

**TED 2024
HLP Presentation**



Welcome



Turn and Talk:

What HLPs have you been using in your work?
Are there particular HLPs you have prioritized?

Collaboration



Council for
Exceptional
Children

Breaking News and HLP “Refresh”



Original HLP Configuration

Original HLP Configuration

1. Collaborate with professionals
2. Organize/facilitate meetings
3. Collaborate with families
4. Use multiple sources of info.
5. Interpret data w/ partners to design program
6. Use data to make adjustments
7. Learning Environment
8. Constructive feedback
9. Social Behaviors
10. FBAs
11. Long-short term goals
12. Sys design instruction
13. Adapt curriculum
14. Cognitive/metacog Strat.
15. Scaffolded support
16. Explicit instruction
17. Flexible Grouping
18. Student engagement
19. Use AT and IT
20. Intensive instruction
21. Generalize learning
22. Constructive feedback

Coming up on

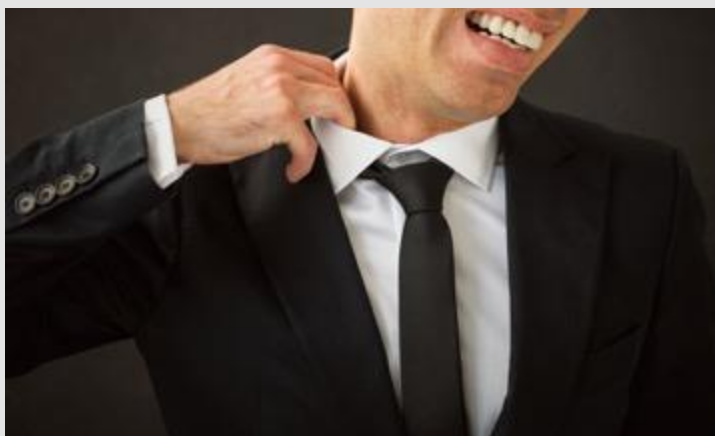


We've learned a few things...

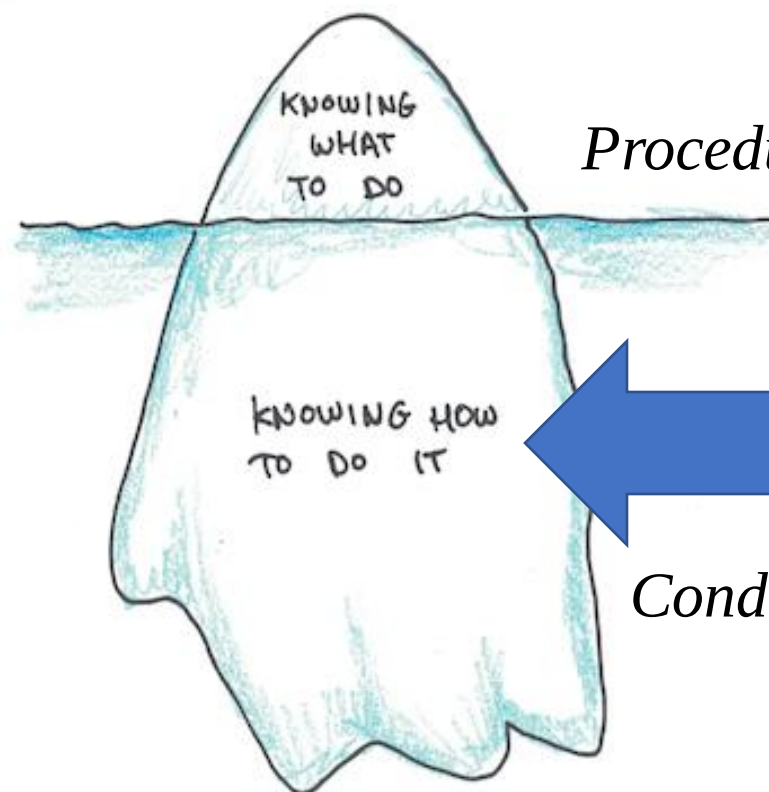
Rationale for Refresh



We're generally competent at helping teachers develop declarative and procedural knowledge, but conditional is very difficult



