices that professionals who are working with children with disabilities in that age range should know and master.
5. Click on the “Resources” button. Point out that documents, links to books, archived webinars,



“From the Council for Exceptional Children: High-leverage practice resources you will want and that you can trust.”



journal articles, presentations, handouts, and reports are located here.

6. On the “Resources” page, click on the “IRIS Center” button. Explain that the IRIS Center, in collaboration with the CEDAR Center, developed this tool to show the alignment between IRIS Center modules and the high-leverage practices. There are ten modules for the collaboration practices, sixteen for assessment, twenty-six for social/emotional/behavioral, and forty-three for instruction. Each instructional module is organized by the following topics: challenge, initial thoughts, perspectives and resources, wrap-up, and assessment. After completing a module, the user will have developed an understanding of the practice, a sense of what it looks like in educational settings, and knowledge of additional resources for further study.
7. Click on the “Videos” button. Share that videos are concrete, accessible examples of high-leverage practices in action, in real classrooms, with real students. Click on one of the videos. Point out that each video includes a transcript of the video. Optional: If time permits, watch the video, *Welcome to Our New Video Series on High-Leverage Practices*, which provides an overview of high-leverage practices and a discussion of the video series.
8. Finally, click on the “Professional Development Guide” button. Explain that many of the materials used in the present session can be found here.
9. Wrap up by asking participants which features they are most interested in exploring and why. Optional: Distribute the high-leverage practices flyer. Show participants how it presents a summary of high-leverage practices on page one, and then describes Council for Exceptional Children resources—including the High-Leverage Practices website—on page two.
10. Let participants know that the website is frequently updated with new materials. For example, as new videos are produced, they will be uploaded to the website.
11. Optional: If time permits and laptops are available, give participants 10 minutes to explore the site either individually, with a partner, or in a small group. When you reconvene the full group, ask them to share some of the features they found interesting and useful. Ask, “How would you use selected resources on the site?”

Resources You Will Want! Resources You Can Trust!



There's a lot of talk these days about **high-leverage practices**—frequently occurring, essential educational practices that all special educators should know how to do. High-leverage practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners.

The twenty-two high-leverage practices—covering the areas of collaboration, assessment, social/emotional/behavioral, and instruction—are designed to serve as a road map for guiding teacher preparation, professional development, and/or current self-assessment.

Defining Skills, Preparing Teachers, Improving Student Outcomes: Learn More

The Council for Exceptional Children (CEC) and the CEEDAR Center provide solid resources to help you learn about high-leverage practices in special education and how to use them effectively in educational settings. Take a look on page 2.

“High-leverage practices are essential to effective teaching and fundamental to supporting student learning.”



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 goals.
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.

Resources Available from the Council for Exceptional Children

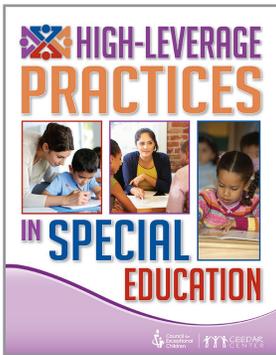


www.highleveragepractices.org

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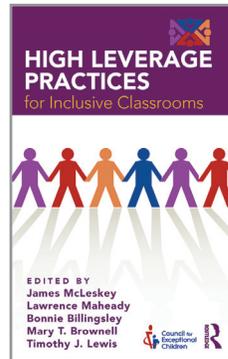
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Learn More About These Resources at www.highleveragepractices.org/resources/



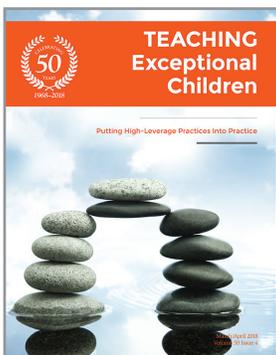
High-Leverage Practices in Special Education

What constitutes an effective special educator? What instructional practices are best for fostering student engagement and learning? How can teachers be better prepared for the classroom? These and other questions are answered in *High-Leverage Practices in Special Education*. The book describes four interrelated areas of teacher practice and breaks down twenty-two high-leverage practices that teachers should learn and master.



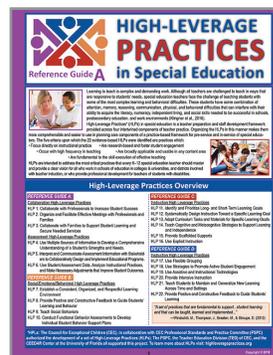
High Leverage Practices for Inclusive Classrooms

High Leverage Practices for Inclusive Classrooms delves deep into the set of practices that are essential to effective teaching and fundamental to supporting student learning. The book focuses primarily on Tiers 1 and 2, or work that mostly occurs with students with mild disabilities in general education classrooms. The book provides rich, practical information on each of the twenty-two practices.



TEACHING Exceptional Children (Special Issue)

This special issue of *TEACHING Exceptional Children*, “Putting High-Leverage Practices Into Practice,” presents nine published articles that reflect and embody specific high-leverage practices. The articles align with the four core areas (collaboration, assessment, social/emotional/behavioral, and instruction) and are intended to be a springboard for discussion and instruction related to “how-to” guidance.



High-Leverage Practices in Special Education: Reference Guides

From National Professional Resources, these laminated quick-reference guides fold out to present strategies, tips, and resources. The guides cover the areas of high-leverage practices—collaboration, assessment, social/emotional/behavioral, and instruction.



Download the CEC Catalog at www.pubs.cec.sped.org



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