

INTRODUCTORY VIDEO TO THE SERIES TRANSCRIPT

Welcome to our new series on high leverage practices, also known as HLPs for students with disabilities. The purpose of this series is to introduce each HLP and provide a brief demonstration of each practice.

It would be amazing if viewers could watch this series and walk away knowing everything they need to about the HLPs, but, that isn't realistic, or even our purpose. Instead, this video series is one tool at your disposal when learning about these critical practices during coursework, professional development, and other independent learning. Learning about the HLPs takes commitment, hard work, and lots of practice in the classroom.

This video is split into two parts. First, we introduce and define HLPs. Second, we provide a roadmap for the remainder of the videos in this series, and highlight other available resources.

Part 1, what are HLPs?

In many schools, students with disabilities can comprise over 10% of the student body. This means it is likely that every teacher will have responsibility for supporting the unique needs of these students.

All teachers therefore need a repertoire of effective teaching practices. The goal is to ensure all students receive meaningful access to and make appropriate progress within the general education curriculum. The individualized education plan spells out the relevant placements and supports for students with disabilities. This is where the high leverage practices come in.

The HLPs are practices that are foundational to effective teaching. These are practices we want graduates of teacher education programs and then inservice teachers to use on a regular basis. Please note the HLPs are intended to complement, not replace intense, data-driven interventions provided by special educators and other specialists to students with disabilities.

HLPs must be fundamental to effective teaching, used frequently by teachers, cut across instructional content, apply to many age levels and different types of learners, and improve student outcomes. A key component of HLPs is they can be broken down into component parts so teachers can learn to implement them with fidelity.

HLPs are appropriate for use with all students. Not only those with disabilities. This means general and special education teachers, regardless of grade level or instructional setting could use these practices to support students in addition to their existing repertoire of intensive, data-driven interventions.



High-Leverage Practices in Special Education

These HLPs are intended to complement, not replace intense, data-driven interventions provided by special educators and other specialists to students with disabilities.

In fact, many HLPs are necessary for implementing evidence-based practices effectively (for example providing high quality feedback), and, some HLPs are evidence-based practices, such as use explicit instruction, or conduct functional behavioral assessments.

Part 2: Roadmap for this video series.

We conclude with a look forward to what viewers can expect from this video series. There are 22 HLPs divided across four broad domains: Collaboration, Assessment, Social/Emotional/Behavioral, and Instruction.

A brief video introducing each HLP is available on www.highleveragepractices.org, and on the CEEDAR Center Website. Each video contains a definition of the HLP, a brief review of research supporting its use, and several short exemplar videos from general and special education teachers implementing the practice. The sample videos are drawn from real teachers implementing HLPs with intensity matched to the unique learning or social needs of their students with and without IEPs.

The videos help illustrate content included in the High Leverage Practice Book available from CEC, and on the CEEDAR center website. However, the videos are not a substitute for the HLP book, or other professional learning opportunities.

To accompany each video, additional resources are available. These resources include additional video clips demonstrating each HLP, prompts for reflection and discussion, and links to other relevant resources, including the National Center for Intensive Intervention website.

It is our mission to help professionals learn about and implement the HLPs. Therefore, we hope you take advantage of these free resources, and then go forth to succeed on behalf of children with and without disabilities.



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