



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

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Southwest

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# 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



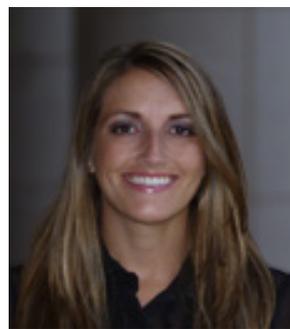
**Robyn Madison-Harris, EdD**

*Senior Technical Assistance Consultant, REL Southwest*



**Tessie Bailey, Ph.D.**

*Principal Technical Assistance Consultant, AIR*



**Nicole Pyle, Ph.D.**

*Associate Professor, Utah State University*



**Portia Bradford**

*Teacher, Louisiana Key Academy*

# 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.

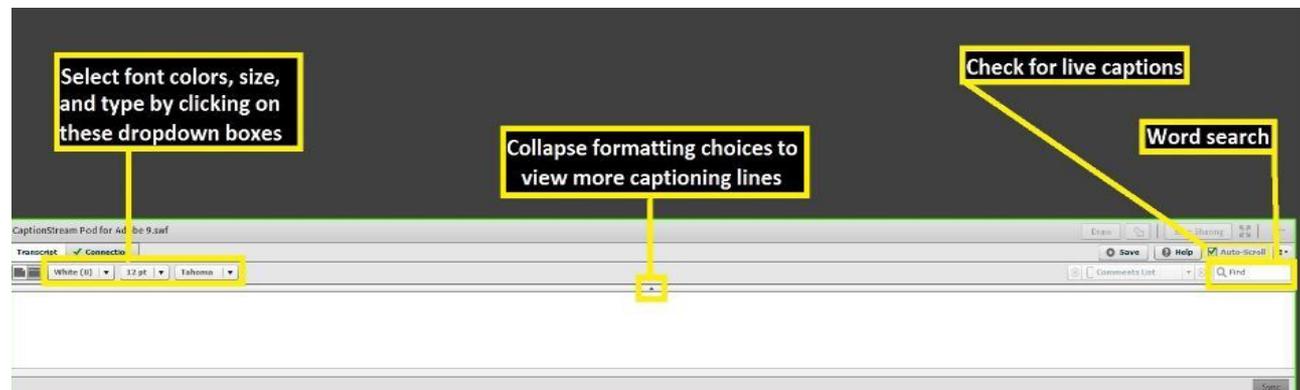
Your responses help us create better events in the future.



# 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)

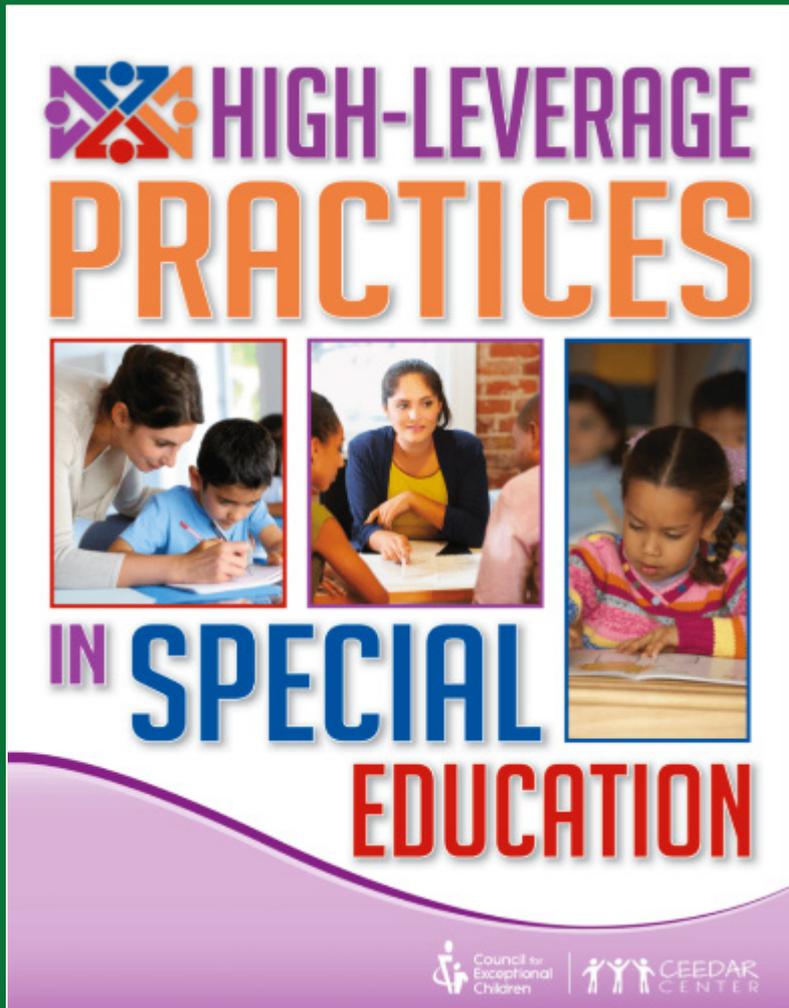
# High-leverage practices: What all teachers should know and do

The screenshot shows the TeachingWorks website. At the top, the logo features a stylized 'W' with horizontal lines. Below it, the text reads 'TeachingWorks UNIVERSITY OF MICHIGAN'. A navigation menu includes 'About', 'The Work of Teaching', 'Support & Resources', 'Publications & Presentations', and 'News & Events'. A prominent quote states, 'Great teachers aren't born. THEY'RE TAUGHT.' Below this is a navigation bar with 'Home', 'The Work of Teaching', and 'High-Leverage Practices'. The main content area is titled 'High-Leverage Practices' and features a photograph of students in a classroom. The text below the photo explains the TeachingWorks strategy and lists the first two high-leverage practices: '1. Leading a group discussion' and '2. Explaining and modeling content, practices, and strategies'. A 'Subscribe' button is visible in the bottom left corner.

## 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