

# NEWS & VIEWS

Tips. Research. Best Practices. Community.



High Leverage Practices (HLPs) are core tenants of teaching that have a litany of research to support their efficacy in the classroom. They are some of the best practices you can implement in your classroom! In our September Webinar Wednesday, Dr. Amy Spriggs shared information on what HLPs are and easy ways to include them in your instruction!

*Let's talk about best practices!*

## MEET OUR SPEAKER:



Dr. Amy Spriggs is an associate professor in the Department of Early Childhood, Special Education, and Rehabilitation Counseling at the University of Kentucky. She received her Bachelor of Science, Master of Education, and Doctorate degrees in Special Education at the University of Georgia. While pursuing her degrees, Dr. Spriggs taught in the public schools, giving her over ten years of experience working with students with autism spectrum disorder (ASD) and students with moderate/severe disabilities.

Dr. Spriggs continues working with this population through consultations, practicum and student teaching supervision, research, and international partnerships in India and Guatemala. She teaches courses related to assessment, teaching, and research methodology. Her research interests include practical systematic instructional strategies for individuals with disabilities, increased independence, evidence-based practices, and technology. She has authored peer reviewed journal articles and book chapters on these topics.

WATCH THE WEBINAR

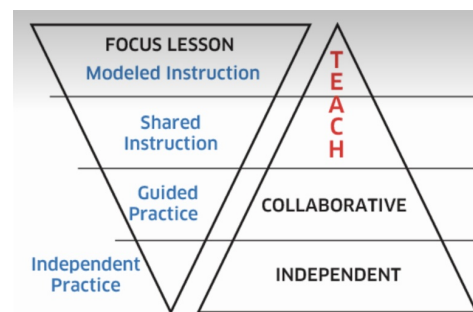


## SCAFFOLDING SUPPORTS & EXPLICIT INSTRUCTION

The end result of effective teaching is independence with concepts and tasks. When learning a new concept, however, students need more support. Scaffolding is designed to be a temporary aid along the learning journey, and it guides students toward concept mastery. Some examples of scaffolding include cue cards or a system of least prompts.

Explicit instruction is a set of teacher behaviors that can make learning easier for students, especially with new or challenging material. It is helpful for all students, but is especially crucial for students in special education. We utilize explicit instruction when we engage with activities like:

- Giving an example where the teacher makes a mistake and talks themselves through finding the error.
- Focusing on the most important pieces of information to learn and removing distracting information.



*This is the Gradual Release Model, also known as the "I do, we do, you do" Model. It depicts how we use explicit instruction.*

**WE INCLUDE SCAFFOLDING & EXPLICIT INSTRUCTION IN OUR CURRICULUM!**

CONTACT US TO LEARN HOW WE INCLUDE ALL LEARNERS



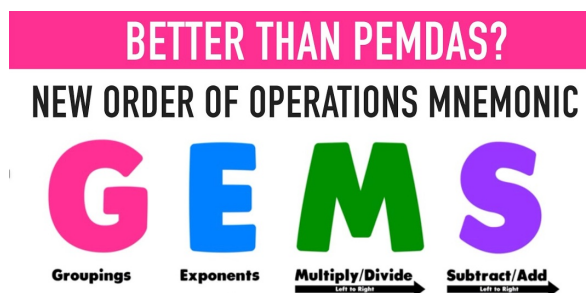
## ADAPTING CURRICULUM & ASSISTIVE DEVICES

To have an inclusive classroom, curriculum must be accessible to all students.

While many hear the phrase “assistive device” and automatically think of iPads or speech-generative technology, assistive devices can be much simpler. A pencil grip and paper with extra dark lines could be assistive devices.

You may also need to adapt your materials to lower barriers to learning. Some examples of adaptations could be:

- Highlighting important information
- Assessing with pictures
- Changing the context of information



*Re-arranging information can help students learn more effectively.*

## LOOKING FOR CURRICULUM THAT UTILIZES BEST PRACTICES?

*Check out our Adapted series!*



**LEARN MORE!**



## FEEDBACK & FLEXIBLE GROUPING

Other high leverage practices include using constructive, positive feedback and being flexible with student groupings. Instead of just saying, “good job”, be specific with what the student is doing well. This coaches students on appropriate behaviors and academic goals.

Grouping students for stations and group work is also a meaningful practice to include in your instruction. Group work encourages soft skills as students learn how to work on a team. You can also alter the way you organize groups of students based on the learning outcomes.

Here are some ideas for metrics to change when constructing groups:

- Level of learning (same level vs different level)
- Materials available (students with assistance vs students without vs mixture)
- Member role (same role vs different role)
- Type of response (individual vs group)



*A word cloud of different ways to approach flexible grouping.*



- Give them a “Menu” of choices for activities (use each vocabulary word in a sentence OR define each vocabulary word).
- Project-based learning can make concepts come alive with hands-on learning
- Music, movement, food, pop culture that resonates with students

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## Student Engagement



**Comprehensive Assessments**

**Hands-On Tools**

**Digital Curriculum**

**Scope & Sequence**

**Student Instructions**

**LEARN HOW PROJECT DISCOVERY CAN HELP YOU!**

## FEATURES OF PROJECT DISCOVERY



Hands-On



Real Job  
Tools



Customizable



Supported by  
Research



Video  
Modeling



Differentiated



Academic  
Integration



Evidence-Based  
Practices

## ENDORSEMENTS OF PROJECT DISCOVERY



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