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| **Checklist** | | | **Connection to Early Childhood Recommended Instructional Practices (INS)** | **Connection to K-12 Special Education High-Leverage Instructional Practices (HLP)** | | **Example in Practice** |
| **L** | Lesson has purposeful structure with carefully considered learning objectives | | **INS 2:** Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.  **INS 10:** Practitioners implement the frequency, intensity, and duration of instruction needed to address the child’s phase and pace of learning to achieve the child’s outcomes or goals. | **HLP 11: Identify and Prioritize Long- and Short-Term Learning Goals:** Teachers use grade-level standards, assessment data and learning progressions, students’ prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize, and develop long- and short-term goals accordingly.  **HLP 12: Systematically Design Instruction Toward a Specific Learning Goal:** Teachers provide the foundation for more complex learning by activating students’ prior knowledge, sequencing lessons that build on each other, and making connections explicit, in both planning and delivery. **Watch:** <https://highleveragepractices.org/701-2-4-3/> | | Lesson plans can include objectives with differing purposes such as:   1. **Recall & Reproduction:** Students will student will read, write, and identify… 2. **Generalization & Flexibility:** Students will represent in multiple ways… 3. **Explanation & Justification:** Students will explain their reasoning for their choices |
| **E** | Engaging the group and individuals | | **INS 1:** Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.  **Watch:** <https://divisionearlychildhood.egnyte.com/dl/NRAghl7roM/>  **INS 6:** Practitioners use systematic instructional strategies with fidelity to teachskills and to promote engagement in learning.  **Watch:** <https://youtu.be/w5iK3ge5tRo> | **HLP 18: Use Strategies to Promote Active Student Engagement:** Teachers use a variety of instructional strategies that result in active student responding. Active student engagement is critical to academic success. **Watch:** <https://highleveragepractices.org/701-2-5/>  **HLP 14: Teach Cognitive and Metacognitive Strategies to Support Learning and Independence:** Teachers explicitly teach cognitive and metacognitive strategies to support memory, attention, and self-regulation of learning to solve problems, regulate attention, organize thoughts and materials, and monitor one’s own thinking. | | Strategies for engagement such as:   1. **Connecting to Student Lives**: knowing students’ interests and background 2. **Whole Group Responding**: choral responding, response cards, hand gestures 3. **Choice Making** provide students with structured learning and behavior choices 4. **Multisensory techniques**: engage in content using taste, smell, touch, sight, hearing, and movement (e.g., sound-tapping) 5. **Student-Regulated Strategies**: goal setting, positive self-talk |
| **A** | Asking questions in a variety of ways | | **INS 5:** Practitioners embed instruction across routines, activities, and environments to provide contextually relevant learning opportunities.  **Watch:** <https://www.youtube.com/watch?time_continue=27&v=R4Fda9GCdPc&feature=emb_logo> | **HLP 17: Use Flexible Grouping:** Teachers use homogeneous and heterogeneous small learning groups to accommodate learning differences, promote in-depth academic-related interactions, and teach students to work collaboratively. They embed strategies that maximize learning opportunities and equalize participation. | | Leverage strengths using:   1. **Varied Types**: open-ended, close-ended, whole group, small group, and individual 2. **Varied Modality:** written response, oral responses, hand gestures, extended responses 3. **Varied Timing:** activate prior knowledge, ask comprehension questions throughout, and finish with exit ticket |
| **D** | Differing and adapting instruction | | **INS 4:** Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and  across activities and routines. **Watch:** <https://vimeo.com/297451528> | **HLP 13: Make Adaptations** Teachers select materials and tasks based on student needs; use relevant technology; and make modifications by highlighting relevant information, changing task directions, and decreasing amounts of material so that students can meet instructional goals.  **Watch:** <https://highleveragepractices.org/701-2-4-3-3/> | | Differing aspects such as:   1. **Content:** adjusting the levels of depth, complexity, and readability of the materials 2. **Process:** flexible grouping, varied degrees of independence, and varied levels of supports 3. **Product:** varied opportunities to demonstrate learning |
| **S** | System for responding to students | | **INS 7:** Practitioners use explicit feedback and consequences to increasechild engagement, play, andskills.  **Watch:** <https://rpm.fpg.unc.edu/resources/video-6-12-language-activity-writing-name> | **HLPs 8 and 22: Provide Positive and Constructive Feedback to Guide Students’ Learning and Behavior** The purpose of feedback is to guide learning and behavior and increase motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered, goal directed, and includes ways to improve performance.  **Watch:** <https://highleveragepractices.org/701-2-3/> | | Purposeful and appropriate feedback systems:   1. Multiple means of feedback (e.g., verbal, nonverbal, written) 2. Timely, contingent, genuine, meaningful, and age appropriate 3. Rates commensurate with task and phase of learning (i.e., acquisition, fluency, or maintenance) |
| **Checklist** | | | **Learn More** | | **Use Now** | |