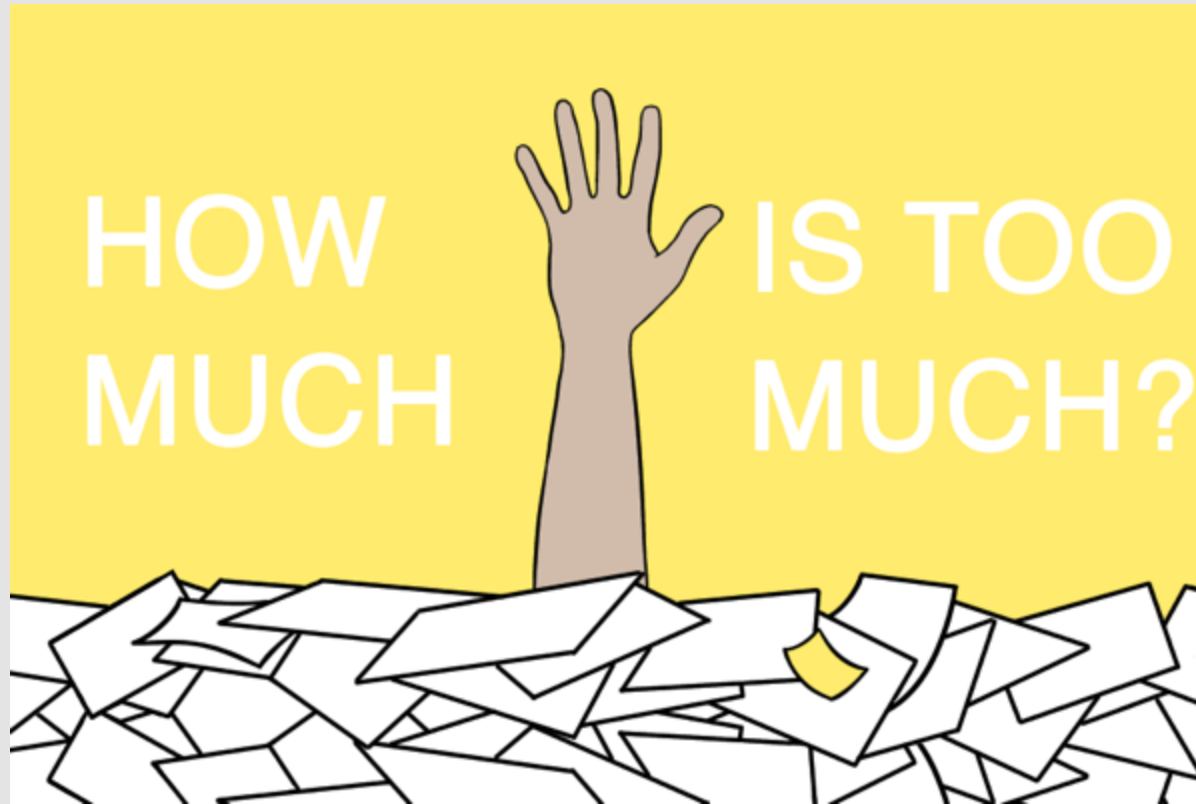
Declarative Knowledge



Procedural Knowledge

Conditional Knowledge

Too many practices/impossible to master
(especially during limited TED programs and PD)



Decent amount of overlap/redundancy amongst some practices



HLPs Work Together

We didn't/don't pay enough attention to how the HLPs work together, support one another, and interface with EBPs and other practices.



TEAMWORK

BECAUSE WE SOMETIMES MAY NEED A HAND

Many schools/states only want or ask for trainings on certain HLPs and ignore the rest.

