Six Key Instructional Practices for Accelerating Learning and Promoting Progress for Students with Disabilities

[Slide 1- Six Key Instructional Practices for Accelerating Learning and Promoting Progress for Students With Disabilities] Tessie Bailey: Welcome to today's webinar, Six Key Instructional Practices for Accelerating Learning and Promoting Progress for Students With Disabilities. We're excited you're able to join us today.

[Slide 2- Welcome to the PROGRESS Center!] Tessie Bailey: My name is Tessie Rose Bailey, and I am the director of the PROGRESS Center. On the next slide, you'll see the center was funded in 2019 to provide information, resources, tools, and technical assistance to support local educators in developing and implementing high quality educational programming.

Now, to support local educators, we share guidance, tools, resources that are based on existing research, state and federal law and policy, as well as local experiences. We also partner with a select group of local educators all over the country to develop their knowledge and skills and infrastructure to promote progress for students with disabilities as well as seek their feedback about how we can improve our supports and resources that will be available to you.

[Slide 3- Why We Do What We Do] Tessie Bailey: Now, the Center was developed in response to the Endrew F. Supreme Court decision, which states the individualized education program, IEP, must be reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances. Under IDEA, the IEP serves as the foundation of promoting progress for students with disabilities.

Over the past year, we submitted tip sheets and online modules and webinars to support educators in their development of that programming. Today, however, is the first in our series of trainings and resources that we will be releasing to support local educators in implementing that well-designed programming.

[Slide 4- Promoting Progress for Students with Disabilities] Tessie Bailey: To ensure free appropriate public education, FAPE, the PROGRESS Center supports local educators as I mentioned, in both the development and the implementation of high-quality educational programming. Now, a well-designed IEP outlines the supports and services necessary to promote progress towards ambitious goals.

However, in order for kids to really benefit from that programming, we must deliver that with a high degree of fidelity using evidence-based high-leverage practices. And so today's webinar focuses on six of those practices that have been shown to impact students across all disability categories.

[Slide 5- Poll: Who is here?] Tessie Bailey: Now, before we introduce our amazing presenters, we'd like to give you a chance to introduce yourself. So please take a moment to respond to the poll, which is going to pop up, and you can see that there are a number of options that you can choose, whether you're a special ed teacher, general ed teacher, administrator, related service providers.

There's a lot of folks on today. We're excited about the participation rate. We're at about 75% now. We've got some state agency folks. All right. We're going to launch our poll so folks can see where most of our people are coming from. What you'll find is about 26% of our folks are special educators. I think you'll be able to see that.

We've got about 26% is administrators with some faculty on our session today. You can see there is the other category, which is why folks are adding their roles in the chatbox. So please feel free to check those out.

[Slide 6- Meet the Presenters] Tessie Bailey: Welcome, everyone. We're glad you could join us today. Now, I'm really excited to introduce our team of experts who will be presenting our session today. We have Dr. Daniel Maggin. He is an associate professor at the University of Illinois at Chicago. Dr. Gena Nelson is an assistant professor at Boise State University.

We have Dr. Powell, who's an associate professor at the University of Texas at Austin. And we have Dr. Kary Zarate an assistant teaching professor at the University of Illinois Urbana-Champaign. I hope I said that correctly.

We connected with this team following a special request from OSEP for the PROGRESS Center about how we could support local educators in effectively using their American Recovery Plan funds. The intent was to make sure that we're supporting educators and using those funds for more than just the purchased programs.

While we know new programs are designed to really help promote progress, if teachers fail to use the evidence-based high-leverage practices to implement the programs, they're not going to see the benefit expected.

As a result, our initial response to this work is working with this amazing team and their identification of practices and getting resources to local educators so that they can use those practices in their sites.

I want to remind you that, if you have any questions at any time during the presentation, please use the Q&A box. You can also use the chat box, but we'll be moderating the Q&A box for our presenters.

All right. I'm going to pass this over to Dr. Nelson.

[Slide 7: Today's Webinar] Gena Nelson: Thank you for the introduction, Tessie, to both the PROGRESS Center as well as kind of the background to the reason that we are doing a webinar today.

So during today's webinar, we will first provide an overview of a research study that we conducted that supports the information we will provide during today's webinar related to the new resources with the PROGRESS Center. Then we will present six evidence-based practices that can support high-quality instruction for students with or at risk for disabilities that are based on the research study that we will begin with, as well as how they informed the development of the resources that we'll highlight today.

Then, after highlighting all of the resources that we have developed through the PROGRESS Center, we will facilitate a question and answer session.

