

MODULE 13
Evidence-Based Practices
Across the Tiers in Secondary
Settings

Participant Workbook

ARKANSAS
RESPONSE TO INTERVENTION
MODULE SERIES

Module 13: Evidence-Based Practices Across the Tiers in Secondary Settings

Activity 1: High-Leverage Practices

Directions:

1. Form groups of 4-5 participants.
2. Divide the 22 practices in activity 1 among the group members.
3. Provide individual team members 5-7 minutes to review their assigned practices and highlight key points.
4. Individual team members briefly describe their assigned practices with the group (~1 minute per practice).
5. Discuss implementation considerations.

Expert Note-Taking Guide

Key Points	Implementation Considerations

High-Leverage Practices

High-leverage practices are considered the basic fundamentals of teaching necessary to support all learners. These practices are used constantly across subject areas, grade levels, and contexts and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development.

HLP1 Collaborate with professionals to increase student success. Collaboration with general education teachers, paraprofessionals, and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.

HLP2 Organize and facilitate effective meetings with professionals and families. Teachers lead and participate in a range of meetings (e.g., meetings with families, individualized education program [IEP] teams, individualized family services plan [IFSP] teams, instructional planning) with the purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support these outcomes. They develop a meeting agenda, allocate time to meet the goals of the agenda, and lead in ways that encourage consensus building through positive verbal and nonverbal communication, encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback.

HLP3 Collaborate with families to support student learning and secure needed services. Teachers collaborate with families about individual children's needs, goals, programs, and progress over time and ensure families are informed about their rights as well as about special education processes (e.g., IEPs, IFSPs). Teachers should respectfully and effectively communicate considering the background, socioeconomic status, language, culture, and priorities of the family. Teachers advocate for resources to help students meet instructional, behavioral, social, and transition goals. In building positive relationships with students, teachers encourage students to self-advocate, with the goal of fostering self-determination over time. Teachers also work with families to self-advocate and support their children's learning.

HLP4 Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. To develop a deep understanding of a student's learning needs, special educators compile a comprehensive learner profile through the use of a variety of assessment measures and other sources (e.g., information from parents, general educators, other stakeholders) that are sensitive to language and culture, to (a) analyze and describe students' strengths and needs and (b) analyze the school-based learning environments to determine potential supports and barriers to students' academic progress. Teachers should collect, aggregate, and interpret data from multiple sources (e.g., informal and formal observations, work samples, curriculum-based measures, functional behavior assessment [FBA], school

files, analysis of curriculum, information from families, other data sources). This information is used to create an individualized profile of the student's strengths and needs.

HLP5 Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. Teachers interpret assessment information for stakeholders (i.e., other professionals, families, students) and involve them in the assessment, goal development, and goal implementation process. Special educators must understand each assessment's purpose, help key stakeholders understand how culture and language influence interpretation of data generated, and use data to collaboratively develop and implement individualized education and transition plans that include goals that are standards-based, appropriate accommodations and modifications, and fair grading practices, and transition goals that are aligned with student needs.

HLP6 Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs. Once instruction and other supports are designed and implemented, special education teachers have the skill to manage and engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, families, other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decision making. Effective teachers retain, reuse, and extend practices that improve student learning and adjust or discard those that do not.

HLP7 Establish a consistent, organized, and respectful learning environment. To build and foster positive relationships, teachers should establish age appropriate and culturally responsive expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced across the school year. When students demonstrate mastery and follow established rules and routines, teachers should provide age-appropriate specific performance feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations of all students within the classroom, teachers will reduce the potential for challenging behavior and increase student engagement. When establishing learning environments, teachers should build mutually respectful relationships with students and engage them in setting the classroom climate (e.g., rules and routines); be respectful; and value ethnic, cultural, contextual, and linguistic diversity to foster student engagement across learning environments.

HLP8 Provide positive and constructive feedback to guide students' learning and behavior. The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals.

HLP9 Teach social behaviors. Teachers should explicitly teach appropriate interpersonal skills, including communication, and self-management, aligning lessons with classroom and schoolwide expectations for student behavior. Prior to teaching, teachers should determine the nature of the social skill challenge. If students do not know how to perform a targeted social skill, direct social skill instruction should be provided until mastery is achieved. If students display performance problems, the appropriate social skill should initially be taught, then emphasis should shift to prompting the student to use the skill and ensuring the “appropriate” behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior.