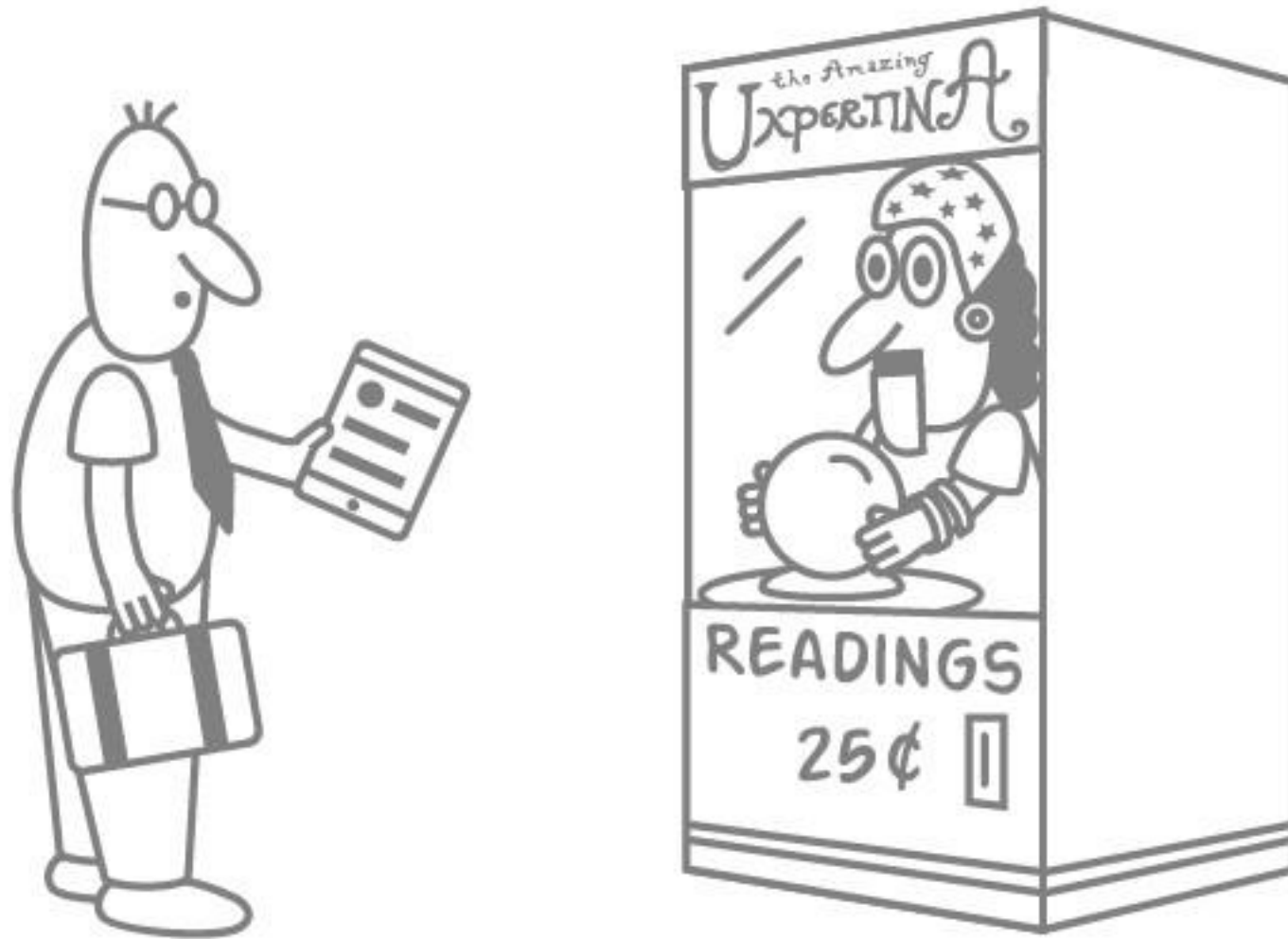


Not enough (or any) focus/emphasis on cultural and linguistic focused pedagogy



We didn't give enough attention to important elementary vs. secondary applications of HLPs





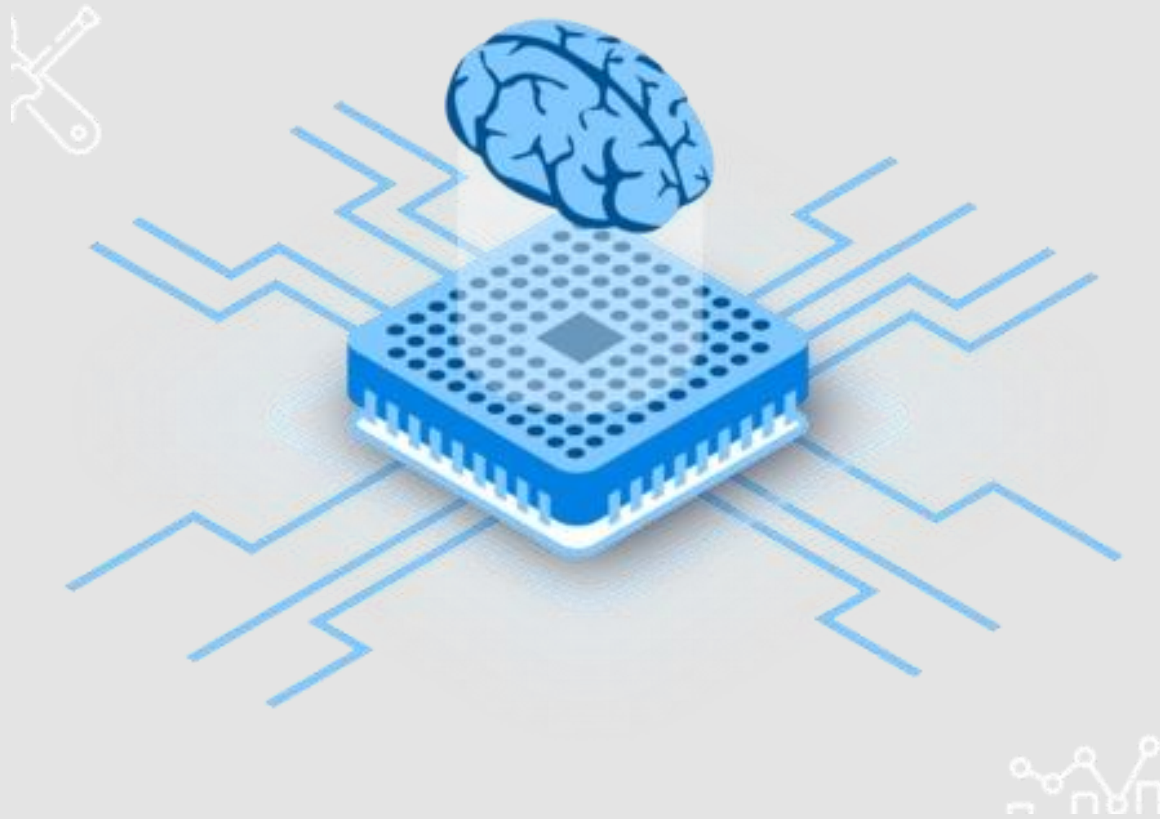
"I DON'T WANT TO SPEND MUCH ON RESEARCH. CAN YOU TELL ME WHAT MY USERS ARE THINKING?"

So What Did We Do?



