



# High-Leverage Practices in Special Education

## OVERVIEW





- What constitutes an effective special educator?
- What instructional practices are best for fostering student engagement and learning?





High-leverage practices are frequently occurring educational practices that *all* K–12 special educators should know how to do.







*“Research has demonstrated that there is nothing more important to improving outcomes for students with disabilities and others who struggle in school than improving the practice of their teachers.”*



## Current Demands Call for

- Increasing achievement levels.
- Ensuring that *all* students are college or career ready upon high school completion.





## Identification of High-Leverage Practices

### The Council for Exceptional Children

- Appointed a Writing Team
- Set Criteria for Identifying Practices
- Drafted a Set of Practices and Engaged in Consensus Building



In 2016 the CEC Board of Directors approved the list of twenty-two practices.





## The twenty-two high-leverage practices cover the areas of:

- **Collaboration**
- **Assessment**
- **Social/Emotional/Behavioral**
- **Instruction**







## High-Leverage Collaboration Practices

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.





## High-Leverage Assessment Practices

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.







## High-Leverage Social/Emotional/ Behavioral Practices

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.





## High-Leverage Instruction Practices

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.





# High-Leverage Instruction Practices

(continued)

- 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.







# High-Leverage Instruction Practices

(continued)

- 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.





## CEC Resources on High-Leverage Practices

- *[www.highleveragepractices.org](http://www.highleveragepractices.org)*
- **Books and other print materials**
- **Videos**
- **Webinars**
- **Professional development tools**



# Contact

## Council for Exceptional Children

*[www.cec.sped.org](http://www.cec.sped.org)*







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