HLP10 Conduct functional behavioral assessments to develop individual student behavior support plans. Creating individual behavior plans is a central role of all special educators. Key to successful plans is to conduct a functional behavioral assessment (FBA) any time behavior is chronic, intense, or impedes learning. A comprehensive FBA results in a hypothesis about the function of the student’s problem behavior. Once the function is determined, a behavior intervention plan is developed that (a) teaches the student a prosocial replacement behavior that will serve the same or similar function, (b) alters the environment to make the replacement behavior more efficient and effective than the problem behavior, (c) alters the environment to no longer allow the problem behavior to access the previous outcome, and (d) includes ongoing data collection to monitor progress.

HLP11 Identify and prioritize long- and short-term learning goals. Teachers prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula. 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. They understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components.

HLP12 Systematically design instruction toward a specific learning goal. Teachers help students to develop important concepts and skills that provide the foundation for more complex learning. Teachers sequence lessons that build on each other and make connections explicit, in both planning and delivery. They activate students’ prior knowledge and show how each lesson “fits” with previous ones. Planning involves careful consideration of learning goals, what is involved in reaching the goals, and allocating time accordingly. Ongoing changes (e.g., pacing, examples) occur throughout the sequence based on student performance.

HLP13 Adapt curriculum tasks and materials for specific learning goals. Teachers assess individual student needs and adapt curriculum materials and tasks so that students can meet instructional goals. 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. Teachers make strategic decisions on content coverage (i.e., essential curriculum elements), meaningfulness of tasks to meet stated goals, and criteria for student success.

HLP14 Teach cognitive and metacognitive strategies to support learning and independence.

Teachers explicitly teach cognitive and metacognitive processing strategies to support memory, attention, and self-regulation of learning. Learning involves not only understanding content but also using cognitive processes to solve problems, regulate attention, organize thoughts and materials, and monitor one's own thinking. Self-regulation and metacognitive strategy instruction is integrated into lessons on academic content through modeling and explicit instruction. Students learn to monitor and evaluate their performance in relation to explicit goals and make necessary adjustments to improve learning.

HLP15 Provide scaffolded supports. Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal, and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

HLP16 Use explicit instruction. Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.

HLP17 Use flexible grouping. Teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic related interactions, and teach students to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.

HLP18 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. Teachers must initially build positive student-teacher relationships to foster engagement and motivate reluctant learners. They promote engagement by connecting learning to students' lives (e. g., knowing students' academic and cultural backgrounds) and using a variety of teacher-led (e.g., choral responding and response cards), peer-assisted (e. g., cooperative learning and peer tutoring), student-regulated (e.g., self-management), and technology supported strategies shown empirically to increase

student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance.

HLP19 Use assistive and instructional technologies. Teachers select and implement assistive and instructional technologies to support the needs of students with disabilities. They select and use augmentative and alternative communication devices and assistive and instructional technology products to promote student learning and independence. They evaluate new technology options given student needs; make informed instructional decisions grounded in evidence, professional wisdom, and students' IEP goals; and advocate for administrative support in technology implementation. Teachers use the universal design for learning (UDL) framework to select, design, implement, and evaluate important student outcomes.

HLP20 Provide intensive instruction. Teachers match the intensity of instruction to the intensity of the student's learning and behavioral challenges. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit, and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.

HLP21 Teach students to maintain and generalize new learning across time and settings. Effective teachers use specific techniques to teach students to generalize and maintain newly acquired knowledge and skills. Using numerous examples in designing and delivering instruction requires students to apply what they have learned in other settings. Educators promote maintenance by systematically using schedules of reinforcement, providing frequent material reviews, and teaching skills that are reinforced by the natural environment beyond the classroom. Students learn to use new knowledge and skills in places and situations other than the original learning environment and maintain their use in the absence of ongoing instruction.

HLP22 Provide positive and constructive feedback to guide students' learning and behavior. The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals.

Activity 2: HLPs and EBPs - A Promising Pair

Directions: Below is an excerpt from the article *High Leverage Practices and Evidence-Based Practices: A Promising Pair* published by the Ceeder Center. Read the excerpt and with your team, discuss the connection between HLPs and EBPs.

