



# High-Leverage Practices in Special Education

Overview and Social/Emotional/Behavior

## PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's  
Commitment  
to Least  
Restrictive  
Environment  
(LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

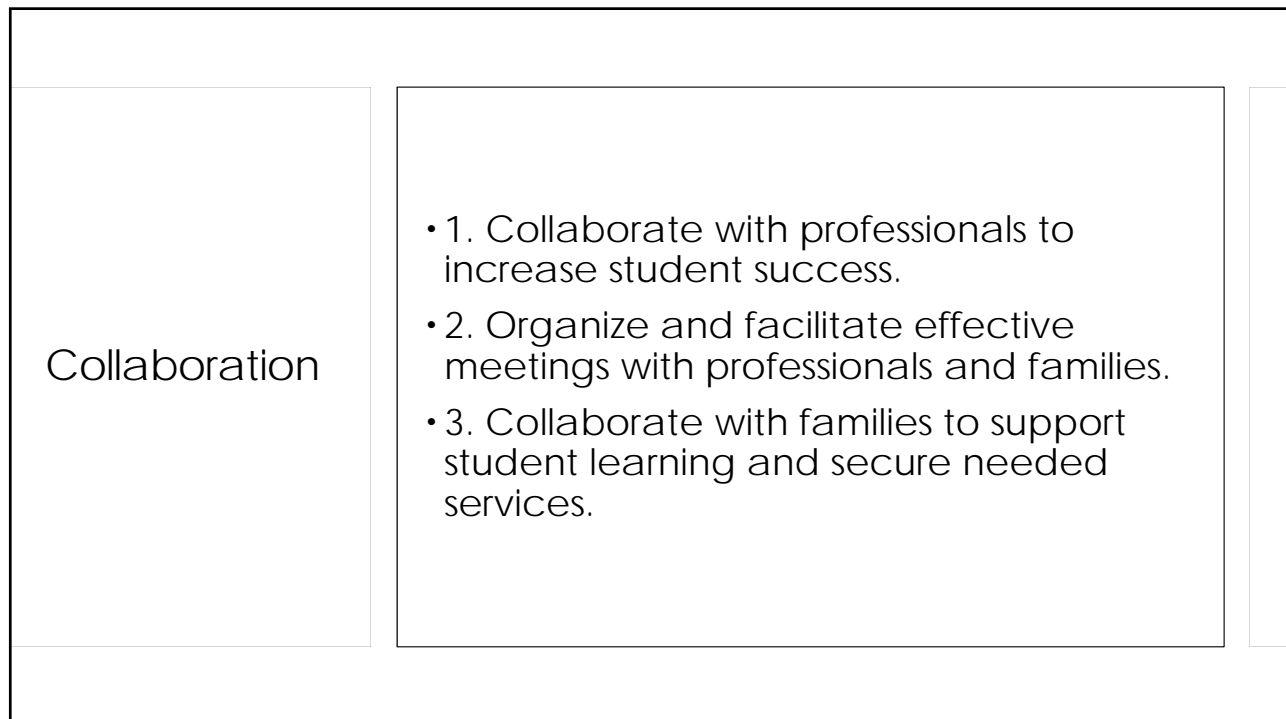
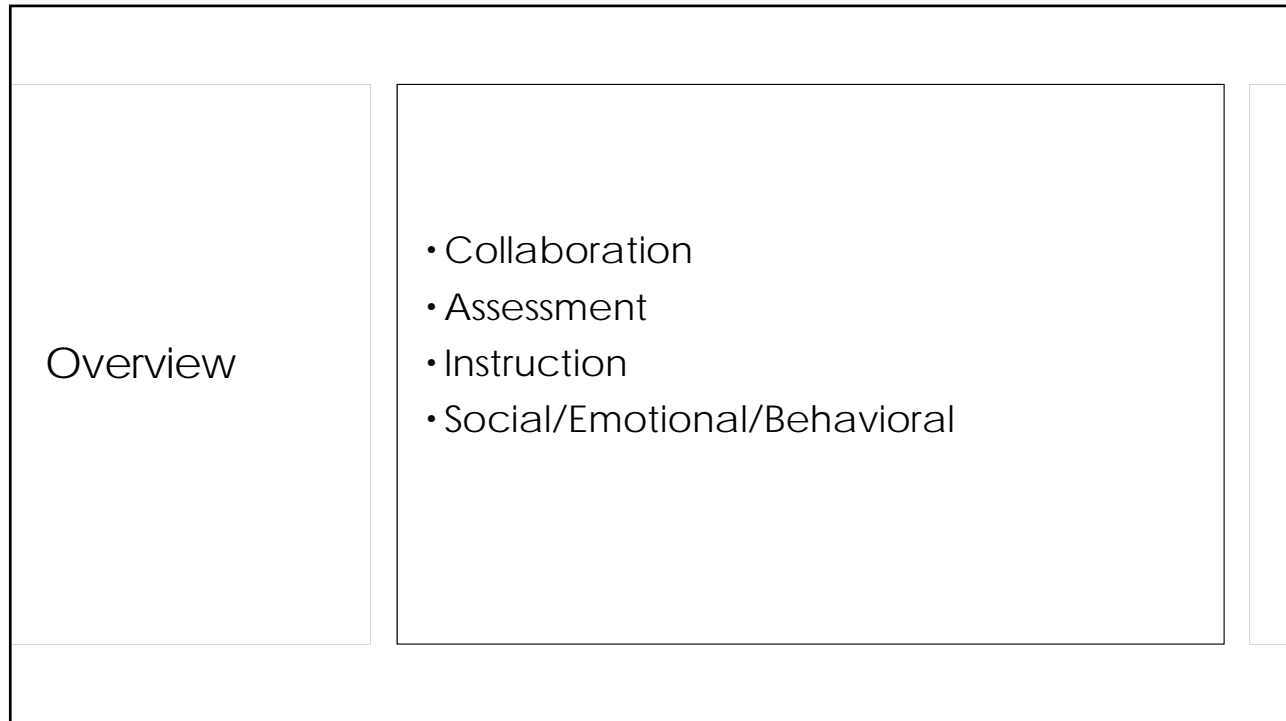