[Slide 8- Research Described in this Webinar] Gena Nelson: We'll begin with an overview of the research related to evidence-based practices described in this webinar.

[Slide 9- High-Leverage Practices] Gena Nelson: If you are a member for the Council for Exceptional Children or have attended any conferences with CEC or perhaps some of their professional development, you may be familiar with the high-leverage practices. We'll briefly review the development of the high-leverage practices, which we considered in our research study and in the development of the new resources.

High-leverage practice, briefly, is a practice that occurs with high frequency, and it preserves the integrity as well as the complexity of teaching, and it's based on research. It's also a practice that can be mastered by novice teachers.

CEC approved the development of high-leverage practices and then they were drafted by a team of experts in various areas of special education. The practices are based on expert recommendations as well as the practical and ethical considerations that special education teachers need to consider while they work with students with disabilities.

The team of experts also considered research that supported each of the four areas in which the HLPs were eventually categorized, including collaboration, assessment, social, emotional, and behavioral learning, as well as instruction.

[Slide 10- HLPs with the Greatest Amount of Experimental Evidence] Gena Nelson: So our research study was guided by the development of the HLPs as well as the understanding that teachers are expected to implement a lot of practices with an HLP as they work with students with disabilities. So therefore, we were interested in investigating further the quantity of evidence, research evidence that investigated each of the high-leverage practices.

So before I discuss some results, I want to make two important notes about our research study. First, it was a very large research study and resulting paper, and we're only able to share a small snippet of that research and information today during the webinar.

Second, there are many different ways that researchers might investigate an HLP or the degree to which the HLPs have been investigated in the literature base. So our team used one approach, and that was looking at meta-analysis research, and researchers may use meta-analyses to aid in the identification of evidence-based practices.

Meta-analyses also allow for robust conclusions for practices as well as provide a summary effect of those practices. So one of the first questions that we wanted to answer was related to which HLPs are most investigated within meta-analysis research. So as you can see from this graph along the horizontal axis is just an illustration of all of the HLPs, as well as along the vertical axis, which is the number of meta-analyses that we discovered that reported information on the high-leverage practices.

So the HLPs that are highlighted in green are the HLPs that we identified as having the greatest amount of evidence from meta-analyses that we used to then inform the development of the resources with the PROGRESS Center.

[Slide 11- What is the frequency of meta-analyses and studies according to disability and risk category?] Gena Nelson: We were also interested in exploring the frequency of

meta-analyses in and studies within meta-analyses according to disability and risk category. So this figure, which is kind of hard to see all of the details, shows along the vertical axis of the figure, the HLP categories, and along the horizontal axis, the bottom, shows the IDEA disability categories, as well as on the far right some risk categories that our research team identified.

The darker the square in the figure shows that there are more studies that were used in meta-analysis research to investigate a specific HLP. So what our team found was that -- and along the vertical side, you can also see the green boxes are the six practices that we've identified to develop the resources that we will discuss today.

So our research team discovered that there was variability in the HLPs in terms of the disability categories that are represented in the literature base when looking at meta-analysis research. So you can see that there are some areas, such as the low incidence disability categories, where there's less meta-analysis research.

So this is something to consider when looking at the evidence base. However, the six practices we selected, there is variability across the disability categories that are represented.

[Slide 12- Conclusions From Research] Gena Nelson: So some conclusions for our research that we use to inform the development of the resources today that we'll discuss today are that, although we included 75 meta-analyses in our systematic review, in our research study, the studies included in the meta-analyses really placed an emphasis on elementary grade bands, and more research across the board for HLPs, instructional practices, and students with disabilities in general is needed in middle and high school.

There are several HLPs and disability category that are absent from meta-analysis literature, but this is perhaps due to a few different reasons, one of them being that there needs to be enough evidence to conduct a meta-analysis. Therefore, a lot of the low incidence disability categories may have inadvertently been missing from our systematic review.

Another reason may be that researchers can consider methods for investigating high leverage practice literature besides looking at meta-analysis research.

Although there were some categories, disability categories that were not as prevalent in the meta-analysis research, when we are looking at the instructional practices that we're talking about today, they all had a large amount of evidence, and many of the meta-analyses also reported effectiveness of those practices, which guided our development of the resources.

So I will turn things over to Sarah.

[Slide 13- Evidence-Based Practices] Sarah Powell: Great. Thank you so much, Gena. So as Gena has talked about, one of the things we wanted to investigate was the evidence base, or maybe I should say the extent of the evidence base, of the high leverage practices or HLPs. When we think about a definition of an evidence-based practice, this is something that has been shown time after time to show consistent and positive results to improve the academics or behavior of students with disabilities.

