



# Bibliography of Selected Resources

The Council for Exceptional Children (CEC) and the CEEDAR Center have produced a number of products—including books, briefs, videos, handouts, articles, and other tools—on high-leverage practices in special education. This bibliography presents a listing of resources found on the high-leverage practices website ([www.highleveragepractices.org](http://www.highleveragepractices.org)). Some listings can be downloaded for free and others are available from CEC's online book store. [Note: Most of the downloadable documents on the High-Leverage Practices website are in PDF form, so you will need to be using Adobe Acrobat Reader version 11 or higher, which can be downloaded (free) from <https://get.adobe.com/reader>]

## Books/Articles/Reports/ Handouts

### About the HLPs

[https://highleveragepractices.org/wp-content/uploads/2017/06/Preface.Intro1\\_.pdf](https://highleveragepractices.org/wp-content/uploads/2017/06/Preface.Intro1_.pdf)

This document presents the preface and introduction from the book, *High-Leverage Practices in Special Education*. It describes the rationale for advancing the work, as well as the process for selecting the twenty-two practices. It also provides brief overviews of each of the practice areas along with the practices themselves:

- **Collaboration** (<https://highleveragepractices.org/wp-content/uploads/2017/06/Collaborationshort.pdf>)
- **Assessment** (<https://highleveragepractices.org/wp-content/uploads/2017/06/Assessmentshort.pdf>)

- **Social/Emotional/Behavioral** (<https://highleveragepractices.org/wp-content/uploads/2017/06/SEBshort.pdf>)
- **Instruction** (<https://highleveragepractices.org/wp-content/uploads/2017/04/Instructionsshort1.pdf>)

Citation: 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). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center.



## Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction

[www.highleveragepractices.org/resources/](http://www.highleveragepractices.org/resources/)

This *TEACHING Exceptional Children* article discusses key terms related to the delivery of instruction for students with disabilities:

- **Specially designed instruction** is the legal mandate to make adaptations or modifications to content, methodology, or delivery of instruction to address the unique needs of a student with a disability.
- **High-leverage practices** serve as foundational aspects related to the delivery of effective instruction that teachers should master and use to provide effective specially designed instruction.
- **Explicit instruction** is a high-leverage practice that is used to provide specially designed instruction.

- **Intensive instruction** is a high-leverage practice that refers to the intensity of instruction or intervention, and that bases decisions on progress monitoring.

*Citation:* Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction. *TEACHING Exceptional Children*, 50(1), 20-27.



## Division for Early Childhood (DEC) Recommended Practices

<https://highleveragepractices.org/division-for-early-childhood-recommended-practices/>

DEC Recommended Practices are a DEC initiative that bridges the gap between research and practice, offering guidance to parents and professionals who work with young children (birth through five) who have or are at risk for developmental delays or disabilities. Read an introduction to the recommended practices on the high-leverage practices website, with links to more in-depth DEC documents on the following topics:

- “DEC Recommended Practices” (<https://divisionearlychildhood.egnyste.com/dl/tgv6GUXhVo>)
- “Recommended Practices With Examples” (<https://divisionearlychildhood.egnyste.com/dl/NRAghl7roM>)
- “Recommended Practices Glossary” (<https://divisionearlychildhood.egnyste.com/dl/facKSfYIFI>)
- “Recommended Practices Interactive Glossary” (<https://divisionearlychildhood.egnyste.com/dl/xJpIXrINZ2>)



The High-Leverage Practices website ([www.highleveragepractices.org](http://www.highleveragepractices.org)) provides school leaders with professional development tools, videos, webinars, and other materials.



## High-Leverage Practices and Evidence-Based Practices: A Promising Pair

High-leverage practices and evidence-based practices, when used together, can improve student outcomes. This brief defines these practices and provides examples of how educator preparation programs are using them. The brief concludes with an illustration of how the practices can be used as part of a multi-tiered system of support.

