

# Slide Presentation: Instruction

---

**Purpose:** This tool provides talking points that can be used with the high-leverage instruction practices slides.

The “Slide Presentation: Instruction” is to be used with the “A Look at Instruction Practices” slides to introduce high-leverage instruction practices in special education. A blank slide at the end can be used to create personalized slides for such things as your contact information, a list of resources that are available to participants in the school or district, a description of ongoing high-leverage practice activities that are already being used in the district, etc. It is designed as a PDF fillable form that you can digitally populate.

In addition, suggested talking points are provided for each slide. Some optional conversation starters also are given that might be used during the presentation to engage participants in thinking about the topic.

The required amount of time will vary across presenters, depending on how many of the talking points are used, the number of conversation starters, and the style of the presenter. In general, the slide presentation (without conversation starters) should take approximately 10 minutes.

This professional development guide also includes a set of overview slides and sets of additional slides that can be used to look more deeply at a practice area (collaboration, assessment, social/emotional/behavioral, and instruction). Practice-area slides can be integrated into the overview slide set or used as a stand-alone slide presentation at various points in the presentation. All slide sets include suggested talking points and optional conversation starters.



## Slide Presentation: Instruction Talking Points and Optional Conversation Starters

### Slides: Instruction

#### Slide 1:

##### *A Look at Instruction Practices (Cover Page)*

**Talking Points:** High-leverage practices are frequently occurring educational practices that *all* K-12 special educators should know how to do. To make the twenty-two practices more understandable and easier to use, they are organized around four intertwined areas of practice. Instruction is one area of practice.

#### Slide 2:

##### *Teaching students with disabilities is a strategic, flexible, and recursive process.*

**Talking Points:** Effective special education teachers use content knowledge, pedagogical knowledge, and data on student learning to design, deliver, and evaluate instruction. Teachers value diverse perspectives and incorporate knowledge about students' backgrounds, culture, and language in their instructional decisions.

#### Slide 3:

##### *High-Leverage Instruction Practice 11*

- *Identify and prioritize long- and short-term learning goals.*

**Talking Points:** Effective special education teachers prioritize what is most important for students to learn by providing meaningful access to and success in the general

education curriculum and other contextually relevant curricula. Teachers use grade-level standards, assessment data and learning progressions, students' prior knowledge, and individualized education program (IEP) goals and benchmarks to make decisions about what to emphasize, and then develop long- and short-term goals accordingly. They understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components.

#### Slide 4:

##### *High-Leverage Instruction Practice 12*

- *Systematically design instruction toward specific learning goals.*

**Talking Points:** Effective special education teachers help students develop important concepts and skills that provide the foundation for more complex learning. Teachers sequence lessons that build on each other, activate students' prior knowledge, and show how each lesson "fits" with previous ones. They make connections explicit in both planning and delivery. During planning, teachers carefully consider learning goals, determine what is involved in reaching the goals, and allocate time accordingly. Ongoing changes (e.g., pacing, examples) occur throughout the sequence based on student performance.



## Slide Presentation: Instruction (continued)

### Slide 5:

#### ***High-Leverage Instruction Practice 13***

- ***Adapt curriculum tasks and materials for specific learning goals.***

**Talking Points:** Effective special education teachers assess individual student needs and adapt curriculum materials and tasks so that students can meet instructional goals. Teachers select materials and tasks based on student needs, use relevant technology, and make modifications by highlighting relevant information, changing task directions, and decreasing the amount of material. Teachers make strategic decisions on content coverage (e.g., essential curriculum elements), meaningfulness of tasks to meet stated goals, and criteria for student success.

### Slide 6:

#### ***High-Leverage Instruction Practice 14***

- ***Teach cognitive and metacognitive strategies to support learning and independence.***

**Talking Points:** Effective special education teachers explicitly teach cognitive and metacognitive processing strategies to support memory, attention, and self-regulation of learning. Learning involves not only understanding content but also using cognitive processes to solve problems, regulate attention, organize thoughts and materials, and monitor one's own thinking. Self-regulation and metacognitive strategy instruction are integrated into lessons on academic content through modeling

and explicit instruction. Students learn to monitor and evaluate their performance in relation to explicit goals and make necessary adjustments to improve learning.