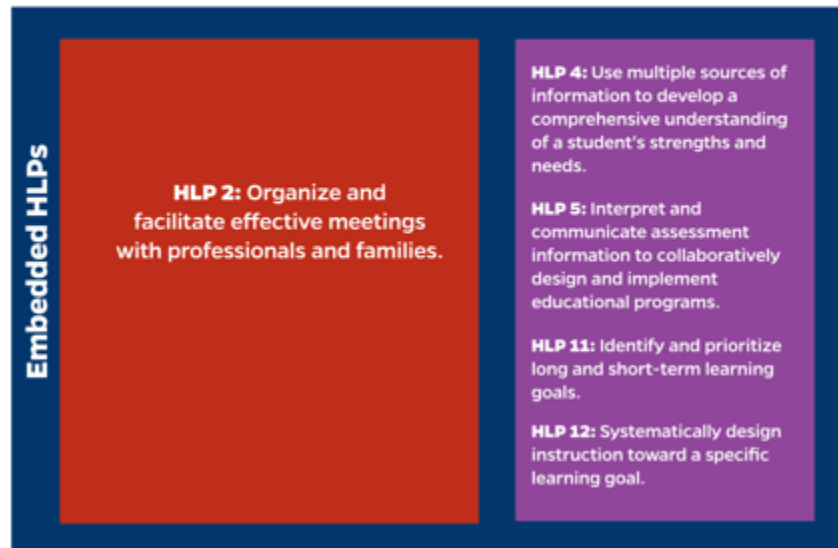
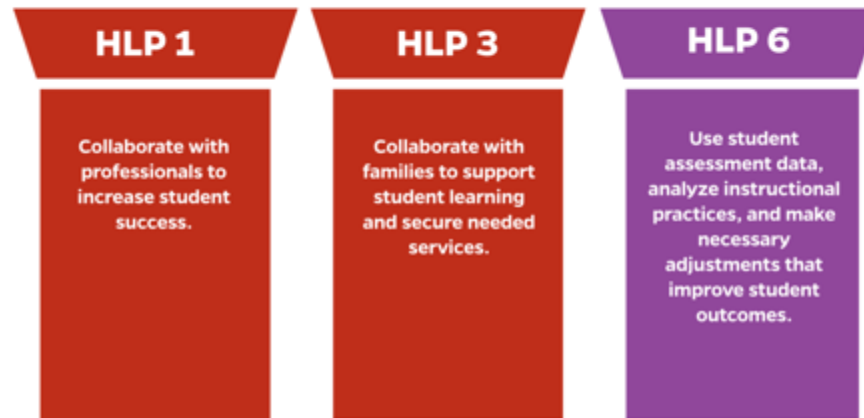


Embedded Practices Support Pillars and other EBP Implementation

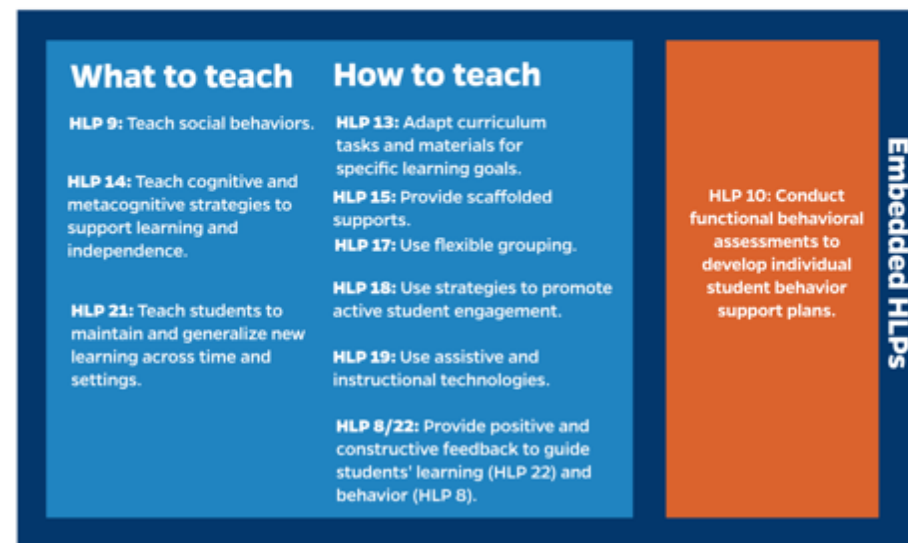
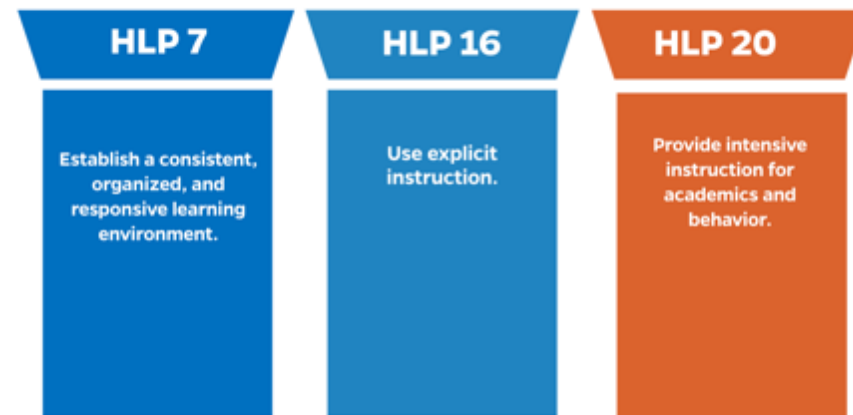




