



SPECIAL EDUCATION RESOURCES

Crosswalk CEC High Leverage Practices with Division for Early Childhood Recommended Practices

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The purpose of this document is to outline the similarities between the High Leverage Practices in Special Education developed by the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) and the Council for Exceptional Children (CEC) with the Division of Early Childhood of the Council for Exceptional Children and Early Childhood Technical Assistance Center. Educators supporting students receiving special education services through an Individualized Education Program (IEP) throughout the continuum of early learning at age 3 through elementary, middle, and high school up to age 21 can utilize these practices to improve outcomes for students with disabilities. Additional information can be found on the [High Leverage Practices for Students with Disabilities](#) and [Division of Early Childhood \(DEC\)](#) webpages.

Collaboration

CEC High Leverage Practices	Division for Early Childhood Recommended Practices
Collaborate with professionals to increase student success (HLP1)	<ul style="list-style-type: none"> ● Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family. (TC1) ● Team members assist each other to discover and access community- based services and other informal and formal resources to meet family-identified child or family needs. (TC4)
Organize and facilitate effective meetings with professionals and families. (HLP2)	<ul style="list-style-type: none"> ● Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members. (TC3)
Collaborate with families to support student learning and secure needed services (HLP3)	<ul style="list-style-type: none"> ● Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions. (TC2) ● Practitioners and families may collaborate with each other to identify one practitioner from the team who serves as the primary liaison between the family and other team members based on child and family priorities and needs. (TC5) ● Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity. (F1) ● Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances. (F3) ● Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals. (F7)
	<ul style="list-style-type: none"> ● Practitioners help families know and understand their rights. (F9) ● Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate. (F10)

Assessment

CEC High Leverage Practices	Division for Early Childhood Recommended Practices
	<ul style="list-style-type: none"> ● Practitioners work with the family to identify family preferences for assessment processes. (A1) ● Practitioners use assessment materials and strategies that are appropriate for the child’s age and level of development and accommodate the child’s sensory, physical, communication, cultural, linguistic, social, and emotional characteristics. (A3) ● Practitioners conduct assessments in the child’s dominant language and in additional languages if the child is learning more than one language (A4)
<p>Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs. (HLP4)</p>	<ul style="list-style-type: none"> ● Practitioners work as a team with the family and other professionals to gather assessment information. (A2) ● Practitioners conduct assessments that include all areas of development and behavior to learn about the child’s strengths, needs, preferences, and interests. (A4) ● Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life. (A6)
<p>Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. (HLP5)</p>	<ul style="list-style-type: none"> ● Practitioners obtain information about the child’s skills in daily activities, routines, and environments such as home, center, and community. (A7) ● Practitioners use clinical reasoning in addition to assessment results to identify the child’s current levels of functioning and to determine the child’s eligibility and plan for instruction. (A8) ● Practitioners report assessment results so that they are understandable and useful to families. (A11) ● Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions. (F2)
<p>Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. (HLP6)</p>	<ul style="list-style-type: none"> ● Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child’s progress to revise instruction as needed. (A9) ● Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs. (A10) ● Practitioners gather and use data to inform decisions about individualized instruction. (INS3)

Social/Emotional Behavioral

CEC High Leverage Practices	Division for Early Childhood Recommended Practices
Establish a consistent, organized, and respectful learning environment. (HLP7)	<ul style="list-style-type: none"> Practitioners promote the child's social-emotional development by observing, interpreting, and responding continuously to the range of the child's emotional expressions. (INT1) Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains. (E6) Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities. (F5)
Provide positive and constructive feedback to guide students' learning and behavior. (HLP8)	<ul style="list-style-type: none"> Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests. (INT3)
Teach social behaviors. (HLP9)	<ul style="list-style-type: none"> Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support. (INT2) Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation. (INT5)
Conduct functional behavioral assessments to develop individual student behavior support plans. (HLP10)	<ul style="list-style-type: none"> Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior. (INS9)

Instruction

CEC High Leverage Practices	Division for Early Childhood Recommended Practices
Teach cognitive and metacognitive strategies to support learning and independence. (HLP14)	<ul style="list-style-type: none"> Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent. (INT4) Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences. (F6)
Provide scaffolded supports. (HLP15)	<ul style="list-style-type: none"> Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities. (INS5)
Use explicit instruction. (HLP16)	<ul style="list-style-type: none"> Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning. (INS6)
Use flexible grouping (HLP17)	<ul style="list-style-type: none"> Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences. (E1)
Use strategies to promote active student engagement. (HLP18)	<ul style="list-style-type: none"> Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning. (INS1) Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning. (INS8)
Use assistive and instructional technologies. (HLP19)	<ul style="list-style-type: none"> Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences. (E4) Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences. (E5)
Provide intensive instruction. (HLP20)	<ul style="list-style-type: none"> Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals. (INS10)

Instruction

CEC High Leverage Practices	Division for Early Childhood Recommended Practices
Teach students to maintain and generalize new learning across time and settings. (HLP21)	<ul style="list-style-type: none"> Practitioners consider Universal Design for Learning principles to create accessible environments. (E2) Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences. (E3)
Provide positive and constructive feedback to guide students' learning and behavior. (HLP22)	<ul style="list-style-type: none"> Practitioners use explicit feedback and consequences to increase child engagement, play, and skills. (INS7) Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development. (F8)

Transition

CEC High Leverage Practices	Division for Early Childhood Recommended Practices
	<ul style="list-style-type: none"> Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.
	<ul style="list-style-type: none"> Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.

[DEC Recommended Practices](#)

[CEC High Leverage Practices](#)



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June 2022

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