### Slide 7:

#### ***High-Leverage Instruction Practice 15***

- ***Provide scaffolded supports.***

**Talking Points:** Scaffolded supports provide temporary assistance for students so that they can successfully complete tasks that they cannot yet perform independently and with a high rate of success. Effective special education teachers select powerful visual, verbal, and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some scaffolded supports are planned prior to lessons, and some are provided responsively during instruction.

### Slide 8:

#### ***High-Leverage Instruction Practice 16***

- ***Use explicit instruction.***

**Talking Points:** Effective special education teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples,



## Slide Presentation: Instruction (continued)

non-examples, and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes that students need in order to understand content and concepts, apply skills, and complete tasks successfully and independently.

### Slide 9:

#### ***High-Leverage Instruction Practice 17***

- ***Use flexible grouping.***

**Talking Points:** Effective special education teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic-related interactions, and teach students to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.

### Slide 10:

#### ***High-Leverage Instruction Practice 18***

- ***Use strategies to promote active student engagement.***

**Talking Points:** Active student engagement is critical to academic success. Effective special education teachers use a variety of instructional strategies that result in active student responding. Teachers must initially build positive student-teacher relationships to foster engagement and motivate reluctant learners. They promote engagement by connecting learning to students' lives (e.g., knowing students' academic and cultural backgrounds) and using a variety of teacher-led (e.g., choral responding and response cards), peer-assisted (e.g., cooperative learning and peer tutoring), student-regulated (e.g., self-management), and technology-supported strategies that research has shown result in increased student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance.

### Slide 11:

#### ***High-Leverage Instruction Practice 19***

- ***Use assistive and instructional technologies.***

**Talking Points:** Effective special education teachers select and implement assistive and instructional technologies to support



## Slide Presentation: Instruction (continued)

the needs of students with disabilities. They select and use augmentative and alternative communication devices and assistive and instructional technology products to promote student learning and independence. They evaluate new technology options given student needs; make informed instructional decisions grounded in evidence, professional wisdom, and students' IEP goals; and advocate for administrative support in technology implementation. Teachers use a universal design for learning framework to select, design, implement, and evaluate important student outcomes.

### Slide 12:

#### ***High-Leverage Instruction Practice 20***

- ***Provide intensive instruction.***

**Talking Points:** Effective special education teachers match the intensity of instruction to the intensity of the student's learning and behavioral challenges. Intensive instruction involves working with students with similar needs on a low number of high-priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit, and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.

### Slide 13:

#### ***High-Leverage Instruction Practice 21***

- ***Teach students to maintain and generalize new learning across time and settings.***

**Talking Points:** Effective special education teachers employ techniques, such as using numerous examples, to teach students to generalize and maintain newly acquired knowledge and skills. They promote maintenance by systematically using schedules of reinforcement, providing frequent material reviews, and teaching skills that are reinforced by the natural environment beyond the classroom. Students learn to use new knowledge and skills in places and situations other than the original learning environment and maintain their use in the absence of ongoing instruction.

### Slide 14:

#### ***High-Leverage Instruction Practice 22***

- ***Provide positive and constructive feedback to guide students' learning and behavior.***

**Talking Points:** Effective special education teachers use feedback to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Feedback should be goal directed and delivered strategically; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to



## Slide Presentation: Instruction (continued)

improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with the task and phase of learning (e.g., acquisition, fluency, and maintenance).

Teachers should provide ongoing feedback until learners reach their established learning goals.

### Slide 15:

***Effective special education teachers base their instruction and support of students with disabilities on the best available evidence, combined with their professional***

***judgment and knowledge of individual student needs.***

**Talking Points:** Effective special education teachers plan and deliver well-designed instruction that is strategic and adaptable. Instruction should focus on learning goals, be explicit and flexible, and incorporate various learning tools such as technology.

**Optional:** Ask participants, “Looking at the twelve high-leverage instruction practices, which ones do you use regularly, which do you use sometimes, and which do you use rarely?” “Which instruction practices would you like to learn more about?”