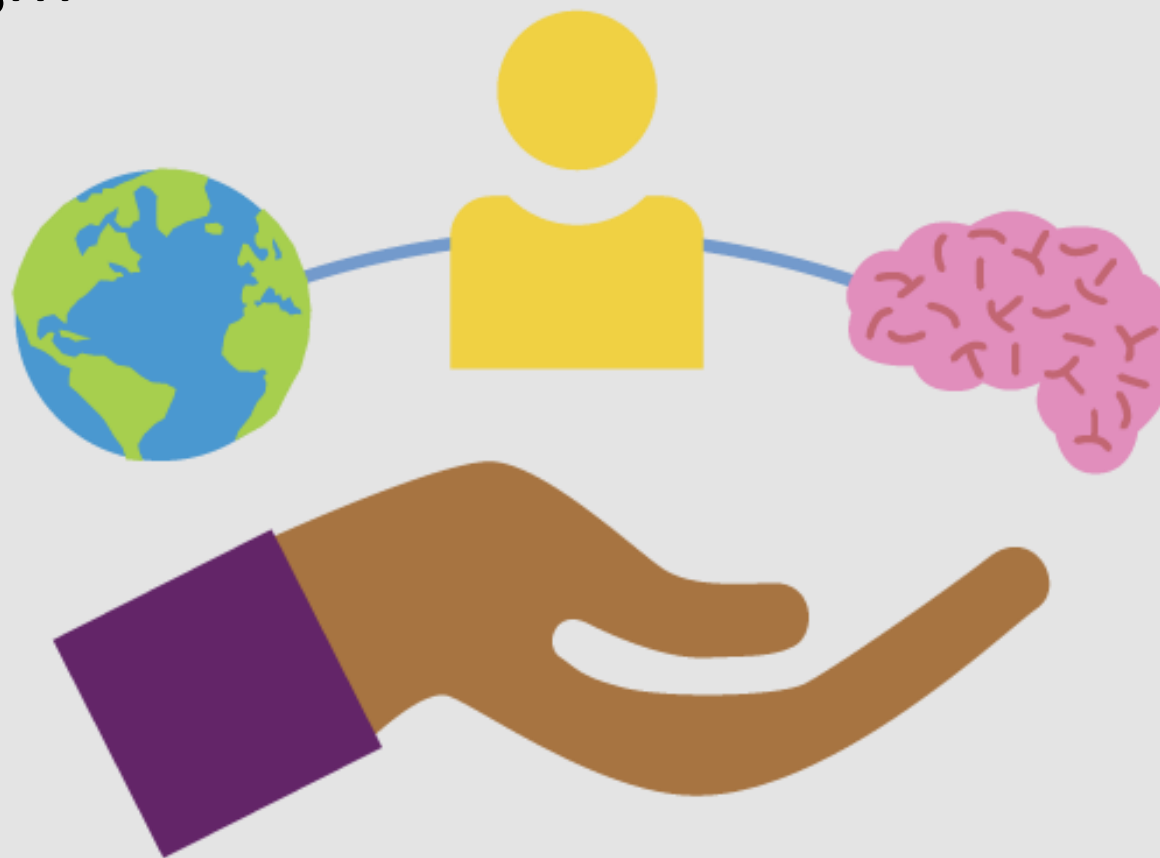
HLP Pillars



HLP Pillars



Infused Culturally and Linguistically Informed Pedagogies and Practices (CIPP) into every HLP and brought overall focus to this essential paradigm





(kinda)



Four Domains; Big Implications for Practice
<https://highleveragepractices.org/hlp-leadership-guides>

Collaboration



Data Driven Planning



Instruction for All



Intensification



Old Domain 1: Collaboration



New Domain 1: Collaboration



DOMAIN ONE: COLLABORATION

Bonnie Billingsley, Virginia Tech
Grace Francis, George Mason University
Margaret P. Weiss, George Mason University
Jocelyn Washburn, University of Kansas Center for Research on Learning
Terese C. Aceves, Loyola Marymount University
Laurie VanderPloeg, Council for Exceptional Children

HLP Pillars

HLP 1

Collaborate with
professionals to
increase student
success.

HLP 3

Collaborate with
families to support
student learning
and secure needed
services.

Embedded
HLP

**HLP 2: Organize and facilitate
effective meetings with
professionals and families.**

Collaborate with Professionals to Increase Student Success

Which implies/includes running an effective meeting – Old HLP 2

Pillar Practice HLP 1



Collaborate with Families to Support Student Learning and Secure Needed Services

Which implies/includes running an effective meeting – Old HLP 2

Pillar Practice HLP 3



A central illustration of a laptop displaying a dashboard with a line graph and a bar chart. Surrounding the laptop are various icons: a lightbulb, a brain, a question mark, a cloud, a speech bubble, a globe, an envelope, and a shopping cart. The background is white with faint dashed lines.

DOMAIN TWO: DATA-DRIVEN PLANNING

Kyena E. Cornelius, University of Florida
Margaret L. Kamman, University of Florida
Melissa K. Driver, Kennesaw State University
Erica D. McCray, University of Florida

HLP Pillar

HLP 6

Use student
assessment data,
analyze instructional
practices, and make
necessary
adjustments that
improve student
outcomes.

Embedded HLPs

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 to collaboratively design and implement educational programs.

HLP 11: Identify and prioritize long and short-term learning goals.

HLP 13: Systematically design instruction toward a specific learning goal.