- *Individuals attending this workshop must arrive on time and stay the duration of the workshop in order to receive Act 48 Professional Education hours.*
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- *Participants must complete all 3 webinars in this series to receive a total of 3 Act 48 hours.*



## Overview

- What constitutes an effective special educator?
- What instructional practices are best for fostering student engagement and learning?



## Assessment

- 1. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
- 2. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
- 3. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

## Instruction

- 1. Identify and prioritize long and short-term learning goals.
- 2. Systematically design instruction toward specific learning goals.
- 3. Adapt curriculum tasks and materials for specific learning goals.

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|-------------|---|
| Instruction | <ul style="list-style-type: none"><li>• 4. Teach cognitive and metacognitive strategies to support learning and independence.</li><li>• 5. Provide scaffolded supports.</li><li>• 6. Use explicit instruction</li></ul> |
|-------------|---|

|             |  |
|-------------|--|
| Instruction | <ul style="list-style-type: none"><li>• 7. Use flexible grouping.</li><li>• 8. Use strategies to promote active student engagement.</li><li>• 9. Use assistive and instructional technologies.</li></ul> |
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| Instruction | <ul style="list-style-type: none"><li>• 10. Provide intensive instruction.</li><li>• 11. Teach students to maintain and generalize new learning across time and settings.</li><li>• 12. Provide positive and constructive feedback to guide students' learning and behavior.</li></ul> |
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| Social/Emotional<br>/Behavioral | <ul style="list-style-type: none"><li>• 1. Establish a consistent, organized, and respectful learning environment.</li><li>• 2. Provide positive and constructive feedback to guide students' learning and behavior.</li><li>• 3. Teach social behaviors.</li><li>• 4. Conduct functional behavioral assessments to develop individual student behavior support plans.</li></ul> |
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# Social/Emotional/Behavioral

- Effective special education teachers ensure that students with disabilities have the academic and behavioral supports they need to achieve success in school.



Four  
Components of  
Social/Emotional  
/Behavioral  
Practices

- Establish a consistent, organized, and respectful learning environment
- Provide positive and constructive feedback to guide students' learning and behavior
- Conduct functional behavioral assessments to develop individual student behavior support plans
- Teach social behaviors

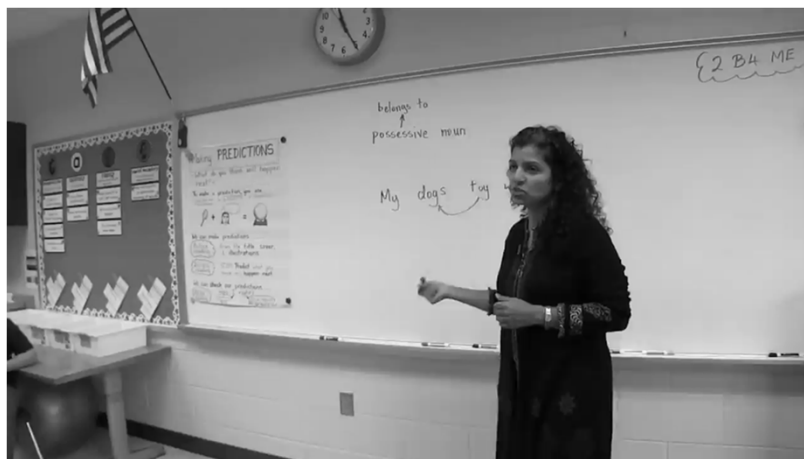
Establish a  
consistent,  
organized,  
and respectful  
learning  
environment

- Component 1: Classroom expectations and rules should be defined and taught.
- Component 2: Use a continuum of strategies to acknowledge appropriate behavior with high frequency.
- Component 3: Optimize Instructional Time.

# Component 1



# Component 2



## Component 3



Provide positive and constructive feedback to guide students' learning and behavior

- Component 1: Effective feedback is goal-directed.
- Component 2: Effective feedback is constructive.
- Component 3: Effective feedback is immediate.
- Component 4: Effective feedback is respectful and positive.

## Component 1



## Component 2



### Component 3



### Component 4



## Teach Social Behaviors

- Explicitly teach appropriate interpersonal skills
- Determine the nature of the social skill challenge.
- Direct social skill instruction should be provided until mastery is achieved.

## Conduct functional behavioral assessments to develop individual student behavior support plans

- Conduct a functional behavioral assessment (FBA).
- Develop a behavior intervention.
- Ongoing data collection to monitor progress.

## Important Considerations Across High-Leverage Social/Emotional/ Behavioral Practices

- Goals are to reduce problems.
- Value student's cultural and language backgrounds and experiences.
- Provide well-designed, effective instruction.





**Reminder:**

*Participants must complete all 3 webinars in this series to receive a total of 3 Act 48 hours.*

*A link will be emailed to participants at the conclusion of this session. Please follow the link and complete the survey and evaluation questions for this session.*

- *\* Questions regarding the survey link should be directed to Kristen Olszyk at [kolszyk@pattanpgh.net](mailto:kolszyk@pattanpgh.net)*

## Contact Information



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