A Crosswalk: High-Leverage Practices for Students with Disabilities and Strategic Instruction Model (SIM™) Instructional Tools and Interventions

Purpose

The University of Kansas Center for Research on Learning (KUCRL) has developed this crosswalk to assist educators in understanding the relationship between the High-Leverage Practices for Students with Disabilities (HLPs) and the elements and processes used when implementing the Strategic Instruction Model (SIM™). These comparisons demonstrate how SIM can empower all teachers with evidence-based instructional tools and interventions which embed HLPs shown by research to improve achievement for students with disabilities. Likewise, these comparisons demonstrate how fluency in the use of HLPs provides a solid foundation with which to implement evidence-based practices, such as SIM. High leverage practices and the instructional process built into SIM have complimentary and related research foundations showing effectiveness to improve outcomes for students.

Background on HLPs

High-leverage Practices are endorsed by the CEEDAR Center at the University of Florida and the Council for Exceptional Children (CEC). In 2015, twenty-two High-Leverage Practices for Students with Disabilities were determined by a writing group of practitioners and scholars and were organized by four domains (Collaboration, Assessment, Social/Emotional/Behavioral, and Instruction). HLPs were determined based on the following criteria: focus directly on instructional practice, occur with high frequency in teaching, research based and known to foster student engagement and learning, broadly applicable and usable in any content area or approach to teaching, and skillful execution is fundamental to effective teaching. In 2024, the HLPs were reorganized into seven Pillar Practices and the four domains were renamed to: Collaboration, Data-Driven Planning, Instruction in Behavior and Academics, and Intensify and Intervene as Needed. Pillar Practices were determined as the Most Important Practices, and the rest of the HLPs are within each of the Pillar Practices. What remains the same is that HLPs represent the most critical practices that K-12 special educators should be ready to

implement on Day 1 of their teaching assignment. Great potential exists for using these HLPs as a framework for delivering instruction to pre-service teachers as well ongoing professional learning within school divisions. For more information, visit www.highleveragepractices.org.

Background on SIM

The Strategic Instruction Model is a comprehensive approach to adolescent literacy, including an evidence-based set of instructional tools and interventions that empower teachers and enable students to better succeed in school and beyond. Strategic schools and teachers select instructional tools and interventions to meet their student needs, and strategic students have options for matching an approach to a task. Since 1978, researchers from KUCRL have partnered with classroom teachers to design SIM instructional tools, materials, and interventions. The research-based components of these tools have been tested and approved by teachers to become evidence-based practices shown to be effective in varied school and classroom contexts. SIM includes two arms that work together to improve literacy: Learning Strategies (LS) and Content Enhancement Routines (CER). LS use explicit and systematic instructional procedures. CER implementation is supported by the SMARTER Instructional Cycle, an instructional planning cycle that promotes effective teaching and learning of critical content. Schools and teachers may implement a combination of LS and/or CER. SIM also includes two comprehensive reading programs, designed based on the science of reading: Fusion Reading (FR) and Xtreme Reading (XR). For more information, visit www.sim.ku.edu. The Strategic Insruction Model was built on the importance of teaching cognitive and metacognitive strategies.

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High-Leverage Practice	SIM Learning Strategy Instructional Process	SIM Content Enhancement Routine Instructional Process	Examples of SIM Instructional Tools and Interventions
HLP 1. Collaborate with professionals to increase student success.	Embedded strategy instruction within co-taught classes; Match and select strategies based on student needs to access the general education curriculum; Generalization includes asking the general education teachers to prompt and expect the use of strategies that students have mastered	Planning and leading learning routines assist with collaboration; Determine content structures and relationships (i.e., concepts, comparisons) to address through explicit visuals and teaching processes	Course Organizer Unit Organizer Lesson Organizer Proficiency in the Sentence Writing Strategy taught to whole class Word Mapping Strategy taught in small groups
HLP 3. Collaborate with families to support student learning and secure needed services.	Progress charts are communication tools with families	Visual devices and studying procedures help parents reinforce learning at home; Community principles, learning rituals and performance options on the Course Organizer communicate the teacher's learning system	Course Organizer Unit Organizer Self-Advocacy Strategy FR and XR Book Study LS or reading intervention selected by need
Embedded HLP 2. Organize and facilitate effective meetings with professionals and families.	Progress charts provide student data for meetings; Classroom management charts and progress monitoring tools serve as data dashboard for intervention courses	Visual devices with Cue-Do-Review sequence can be used with educators as well to organize meeting content and foster dialogue	Self-Advocacy Strategy CER, LS, or reading intervention selected by need

(Row group label, rotated vertically: **Collaboration**)

