



High-leverage practices: Supporting students with low-incidence disabilities in inclusive classrooms

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Southwest

October 17, 2019



Agenda

1. Welcome, event orientation, and speaker introductions.
2. Supporting students with low-incidence disabilities.
3. High-leverage classroom practices and reflection on application.
4. Facilitated discussion.
5. Thank you and stakeholder feedback survey.

Meet the presenters



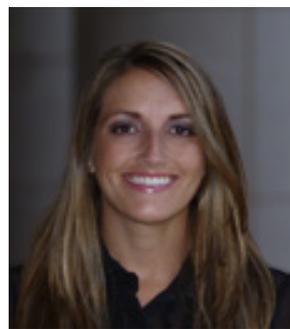
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How does REL Southwest do this work?

REL Southwest works with state education agencies, districts, and other stakeholders to **meaningfully improve student outcomes.**

REL Southwest supports **six** collaborative research partnerships to address the regional needs, priorities, and interests of these states: **Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.**



Research partnerships

- College and Career Readiness
- Early Childhood Education
- English Learner Students
- Networked Improvement Communities
- School Improvement
- Teacher Preparation and Professional Development

Today's goal

To learn about effective classroom practices that general education teachers can use to provide access for students with low-incidence disabilities to core curriculum and instruction.



Webinar outcomes

1. Increase understanding of the instructional needs of students with low-incidence disabilities (in a broad sense) and the challenges associated with supporting them in inclusive classrooms.
2. Become aware of HLPs and their evidence base for supporting students with low-incidence disabilities.
3. Gain skills and knowledge to implement three instructional HLPs that can be used to teach students with low-incidence disabilities in inclusive classrooms.



Stakeholder feedback survey

Don't forget to tell us what you thought about the webinar by completing our stakeholder feedback survey.

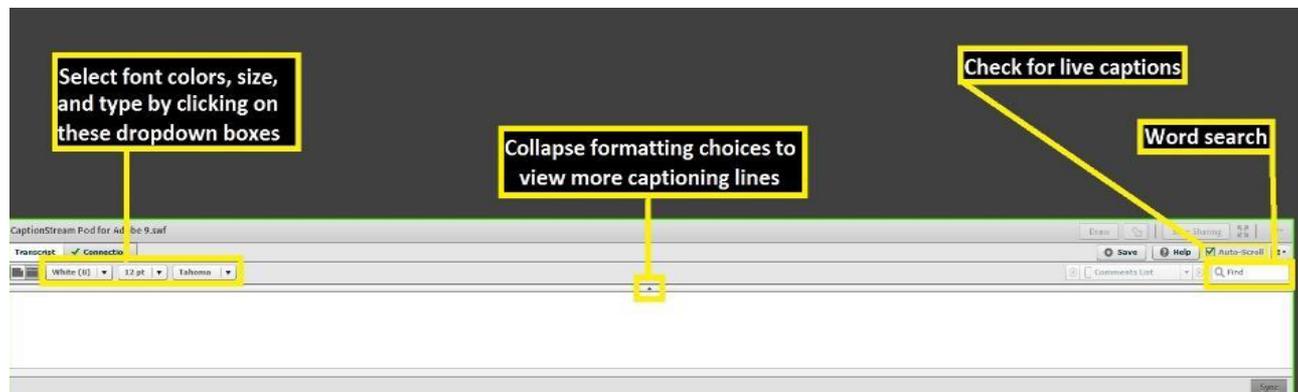
Your responses help us create better events in the future.



Closed captioning by Caption First

The following are some tips for customizing the closed-captioning box at the bottom of your screen:

- On the far left, select font type, color, and size.
- In the center, click the small arrow to hide the formatting choices and see more lines of captioning.
- On the right, be sure “Auto-Scroll” is checked so that the captioning will scroll automatically in real time.
- On the right, there also is a word search feature.





Supporting students with low-incidence disabilities

Tessie Bailey, Ph.D., Principal Technical Assistance Consultant, AIR

October 17, 2019



Promise of IDEA: Free appropriate public education

The essence of special education: To provide a special education that confers a **free appropriate public education (FAPE)**.

“... ‘free appropriate public education’ means special education and related services that—(A) have been provided at **public expense**...(B) meet the **standards of the SEA**...(C) include an **appropriate preschool, elementary, or secondary education**...; and are provided in **conformity with the individualized education program.**”

IDEA, 20 U.S.C. §1401 (9)(A-D)

IDEA shifting outcomes: Access only to access + results

BEFORE: “The educational benefit...must merely be more than de minimis.” (*Endrew F. v. Douglas County School District*, 2014, p. 17)

AFTER: “To meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make **progress appropriate in light of the child’s circumstances.**” (*Endrew F. v. Douglas County School District*, 2017, p. 16)

What is a “low-incidence disability”?

(A) a visual or hearing impairment, or simultaneous visual and hearing impairments;

(B) a significant cognitive impairment; or

(C) any impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education.

Promise of IDEA: Least restrictive environment with support

- Schools and district must ensure that “to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, **are educated with children who are nondisabled.**” [IDEA, §300.114 (A)(2)(i)]
- **Supplementary aids and services** means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. [IDEA, §300.42]

High-leverage practices

“A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession.”