Both IDEA, the Individuals With Disabilities Education Act, and ESSA, the Every Student Succeeds Act, both emphasize the importance of a practice with an evidence base.

These may be referred to with different names, sometimes research-based or research-validated or scientifically validated. There are similar terms, but we will use the term evidence-based practice today.

Now, as our team thought about evidence-based practices, one of the things we realized was that many evidence-based practices relate to a set of materials or a strategy. Therefore, evidence-based practices, or a single evidence-based practice, are going to be typically narrower in focus compared to the HLPs.

So in today's presentation and in the PROGRESS Center materials that you are going to see, we focused on evidence-based practices that are really essential to use with students with disabilities, and each of these evidence-based practices are not only thought of as important practices, but as Gena just showed us, these have an extensive evidence base that has been vetted according to rigorous criteria.

[Slide 14- Six Evidence-Based Practices] Sarah Powell: So we're going to go on to the next slide, and on this slide it's just going to announce that we are going to now launch into the six evidence-based practices that we will highlight today.

[Slide 15- Six Evidence-Based Practices] Sarah Powell: So in the PROGRESS Center materials, we wanted to focus on Evidence-based Practices, and these are all have an extensive evidence base. So today we're going to focus on planning for instruction, so what happens before we work on academics or behavior with a student with disabilities.

Our second, I guess second topic is delivering instruction, so what happens during instruction.

The third is reviewing and intensifying instruction. So this is really essential because what we start off doing with a student with a disability may not always be enough for that student, and so it's really important to review and intensify, based on data.

Then fourth, we'll talk about using cognitive and metacognitive strategies to help students with academics or behavior.

Fifth, we'll talk about teaching social behaviors.

And sixth, we'll talk about using instructional technology.

[Slide 16- Six Evidence-Based Practices] Sarah Powell: Now, across these six resources, we relied on this cycle that you see here to think about data-based decision-making. That's a real big thing in special education, and I would say it's at the heart of special education. We want to collect ongoing data and make ongoing decisions for students with disabilities so that we really know what is working for that student, and if something is not working, we are going to revise quickly and move forward.

So in this cycle that you see here, this three-phase cycle has a need for teachers to plan their instruction, and when we think about planning for instruction, we're first going to set meaningful learning targets, we're going to determine a sequence of instruction to help us be on track to meet those targets, and we're going to set clear objectives that are going to be used each lesson to move toward that target.

When we think about delivery of instruction, this should involve providing modeling and think-alouds, so students really get an idea of what this academic skill or what this behavioral skill looks like and sounds like. We want to embed lots of practice opportunities for students, and we also want to embed many opportunities for students to respond and receive feedback for those responses.

And then we as move to the reviewing and intensifying instruction, here's where we're going to do this as needed. We are going to collect data, both formal and informal data sources, and we're going to figure out if that's meeting the needs of students or if we need to intensify to better meet the needs of our students.

At the PROGRESS Center, we suggest that this cycle should be used for both academics and behavior.

[Slide 17- Evidence-Based Practice Briefs] Sarah Powell: Now, on this next slide, you can see a screenshot over on the left of two of the six briefs from the PROGRESS Center. These briefs are downloadable. I know someone has already put them in the chat and may put them in the chat again, so you have easy access to these.

But in each brief, there are several consistent topics. First there's a section about what do teachers need to know. So this always provides background information on the practice, whether it's teaching social behavior or instructional technology, and in this section, you'll find a lot of the research that supports the use of this either teaching social behavior, instructional technology, or the content on any of the other briefs.

Then you'll follow with a section on planning and individualized instruction. So this gets at what to do. So how do you teach social behavior or how do you use instructional technology?

Then most often there follows a section about access to the general education classroom. This helps special educators understand how to connect with general educators in a meaningful way so that students with disabilities have programming across the settings in which they learn.

Then we always finish with a section about how to get started. So this is usually three or four tips on quickly how to teach social behavior or how to teach instructional or use instructional technology and so on.

So now I'm going to turn it over to Kary, who's going to talk you through the brief about planning for instruction.

[Slide 18- Six Evidence-Based Practices] Kary Zarate: Thank you, Sarah. So the first practice we're going to really briefly dive into today is planning for instruction.

As you know, planning for instruction is critical for both student and teacher success, and I'm sure you're wondering, what could I possibly learn here today that I already haven't been taught in my preparation or professional development programs?