*Citation:* McCray, E. D., Kamman, M., Brownell, M. T., & Robinson, S. (2017). *High-leverage practices and evidence-based practices: A promising pair*. Retrieved from University of Florida, Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR) website: <http://cedar.education.ufl.edu/wp-content/uploads/2017/12/HLPs-and-EBPs-A-Promising-Pair.pdf>



## High Leverage Practices for Inclusive Classrooms

Order from the Council for Exceptional Children.  
[www.pubs.cec.sped.org/P6298/](http://www.pubs.cec.sped.org/P6298/)

*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 occurs mostly with students with mild disabilities in general education classrooms. For each high-leverage practice area (collaboration, assessment, social/emotional/behavioral, and instruction), there is an overall introduction, followed by a chapter for each of the high-leverage practices found in that area. The book provides practical information that is highly suitable for teachers, but also can be useful for teacher educators.

*Citation:* McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2019). *High leverage practices for inclusive classrooms*. New York, NY: Routledge.



## High-Leverage Practices in Special Education

Order from the Council for Exceptional Children.  
[www.pubs.cec.sped.org/p6255/](http://www.pubs.cec.sped.org/p6255/)

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



“Your one-stop resource for learning about high-leverage practices in special education: [www.highleveragepractices.org](http://www.highleveragepractices.org)”



are answered in *High-Leverage Practices in Special Education*. Describing four interrelated areas of teacher practice and breaking down twenty-two high-leverage practices that teachers should master, the book offers a road map for student success that will benefit teacher educators, administrators, policy makers, and teachers.

This book is the final report of the High-Leverage Practices Writing Team, which is a collaborative effort of the Council for Exceptional Children, its Teacher Education Division, and the CEEDAR Center. Its members include practitioners, scholars, researchers, teacher preparation faculty, and education advocates.

*Citation:* 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.



## High-Leverage Practices in Special Education Glossary

<https://highleveragepractices.org/wp-content/uploads/2017/06/Glossary.pdf>

This document presents definitions and references and/or resources for sixty-two terms related to high-leverage practices or special education. A complete reference list is provided.

*Citation:* 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 glossary*. Arlington, VA: Council

for Exceptional Children & CEEDAR Center. Retrieved from the High-Leverage Practices website: <https://highleveragepractices.org/wp-content/uploads/2017/06/Glossary.pdf>



## High-Leverage Practices in Special Education: Overview Flyer

[https://highleveragepractices.org/wp-content/uploads/2018/09/HLP-flyer-7-18\\_.pdf](https://highleveragepractices.org/wp-content/uploads/2018/09/HLP-flyer-7-18_.pdf)

This one-page flyer answers the following questions:

- “What are high-leverage practices?”
- “What were the criteria for high-leverage practices development?”
- “What are the high-leverage practices for special education?”



## High-Leverage Practices in Special Education: Reference Guides

Order from the Council for Exceptional Children. See [www.highleveragepractices.org/resources/](http://www.highleveragepractices.org/resources/)

From National Professional Resources, these laminated quick-reference guides fold out to present strategies, tips, and resources. The four guides cover the areas of high-leverage practices—collaboration, assessment, social/emotional/behavioral, and instruction. School leaders will find these excellent tools for helping teachers generalize their understanding of high-leverage practices with students.





## High-Leverage Practices in Special Education: Research Syntheses

Research syntheses were completed for each of the high-leverage practices. They are organized by practice area and include an overview, the research and/or policy evidence, conclusions, and a reference list.

- **Collaboration** (<https://highleveragepractices.org/wp-content/uploads/2017/06/Collaborationfinal.pdf>)
- **Assessment** (<https://highleveragepractices.org/wp-content/uploads/2017/06/Assessmentfinal.pdf>)
- **Social/Emotional/Behavioral** (<https://highleveragepractices.org/wp-content/uploads/2017/06/SEBfinal.pdf>)
- **Instruction** (<https://highleveragepractices.org/wp-content/uploads/2017/06/Instructionfinal.pdf>)

Citation: 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). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center.