	High-Leverage Practice	SIM Learning Strategy Instructional Process	SIM Content Enhancement Routine Instructional Process	Examples of SIM Instructional Tools and Interventions
Data-Driven Planning	HLP 6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.	Mastery learning includes multiple opportunities for formative assessment with these stages of instruction: *Verbal Practice, Controlled Practice & Feedback, Advance Practice & Feedback, Pre-/Post-test & Make Commitments, and Generalization*; Progress is monitored throughout instruction; Descriptive, targeted feedback including additional modeling and goal setting is provided in relation to meeting general education learning expectations	SMARTER Instructional Cycle accompanies the use of CER, which includes *Analyzing for learning difficulties*, *Reaching instructional enhancement decisions*, and *Teaching strategically; Evaluating learning,* and *Revisiting learning* outcomes and critical questions; Cue-Do-Review instructional sequence with all CER; co-construction with each CER allows for teachers to adjust instruction and clear up misconceptions	Unit Organizer expanded map CER, LS, and reading programs selected by need
	Embedded HLP 4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.	*Pre-test & Make Commitments* stage of instruction in every LS evaluates student skills in relation to grade level curricular demands; purposeful selection of LS aligns with needed skills and incorporates student awareness of strengths and needs; progress is monitored throughout instruction	SMARTER Instructional Cycle accompanies the use of CER, which includes *Shaping the critical questions* based on a review of standards and student performance data to plan instruction and *Analyze for learning difficulties* step to consider how content might be difficult, made apparent, and measured	Course Organizer Unit Organizer LS or reading intervention selected by need
	Embedded HLP 5. Interpret and communicate assessment	*Pre-test & Make Commitments* stage of instruction aligns	Planning routines encourage transparency for learning goals	Unit Organizer self-test questions and schedule

information to collaboratively design and implement educational programs.	selected LS with needed skills and incorporates student awareness of strengths and needs; progress is monitored throughout instruction; Progress charts and classroom management charts serve as assessment communication tools with stakeholders; Frequent feedback used; *Post-test & Make Commitments to Generalize* stage of instuction in every LS determines mastery and next steps	and student progress in achieving them; planning routines enable collaborative design and implementation of educational programming; visual devices are co-constructed with students	Course Organizer course progress chart and standards measurement LS or reading intervention selected by need
Embedded HLP 11. Identify and prioritize long- and short-term learning goals.	Results from the *Pre-test* stage aids decision-making regarding strategy instruction and the *Make Commitments* aspect of this stage involves students setting goals for learning; strategy use is aligned with Present Level of Performance and IEP goals/objectives; goal setting and completion is documented on student Progress Charts; goal progress and attainment during strategy instruction can be documented within the IEP progress report; *Generalization* stage includes goal setting for strategy use in varied settings	Cue-Do-Review instructional sequence with all CER; "Cue" establishes learning goals and "Review" reinforces the importance of critical content and learning process; SMARTER Instructional Cycle accompanies the use of CER: *Shaping the critical questions* and *Mapping the critical content and relationships* based on a review of standards and student performance data to plan instruction	Course Organizer critical questions, critical concepts, and unit maps Unit Organizer self-test questions, unit map, and unit relationships Possible Selves Self-Advocacy Strategy FR Partner Practice and Book Study XR Paired Practice and Book Study LS and reading programs selected based on need

| | Embedded HLP 12. Systematically design instruction toward a specific learning goal. | Teacher-student dialogue about goal setting interwoven throughout; *Pre-test and Make Commitments* involves students setting goals for learning; *Describe stage* includes students setting personalized learning goals and target dates for completion; *Controlled and Feedback* and *Advance Practice and Feedback* stages include goal setting as part of the Feedback Loop; *Post-test and Make Commitments to Generalize* stage include celebrating goal achievement and documentation in IEP for goal attainment; within LS manuals the use of other LS are suggested as pre-requisites or reinforcement for addressing challenges with goal attainment | Cue-Do-Review instructional sequence with all CER; "Cue" establishes learning goals and "Review" reinforces the importance of critical content and learning process; SMARTER Instructional Cycle accompanies the use of CER: *Shaping the critical questions* and *Mapping the critical content and relationships* based on a review of standards and student performance data to plan instruction; *Analyzing for learning difficulties*, *Reaching instructional enhancement decisions*, and *Teaching strategically* | Course Organizer critical questions, critical concepts, and unit maps
Unit Organizer self-test questions, unit map, and unit relationships
CER selected based on need
LS strands are organized in a sequence to assist teachers in strategy selection aligned to specific learning goals
FR Goal Setting per reading strategy and Book Study
XR Goal Setting per reading strategy and Book Study |

