

## HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs



# High-Leverage Practices for Students with Disabilities

Assessment should be thought of as a process, not an event. In doing so, professionals collaborating with one another (HLP 1) and families of students with disabilities (HLP 3) need access to a range of information to understand student needs and create an individualized plan of support (HLPs 2 & 11). No single assessment, regardless of type, can provide IEP teams with all the information they need to fully understand students' strengths and needs. Thus, HLP 4 is key to the collaborative work of professionals and families seeking to fully understand students' needs and create an individualized plan accordingly.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

The major source for content within this resource is the chapter by Amber Benedict, Kyena Cornelius, and Kelly Acosta in *High-Leverage Practices in the Inclusive Classroom*; the book *High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team*, and content on [www.highleveragepractices.org](http://www.highleveragepractices.org).

### ● Teachers Who Effectively Develop a Comprehensive Understanding of Their Students

- Use formal and informal assessments to gather information about students' academic strengths and weaknesses.
- Seek input from students about their preferences, strengths, needs, and long-term goals.
- Seek input from family members for insights into students' interests, motivations, health, language, and cultural experiences in school and at home.
- Utilize the information gathered from these various sources (school-based assessments, student input, and family input) to develop a comprehensive learner profile and inform IEP-related decisions.

### ● Tips for School Leaders to Support Teachers

- Ensure each educator knows about and has access to appropriate and minimally-biased assessments for the student's age and level of cognitive and functional skills.
- Provide instruction about how to interpret data sources of various types and how they collectively produce a comprehensive portrait of students' strengths, needs, and present level of performance.
- Deliver feedback to the educator on their skill in administering and interpreting data from various sources.

### ● Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why is it so critical to develop a comprehensive learner profile including information and data from a wide variety of sources to make programmatic and service decisions about a student?
- Is there a certain type of assessment (formal or informal) that you believe to have more value when making educational decisions? Why or why not?
- What are some added benefits to including student voice when developing learner profiles?
- Are there any other ways that you can gather additional valuable information about students?

### Online Resources

#### [High-Leverage Practices in Georgia Webinar Series | CEEDAR](#)

This series is a 7-part webinar that creates awareness of High-Leverage Practices and how these practices align within Georgia's Tiered System of Support for Students. This series provides information and resources that are applicable to stakeholders in various settings. Webinar 1 covers Collaboration, Assessment, and Social/Emotional/Behavioral HLPs; Webinar 3 covers HLPs 1 and 4.

#### [High-Leverage Practices: A Professional Development Guide for School Leaders](#)

A downloadable online guide providing school leaders, including administrators, principals, mentors and coaches, with practical tools for engaging staff members in learning about how high-leverage practices can enhance student learning in the school and district.

### Journal Articles

- Capizzi, A. M. (2008). From assessment to annual goal: Engaging a decision-making process in writing measurable IEPs. *TEACHING Exceptional Children, 41*(1), 18–25. <https://doi.org/10.1177/004005990804100102>
- Cornelius, K. E. (2014). Formative assessment made easy: Templates for collecting daily data in inclusive classrooms. *TEACHING Exceptional Children, 47*(2), 112–118. <https://doi.org/10.1177/0040059914553204>
- Espinera, D., & Guild, D. (2012). Capturing what matters most: Engaging students and their families in educational planning. *TEACHING Exceptional Children, 44*(5), 56–67. <https://doi.org/10.1177/004005991204400506>
- Francis, G. L., Haines, S. J., & Nagro, S. A. (2017). Developing relationships with immigrant families: Learning by asking the right questions. *TEACHING Exceptional Children, 50*(2), 95–105. <https://doi.org/10.1177/0040059917720778>
- Koellner, K., Colman, M., & Risley, R. (2014). Multidimensional assessment: Guiding response to intervention in mathematics. *TEACHING Exceptional Children, 47*(2), 103–111. <https://doi.org/10.1177/0040059914553206>
- Mazzotti, V. L., Rowe, D. A., Kelley, K. R., Test, D. W., Fowler, C. H., Kohler, P. D., & Kortering, L. J. (2009). Linking transition assessment and postsecondary goals: Key elements in the secondary transition planning process. *TEACHING Exceptional Children, 42*(2), 44–51. <https://doi.org/10.1177/004005990904200205>
- Thompson, J. R., Meadan, H., Fansler, K. W., Alber, S. B., & Balogh, P. A. (2007). Family assessment portfolios; A new way to jumpstart family/school collaboration. *TEACHING Exceptional Children, 39*(6), 19–25. <https://doi.org/10.1177/004005990703900603>
- Weingarten, Z., Zumeta Edmonds, R., & Arden, S. (2020). Better together: Using MTSS as a structure for building school–family partnerships. *TEACHING Exceptional Children, 53*(2), 004005992093773. <https://doi.org/10.1177/0040059920937733>
- Ysseldyke, J., Burns, M. K., Scholin, S. E., & Parker, D. C. (2010). Instructionally valid assessment within response to intervention. *TEACHING Exceptional Children, 42*(4), 54–61. <https://doi.org/10.1177/004005991004200406>