Use data to make decisions
and adjustments when indicated

Pillar Practice HLP 6



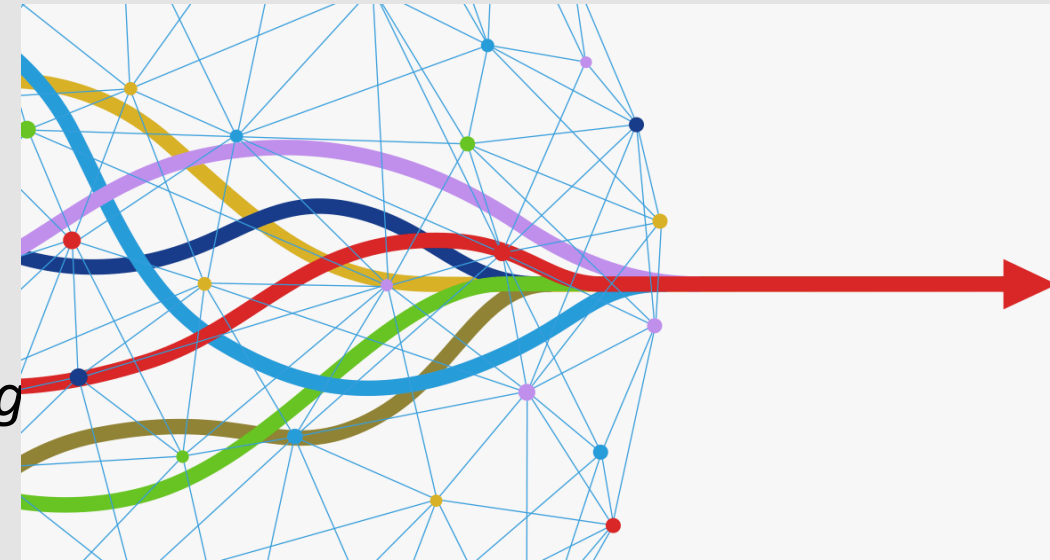
To do this you need to:

Use multiple data sources - Old HLP 4

*Use clear language when talking about
data/assessments – Old HLP 5*

*Identify and prioritize long- and short-term learning
goals - Old HLP 11*

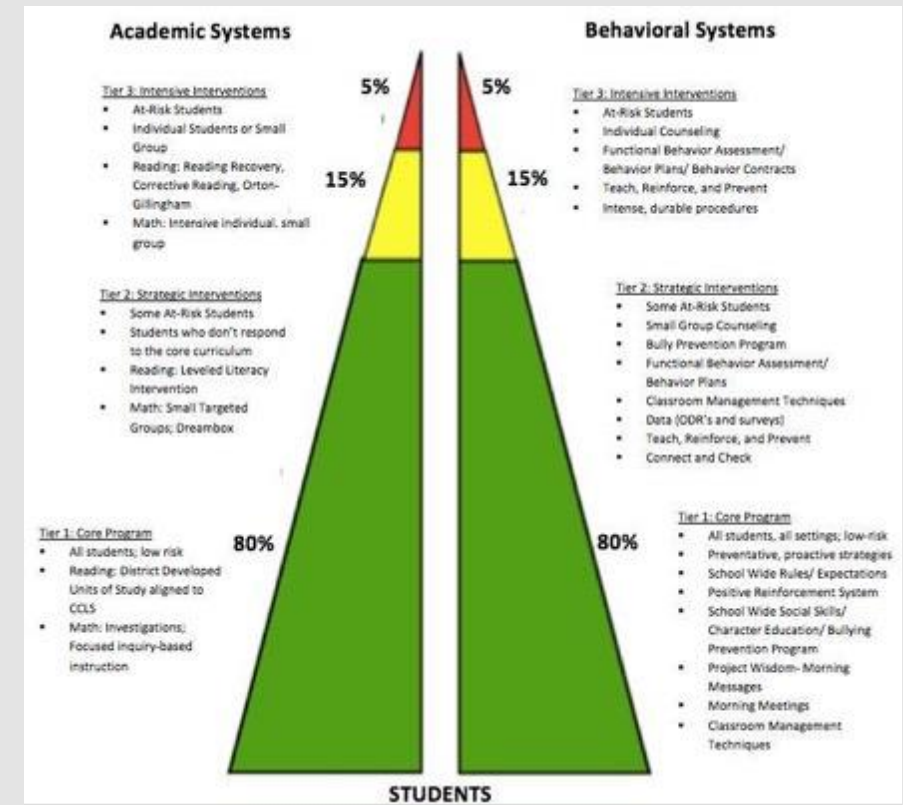
Systematically design instruction – Old HLP 12



Old Domain 3: Social/Behavioral



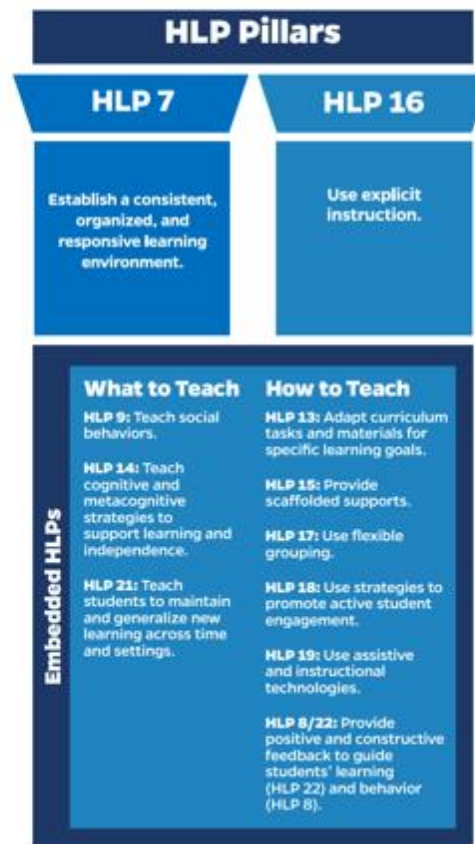
New Domain 3: Instruction for Behavior & Academics



