

**HLP 4 Highlight Tool**

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

**Here’s What It Is**:

* Utilizing a variety of assessments to build a student learner profile
* Collecting and evaluating student strengths, interests and needs
* Analyzing the learning environment to determine supports/barriers to academic progress

**When Do I Use It?**

* When making qualification/placement decisions
* When writing goals and objectives
* When determining what changes are needed in instruction/placement
* When deciding on special educational accommodations/modifications

**Here’s What It Looks Like:**

* [5 Ways to Conduct Formative Assessments Virtually](https://www.youtube.com/watch?v=CEDhhNJPNnQ) (2:08)
* [Distance Learning/ Formative Assessments You Can Implement Remotely](https://www.youtube.com/watch?v=DITZe_a_rS0) (3.40)
* [Example of Curriculum-Based Measure (CBM) Screening](https://www.youtube.com/watch?v=1zZXnVo9Hxo) (2:00)
* [Curriculum Based Measurements: General Overview](https://www.youtube.com/watch?v=t2pNIFaEXeM) (13.27)
* [Self-Determination Tips for Including Students in the Education and Transition Planning](https://ttaconline.org/Resource/JWHaEa5BS77Uddn_5LekBQ/Resource-recorded-webinar--self-determination-tips-for-including-students-in-their-education-and-transition) (57:08)

**Resources to Extend Learning**

* Department of Education: [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/)
* University of Missouri: [Evidence Based Intervention (EBI) Network](https://ebi.missouri.edu/)
* [National Center for Intensive Intervention](https://intensiveintervention.org/)
* [High Leverage Practices](http://www.highleveragepractices.org)  and [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [I’m Determined](https://imdetermined.org/)

**Here Are My Work Plans:**

* Examine academic data to determine strengths, needs, etc.; Example of [CBM screening](https://www.youtube.com/watch?v=1zZXnVo9Hxo) (2:00)
* [Examine behavioral assessment data to determine strengths, needs, etc](https://iris.peabody.vanderbilt.edu/module/fba/cr_assess/).(0:58)
* [Collaborate with families to build a comprehensive student profile](https://ttaconline.org/Resource/JWHaEa5BS77OE-vLD3UMig/Resource-beginning-of-the-year-questionnaire-for-families-with-post-covid-19-questions-2020-2021)
* [Collect student input](https://imdetermined.org/resource/the-importance-of-student-involvement-in-iep-meetings-oc/) (1:47)
* Video: Curriculum Based Measurements: [Basic Overview](https://www.youtube.com/watch?v=t2pNIFaEXeM)

**Suggested Activities:**

[Visit Intervention Central to discover these activities.](https://www.interventioncentral.org/)

* Use universal screening tools to gain understanding of student progress (check division requirements)
* Use evidence-based practices to select appropriate resources for intervention (What Works Clearinghouse)
* Use on-going progress monitoring tools to guide decision making and data collection
* Use a variety of resources to make informed decisions about academic and behavioral areas of student need

**HLP 4 In Action!**

**Developing a Comprehensive Student Learning Profile**

**Directions:** Review the components of the assessment options below to use as a guideline in developing a comprehensive learner profile as part of a student portfolio collection.

**Assessment Option**

1. Use formal assessments to analyze student academic progress

**Guiding References**

* Curriculum-Based Assessments to determine academic proficiency in a skill set (see reference below)
* Data from norm-referenced tests (e.g. Woodcock-Johnson Tests of Achievement) to determine eligibility
* Criterion-Referenced Tests (e.g. District-Developed benchmark assessments)
* Diagnostic Assessments (formal and informal) to assess learning needs in a curricular area. (e.g. Core Phonics Survey)

**Assessment Option**

1. Use informal assessments to analyze student academic/behavioral progress

**Guiding References**

* Curriculum-Based Assessments to determine academic proficiency in a skill set (see reference below)
* Anecdotal records/seating chart
* Observational records (e.g. Daily Scorecard)

**Assessment Option**

1. Include student input & voice

**Guiding References**

* [Student Led IEP Input: Video](https://researchautism.org/self-determination/?fbclid=IwAR0LyTqOwl3zG5Arn0bDZTDkgg3yDBr4Rugqy5M1DKDsEyDbXpTyN65zbtc) 18:03-19:24
* [Student Involvement in the IEP Process: I’m Determined tools](https://imdetermined.org/resource/one-pager/)

**Assessment Option**

1. Include parent input & voice

**Guiding References**

* [Beginning of the Year Questionnaire for Families](https://ttaconline.org/Resource/JWHaEa5BS77OE-vLD3UMig/Resource-beginning-of-the-year-questionnaire-for-families-with-post-covid-19-questions-2020-2021)

*Adapted from* [*HLP Leadership Guide*](https://highleveragepractices.org/hlp-leadership-guides)

**References**

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in*

*Special Education, Guide 1.* Council for Exceptional Children.

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). T*he ABC’s of CBM: A practical guide to*

*curriculum-based measurement.* New York, NY: Guilford Press.

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. New York:

Routledge.

Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).