



Instruction in Behavior and Academics

HLP Pillars

HLP 7

Establish consistent, organized, and responsive learning environments.

HLP 16

Use explicit instruction.

Embedded HLPs

What to teach	How to teach
HLP 9: Teach social behaviors.	HLP 13: Adapt curriculum tasks and materials for specific learning goals.
HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.	HLP 15: Provide scaffolded supports.
HLP 17: Teach students to maintain and generalize new learning across time and settings.	HLP 18: Use strategies to promote active student engagement.
	HLP 19: Use assistive and instructional technologies.
	HLP 22: Provide positive and meaningful feedback to guide students' learning (HLP 22) and behavior (HLP 10).

HLP 19: Use Assistive and Instructional Technology

Educators, in collaboration with assistive technology specialists, select and use augmentative and alternative communication devices and assistive and instructional technology tools to promote student learning and independence. Every Individualized Education Plan (IEP) is required to have a statement of needed assistive technology supports and these can be included among the list of formal accommodations and modifications. Educators evaluate new technology options given student needs; make informed instructional decisions grounded in evidence, professional wisdom and experience, and students' IEP goals; and advocate for administrative support in technology implementation. Additionally, artificial intelligence (AI) tools hold the potential to transform the field by tailoring instruction to individual student needs by analyzing learning patterns and adjusting content accordingly. HLP 19 is an essential embedded practice under Pillar Practices 7 and 16 within the Instruction in Behavior and Academics Domain.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation, and feedback efforts at their school site.

Teachers Who Effectively Use Assistive And Instructional Technology

Student Learning Through Assistive Technologies (AT)

- Consider the AT needs of students as they relate to goals, access to the general curriculum, and extracurricular activities through the Student, Environment, Tasks, and Tools (SETT) process. SETT focuses on:
 - The students' strengths and needs
 - The environments in which the student learns and socializes, as well as the supports currently available in those environments
 - The tasks that the student is expected to do
 - The tools, including AT devices and services, that might support the student in successfully participating in tasks
- Directly integrate AT into the student's IEP goals, as applicable.
- Collect and analyze data about the student's use of AT across instructional settings to determine if changes to AT devices or services are needed.

Support Learning Through Instructional Technologies (IT) in Core Academic Content Areas

- Evaluate how IT can minimize reading challenges, increase engagement, reduce cognitive load, or provide additional methods of presenting information.
- Evaluate accessibility barriers that students may face when using IT.
- Provide students with:
 - Explicit instruction in how to use IT
 - The purpose of using it
 - A model of how to use it
 - Scaffolded practice opportunities to build to independence
- Evaluate the effectiveness of IT to support students with achieving learning goals.
- Consider principles of the UDL framework when designing and delivering instruction, including:
 - Using technology to increase engagement
 - Using technology to increase access to content
 - Using technology to provide options for students to demonstrate understanding

Tips for School Leaders to Support Teachers

- Provide educators with instruction, professional development, and/ or coaching in a range of AT and IT options that can be used in a wide variety of settings/content areas.
- Observe teachers using IT and provide feedback on the extent to which it is a good match for students' needs and the demands of the curriculum.
- Encourage collaboration among content teachers, technology coordinators, and special education teachers to learn about new technologies or "tricks" to using familiar technologies.
- Provide support to teachers and other staff members who may be hesitant or uncomfortable with using (or helping students use) AT and/or IT. Help them use technology by making the benefits of its use visible through modeling/coaching.

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

- Why should educators be critical evaluators of technologies that they use with students (both with and without disabilities)?
- What is an example of an instance where IT cannot provide enough support to a student and AT should be considered instead?
- What systems are in place to evaluate the effectiveness of technology tools in supporting student learning outcomes?
- How are special education teachers and general education teachers collaborating to select and implement technology tools?
- What role do families play in the selection and use of assistive technology, and how are we engaging them?

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