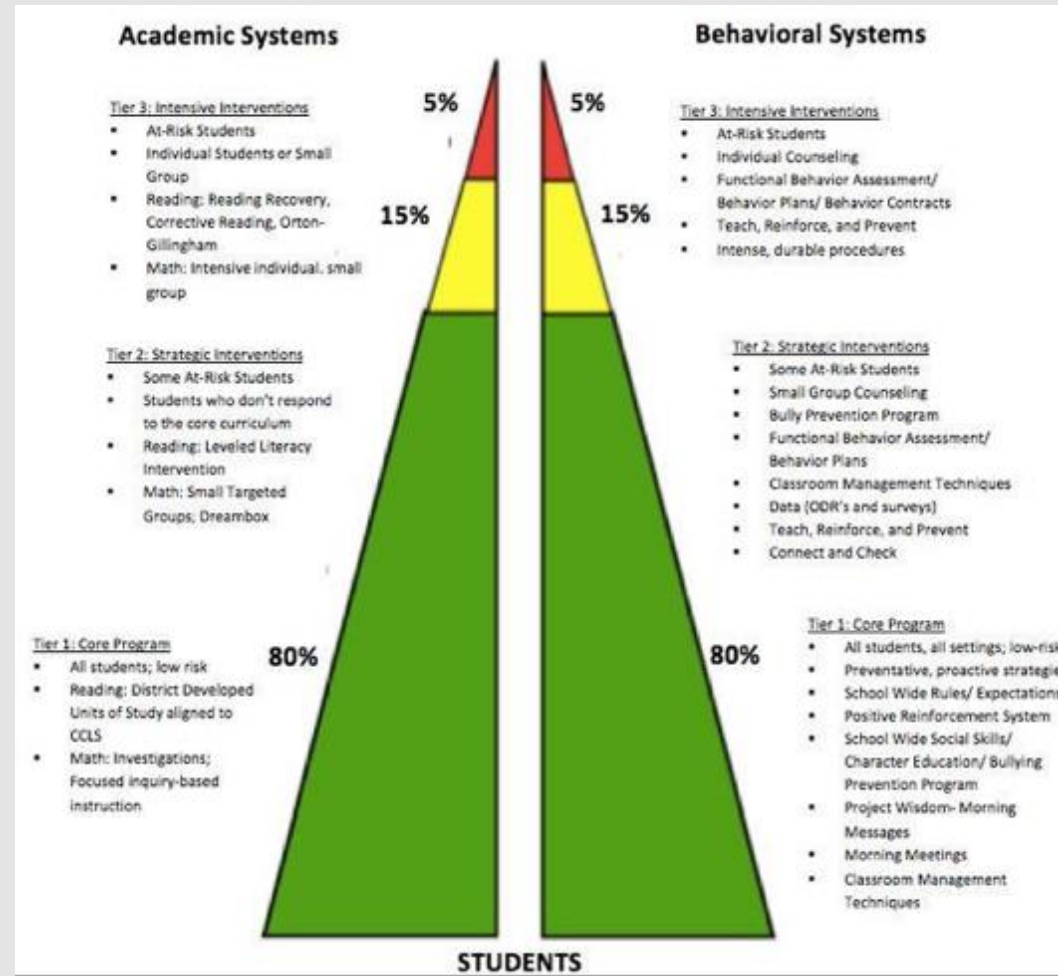
DOMAIN THREE: INSTRUCTION IN BEHAVIOR AND ACADEMICS

Paula Lancaster, Central Michigan University
Kat D. Alves, Longwood University
Jamie Day, University of Missouri
Joseph Fisher, Grand Valley State University
Lynn Holdheide, American Institutes for Research
Aleksandra Hollingshead, University of Idaho
Michael J. Kennedy, University of Virginia
Timothy J. Lewis, University of Missouri

Suzanne McClain, University of Virginia
Wendy J. Rodgers, Virginia Commonwealth University
Dena Slanda, American Institutes for Research
Brittany Sterrett, American Institutes for Research
Danielle A. Waterfield, University of Virginia
Margaret P. Weiss, George Mason University
Nathan P. Welker, University of Virginia



We broke Instruction for All into two groups: What to Teach, and How to Teach



Key Elements of Explicit Instruction

- Use clear language
- Use cues
- Break complicated content into chunks
- Make connections to prior learning
- Highlight relevant and varied examples
- Use an engaging, deliberate, and predictable pace
- Provide lots of (varied) opportunities to respond (OTRs)
- Deliver high-quality feedback
- Model (I do) regularly
- Provide guided practice (we do) regularly
- Utilize independent practice (you do) when students are ready



