

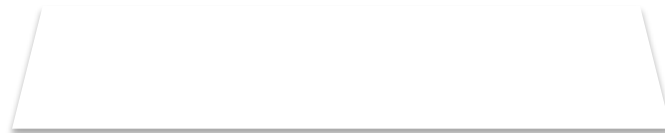
How are HLPs used?

- Components of HLP identified.
- Systematically taught to mastery.
- Taught in college classes, simulated settings, natural (classroom) settings
- Components integrated and used in classroom with coaching to develop fluency in use of HLP.
- Produce teachers with a foundation of critical skills when they enter the classroom.



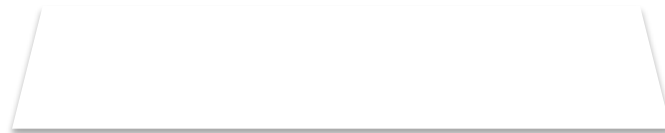
Brief descriptions of HLPs

- Collaboration
- Assessment
- Social/Behavioral
- Instruction



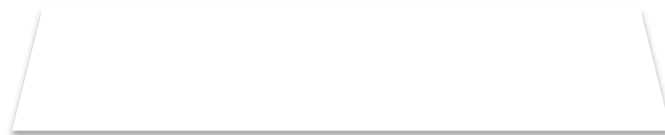
Collaboration HLPs

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



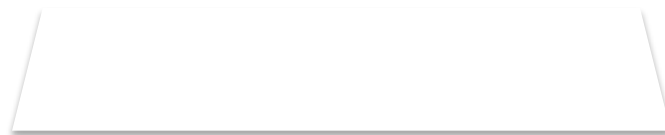
Assessment HLPs

4. Develop a comprehensive learner profile that is used to monitor student progress and plan instruction.
5. Communicate assessment information with stakeholders to collaboratively design educational programs.
6. Use assessment continuously to design, evaluation, and adjust instruction that is responsive to students' needs.



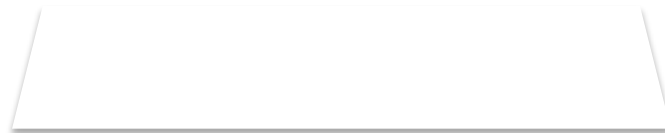
Social/Behavioral HLPs

7. Establish a consistent, organized, and respectful learning environment.
8. Provide appropriate rates of positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop student behavior intervention plans.



Instruction HLPs

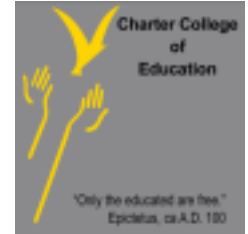
11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward a specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Use and explicitly teach strategies to support learning and independence.
15. Scaffold instruction.



Instruction HLPs--continued

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.
22. Analyze instruction for the purpose of improving it.

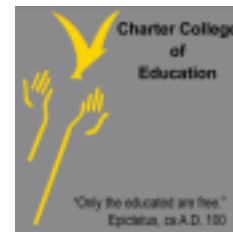




Cal State LA Examples

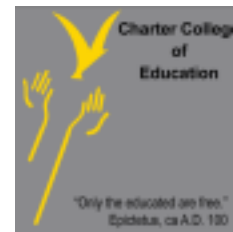
Social/Behavioral HLPs

- *Teach social behaviors.*
- *Conduct functional behavioral assessments to develop student behavior intervention plans*



Cal State LA Examples

EDSP 413: Behavior Supports, Social Skills, and classroom Management	Behavior change Project	<ul style="list-style-type: none">• Identify target behavior(s)• Conduct comprehensive FBA• Design and Implement behavior support plan• Reflect and adjust intervention as needed
EDSP 407: Directed Teaching in Special Education (Saturday LC)	Student Profiles	<ul style="list-style-type: none">• Use behavior screening measure to assess students' strengths and behavioral needs• Identify and implement modifications, accommodations and specific strengths• Evaluate students' social/behavioral progress and effectiveness of intervention



Cal State LA Examples

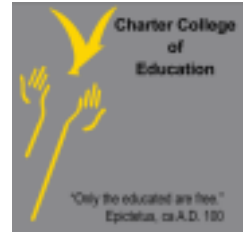
Assessment HLPs

- *Develop a comprehensive learner profile that is used to monitor student progress and plan instruction.*
- *Use assessment continuously to design, evaluation, and adjust instruction that is responsive to students' needs.*

Instruction HLPs

- *Systematically design instruction toward a specific learning goal.*
- *Adapt curriculum tasks and materials for specific learning goals.*
- *Scaffold instruction.*
- *Use explicit instruction.*
- *Provide intensive instruction.*

Cal State LA Examples



<p>EDSP 557 : Teaching Foundational Literacy Skills to Students with MM Disabilities</p>	<p>Diagnostic Reading Assessment and Intervention Project</p>	<ul style="list-style-type: none">• Informal diagnostic reading assessment• Identify instructional needs• Implement instruction plan using EBPs• Monitor progress• Reflect and evaluate instruction
<p>EDSP 489: Directed Teaching for the MM Credential</p>	<p>Progress Monitoring Project</p>	<ul style="list-style-type: none">• Use curriculum-based formative data• Establish specific instructional goals matched to student's PLP• Design explicit, intensive intervention using EBPs and appropriate adaptations• Monitor progress and modify instruction