## IRIS Center High-Leverage Practices Interactive Alignment Tool

[www.highleveragepractices.org/resources/](http://www.highleveragepractices.org/resources/)

The IRIS Center in collaboration with the CEEDAR Center developed this tool to show the alignment between IRIS



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

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.



## Learning to Teach: Practice-Based Preparation in Teacher Education

[http://cedar.education.ufl.edu/wp-content/uploads/2016/07/Learning\\_To\\_Teach.pdf](http://cedar.education.ufl.edu/wp-content/uploads/2016/07/Learning_To_Teach.pdf)

This special issue brief from the CEEDAR Center and the Center on Great Teachers & Leaders is intended to support states, districts, and educator preparation programs that are striving to prepare and support excellent teachers. It outlines essential features for providing high-quality, structured, practice-based opportunities and high-quality field placements with well-trained cooperating teachers. The brief points out that identifying essential knowledge and practices that are supported by evidence is key to creating a solid foundation for what to teach within coursework and what practice opportunities should be provided to candidates.

The CEEDAR Center has developed a guidance framework to help teams of teacher educators and collaborating school district partners to analyze their coursework and field-based, practice-based approaches. This framework provides a brief description of each feature of high-quality, practice-based opportunities and guiding questions teacher educators can use to effectively integrate these approaches into coursework and field experiences. This tool can be accessed at <http://cedar.education.ufl.edu/wp-content/uploads/2016/06/Learning-to-Teach-Rubric.pdf>

Citation: Benedict, A., Holdheide, L., Brownell, M., & Foley, A. M. (2016). *Learning to teach: Practice-based preparation in teacher education*. Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center (CEEDAR) website: [http://cedar.education.ufl.edu/wp-content/uploads/2016/07/Learning\\_To\\_Teach.pdf](http://cedar.education.ufl.edu/wp-content/uploads/2016/07/Learning_To_Teach.pdf)



## News from CEC: High-Leverage Practices in Special Education

[www.highleveragepractices.org/resources/](http://www.highleveragepractices.org/resources/)

This article announces the High-Leverage Practices in Special Education initiative. It provides a brief description of the twenty-two practices.

*Citation:* Council for Exceptional Children. (2017). News from CEC: High-leverage practices in special education. *TEACHING Exceptional Children*, 49(5), 355-360.



## Practice Review: High-Leverage Practices and Teacher Preparation in Special Education

<http://cedar.education.ufl.edu/wp-content/uploads/2016/05/High-Leverage-Practices-and-Teacher-Preparation-in-Special-Education.pdf>

The document opens with a rationale for changing the curriculum of teacher preparation programs. It then presents an alternate curriculum in which teacher education is centered in classroom practice, with criteria for identifying high-leverage practices. Examples of high-leverage practices are provided for general education teachers and for special education teachers.

*Citation:* McLeskey, J., & Brownell, M. (2015). *Practice review: High-leverage practices and teacher preparation in special education*. (Document No. PR-1). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center (CEEDAR) website: <http://cedar.education.ufl.edu/wp-content/uploads/2016/05/High-Leverage-Practices-and-Teacher-Preparation-in-Special-Education.pdf>



## Putting High-Leverage Practices Into Practice

[www.highleveragepractices.org/resources/](http://www.highleveragepractices.org/resources/)

This special issue of *TEACHING Exceptional Children* (volume 50, number 4), “Putting High-Leverage Practices Into Practice,” presents nine previously published articles that reflect and embody specific high-leverage practices. The articles align with the four core areas—collaboration (two articles), assessment (one article), social/emotional/behavioral (two articles), and instruction (four articles). The articles are intended to be a springboard for discussion and instruction related to “how-to” guidance.



The High-Leverage Practices in Special Education video series can be used as a resource to augment preparation and professional learning.

## Videos

### High-Leverage Practices in Special Education

[www.highleveragepractices.org/videos/](http://www.highleveragepractices.org/videos/)

This video series is designed to introduce and define the high-leverage practices. Each video includes a short review of the research along with several brief segments showing general education and special education teachers implementing the practice. The videos can be used as a resource to augment preparation and professional learning as they provide:

- Demonstrations of high-leverage practices across degrees of intensity.
- Portrayals of teachers' implementation of a high-leverage practice.
- Demonstrations of practices that can be used with all students, not only those with disabilities.