(Windschitl, Thompson, Braaten, & Stroupe, 2012, p. 880)

HLPs are HOW teachers deliver instruction and supports. All teachers should have deep knowledge in a core set of effective instructional practices.

(McLeskey & Brownell, 2015)

High-leverage practices

HLPs are applicable to the everyday work of teachers and are necessary for delivery of evidence-based practices and evidence-based interventions.

Fundamental to effective teaching at all levels of support

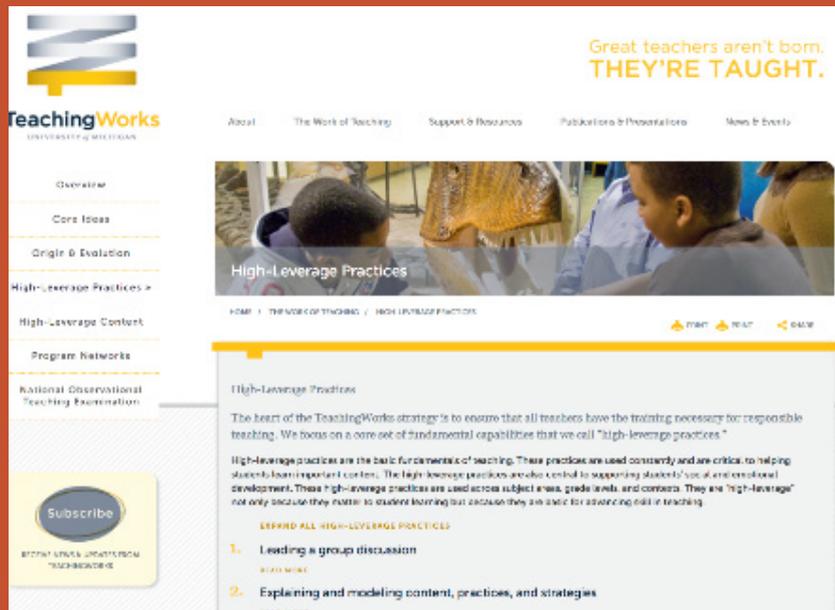
Cut across content domains and grade levels

Used frequently

Supported by research or policy

(McLeskey & Brownell, 2015)

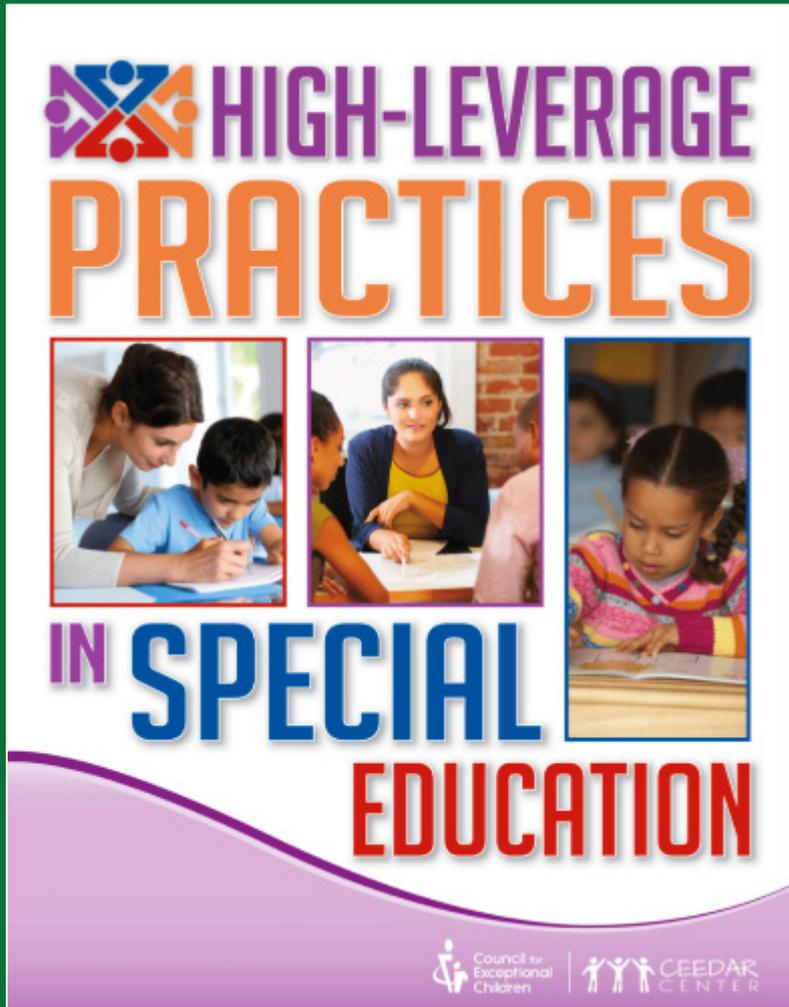
High-leverage practices: What all teachers should know and do



Do you ever...

- Explain and model content, practices, and strategies?
- Elicit and interpret individual students' thinking?
- Set up and manage small group work?
- Learn about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction?
- Build respectful relationships with students?
- Check student understanding during and at the conclusion of lessons?
- Provide oral and written feedback to students?

HLPs: Supporting struggling students and students with disabilities



- Collaboration
- Assessment
- Social/emotional/behavioral
- Instruction