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	High-Leverage Practice	SIM Learning Strategy Instructional Process	SIM Content Enhancement Routine Instructional Process	Examples of SIM Instructional Tools and Interventions
Instruction in Behavior and Academics	HLP 7. Establish a consistent, organized and responsive learning environments.	Instructional procedures include: daily advance and post organizers to establish and reinforce expectations for learning and behavior, guided practice, and organized student materials in folders with visual tools, such as Progress Chart, Assignment Sheets, and Classroom Management Charts; Commitments to learn by students and to teach by teachers; Feedback process helps develop a partnership for learning and teaching	Cue-Do-Review instructional sequence with all CER; "Cue" establishes learning goals and expected behavior for active and respectful participation, "Do" supports co-constructed, collaborative learning; "Review" supports student self- reflection on performance	Course Organizer Learning Community: Community Principles, Learning Rituals, and Performance Options LS Community Building Series FR Establish the Course Unit, Classroom Routines and Procedures, Partner Practice, and Thinking Reading XR Xpect to Achieve Unit, Paired Practice, and Guided Reading
	HLP 16. Use explicit instruction.	All stages of instruction use elements of explicit instruction delivery: clarity of language and purpose, reduction of cognitive load with scaffolded approach, frequent and varied student responses, frequent affirmative and corrective feedback, and deliberate activities for generalization of strategy to practical uses	Cue-Do-Review instructional sequence prompts a supportive learning experience for students; "I do, we do, you do" approach can be used to move CER use from whole class construction to independent student strategy use	Strategies within the FR and XR reading programs use explicit instruction. FR Partner, Independent, and Generalization Practices, Thinking Reading, and Book Study XR Paired, Differentiated, and Independent Practices, Guided Reading, and Book Study CER, LS, and reading programs selected by need

	Embedded HLP 9. Teach social behaviors.	LS Stages of instruction use explicit and scaffolded instruction to teach social behaviors (e.g., Model stage includes teacher think aloud and eliciting student involvement with teacher guidance)	Cue-Do-Review instructional sequence with all CER; "Cue" establishes and expected behavior for active and respectful participation, "Do" supports co-constructed, collaborative learning; "Review" supports student self- reflection on performance	Course Organizer learning community Community Building Series Cooperative Thinking Series Socially Wise Program Speaking with Power series SLANT Strategy for Class Participation FR Establish the Course Unit, Classroom Routines and Procedures, Partner Practice XR Xpect to Achieve Unit and Paired Practice
	Embedded HLP 13. Adapt curriculum tasks and materials for specific learning goals.	Mnemonic device helps students remember the steps to use LS; Each stage of instruction in every LS is strategically scaffolded; Each lesson begins with an advance organizer to provide clear directions and expectations for learning and behavior; "I do, we do, you do" process used throughout stages/lessons; *Controlled and Advance Practice Stages* involve students using the strategy with increasingly difficult tasks; during *Describe Stage* students take notes about how to use the strategy on cue cards or cloze notes; *Generalization – Adaption*	Cue-Do-Review instructional sequence with all CER; "Cue" establishes learning goals and "Review" reinforces the importance of critical content and learning process; Mnemonic on visual device helps teachers and students build their device in a logical sequence; Concept mapping is foundational to most CER devices	Course Organizer performance learning options Strategic Tutoring FR Thinking Reading and Book Study XR Guided Reading and Book Study CER, LS and reading program selected based on need

	Phase guides students in identifying ways to adapt the mastered strategy to meet their needs		
Embedded HLP 14. Teach cognitive and metacognitive strategies to support learning and independence.	An overarching goal of LS instruction is to develop strategic learners; During *Pretest and Make Commitments* both teacher and student write and sign commitment statements to teach/learn the LS; *Model Stage* prompts teacher to demonstration overt and covert behaviors needed to perform the strategy; *Verbal Practice* involves memorizing the strategy steps and confirming an understanding of each step; a feedback loop includes teacher-student dialogue about strategy use; *Generalization - Activation and Adaptation Phases* assist students in using strategies for appropriately matched tasks and how to integrate two or more learning strategies	Cue-Do-Review instructional sequence with all CER; "Do" supports co-constructed, collaborative learning of critical content and relationships among concepts; CER devices support students to express their metacognitive thinking in speaking and writing; SMARTER Instructional Cycle accompanies the use of CER; *Mapping the critical content and relationships* to encourage metacognitive thinking; teachers can teach students how to study using CER to support independence	Unit Organizer unit relationships and line labels Question Exploration Routine Concept Mastery Concept Comparison FR Partner, Independent, and Generalization Practices, Thinking Reading, and Book Study XR Paired, Differentiated, and Independent Practices, Guided Reading, and Book Study LS and reading programs selected by need
Embedded HLP 15. Provide scaffolded supports.	"I do, we do, you do" process used throughout stages/lessons; *Controlled and Advance Practice Stages* involve students using the strategy with	CER reduce cognitive load through visual representation of critical concepts, topics, and details, "Cue-Do-Review" instructional sequence prompts a	FR Partner, Independent, and Generalization Practices, and Thinking Reading

