



High-Leverage Practices in Special Education

What Are HLPS?

“A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession” (Windschitl, Thompson, Braaten & Stroupe, 2012, p.880).

What Were Criteria for HLP Development?

- ❖ Focus directly on instructional practice.
- ❖ Occur with high frequency in teaching.
- ❖ Research based and known to foster student engagement and learning.
- ❖ Broadly applicable and usable in any content area or approach to teaching.
- ❖ Skillful execution is fundamental to effective teaching.

What Are the HLPs for Special Educators?

Collaboration

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment.
8. Teachers provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Teach students to maintain and generalize new learning across time and settings.
21. Provide Intensive instruction.

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96(5), 878-903.



Council for Exceptional Children
2900 Crystal Drive, Suite 100
Arlington, VA 22202 – 3557
www.cec.sped.org



Permission is granted to reproduce and adapt any portion of this publication with acknowledgment. Reference:
Council for Exceptional Children. (2016). *CEC's High-Leverage Practices for Special Educators*