Well, a refresher as we start the school year is always a good idea, and perhaps you'll pick up a new way of approaching teaching.

[Slide 19- Planning for Instruction] Kary Zarate: So when we talk about planning for instruction, we talk about the thinking that happens before getting in front of students. Some of us are lucky enough to have designated planning and collaborative time during our school days, and some of us do our best planning and thinking on our long drives home from work. Planning is constantly happening for all of us. The planning I want to focus on today is the structured planning you do when you're writing your lessons or your units.

[Slide 20- Planning for Instruction for Students With Disabilities] Kary Zarate: When you're planning for instruction, or when you're planning instructions for students with disabilities, there are three key steps to keep in your mind.

They are: the first one, which is setting meaningful learning targets. This is not something we do off the cuff. Setting meaningful learning targets takes a lot of work. When I'm talking about targets, I'm talking about long-term outcomes. We want to make sure we're aligning our instruction to student long-term goals, and we need to scale what students need to have before learning concepts.

We also need to think about our students' current levels of performance and where those are at. This might mean you have to review some of the data for your students, even in the past school year. Then we want to make sure the target we set for each lesson is high but achievable.

From there we go to the second step, and the second step is to determine the appropriate sequence of instruction. This is where you want to make sure you're considering everything I just talked about, and you're going to work backwards from that end goal. You want to ask yourself, what steps do I need to take when teaching my students this content so that they are able to reach that target?

This sequence of instruction may span several lessons. Then finally, the third step, which is setting clear objectives for each lesson. Here's where we really get specific about the content we give to our students and those practice opportunities. This is what we want our students to achieve at the end of the lesson, and this should be measurable in some way so that we can keep a record and some data to review later so that we can inform our future instruction.

Next, Sarah's going to talk to you again about how we actually deliver instruction.

[Slide 21- Six Evidence-Based Practices] Sarah Powell: That's right. Thanks so much, Kary. So as Kary said, a lot of the information in these briefs is going to be things that you may have heard before and you may be doing in your classroom, but it's a good refresher, and then I hope that in each of these briefs, you're going to find new content that's really going to help you take your teaching above and beyond.

[Slide 22- Delivering Instruction] Sarah Powell: So in the materials around delivering instruction, we really focus on what teachers need to think about as you're delivering the instruction for students with disabilities. So this follows the planning for instruction that Kary just talked about.

[Slide 23- Delivering Instruction: Use in Instruction] Sarah Powell: Now, in this brief, we talk about using explicit instruction, so a thoughtful combination of modeling and practice. And one of the other things we talk about in this brief are those supports that are absolutely necessary to use during both modeling and practice.

So in this brief you can learn a lot more about how do you ask the right questions? So are you asking students a mix of higher-level questions to really get them thinking and engaging them in discussion? Are you also asking low-level questions to have just brief checks for understanding?

The second thing we focus on is: are you asking students to elicit frequent responses? This can be done in any number of ways. Maybe you have students give a thumbs up or thumbs down. Maybe students raise their hand. Maybe the class gives a choral response, or you ask for individual student responses. Response can also be partner work or working in a small group.

Response can also be to ask a student to show me something. Show me how you wrote that sentence. Show me how you wrote that using fraction tiles. You can even use technology. There are so many different ways to respond, but the idea here is that students are frequently responding so you have many, many checks during your lesson to see how students are dealing with the content, whether you need to redirect, whether you need to go back and unpack something a little bit more.

Or whether you can move on. The third thing we talk about in this brief in terms of supports during a modeling practice is providing feedback. So as you ask questions and provide prompts and as students frequently respond, we want to make sure that you are providing feedback to the students on a timely basis.

So are you providing appropriate affirmative feedback when students are doing well? Are you providing appropriate corrective feedback when students maybe need a little bit of redirection and you need to help them move forward? What does that affirmative feedback sound like, and what does that corrective feedback sound like?

Finally, we talk about maintaining a brisk pace. So are you yourself organized? Are you ready to do the lesson? Do you have all of the materials? Are you ready to go?

Oftentimes, when we're teaching students with disabilities, we don't have a lot of time with these students. So if you have a 25-minute intervention session, we need to maximize those 25 minutes, so it's really important to maintain a brisk pace and be ready to go with your teaching.

Each of these supports does have an extensive evidence base to support its use, and that's why we included them in this brief about delivery and instruction.

Now I'm going to turn it over to Gena, who's going to talk about reviewing an intensifying instruction.

[Slide 24- Six Evidence-Based Practices] Gena Nelson: So Kary and Sarah just reviewed the critical aspects of instruction, including planning and delivery in instruction. During and after a teacher engages in those practices, a teacher will also want to review and consider the needs for intensifying instruction. Reviewing and intensifying instruction is our next practice.

[Slide 25- Reviewing and Intensifying Instruction] Gena Nelson: Teachers use several data sources to inform instruction and the adaptations they may make to instruction, and even

when teachers use high quality instruction, such as explicit instruction methods, some students with disabilities will continue to struggle to meet learning goals and objectives in the classroom.

[Slide 26- Intensifying Instruction for Students with Disabilities] Gena Nelson: So one thing that a teacher can consider is reviewing instruction to determine what could be intensified. So intensifying instruction is one process that teachers can use to provide specially designed instruction by changing the instructional content, delivery, or method to match the student's unique learning needs.

There are several strategies that a teacher may use to intensify instruction, but the new PROGRESS Center brief specifically highlights four aspects, including intervention dosage, opportunities to respond, alignment, and transfer.

So intervention dosage may refer to components of instruction, such as the total sessions or the length of a session that a teacher may decide to increase in order to intensify instruction. This may also refer to group size, and in order to intensify instruction, some students may benefit from a decreased group size.

Opportunities to respond are impacted by intervention dosage. For example, smaller group sizes can result in more individual opportunities for students to engage with the content. Teachers can increase the frequency and vary the type of response opportunities that students may have in the classroom.

Another opportunity that teachers have to intensify instruction is through adjusting the sequence of instruction by considering alignment. So teachers may maximize alignment by responding to how well does the instruction address a student's specific educational needs or how well does the instruction incorporate a specific focus on grade appropriate learning standards?

As students with disabilities are served in many different types of settings, alignment may be an important factor to consider regarding access to the general education classroom or how you collaborate with general educators.

Finally, the last aspect of intensifying instruction that this brief covers is transfer, how well students are making the connection between the concept and ideas. The figure on the brief shows that, when you need to explicitly teach something, it is a cycle, and you may need to go back to those aspects of delivery and instruction that Sarah just reviewed.

Now I'll turn things over to Dan.

[Slide 27- Six Evidence-Based Practices] Daniel Maggin: Thanks, Gena. So we will now turn to two areas where teachers can expand the framework for planning, delivering, and intensifying instruction to other areas that are important for classroom instruction.

[Slide 28- Cognitive Strategies] Daniel Maggin: So the first area we're going to talk about is cognitive and metacognitive strategies. Cognitive and metacognitive strategies address student executive functioning domains. So executive functioning refers to the mental processes that allow us to maintain attention, focus on the most important information, and organize our thoughts to address both areas of academic and behavioral need.

[Slide 29- Individualizing Instruction for Students with Disabilities Using Cognitive Strategies] Daniel Maggin: In the research briefs and modules, we focus on providing guidance in critical areas related to executive functioning, including goal setting, self-monitoring, and the use of graphic organizers. For instance, goal setting provides an opportunity for students to establish a feasible objective and measure their progress against that goal.

Goal setting can be used to support daily work activities, such as reading and math fluency and the number of problems correct. When students reach their goals, new ones can be established, and the student can see their progress.

Self-monitoring refers to a progress where students track their attention to determine whether they've stayed on task during a time period. For self-monitoring, teachers provide the students with a checklist with prompts asking them whether they've stayed on task or have met classroom expectations.

Students are prompted on a set schedule to rate themselves. The intervals can range from a class period for students in need of less support to as little as five minutes for those needing a little bit more support to monitor their behavior.

Graphic organizers are supports designed to help students plan their approach to instructional tasks and organize their thoughts. For instance, students preparing a writing composition or getting ready to tackle a word problem may benefit from a systematic approach for coordinating their thoughts.

Keep in mind, some students may require clear and intentional support in practice to use graphic organizers, self-monitoring, and goal setting to get the most out of these interventions.

Within the context of prior areas addressed during this webinar, teachers must plan to use cognitive and metacognitive strategies and may need to intensify them through direct instruction of the processes and procedures or providing more frequent delivery, depending on the particular support in question.

[Slide 30- Six Evidence-Based Practices] Daniel Maggin: The next practice we will discuss is teaching social behaviors, a critical component for supporting many students' access to learning and ensuring success in the least restricted environment.

[Slide 31- Teaching Social Behavior] Daniel Maggin: Successful teaching of social behaviors begins with developing a clear set of expectations. Well-constructed behavioral expectations communicate the classroom norms to students and establish behavioral objectives for students to meet, rather than having been trying to avoid the behaviors when rules are not positively stated.

As such, teachers should develop a series of three to five positive statements to capture the expectations for student learning within the classroom. So for example, statements such as: demonstrate respect to classmates and teachers, raise hand when you have a question, and treat the classroom and materials nicely, sets the tone for teachers to recognize positive behavior and maintain an upbeat and inviting classroom for students.

[Slide 32- Planning to Teach Social Behaviors for Students with Disabilities] Daniel Maggin: Of course, some students require additional support, and that is where intensification

strategies come into play. For students requiring additional behavioral support, we recommend building off the classroom expectations and focusing on teaching, modeling, and rewarding positive behaviors.

For instance, if a student demonstrates behaviors inconsistent with the classroom expectations, teachers may need to identify a pro social behavior to replace the unwanted behavior the student displays.

Just as an example, if a student calls out during instruction, teachers may seek to replace calling out with hand raising. Once the teachers select the replacement behavior, then it's necessary to arrange the classroom to support the student demonstrate that positive behavior and encourage it subsequently.

In the case of hand raising, the teacher may decide to provide intermittent reminders or provide alternative response methods, such as whiteboards or response card. The student displays behavior is important to provide praise or tokens or some other positive consequence to promote the use of that new behavior.

I'm going to turn it back over to Kary.

[Slide 33- Six Evidence-Based Practices] Kary Zarate: Thank you, Dan. The last practice we're going to talk today about is using instructional technology.

[Slide 34- Instructional Technology] Kary Zarate: So instructional technology is the practice of using high tech tools such as computers or different kinds of software, Smart Boards even, to boost academic and behavioral instruction. Here the technology becomes part of the content of learning and is used as a learning tool to deliver content.

There are many considerations teachers need to make when incorporating technology into lessons, and those details are covered in depth in the brief. But most importantly, teachers need to consider the schools teachers already have with the technology tool they're using as some of the technology skills might need to be explicitly taught.

The biggest take-away here, though, is that instructional technology is not the same as assistive technology, as assistive technology is about overcoming barriers and gaining access to curriculum. More on that can be found in the module that we'll talk about in a moment and at the end of this presentation.

[Slide 35- Instruction Technology Within Instruction] Kary Zarate: Like the other practices we've talked about today, when you use instructional technology, you will plan with measurable objectives to incorporate that technology into your student's learning. You're going to want to make sure the technology you're choosing to use does not become a barrier to learning but rather a way to enhance learning so that your students can get to those learning targets.

Of course, you'll plan to use formative and summative assessments as you incorporate your tech into your instruction, and you'll do all the good steps of reviewing the data and determining whether or not you need to intensify or individualize instruction as you support your students in reaching those learning goals.

[Slide 36- Additional Resources] Kary Zarate: As we wrap up today, we want to draw your attention to some of the resources we have available to you.

Slide 37- Self-Paced Modules Focused on Each Practice] Kary Zarate: Coming soon, we have some interactive modules on each of these practices. These modules are short and sweet. They dive into the details and give step-by-step guidance for successfully implementing all of the practices we talked about today.

Included in these modules, you'll hear from practitioners, teachers out in the field through video interviews. I'll now toss it over to Tessie to talk about the PROGRESS Center website.

[Slide 38- PROGRESS Center Website] Tessie Bailey: Thank you all. I just want to give you all a special thanks for all of the great work that you all have done. You've shared the research with us to justify the current work we're doing, and thank you for sharing the current and upcoming resources.

If you would like to access these particular resources, we have a couple of places you can do that. You can visit our website at promotingprogress.org, and we'll do that in the chat box. Look under the first box, which is the implementation. What you'll find is there is an effective delivery and instruction pulldown tab. You'll be able to find all the briefs that were mentioned today there.

You'll also find in the other blue box is our training tab. Under our training tab, you'll find our online modules. Right now we have several online modules that are around the development, as I mentioned earlier, of the quality educational programming, but you will also start to find these as they roll out modules for each of the practice areas that were referenced today.

[Slide 39- Questions] Tessie Bailey: So now I would like to open it up to questions. I'd like to ask our presenters. They can turn their videos on, and you all can respond to those on how you feel most appropriate. But we did get some questions is that where should we start with these? There were six that were listed. Should folks start with all six? Should they prioritize? How do they know where to go?

Sarah Powell: That's a really good question, Tessie. I would suggest starting with the planning for instruction, delivering instruction, and the reviewing instruction, those three briefs, because I think they really help you with that three-phase cycle for teaching.

We see the next three, using cognitive and metacognitive strategies, the teaching behaviors and the using instructional technology will be really embedded in any instruction that you are providing. So I would start with planning, delivering, and reviewing.

Daniel Maggin: Just to extend that thought, something that is captured in the materials that we didn't address today, unfortunately due to time, is that it's really important to take stock of what your instruction entails and what strategies might students benefit from within the context of your instructions.

That requires you taking some time to think about what the developmental stage of the students are, what the learning task goals are, what those demands are. That's all part of that planning process that can be really important for making sure that you're selecting appropriate targeted supports.

Tessie Bailey: We had several parents on today's call. I'm curious how you're seeing that parents may be able to use these resources we're sharing today.

Gena Nelson: Hi, this is Gena. I actually teach a class on collaborating with families and working with parents. I have worked with parents in former careers, and I think that one thing that parents might be able to take away from the brief is understanding how a teacher may be approaching instruction, whether that's academics or behavior, with a child with a disability.

That goes for caregivers or guardians in addition to parents. It's a good starting point about how to ask questions in meetings with teachers or throughout the process when teachers are determining goals in the classroom.

Tessie Bailey: I would just say, I know Amy Peterson and myself work at the National Center for Intensive Intervention (NCII), and a lot of these practices were embedded in some of the resources that were permitted under COVID to help parents also support instructional delivery in the home. We can put that link in the chat box.

I appreciate that really collaborative understanding, how is the teacher teaching and how can the parent also supplement or enhance that teaching in the home environment?

We have another question. There are a number of folks working with CEEDAR or other entities for which they have already identified a number of practices they're focusing on. What do you recommend in terms of should they pivot and move to these practices given the effects that you're finding? Or should they sort of stay the course with what they have already selected?

Gena Nelson: I think what's really great about the resources we've developed for the PROGRESS Center, and this also addresses another question I saw about grade level, is that the six practices we selected to develop the resources around can really be embedded in any sort of program that is already in place at a school, regardless of the grade level or regardless of what specific programs are in place at the school.

I wouldn't say to kind of abandon what schools have been working with or are in the process of adopting, but finding ways to enhance instruction for students with disabilities while keeping all of these six practices in mind while designing instruction.

Tessie Bailey: So I think it kind of aligns with the question that we see in the chat box, and it's like the language is used when we discuss these practices. I think the intent was to organize them in a way to get the organizational cycle. Can you talk how these align with the CEC or CEEDAR practices that you mentioned earlier?

Gena Powell: Can you rephrase that question?

Tessie Bailey: You all are using terminology that in labeling the practices that are not like a direction connection to the CEC. So folks are asking how do those align -- how do these six practices align with the HLPs in the way they're listed on the current website?

Gena Nelson: I think you're right that there is just a difference in terminology, sometimes across resources. When we started the presentation, we talked a little bit about how the CEC high-leverage practice materials and documents guided our research study, which ultimately helped us identify more narrow practices, how Sarah was discussing specific practices with in evidence based that are narrower.

So the HLP document definitely describes the practices using broader terminology, and we have kind of picked those really salient features from those practices that have an evidence base. So it's not necessarily that they're in conflict, but definitely a narrower focus.

Tessie Bailey: It sounds like you all are defining them very concretely to really help local educators be able to understand that practice, implement that practice, and evaluate the extent to which they're implementing that practice.

Gena Nelson: Yeah, and in terms of the definition is we really wanted practitioners to take the briefs and have immediate next steps in the classroom or in their conversations with colleagues, and we felt that using a really narrow targeted focus was the best way for educators to find next steps to understand what do I do next as a special education teacher?

Tessie Bailey: I know there's a pretty robust conversation going on in the chat box, so I want to bring that out. There was a question around how do the UDL principles, how are they embedded or aligning with this work?

Kary Zarate: We were talking about UDL and the three main principles, which are representation, engagement, and action in expression. You're going to see those principles across all the briefs. It's not one particular brief, but such UDL is such a framework that we use for learning and teaching.

When thinking about planning and really thinking about working backwards in your planning, you're going to see that a lot in the sequencing section of the planning and delivering briefs, specifically. But you will see hints of UDL across all six of the briefs as we kind of guide practitioners on how to get started.

Tessie Bailey: We did have a question, and Gena, I think you mentioned it in your portion. You mentioned the research is in the elementary, so what are middle school and high school teachers to do with these practices? What's your recommendation? Sarah, I know you do a lot of work in middle school. I don't know if you want to start us off.

Sarah Powell: One of the things that's really important to know when Gena showed us those really beautiful figures around our meta-analysis that we did around the high-leverage practices is we relied on research that has occurred, probably for many reasons, more research has been conducted at the elementary grades.

My hypothesis is usually that is the reason because it's easier to do work in elementary schools than it is in middle and high schools, when students are changing classes or sometimes moving buildings during their school day. It's just a lot hard to do research in those settings.

So we relied on research that has occurred to inform the evidence-based practices that we're talking about today, but that doesn't mean there wasn't any research to support middle school and high school use of these different evidence-based practices.

In fact, we can get into the individual studies. If you are really interested, go ahead and reach out to our team, but there were studies that did represent students in different disability categories from the middle school and high school grades, so we would say these are important practices to use across grade levels, and what we hope is in the next decade or next

two decades, that more research is conducted at the middle and high school levels to investigate and add to the evidence base for those different types of practices.

So as Tessie said, I have done quite a lot of work in middle school with our colleagues, and we focus on math. We do see that planning and delivery of instruction and reviewing and intensifying using data-based decision rules and using instructional technology, and using metacognitive strategies and teaching learning behaviors, those are all important in the middle school grades just as they are in the elementary and high school levels.

Tessie Bailey: I'm going to just ask each of you a single prompt or a question. We did have questions about can we share these? Of course, please share away. We have a lot of administrators who are on the call learning about these. What would you recommend is a next step to actually use these? Should we just print them off and put them in the teacher mailboxes? What's something you would recommend as a good next step for administrators?

Daniel, we'll start with you.

Daniel Maggin: That's a really great question because oftentimes what we see is that we want to disseminate quality information, but like you said, we'll print it off, put it in their faculty mailbox as a suggestion they might take up the practice. One of the things I would suggest you do is focus on professional development that's going to focus particularly on the needs of special educators.

So providing them with the context, whether that's through professional learning communities, bring in a speaker who is an expert in this particular area to come in and provide targeted support to teachers who are looking really from a special education perspective, craving more instruction that's going to meet them, more professional development that's going to help them meet the needs of their students.

So that would be my first recommendation is not just to print off and suggest but to actually build a school context where special educators can learn to implement well.

Tessie Bailey: Great suggestion. How about you, Sarah?

Sarah Powell: Yeah, I would just add to what Dan said is that this has to be ongoing. So it's something that occurs during the school year and across the school year so that, if you have maybe one or two professional development sessions now or in November/December, that teachers have the time to meet with teachers maybe in their school or across the district to talk about these ideas.

How are you doing this? What are some of the barriers? What are some of the ways you found success with using technology or teaching social behaviors? It shouldn't just occur in this school year, but it has to be ongoing. So continual support based on the professional development that teachers have received.

Tessie Bailey: Gena?

Gena Nelson: I would just also add that, if you are a school facing some challenges with resources for providing professional development that maybe has a cost associated with it, you could look to teachers in your district who you could identify as experts in each of the instructional practices.

That's one of the things we did for the mini modules, we found current practitioners who are experts in those practices and interviewed them. We know they exist in the schools, and I think leaning on them to maybe lead some of the PLCs that Sarah and Dan mentioned.

Also, having teachers set goals around those practices. I don't know about everyone else, but I tend to not get much done unless I have a deadline or a specific goal that I want to achieve. So helping teachers set those goals around maybe games that they want to make in their instruction related to the practices.

Tessie Bailey: Kary?

Kary Zarate: I'm going to take it one step further with these PLCs. I think our administrators can take a lot of these practices and model them. Model that you're using for your PLC meetings. Model that instruction. Model the data you're collecting from your PLCs. Use instructional technology during PLC meetings. You're going to have teachers that are going to be shouter-outers and those kinds of things.

Use some of the replacement behavior we just talked about. Really, really modeling for your staff the practices we've talked about today can take your PLC meetings one step further.

[Slide 40- Staying Connected With The PROGRESS Center] Tessie Bailey: I think these are great suggestions, and we know there's a lot of demands on folks out there. So I think start small, make a plan, and follow through with that plan.

I'll also say that the PROGRESS Center is here to also support you. If you do have some needs, please contact us, and on our next page you'll see that we do have a Q&A box. We are working with local educators. We do have resources that we can connect you with to help you implement or start this school year.

If you do want to stay connected with us or stay up to date with all of these resources that are coming out, please sign up for our newsletter on our home page, and we highly recommend that you follow us on Twitter and Facebook, which is @k12progress.