		increasingly difficult tasks; students use Cue Cards during assignments to remind them of strategy steps as needed	supportive learning experience for students; "I do, we do, you do" approach can be used to move CER use from whole class construction to independent student strategy use	XR Paired, Differentiated, and Independent Practices, and Guided Reading CER, LS, and reading programs selected by need
	Embedded HLP 17. Use flexible grouping.	Mixed-ability groups and partners can be used during *Controlled Practice with Feedback Stage* and *Generalization Stage* practices with LS and are used during paired practice with XR and partner work with FR; Instructor materials include a How-to Troubleshoot section; Station, Alternative, and Parallel Teaching in co-taught classes support LS differentiated instruction;	CER is provided through whole class instruction with a wide range of learning needs; During co-construction by small groups within the larger class, flexible grouping can be used; Station, Alternative, and Parallel Teaching in co-taught classes support CER differentiated instruction	CER selected by need SLANT Strategy for Class Participation Cooperative Thinking Series FR Partner Practice XR Paired Practice
	Embedded HLP 18. Use strategies to promote active student engagement.	Each stage includes high levels of active student engagement; during the *Describe Stage*, teachers give an overview of the strategy and asks questions of students to check their understanding with the goal for a written or verbal response every three statements; *Model Stage* includes eliciting student involvement after teacher	Cue-Do-Review instructional sequence with all CER; "Do" supports co-constructed, collaborative learning with active participation by all students	CER selected by need SLANT Strategy for Class Participation FR Partner, Independent, and Generalization Practices, and Thinking Reading XR Paired, Differentiated, and Independent Practices, and Guided Reading

	model; also, throughout strategy instruction teachers are encouraged to use their own creative strategies to promote active student engagement; *Verbal Practice* involves memorizing the strategy steps and confirming an understanding of each step and this is completed in a highly engaging series of group practice activities		
Embedded HLP 19. Use assistive and instructional technologies.	Students continue to use assistive technology as determined by their IEP team while learning a strategy; teachers incorporate instructional technology to support student learning and increase student engagement; while LS instructional process does not target assistive and instructional technologies persay, low-, mid-, and high-tech solutions are compatible and desirable; LS instruction can be embedded into Learning Management Systems	Students continue to use assistive technology as determined by participating in a CER; teachers incorporate instructional technology to support student learning and increase student engagement; while CER instructional process does not target assistive and instructional technologies persay, low-, mid-, and high-tech solutions are compatible and desirable; CER instruction can be embedded into Learning Management Systems	CER templates provided in varied technology formats

LS, XR, and FR student materials provided as PDF files for digital student engagement |
| Embedded HLP 21. Teach students to maintain and | Generalization stage with four phases: orientation and activation of strategy use within | Routine use of CER encourage generalization across time and settings | CER, LS, and reading programs selected by need |

	generalize new learning across time and settings.	and outside the class, adaptation to metacognitively similar tasks and how to integrate two or more learning strategies, and maintenance data collected on strategy use with practical tasks in varied settings to promote long-term use		
	Embedded HLP 8/22. Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 8).	Progress is monitored throughout instruction; a *Feedback Loop* is used to provide positive and corrective feedback including additional modeling, student practice, student paraphrasing feedback, goal setting, and communicating high expectations and informs teacher of the instructional needs of students which fosters partnership learning; in both FR and XR students serve as "coaches" for their partner and are taught how to provide feedback	Co-construction process for each CER allows for teachers to adjust instruction, clear up misconceptions, and provide positive reinforcement during the learning process	Unit Organizer expanded map Course Organizer course progress chart and performance learning options Community Building Series Cooperative Thinking Series Socially Wise Program FR Partner Practice, Independent Practice, Thinking Reading, and Book Study XR Differentiated Practice, Paired Practice, Guided Reading, and Book Study

	High-Leverage Practice	SIM Learning Strategy Instructional Process	SIM Content Enhancement Routine Instructional Process	Examples of SIM Instructional Tools and Interventions
Intensify and Intervene as Needed	HLP 20. Provide intensive intervention for academics and behavior.	Providing intensive intervention involves selecting a program based on student need that is research-based, explicit and systematic, and focuses on foundational skills; monitoring student progress (Progress Sheets, Classroom Management Chart, and goals setting process); and planning needed adaptations to improve student mastery (Feedback loop); time frames and suggested daily implementation provided in the manual fosters intensity; individual LS or either the FR or XR program could be selected for this purpose	CER are embedded in some LS and both FR and XR reading programs	LS selected by need FR or XR reading programs
	Embedded HLP 10. Conduct functional behavioral assessments to develop student behavior support plans.	Functional behavioral assessments may prompt the use of specific social-emotional LS	A CER can be used as a self-monitoring tool for students	Socially Wise Program Speaking with Power series Framing Routine

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