

Glossary Review

Purpose: This activity can be used to quickly orient participants to some of the terms that will be used when discussing high-leverage practices in special education.

Activity Overview

As with any body of knowledge, certain terminology may be used to define and/or describe the content. At the beginning of a presentation, consider orienting participants to terminology related to high-leverage practices.

Materials Needed

- The activity sheet, “High-Leverage Practices Glossary Challenge” [Note: A complete glossary is found on the High-Leverage Practices website at <https://highleveragepractices.org/wp-content/uploads/2017/06/Glossary.pdf> and in the book, *High-Leverage Practices in Special Education*.]

Time needed: 15 minutes.

Activity Steps

- Introduce activity by explaining that certain terminology often is associated with high-leverage practices in special education. As a warm-up to the topic, participants will have a chance to activate their prior knowledge of selected terms and identify any terms that need explanation. Note that the terms selected are only a sampling of the full glossary of terms.

- If working in a large group, ask participants to work in small groups of two to four people. Distribute the activity sheet. Group challenge: To match the terms with the definition in a short period of time. Allow 5 minutes.
- Reconvene the large group and ask participants to share their results. Note the glossary terms that received high recognition and those that did not.
- Point out that high-leverage practices are frequently occurring, essential educational practices that all special education teachers 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. As such, terms in the glossary may relate to the practice (such as explicit instruction and scaffolded instruction), relate to the special education context (such as comprehensive learner profiles), or relate to research terminology associated with evidence-based practice (such as fidelity of implementation).
- Refer participants to the online glossary to review additional terms associated with high-leverage practices in special education.

Answer Key

Assistive technology (4); Benchmark (3); Collaboration (10); Comprehensive learner profile (9); Content scaffolding (1); Evidence-based practice (5); Fidelity of implementation (2); Explicit instruction (8); Intensive intervention (6); Universal design for learning (7).



High-Leverage Practices Glossary Challenge

Instructions: Match the term with the definition:

Terms

- ___ Assistive technology
- ___ Benchmark
- ___ Collaboration
- ___ Comprehensive learner profile
- ___ Content scaffolding
- ___ Evidence-based practice
- ___ Fidelity of implementation
- ___ Explicit instruction
- ___ Intensive intervention
- ___ Universal design for learning

Definitions

1. Instructional strategy in which educators teach material that is not too difficult or unfamiliar to students learning a new skill.
2. The degree to which an intervention is implemented accurately, following the guidelines or restrictions of its developers.
3. A typical or expected performance level for a given skill (e.g., reading) that serves as a general indicator of a student's overall progress.
4. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.
5. Educational practice or strategy that has empirical evidence to support its efficacy.
6. Additional instruction designed to support and reinforce classroom skills characterized by increased intensity and individualization based on data.
7. A research-based framework for teachers to incorporate flexible materials, techniques, and strategies for delivering instruction and for students to demonstrate their knowledge in a variety of ways.
8. Instructional approach in which teachers clearly identify the expectations for learning, highlight important details of the concept or skill, offer precise instruction, and connect new learning to earlier lessons and materials.
9. Provides information about a student's academic, social/emotional, functional, and motivational strengths and needs as a means of establishing how a student learns best (i.e., how the student gathers, processes, and applies information). Includes information about a student's interests, culture, and language. Teachers use it to craft a robust IEP.
10. A style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal.