

High Leverage Practices for Diverse Learners

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Outcomes

- learn about the high leverage practices for diverse learners
- connect the high leverage practices to the 8 effective classroom practices
- learn practical ways to systematically implement the high leverage practices

Why HLPs?

Rapid changes in the field of Special Education

Teacher preparation programs are struggling to keep up

Evolving understanding of why learners struggle



Council for
Exceptional
Children





HLP 4 Aspects of Practice

- ⊙ Collaboration
- ⊙ Assessment
- ⊙ Social/emotional/behavioral
- ⊙ Instruction

Collaboration

- ⦿ Collaborate with professionals to increase student access
- ⦿ Organize and facilitate effective meetings with professionals and families
- ⦿ Collaborate with families to support student learning and secure needed services

Assessment

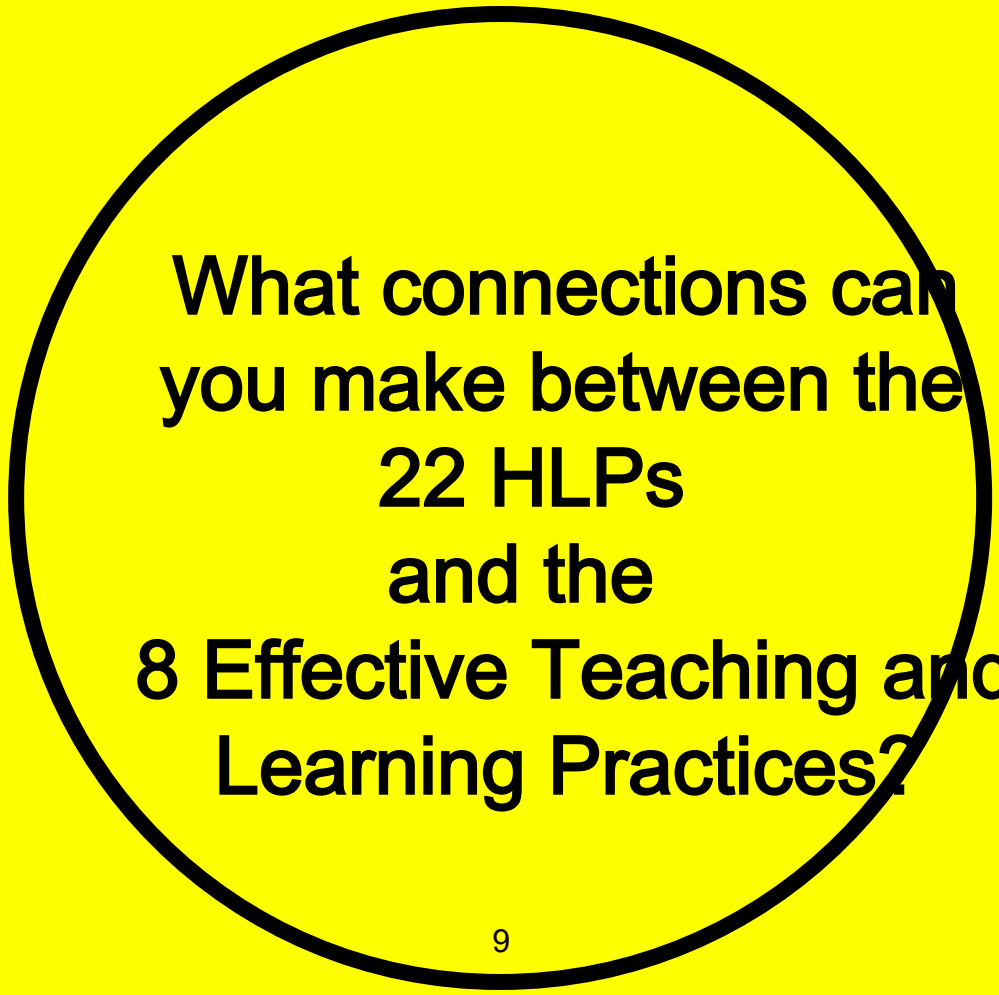
- ⊙ Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs
- ⊙ Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs
- ⊙ Use student assessment data, analyze instructional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

**Social/
Emotional/
Behavioral**

- ⊙ Establish a consistent, organized, and respectful learning environment
- ⊙ Provide positive and constructive feedback to guide students' learning and behavior
- ⊙ Teach social behaviors
- ⊙ Conduct functional behavioral assessments to develop individual student behavior support plans

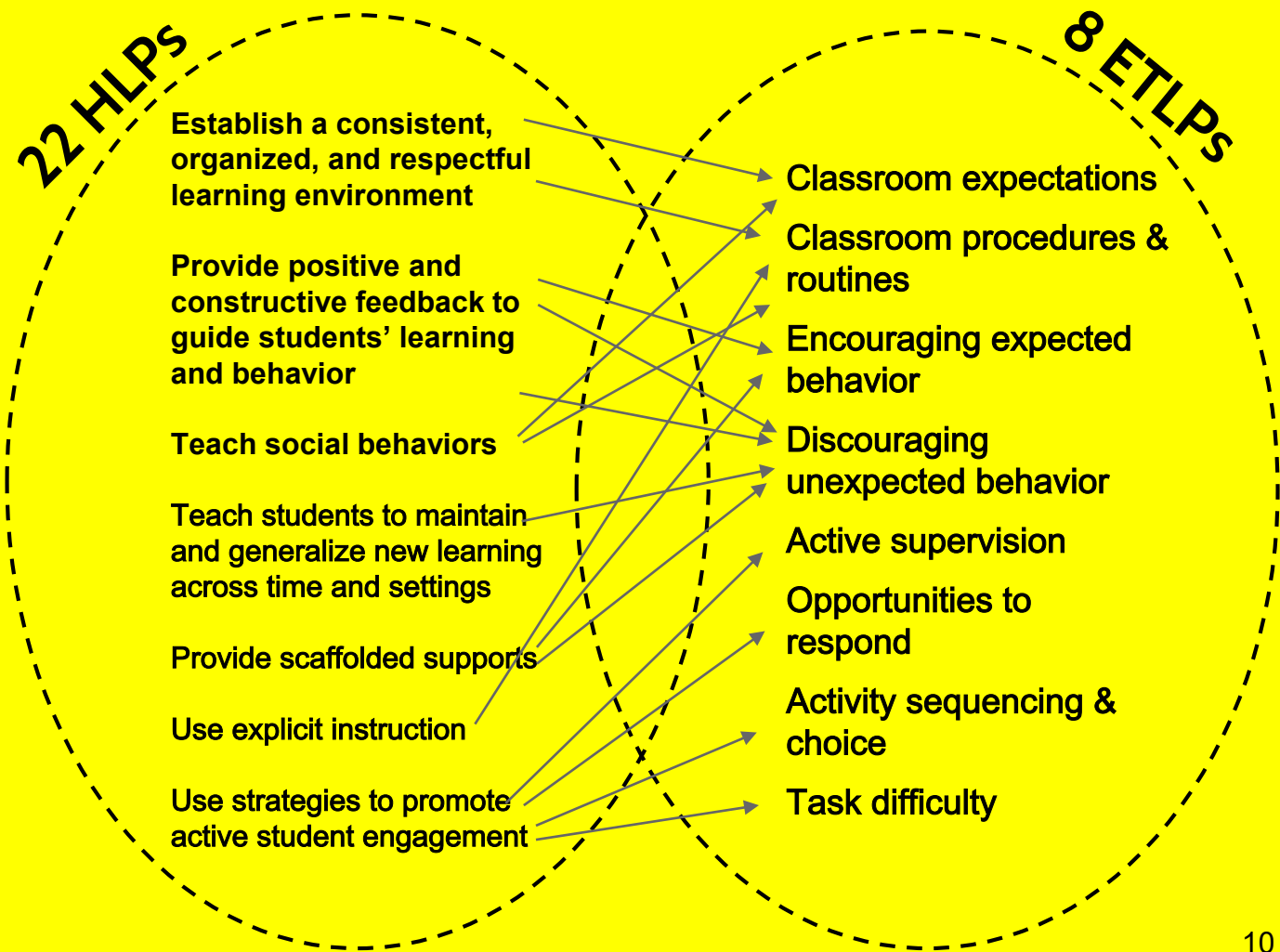
Instruction

- Identify and prioritize long- and short-term learning goals.
- Systematically design instruction toward a specific learning goal
- Adapt curriculum tasks and materials for specific learning goals
- Teach cognitive and metacognitive strategies to support learning and independence
- Provide scaffolded supports
- Use explicit instruction
- Use flexible grouping
- Use strategies to promote active student engagement
- Use assistive and instructional technologies
- Provide intensive instruction
- Teach students to maintain and generalize new learning across time and settings
- Provide positive and constructive feedback to guide students' learning and behavior



**What connections can
you make between the
22 HLPs
and the
8 Effective Teaching and
Learning Practices?**

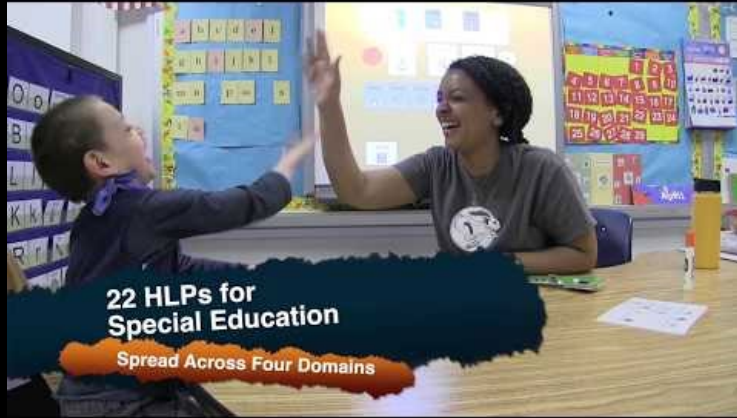
Connections



HLPs in Practice

**Consistent,
Organized,
and
Respectful
Environment**

- ⦿ Stay focused on what you want students to do
- ⦿ Teach classroom expectations, rules, and procedures in the same way you would teach academic skills
- ⦿ Consistently use the language of your classroom expectations, rules, and procedures



**Consistent,
Organized,
and
Respectful
Environment
in Action**



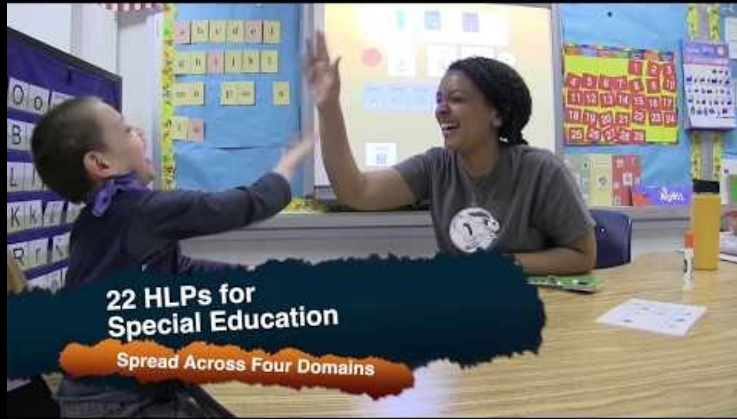
Using Feedback

- ⦿ Feedback should be specific, positive, and delivered contingently
- ⦿ Use corrective feedback to “teach”, not “punish”
- ⦿ Build in professional development opportunities that include performance feedback



Using Feedback

Type of Feedback	Example	Non-example
Positive General	“Way to go!”	“Stop it!”
Positive Behavior Specific	“Great job putting the art materials into the cabinet, table six.”	“Thanks for your help.”
Positive Process Centered	“Oliver, you worked really hard on your model. You used each problem solving step.”	“Oliver, I liked your model.”
Instructive	“That’s correct, Thomas. You place all the silverware in the bucket before putting the tray in the window.”	“Thanks, Thomas.”
Corrective	“There is one more step in the water cycle. Where would the clouds go on our poster, class?”	“We are missing a step.”