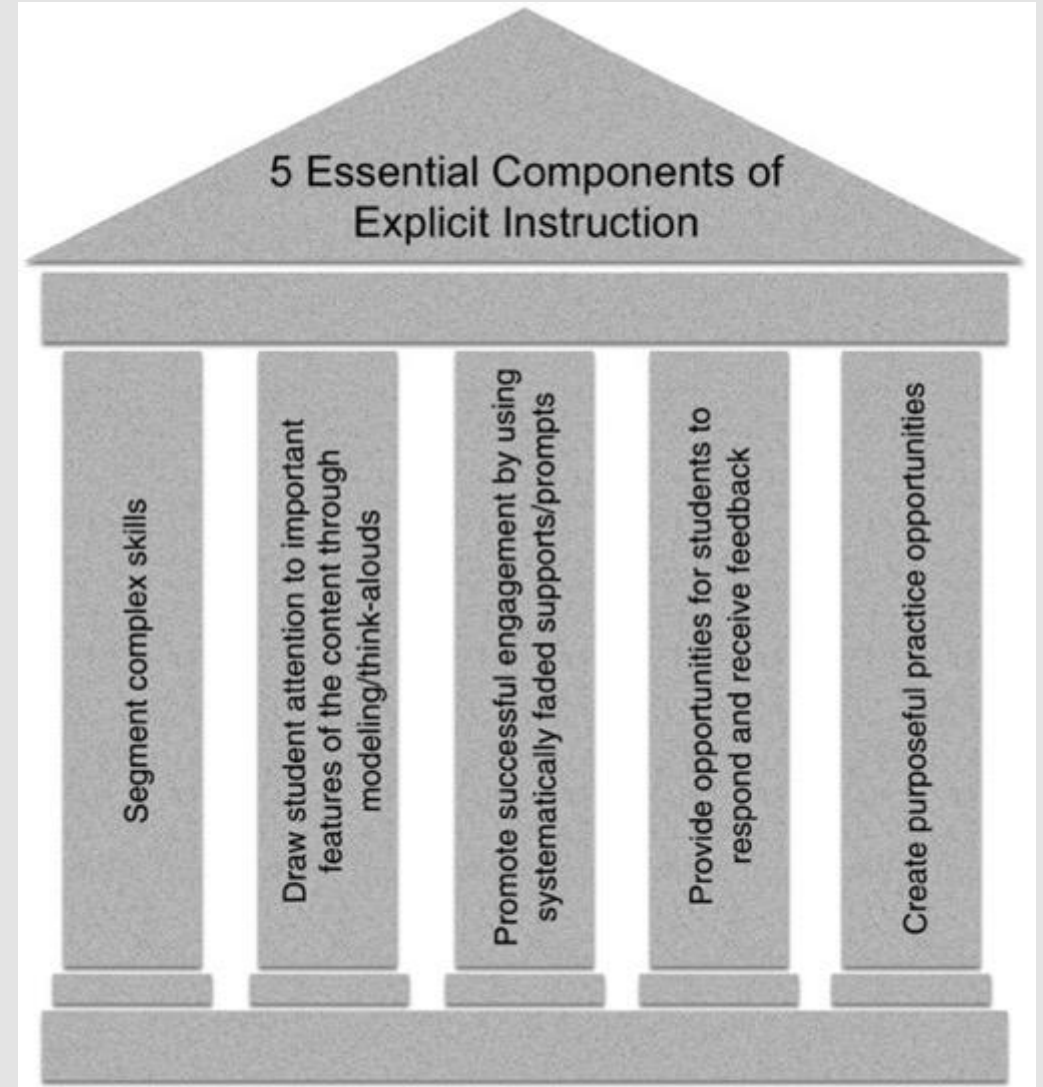
HLP 16

What to Teach

Teach social behaviors – Old HLP 9

Teach strategies – Old HLP 14

Teach students to generalize – Old HLP 21



Use HLP 16 to...

Create an organized,
responsive learning
environment

HLP 7



explicit
instruction

ANITA L. ARCHER
CHARLES A. HUGHES

WHAT WORKS FOR SPECIAL-NEEDS LEARNERS

EFFECTIVE AND EFFICIENT TEACHING

How to Teach

Promote student engagement – Old HLP 18

Make adaptations – Old HLP 13

Provide scaffolded supports – Old HLP 15

Use flexible groupings – Old HLP 17

Use assistive and instructional tech – Old HLP 19

Deliver high quality feedback on behavior and academics – Old HLPs 8 & 22

New Domain 4: Intensify and Intervene when Needed



DOMAIN FOUR: INTENSIFY AND INTERVENE AS NEEDED

Lindsey Hayes, American Institutes for Research
Shanna Hirsch, Clemson University
Timothy J. Lewis, University of Missouri
Allison Bruhn, University of Iowa
Kathleen M. Randolph, Texas State University

HLP Pillar

HLP 20

Provide intensive
instruction for
academics and
behavior.

Embedded HLP

HLP 10: Conduct
functional behavioral
assessments to
develop individual
student behavior
plans.

Provide Intensive Instruction for Academics and Behavior (**HLP 20**)





Use a function-based approach to individualize behavior plans
(HLP 10)

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Resources

Available Now:

IRIS alignment Tool

Coming Soon

👤 New HLP Videos

👤 HLP CEM



How can you use HLPs
to assist in your efforts?

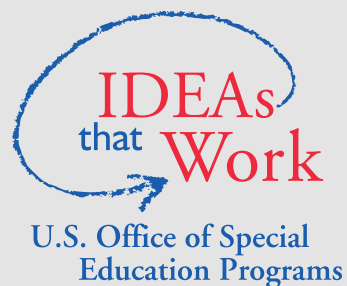
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