



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

HLP 9: Teach social behaviors.

HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

HLP 21: Teach students to maintain and generalize new learning across time and settings.

How to teach

HLP 13: Adapt curriculum tasks and materials for specific learning goals.

HLP 15: Provide scaffolded supports.

HLP 17: Use flexible grouping.

HLP 18: Use strategies to promote active student engagement.

HLP 19: Use assistive and instructional technologies.

HLP 8/22: Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 8).

HLP 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

Positive and constructive feedback is used to guide students' learning and behavior in all instructional settings and across all instructional conditions. Providing specific, individualized positive and corrective feedback is considered ideal, and occurs when educators recognize that the complexity or significance of the task or repeated nature of the error necessitates a one-on-one conference with the student. The effective provision of feedback is one of the most important instructional practices for teachers. Feedback is used to guide student learning and behavior and increase motivation, engagement, and independence. Feedback should be goal directed and is most effective when the learner has a goal, and the feedback informs the learner how to improve performance toward reaching that goal.

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 Provide Positive and Constructive Feedback

- Help bridge the gap between students' current understanding and learning goals by considering the following feedback questions:
 - Where is the student going?
 - How is the student getting there?
 - Where will the student go next?
- Scaffold students' learning by providing feedback at the following levels:
 - Task level (i.e., understanding and doing a task)
 - Process level (i.e., understanding the strategies needed to do the task)
 - Self-regulation level (i.e., self-monitoring actions)
- Provide clear, specific feedback that verifies and elaborates on student performance.
- Provide feedback that is focused on the task or process, not the learner.
- Provide immediate feedback, especially for individuals who are struggling.
- Use goal-directed feedback.
- Focus feedback on misunderstandings rather than a lack of information.
- Consider students' developmental level, learning histories, cultural background, age, and other personal factors when providing feedback.

Tips for School Leaders to Support Teachers

- Provide educators with instruction, professional development, and/or coaching in types and use of effective feedback to ensure fidelity with implementing such across a variety of settings.
- Remember to provide feedback to educators on their use and quality of feedback that they deliver to students. If improvement is needed, provide coaching or other supports.
- Model the delivery of effective feedback to students across a wide range of settings to make this expectation visible to all professionals in the building.

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

- What training or resources do teachers need to feel confident in giving feedback to students with disabilities?
- How can school leaders model and reinforce constructive feedback practices in their own interactions with staff?
- What feedback have we collected from students about the feedback they receive, and how can we use it to improve?

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