Using Feedback in Action

Teaching Social Skills

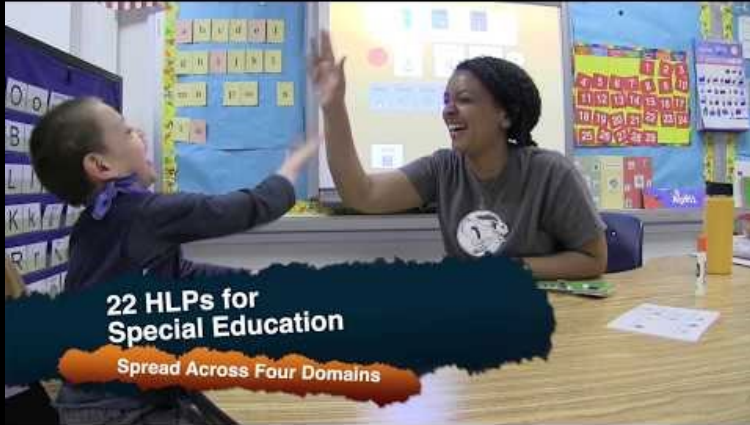
- ⦿ Follow effective instruction strategies to teach social skills
- ⦿ Organize groups around common social skills
- ⦿ Tie small group social skills to schoolwide or classroom expectations



Teaching Social Skills in Action

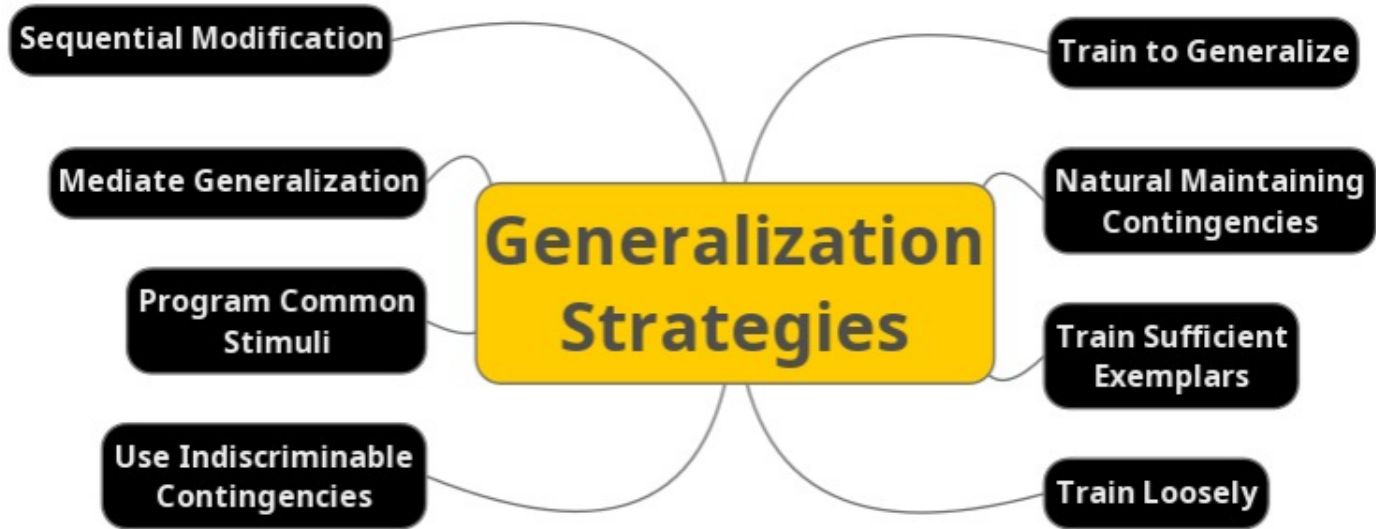
Use Strategies to Promote Active Student Engagement


- ⊙ Individualize to meet student needs
- ⊙ Remember: the instructional items students respond to and the feedback received for those responses determine what is learned
- ⊙ Remember: ASR (OTR) is not always better
- ⊙ Expand your repertoire of student engagement practices
 - Choral response, response cards, guided notes, classwide peer tutoring, collaborative learning, digital tools, etc.
- ⊙ Encourage “good noise”



**Use
Strategies to
Promote
Active
Student
Engagement
in Action**

Maintain and Generalize New Learning





Maintain and Generalize New Learning

- ⊙ Reinforcement Schedules
 - Continuous
 - Intermittent
 - Thinning
- ⊙ Overlearning trials and distributed practice
- ⊙ Teach learners to manage their own behavior
- ⊙ Use data to monitor



Research has clearly demonstrated that there is nothing more important to improving outcomes for students with disabilities and others who struggle in school than improving the practice of their teachers

Questions?

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Thanks