

High Leverage Practices in Special Education  
Council for Exceptional Children & CEEDAR Center

- Why were HLP created - “To identify improved methods for supporting special education teacher candidates as they learn to use effective practices in their classrooms... and to provide a clear vision of effective teaching.” (p. 2-3, 4)
- What are HLPs? - “Practices that can be used to leverage student learning across different content areas, grade levels and student abilities and disabilities...HLPs might be used to teach evidence based practices at differing intensity levels and across tiers of instruction. HLPs also might be the fundamental skills needed to collaborate effectively with other educators and families...In short, these practices must represent the essence of effective practice in special education.” (p.9)
- “To ensure quality outcomes for students with disabilities, special education teachers should provide instruction that is evidence-based and highly responsive to these students’ complex and varied needs. Special education teachers must be flexible problem solvers who not only have expertise in using highly effective practices, but also are proficient in monitoring the effectiveness of these practices with individual students and making decisions regarding changes in practice as needed.” (p.8)
- There are 22 HLPs that are organized around four aspects of practice:
  - Collaboration
  - Assessment
  - Social/Emotional/Behavioral Practices
  - Instruction

<u>Collaboration</u>	
HLP 1	Collaborate with professionals to increase student success.
HLP 2	Organize and facilitate effective meetings with professionals and families.
HLP 3	Collaborate with families to support student learning and secure needed services
<u>Assessment</u>	
HLP 4	Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.
HLP 5	Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
HLP 6	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

<u>Social/Emotional/Behavioral Practices</u>	
HLP 7	Establish a consistent, organized, and respectful learning environment.
HLP 8	Provide positive and constructive feedback to guide students' learning and behavior.
HLP 9	Teach social behaviors.
HLP 10	Conduct functional behavioral assessments to develop individual student behavior support plans.
<u>Instruction</u>	
HLP 11	Identify and prioritize long- and short-term learning goals.
HLP 12	Systematically design instruction toward a specific learning goal.
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 16	Use explicit instruction.
HLP 17	Use flexible grouping.
HLP 18	Use strategies to promote active student engagement.
HLP 19	Use assistive and instructional technologies.
HLP 20	Provide intensive instruction.
HLP 21	Teach students to maintain and generalize new learning across time and settings.
HLP 22	Provide positive and constructive feedback to guide students' learning and behavior.