| **L** | | Lesson has purposeful structure with carefully considered learning objectives | **Read:** Grisham-Brown, J., Pretti-Frontczak, K., Hemmeter, M. L., & Ridgley, R. (2002). Teaching IEP Goals an Objectives: in the Context of Classroom Routines and Activities. *Young Exceptional Children*, *6*(1), 18–27. <https://doi.org/10.1177/109625060200600103>  **Read:** Nagro, S. A., Fraser, D. W., & Hooks, S. D. (2019). Lesson Planning with Engagement in Mind: Proactive Classroom Management Strategies for Curriculum Instruction. *Intervention in School and Clinic*, *54*(3), 131-140.  <https://doi.org/10.1177/1053451218767905> | | **Print:** Lesson planning templates that include movement, visual, student choice, and whole group responding strategies <http://trackstudentlearning.weebly.com/lesson-plan-templates.html>  **Print:** Systematic Instructional Practices Checklist <https://ectacenter.org/~pdfs/decrp/INS-3_Systematic_Instruction_2018.pdf> | |
| **E** | | Engaging the group and individuals | **Read:** Using Self-Monitoring Strategies to Address Behavior and Academic Issues <https://ici.umn.edu/products/impact/182/over6.html>  **Listen:** Podcast about Nagro, S. A., Hooks, S. D., Fraser, D. W., & Cornelius, K. E. (2016). Whole-Group Response Strategies to Promote Student Engagement in Inclusive Classrooms. *Teaching Exceptional Children*, *48*(5), 243–249.<https://journals.sagepub.com/doi/suppl/10.1177/0040059916640749>  **Visit:** *Multisensory Instruction: What You Need to Know* <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/multisensory-instruction-what-you-need-to-know>  **Visit:** *The Power of Positive Discipline* for reducing challenging behavior and building desired behavior in young children. <https://ceecs.education.ufl.edu/d-discipline/> | | **Print:** Tiered classroom management strategies starting with proactive engagement strategies organized in a checklist created to guide classroom management <http://trackstudentlearning.weebly.com/leads-checklist.html>  **Print:** Practical Strategies for Promoting Young Children’s Positive Behaviors <https://ceecs.education.ufl.edu/wp-content/uploads/2019/04/B_AtoZofEarlyChildhood.pdf> | |
| **A** | | Asking questions in a variety of ways | **Visit:** *Where Questioning Fits in Comprehension Instruction: Skills and Strategies* <https://www.readingrockets.org/blogs/shanahan-literacy/where-questioning-fits-comprehension-instruction-skills-and-strategies>  **Visit:** *Question-Answer Relationship (QAR)* strategy helps students understand the different types of questions  <https://www.readingrockets.org/strategies/question_answer_relationship>  **Read:** Choice Making Skills Sheet <https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_choice_making.pdf> | | **Reference:** Designing Effective Discussion Questions<https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>  **Print:** Participation tracking graphic organizers <http://trackstudentlearning.weebly.com/formative-assesment-templates.html>  **Reference:** 5 Uses for “Cubing” to vary questioning <https://www.fortheteachers.org/friday-five-cubing/> | |
| **D** | | Differing and adapting instruction | **Read:** Apitz, M., Ruppar, A., Roessler, K., & Pickett, K. J. (2017). Planning Lessons for Students with Significant Disabilities in High School English Classes. *TEACHING Exceptional Children*, *49*(3), 168–174. <https://doi.org/10.1177/0040059916654900>  **Read:** Parsons, S. A., Dodman, S. L., & Burrowbridge, S. C. (2013). Broadening the view of differentiated instruction. *Phi Delta Kappan, 95*(1), 38-42.  **Watch:** Getting Started on Differentiated Instructions <https://www.youtube.com/watch?v=LGYa6ZacUTM&#38;NR=1&#38;feature=endscreen>  **Watch:** Five Key Aspects of Differentiated Instruction <https://www.youtube.com/watch?v=3TRGl3iXoAE>  **Engage:** IRIS Module - Differentiated Instruction: Maximizing the Learning of All Students <https://iris.peabody.vanderbilt.edu/module/di/> | | **Print:** Table with student need and adaptations for digital and physical books that can be used when lesson planning to differentiate and promote participation <http://trackstudentlearning.weebly.com/leads-checklist.html>  **Watch: “**Cubing” as a strategy for differentiated instruction <https://www.youtube.com/watch?v=i0dA59CZmnM>  **Reference:** 25 Easy Ways to Use Technology in the Classroom <https://www.prodigygame.com/blog/ways-to-use-technology-in-the-classroom/> | |
| **S** | | System for responding to students | **Read:** Sayeski, K. L., & Brown, M. R. (2014). Developing a Classroom Management Plan Using a Tiered Approach. *TEACHING Exceptional Children*, *47*(2), 119–127. <https://doi.org/10.1177/0040059914553208>  **Read:** Behavior-Specific Praise Skills Sheet <https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_behaviro_specific_praise.pdf>  **Engage:** IRIS Module - Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan <https://iris.peabody.vanderbilt.edu/module/beh1/>  **Engage:** IRIS Module - Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan <https://iris.peabody.vanderbilt.edu/module/beh2/> | | **Print:** A list of specific behavior management techniques that can be used to respond to individual students <http://trackstudentlearning.weebly.com/leads-checklist.html>  **Print:** Naturalistic Instructional Practices Checklist <https://ectacenter.org/~pdfs/decrp/INS-1_Naturalistic_Instruction_2018.pdf>  **Reference:** Simple Ways to Assess the Writing Skills of Students with Learning Disabilities <https://www.readingrockets.org/article/simple-ways-assess-writing-skills-students-learning-disabilities> | |

HLP definitions summarized from: McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.