High-Leverage Practices and Evidence-Based Practices: A Promising Pair

High-leverage practices (HLPs) and evidence-based practices (EBPs) when used together can become powerful tools for improving student outcomes. This brief is designed to show the promise of these practices in advancing educator preparation and practice and, subsequently, outcomes for students with disabilities and those who struggle. We begin by defining HLPs and EBPs and sharing examples of how educator preparation programs are integrating them in their candidates' learning opportunities and conclude with an illustration of how they can be seamlessly integrated into instruction provided as part of multi-tiered systems of support (MTSS).

High-Leverage Practices: What Are They and Why Are They Important?

Educator preparation programs have come under sharp criticism in recent years for failing to demonstrate the impact of their graduates on the achievement of their students. Teachers and leaders are key to improving outcomes of students with disabilities. Preparation experiences must include well-supervised opportunities for candidates to practice with feedback about what they are learning in coursework. Field placements should be carefully selected to reinforce what candidates have learned in coursework. To move in the direction of tightly structured learning opportunities for teacher candidates, scholars in general and special education (Ball & Forzani, 2011; McLeskey & Brownell, 2015) have argued that teacher educators need to identify a critical set of practices that are essential to improving student learning and behavior and can be learned in coursework, deliberately practiced in field experiences carefully structured by faculty (e.g., tutoring small groups of students in identified practices), and generalized to more loosely structured field experiences. These critical practices, also known HLPs, should be those that research has demonstrated can impact student achievement and be used across different content areas and grade levels. These HLPs should also be those that teacher candidates can learn through practice and feedback. They would form a “common core of professional knowledge and skill that can be taught to aspiring teachers across all types of programs and pathways” (Ball & Forzani, 2011, p. 19). HLPs can provide infrastructure to support effective teaching and consistent learning for every student to succeed.

Evidence-Based Practices: What Are They and Why Are They Important?

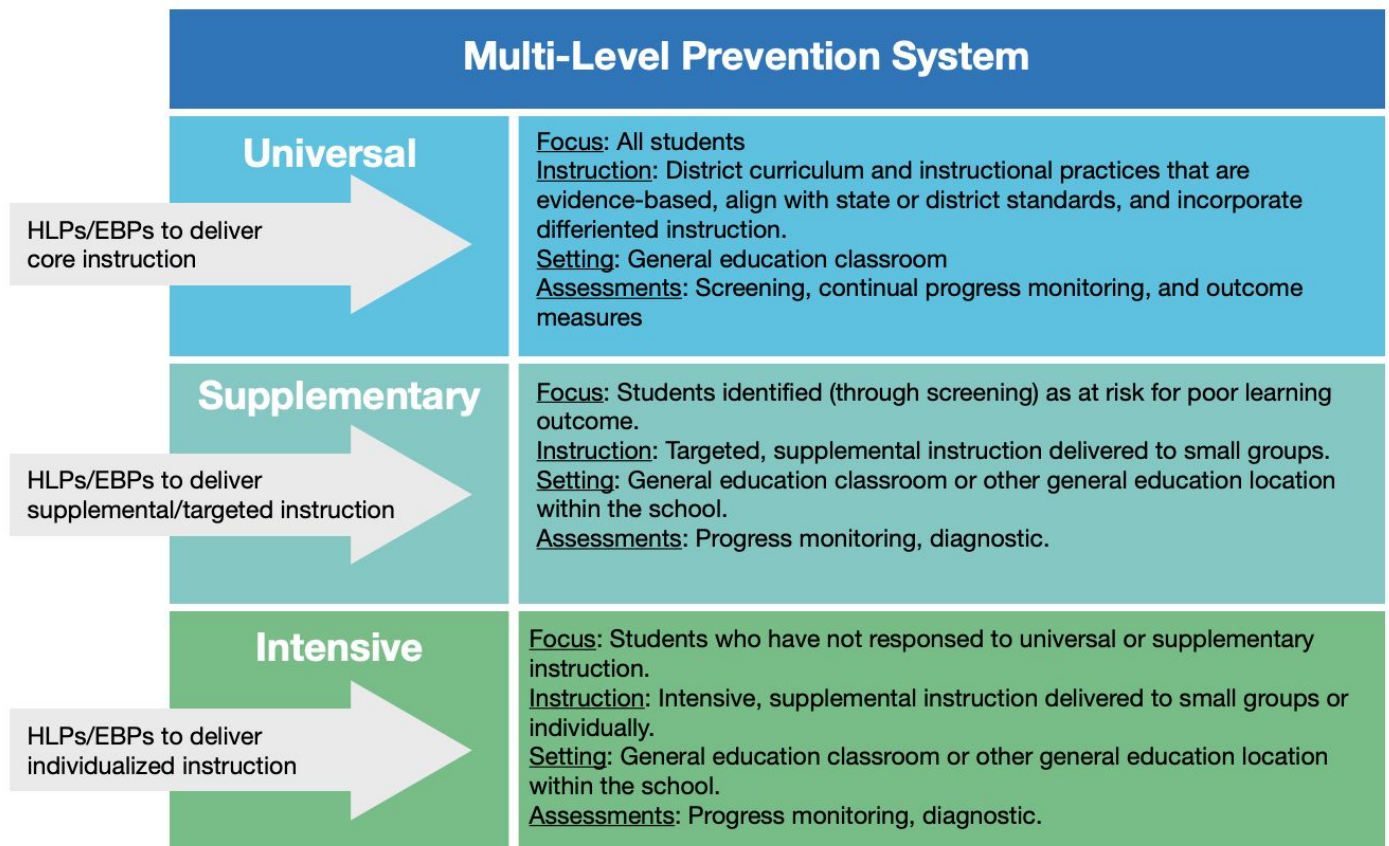
EBPs for special education are instructional strategies backed by research and professional expertise to support the learning and behavior of students with disabilities (Cook, Tankersley, & Harjusola-Webb, 2008). EBPs are often content focused and appropriate for students at different developmental levels. For instance, teaching students strategies for summarizing text is a powerful

