Resources for Collaboration and Assessment of High Leverage Practices for Students with Disabilities

Benedict, A., Cornelius, K, & Acosta, K. (2019). Using multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs. In J. McLeskey, L. Maheady, B. Billingsley, M. T. Brownell, & T. J. Lewis (Eds.), High leverage practices for inclusive classrooms (pp. 51-66). Routledge.​

Chai, Z., & Lieberman-Betz, R. (2016). Strategies for helping parents of young children address challenging behaviors in the home. *TEACHING Exceptional Children, 48*, 186-194. <https://doi.org/10.1177/0040059915621754>​

Colorin Colorado! (n.d.). *Assessment and English language learners.* <https://www.colorincolorado.org/search-page?s=assessment>​

Council for Exceptional Children. (n.d.). *Assessment.* High-leverage practicesfor students with disabilities. <https://highleveragepractices.org/four-areas-practice-k-12/assessment>​

Council for Exceptional Children. (n.d.). *HLP leadership guides.* High-leverage practices for students with disabilities. <https://highleveragepractices.org/hlp-leadership-guides>​

Council for Exceptional Children. (n.d.). *Resource library.* High-leverage practices for students with disabilities. <https://highleveragepractices.org/search?query=%20&f%5B0%5D=i_want_to%3A240>​

Council for Exceptional Children. (n.d.). *Tightening the toolkit: Focusing reform on high-leverage practices.* High-leverage practices for students with disabilities. <https://highleveragepractices.org/tightening-toolkit-focusing-reform-high-leverage-practices>​

Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The taxonomy of intervention intensity. *TEACHING Exceptional Children, 50*, 35-43. <https://doi.org/10.1177/0040059917703962>

Kamman, M., & McCray, E. D. (2019). Interpreting and communication assessment information with stakeholders to collaboratively design and implement educational programs. In J. McLeskey, L. Maheady, B. Billingsley, M. T. Brownell, & T. J. Lewis (Eds.), High leverage practices for inclusive classrooms (pp. 67-79). Routledge.​

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Ziegler, D. (2017). News from CEC: High leverage practices in special education. *TEACHING Exceptional Children, 49*(5), 355-360. <https://doi.org/10.1177/0040059917713206>

McLeskey, J., Billingsley, B., & Ziegler, D. (2018). Using high leverage practices in teacher preparation to reduce the research to practice gap in inclusive settings. *Australasian Journal of Special and Inclusive Education, 42*(1), 3-16. <https://doi.org/10.1017/jsi.2018.3>

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2019). High leverage practices for inclusive classrooms. Routledge.​

Muhammad, G. (2020) Cultivating genius: An equity framework for culturally and historically responsive literacy. Scholastic Inc.​

Riccomini, P. J., Murano, S., Hughes, C. A. (2017). Big ideas in special education: Specially designed instruction, high leverage practices, explicit instruction, and intensive instruction. *TEACHING Exceptional Children, 50*(1), 20-27. <https://doi.org/10.1177/0040059917724412>​

Rossetti, Z., Sauer, J. S., Bui, O., & Ou, S. (2017). Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process. *TEACHING Exceptional Children,* *49,* 328-338. <https://doi.org/1177/0040059916680103>