

# Sharing Strategies That Reflect High-Leverage Practices



**Purpose:** This activity—which uses an enhanced resource—can engage small groups of participants in discussing select high-leverage practices.

## Activity Overview

When presenting the high-leverage practices, it is helpful to show what the practices look like in the classroom. Descriptions of strategies and step-by-step examples offer participants an opportunity to understand how they might use those practices in their own teaching.

*TEACHING Exceptional Children* is a practitioner-oriented journal. Among other things, it provides practical, how-to guidance for evidence-based practices and strategies. In this activity, participants use the special issue (volume 50, number 4), “Putting High-Leverage Practices Into Practice,” to enhance their knowledge and understanding of selected high-leverage practices. The activity also serves as a springboard for discussion.

## Materials Needed

- The special issue of *TEACHING Exceptional Children* (volume 50, number 4). There are nine available articles. [Note: While the activity uses this journal issue, you can substitute other published sources, such as the chapters in *High Leverage Practices for Inclusive Classrooms*.]
- Attached activity sheets, “Learning More About Strategies That Reflect High-Leverage Practices,” contain the name of the article and conversation starters.

## Activity Steps

- Introduce the activity. The purpose is to read an article that is aligned with one of the high-leverage

practices and to discuss how the strategy represents the practice. After reviewing and discussing the article, groups will be invited to share their findings and reactions with the larger group.

- Have participants form groups of three to five people. If you’re working with a smaller group, have participants work with a partner. Have groups choose an article to read.
- Reconvene and ask each group to share what they learned.

Time needed: Allow 30 minutes for teams to read and discuss. Allow each team 5 minutes to report to the full group.

Variation: If you are meeting in multiple sessions with your group, consider asking individuals to read the article in advance of the group meeting.

## Conversation Starters:

- Summarize the article.
- Identify the high-leverage practice reflected and/or embodied in the article. How did the article reflect and embody the high-leverage practice?
- Do you currently use the strategy described in the article or a variation of it? Describe what you do.
- Are there other approaches/guidance that teachers use that might reflect and/or embody the high-leverage practice reflected in the article?



## Learning More About Strategies That Reflect High-Leverage Practice

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### High-Leverage Practice:

HLP2: Organize and facilitate effective meetings with professionals and families.

### Name of Article on HLP2:

“Developing Collaborative Partnerships With Culturally and Linguistically Diverse Families During the IEP Process”

### 1. How does the article reflect and embody the high-leverage practice?

### 2. Do you currently use the strategy described in the article or a variation of it? Describe what you do.

### 3. Are there other approaches/guidance that teachers use that might reflect and/or embody the high-leverage practice reflected in the article?



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### High-Leverage Practice:

HLP3: Collaborate with families to support student learning and secure needed services.

### Name of Article on HLP3:

“Strategies for Helping Parents of Young Children Address Challenging Behaviors in the Home”

#### 1. How does the article reflect and embody the high-leverage practice?

#### 2. Do you currently use the strategy described in the article or a variation of it? Describe what you do.

#### 3. Are there other approaches/guidance that teachers use that might reflect and/or embody the high-leverage practice reflected in the article?



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### High-Leverage Practice:

HLP6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

### Name of Article on HLP6:

“The Taxonomy of Intervention Intensity”

1. How does the article reflect and embody the high-leverage practice?

2. Do you currently use the strategy described in the article or a variation of it? Describe what you do.

3. Are there other approaches/guidance that teachers use that might reflect and/or embody the high-leverage practice reflected in the article?



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### High-Leverage Practice:

HLP7: Establish a consistent, organized, and respectful learning environment.

### Name of Article on HLP7:

“Teacher-Provided Positive Attending to Improve Student Behavior: A Brief Guide”

#### 1. How does the article reflect and embody the high-leverage practice?

#### 2. Do you currently use the strategy described in the article or a variation of it? Describe what you do.

#### 3. Are there other approaches/guidance that teachers use that might reflect and/or embody the high-leverage practice reflected in the article?



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### High-Leverage Practice:

HLP8: Provide positive and constructive feedback to guide students' learning and behavior.

### Name of Article on HLP8:

“Designing and Implementing Group Contingencies in the Classroom: A Teacher’s Guide”

1. How does the article reflect and embody the high-leverage practice?

2. Do you currently use the strategy described in the article or a variation of it? Describe what you do.

3. Are there other approaches/guidance that teachers use that might reflect and/or embody the high-leverage practice reflected in the article?



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### High-Leverage Practice:

HLP11: Identify and prioritize long- and short-term learning goals.

### Name of Article on HLP11:

“10 Research-Based Tips for Enhancing Literacy Instruction for Children and Adolescents With Intellectual Disability”

1. How does the article reflect and embody the high-leverage practice?

2. Do you currently use the strategy described in the article or a variation of it? Describe what you do.

3. Are there other approaches/guidance that teachers use that might reflect and/or embody the high-leverage practice reflected in the article?



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### High-Leverage Practice:

HLP14: Teach cognitive and metacognitive strategies to support learning and independence.

### Name of Article on HLP14:

“FIX: A Strategic Approach to Writing and Revision for Students With Learning Disabilities”

#### 1. How does the article reflect and embody the high-leverage practice?

#### 2. Do you currently use the strategy described in the article or a variation of it? Describe what you do.

#### 3. Are there other approaches/guidance that teachers use that might reflect and/or embody the high-leverage practice reflected in the article?





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### High-Leverage Practice:

HLP15: Provide scaffolded supports.

### Name of Article on HLP15:

“Whole-Group Response Strategies to Promote Student Engagement in Inclusive Classrooms”

1. How does the article reflect and embody the high-leverage practice?

2. Do you currently use the strategy described in the article or a variation of it? Describe what you do.

3. Are there other approaches/guidance that teachers use that might reflect and/or embody the high-leverage practice reflected in the article?



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### High-Leverage Practice:

HLP16: Use explicit instruction.

### Name of Article on HLP16:

“Using Explicit and Systematic Instruction to Support Working Memory”

1. How does the article reflect and embody the high-leverage practice?

2. Do you currently use the strategy described in the article or a variation of it? Describe what you do.

3. Are there other approaches/guidance that teachers use that might reflect and/or embody the high-leverage practice reflected in the article?