HLP 7

Establish a consistent, organized, and respectful learning environment.

- Present expectations, rules, and procedures used across school environments in terms that are **observable**, **measurable**, **positively stated**, **understandable**, and always applicable.
- Ensure expectations, rules, and procedures reflect the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school.
- Establish and explicitly teach three to five positively-stated expectations (e.g., be respectful, be responsible, and be safe) across school environments, incorporating student and stakeholder input as appropriate.
- Establish and explicitly teach specific behaviors (i.e., set classroom rules) for meeting each expectation across school environments, incorporating student input as appropriate.
- Establish and explicitly teach consistent classroom procedures to support students' ability to accomplish tasks (e.g., lining up, sharpening pencils, accessing missing work, etc.), incorporating student input as appropriate.
- Revisit/reteach expectations, rules, and procedures that have been established across various school environments throughout the school year as needed, maintaining consistent language when doing so.
- Provide students a rationale for the importance of expectations, rules, and procedures.
- Understand that all behavior is communication (i.e., functions of behavior) and take this into consideration when interpreting and responding to student behavior.
- Encourage adherence to expectations, rules, and procedures across all school environments by:
  - Limiting unstructured time;
  - Posting expectations, rules, and procedures in high-visibility areas;
  - Laying out the classroom and other high-traffic areas in a way that maximizes space, has a logical flow, and meets the needs of all students;
  - Using precorrection procedures; and
  - Providing frequent, consistent, positive, and specific feedback to students on their behavior.

Tips for Faculty to Support Candidate's Learning and Enactment

Introduce – Model explicit explanations of observable, measurable, positively stated, and understandable expectations, rules, and procedures. Provide candidates with an observation rubric to complete during the model.

Prepare – Provide candidates with 10-12 potential expectations, rules, and procedures for which they must write rationales to share with students and precorrection procedures.

Enact – Provide opportunities for candidates to observe in a classroom noting various behaviors and writing possible functions of the behavior, and the teachers' response to the behavior. Hold a post-observation discussion noting possible interpretations and responses.

Analyze – Provide candidates with multiple examples of expectations, rules, and procedures. Ask candidates to analyze them and reflect on the extent to which cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why should we treat behavioral challenges the same way we treat academic challenges?
- In what ways are addressing behavioral challenges and academic challenges similar?
- Why should desired (and, in some instances, undesired) behaviors be explicitly taught and modeled?
- Should data inform teachers' work in the behavioral domain as much as in the academic domain? Why or why not?
- What will respect, responsibility, best effort, etc., mean or look like in your classroom, and what informed your responses?
- Do the classroom's and school's expectations, rules, and procedures reflect the cultures, values, and beliefs of the students and families we serve?
- Why should school staff provide students with a rationale for the importance of expectations, rules, and procedures?

References and Additional Resources

CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

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.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppar, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Jacobs, J., & Perez, J. I. (2023). A qualitative metasynthesis of teacher educator self-studies on social justice: Articulating a social justice pedagogy. Teaching and Teacher Education, 123, 103994.

Maheady, L. J., Patti, A. L., Rafferty, L. A., & del Prado Hill, P. (2019). School–university partnerships: One institution's efforts to integrate and support teacher use of high-leverage practices. Remedial and Special Education, 40(6), 356-364.

Nagro, S. A., Hirsch, S. E., & Kennedy, M. J. (2020). A Self-Led Approach to Improving Classroom Management Practices Using Video Analysis. TEACHING Exceptional Children, 53(1), 004005992091432. https://doi. org/10.1177/0040059920914329

Rivera, M. O., & McKeithan, G. K. (2021). High-leverage social, emotional and behavioural practices for students with disabilities in inclusive settings. Educational Review, 73(4), 436-450.

Taylor, J., & Bhana, N. (2021). Incorporating High-Leverage Practice 7 in classroom/behavior management courses: Creating supportive learning environments. Journal of Special Education Preparation, 1(1), 47-54.

This resource is intended to support educator preparation faculty and staff looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site. Additional resources and content can located at www.highleveragepractices.org and at https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/.