



SCAN ME

Utilizing High-Leverage Practices to Start Your Year Off Right

STUDENTS WITH DISABILITIES

In 2015, in partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), the Council for Exceptional Children (CEC) developed and published a set of high-leverage practices (HLPs) for special educators and teacher candidates. The HLPs are organized around four aspects of practice: Collaboration, Assessment, Social/emotional/behavioral and Instruction. More information about the HLPs can be found at <https://highleveragepractices.org>

As a result of the quick transition to remote/hybrid learning the CEEDAR Center and the National Center for Systemic Improvement (NCSI) collaborated to develop "The Brief." This document describes six of the most common barriers students could experience in remote/hybrid learning environments. Each barrier identifies which HLPs are most effective in helping students overcome the barriers to remote learning. <https://cedar.education.ufl.edu/wp-content/uploads/2020/10/CEEDAR-Leveraging-508.pdf>

MEETING THE NEEDS OF ALL STUDENTS IN A REMOTE AND HYBRID ENVIRONMENT

Through the TRLE grant, Broome- Tioga BOCES and Otsego Northern Catskills BOCES formed a leadership team of high-quality special education teachers from the region. These teachers collaborated around the six barriers and HLPs to build and develop a resource website which can be used by teachers across the state.

On the site, you will find links to the CEEDAR Center's High Leverage Practices and "The Brief," and resources organized around the following needs:

- ✓ I want to keep students focused and engaged;
- ✓ I want to ensure students feel connected and address their social-emotional needs;
- ✓ I want to help students manage their workload and stress levels;
- ✓ I want to support students' learning of new content;
- ✓ I want to leverage technology tools to support all of my students' strengths and needs;
- ✓ I want to help families feel engaged.

BARRIERS TO LEARNING

The CEEDAR Center identified the following as the six most common barriers students could experience in remote/hybrid learning environments:

- ✓ BARRIER 1: Struggling to keep students focused and engaged.
- ✓ BARRIER 2: Ensuring students feel connected and that their social and emotional needs are addressed.
- ✓ BARRIER 3: Helping students manage their workload and avoid being overwhelmed.
- ✓ BARRIER 4: Supporting students' learning so they can process and retain new content.
- ✓ BARRIER 5: Addressing students' wide range of skills and experiences using technology for learning.
- ✓ BARRIER 6: Facilitating family engagement.