strategy, but the strategy is best taught in third grade and beyond. At the CEEDAR Center, experts have identified the evidence in specific content areas (e.g., reading, writing, mathematics, behavior). These EBPs are described in innovation configurations (ICs) available on the CEEDAR Center’s website. Faculty can use these ICs to determine the extent to which their programs are providing teacher candidates opportunities to learn and practice the most critical EBPs—some of which are also considered HLPs.

HLPs and EBPs: A Promising Pair

Many states and districts are implementing MTSS to increase the success of all students. MTSS is a framework for instruction that focuses on prevention and intervention. All students receive evidence-based instruction in core (or Tier 1) curriculum and increasingly specialized instruction (Tier 2) with intensive and individualized intervention (Tier 3) as needed (see Figure 1). HLPs and EBPs are ideal complementary practices for implementing MTSS. HLPs can be used to teach EBPs in specific content areas.

Figure 1. Multi-Level Prevention System



Activity 3: Self-Evaluation of Tier I System

Directions: For this activity, read the descriptors in each column. With your team, determine which descriptor best describes your current Tier I system.

Measures	1	3	5
a. Research-Based Curriculum Materials	Few core curriculum materials are research based for the target populations of learners (including subgroups).	Some core curriculum materials are research based for the target population of learners (including subgroups).	All core curriculum materials are research based for the target population of learners (including subgroups).
b. Articulation of Teaching and Learning (in and across grade levels)	Neither of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.

<p>c. Differentiated Instruction</p>	<p>Neither of the following conditions are met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.</p>	<p>Only one of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.</p>	<p>Both of the following conditions are met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.</p>
<p>d. Standards-Based</p>	<p>The core curriculum (reading and mathematics) is not aligned with the state standards.</p>	<p>The core curriculum (reading and mathematics) is partially aligned with state standards.</p>	<p>The core curriculum (reading and mathematics) is aligned with state standards.</p>
<p>e. Exceeding Benchmark</p>	<p>Neither of the following conditions are met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.</p>	<p>One of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.</p>	<p>Both of the following conditions are met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.</p>

Activity 4: Five Elements of Fidelity

Directions: Review the five elements of fidelity. In teams, answer the questions to complete the chart.

Element	Considerations	What would this look like? Examples in action.	How will I know it is happening? Possible data sources.
Student Engagement	How engaged and involved are the students in this intervention or activity?		
Program Specificity	How well is the intervention defined and different from other interventions?		
Adherence	How well do we stick to the plan, curriculum, or assessment?		
Exposure/ Duration	How often does a student receive an intervention? How long does an intervention last?		
Quality of Delivery	How well is the intervention, assessment, or instruction delivered? Do you deliver instruction using high leverage practices?		

Action Plan

Action Steps/Tasks	Person(s) Responsible	Resources and/or Internal/External Partners	Communication	Projected Completion Date