Currently, the following videos are available for viewing:

- *Welcome to Our New Series on High-Leverage Practices* (6:28 minutes)
- *High-Leverage Practices #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior* (20:04 minutes)
- *High-Leverage Practice #12: Systematically Design Instruction Towards Learning Goals* (17:27 minutes)
- *High-Leverage Practices #16: Use Explicit Instruction* (18:52 minutes)
- *High-Leverage Practice #18: Use Strategies to Promote Active Student Engagement* (17:34 minutes)



Webinars feature experts who offer descriptions and suggestions for using high-leverage practices in educational settings.

- *High-Leverage Practices #7: Establish a Consistent, Organized, and Respectful Learning Environment (20:14 minutes)*

[Check back on the high-leverage practices website ([www.highleveragepractices.org/videos/](http://www.highleveragepractices.org/videos/)) for new videos.]

## Webinars

### Georgia's High-Leverage Practices Webinar Series: Introduction to High-Leverage Practices Through a Multi-Tiered System of Support

<http://cedar.education.ufl.edu/portfolio/ga-hlp-webinar-1/>

This webinar answers the following questions:

- What is a multi-tiered system of support?
- What are high-leverage practices?
- How do high-leverage practices fit within the multi-tiered system of support framework?
- What high-leverage resources are available and how do I use them?

*Presenters:* Pam Wetherington, Columbus State University; Dashaunda Patterson, Georgia State University; Melissa Driver, Kennesaw State University; and Kate Zimmer, Kennesaw State University



### Revolutionizing Instruction for Students with Disabilities: High-Leverage Practices

[https://www.youtube.com/watch?v=uk8QnsPNy\\_w&feature=youtu.be](https://www.youtube.com/watch?v=uk8QnsPNy_w&feature=youtu.be)

This webinar focuses on the process used to develop the high-leverage practices, what they are, and why they were developed. Presenters also describe how high-leverage practices are being used in the field, with examples from higher education initiatives in Oregon and Michigan.

*Presenters:* Deborah Ziegler, Council for Exceptional Children; James McLeskey, University of Florida; Sarah Dinkwater, Oregon State Department of Education; and Paula Lancaster, Grand Valley State University



### Using the High-Leverage Practices Videos to Activate Implementation

<http://cedar.education.ufl.edu/portfolio/using-the-hlp-videos-to-activate-implementation/>

The High-Leverage Practices video series provides an in-depth look at how the new practices might look and sound during lessons—in real classrooms, with real teachers, and with real students. This webinar explains how educator preparation programs and professional development providers can use supplemental resources, such as this video series, to aid in successfully implementing high-leverage practices into teacher preparation.

*Presenters:* James McLeskey, University of Florida; Deborah Ziegler, Council for Exceptional Children; and Michael Kennedy, University of Virginia



© 2019 by Council for Exceptional Children & CEEDAR Center  
Council for Exceptional Children | 2900 Crystal Drive, Suite 100  
Arlington, VA 22202 | [www.cec.sped.org](http://www.cec.sped.org)

**Reference:** Council for Exceptional Children & CEEDAR Center. (2019). *Introducing high-leverage practices in special education: A professional development guide for school leaders*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. [www.highleveragepractices.org](http://www.highleveragepractices.org).

Permission is granted to reproduce/adapt this guide with acknowledgment. Warger, Eavy & Associates developed the guide.

The guide was supported from funds provided by the CEEDAR Center (Collaboration for Effective Educator Development, Accountability, and Reform) cooperative grant (H325AI20003) supported by the Office of Special Education Programs (OSEP) of the U.S. Department of Education (DOE). Dr. David Guardino served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the DOE. No official endorsement by the DOE of any product, commodity, service, or enterprise mentioned in this document is intended or should be inferred.

