



## HLP VIDEO USER AGREEMENT

**Purpose:** The purpose of the HLP video series is to define high-leverage practices (HLPs) and provide a demonstration of what they look like in practice across both general education and special education settings.

**Before You Begin:** Prior to using the videos, we recommend that you view the [Introductory Video to the Series](#) so that you understand each video’s structure and intended purpose.

**User Agreement:** These videos represent an attempt to capture the use of HLPs in actual classrooms. The teachers and students featured in this video series are not actors. The teachers are certified professionals and were recruited following a nomination process from their school/district leadership. Parents of all students signed consent forms; many students have individualized education plans (IEPs). The teachers were asked to demonstrate specific HLPs, but did not receive a script. These videos are meant only as examples; viewer opinion on aspects of the videos will vary. Implementation of the HLPs might look different based on individual classroom circumstances.

### While permission to use these videos is not necessary, the citations should be:

| Video  | Citation   |
|--|--|
| <b>Intro to Video Series</b>                   | Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., & Rodgers, W. J. (2018). Welcome to our new series on high leverage practices for special education. <a href="https://highleveragepractices.org/701-2-2/">https://highleveragepractices.org/701-2-2/</a>   |
| <b>#16 Explicit Instruction</b>                | Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., Rodgers, W. J. (2018). High-leverage practice #16: Use explicit instruction. <a href="https://highleveragepractices.org/701-2/">https://highleveragepractices.org/701-2/</a>   |
| <b>#12 Systematically Designed Instruction</b> | Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., Rodgers, W. J. (2018). High-leverage practice #12: Systematically design instruction towards learning goals. <a href="https://highleveragepractices.org/701-2-4/">https://highleveragepractices.org/701-2-4/</a>                                   |
| <b>#8 and #22 Feedback</b>                     | Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., & Rodgers, W. J. (2018). High-leverage practice #8 & #22: Provide positive and constructive feedback to guide students’ learning and behavior. <a href="https://highleveragepractices.org/701-2-3/">https://highleveragepractices.org/701-2-3/</a> |
| <b>#18 Student Engagement</b>                  | Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., Rodgers, W. J. (2018). High-leverage practice #18: Use strategies to promote active student engagement. <a href="https://highleveragepractices.org/701-2-5/">https://highleveragepractices.org/701-2-5/</a>  |
| <b>#7 Consistent Learning Environment</b>      | Kennedy, M. J., Hirsch, S. E., Peeples, K. N., Romig, J. E., Mathews, H. M., & Rodgers, W. J. (2018). High-leverage practice #7: Establish a consistent, organized, and respectful learning environment. <a href="https://highleveragepractices.org/701-2-4-2/">https://highleveragepractices.org/701-2-4-2/</a> |
| <b>#20 Intensive Instruction</b>               | Kennedy, M. J., Cook, L., Morano, S., & Peeples, K. N. (2019). High-leverage practice #20: Provide intensive instruction. <a href="https://highleveragepractices.org/701-2-4-3-2/">https://highleveragepractices.org/701-2-4-3-2/</a>  |
| <b>#17 Use Flexible Grouping</b>               | Kennedy, M. J., Cook, L., Morano, S., & Peeples, K. N. (2019). High-leverage practice #17: Use Flexible Grouping. <a href="https://highleveragepractices.org/701-2-4-3-4/">https://highleveragepractices.org/701-2-4-3-4/</a>  |

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