****

# **HLP Highlight Tool**

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

Embedded under Data-Driven Planning Pillar (HLP 6)

## Here’s What It Is:

To effectively plan differentiated and individualized instruction, teachers examine data from multiple sources of information to create a comprehensive learner profile that documents a student’s interests, strengths and needs. A comprehensive learner profile puts the student at the center, allowing educators and families to see the big picture in a field often dominated by specific student needs that require targeted interventions. A comprehensive learner profile considers the multi-facets of personhood, interests, goals, social-emotional, behavior, functional skills, medical issues, academic strengths and needs to design plans that improve student outcomes. Sources of information include those from students and families, school files, norm- and criterion referenced assessments, informal and curriculum-based assessments, formal and informal observations, functional behavior assessments (FBA), and more.

Tools: [HLP 4 Rubric](https://ttaconline.org/Resource/JWHaEa5BS77tJiU-01nzug/Resource-rubric--hlp-4-use-multiple-sources-of-information-to-develop-a-comprehensive-understanding-of-a)

## Here’s When to Use It:

* During the special education evaluation and eligibility process.
* When understanding a student’s present level of performance.
* When writing IEP goals and objectives.
* When evaluating special education services and places.
* When deciding on special educational accommodations/modifications

## Here’s What It Looks Like:

[HLP 4 Video](https://youtu.be/pAY48kyiHIw?si=9LkZc3jHd0FwM7EA) (9:09) [HLP 4: Comprehensive Student Profile Graphic Organizer](https://drive.google.com/file/d/1C89565r-XUfygF29-QG4H-F57SxSbEsO/view?usp=sharing)

## Resources to Extend Learning

* [National Center for Intensive Intervention](https://intensiveintervention.org/)
* [Data-Based Decision-Making Case Study](https://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/08/ICS-012.pdf) (pdf)
* [High Leverage Practices](http://www.highleveragepractices.org)
* [Leadership Guide for HLP 4](https://exceptionalchildren.org/sites/default/files/2020-12/HLP%204%20Admin%20Guide.pdf?_gl=1*qv0xym*_ga*MTg0OTkzNTU0OC4xNzExNTU0Njc1*_ga_L4ZFTNESGT*MTcxMzk3NjEwOS41LjEuMTcxMzk3Njk1OC42MC4wLjA.) (pdf)
* [Faculty Guide for HLP 4](https://highleveragepractices.org/sites/default/files/2024-02/Revised-%20HLP%20Faculty%20Guides%20-%20HLP%204.pdf) (pdf)
* [VDOE: Assessment Supports](https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/english-reading-literacy/assessment-resources)
* [Colorado Dept of Ed Course: Assessing, Preventing, and Overcoming Reading Difficulties](https://sitesed.cde.state.co.us/course/view.php?id=132)
* [Core Learning: Assessment for Reading Difficulties and Dyslexia](https://www.corelearn.com/resource-posts/free-webinar-assessment-for-reading-difficulties-and-dyslexia/)
* TTAC HLP 4 [Self-Paced Professional Learning Session: Use Multiple Data Sources to Develop a Comprehensive Understanding of a Student’s Strengths & Needs (5 Hours of Professional Learning)](https://virginialearning.catalog.instructure.com/courses/hlp-4-using-multiple-data-sources-to-develop-a-comprehensive-learner-profile-pilot-winter-2023-2024)
* IRIS Center the [Pre-referral Process Supporting Students with Academic and Behavioral](https://iris.peabody.vanderbilt.edu/module/preref/) Concerns
* IRIS Center [Developing High Quality Individualized Education Programs](https://iris.peabody.vanderbilt.edu/module/iep01/)
* [I’m Determined](https://imdetermined.org/)

## 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).

## References

Aceves, T. C., & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities.* 2nd edition. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

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