



## A Crosswalk: High-Leverage Practices in Special Education and Strategic Instruction Model (SIM™) Instructional Tools and Interventions

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 in Special Education (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. The practices promoted by CEC's endorsed HLP effort and the instructional process built into SIM have complementary and related research foundations showing effectiveness to improve outcomes for students.

The High-Leverage Practices in Special Education were determined by a writing group of practitioners and scholars and are endorsed by the CEEDAR Center at the University of Florida and the Council for Exceptional Children (CEC). Twenty-two HLPs are organized into sets related to practice: 1) collaboration, 2) assessment, 3) social/emotional/behavioral, and 4) 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 sum, they 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](http://www.highleveragepractices.org).

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](http://www.sim.ku.edu).



	High Leverage Practice in Special Education	SIM Learning Strategy Instructional Process	SIM Content Enhancement Routine Instructional Process	Examples of SIM Instructional Tools and Interventions
Collaboration	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	<a href="#">Course Organizer</a> <a href="#">Unit Organizer</a> <a href="#">Lesson Organizer</a>
Collaboration	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	<a href="#">Self-Advocacy Strategy</a> CER, LS, or reading intervention selected by need
Collaboration	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	<a href="#">Course Organizer</a> <a href="#">Unit Organizer</a> <a href="#">Self-Advocacy Strategy</a> <a href="#">FR</a> and <a href="#">XR</a> Book Study  LS or reading intervention selected by need



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Assessment	HLP 4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.	<i>Pre-test &amp; Make Commitments</i> stage of instruction 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 <i>Shaping the critical questions</i> based on a review of standards and student performance data to plan instruction and <i>Analyze for learning difficulties</i> step to consider how content might be difficult, made apparent, and measured	<a href="#">Course Organizer</a> <a href="#">Unit Organizer</a>  LS or reading intervention selected by need
Assessment	HLP 5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.	<i>Pre-test &amp; Make Commitments</i> stage of instruction aligns 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	Planning routines encourage transparency for learning goals and student progress in achieving them; planning routines enable collaborative design and implementation of educational programming; visual devices are co-constructed with students	<a href="#">Unit Organizer self-test questions and schedule</a> <a href="#">Course Organizer course progress chart and standards measurement</a>  LS or reading intervention selected by need
Assessment	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: <i>Verbal Practice, Controlled Practice &amp; Feedback, Advance Practice &amp; Feedback, Pre-/Post-test &amp; Make Commitments, and Generalization</i> ; 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 <i>Analyzing for learning difficulties, Reaching instructional enhancement decisions, and Teaching strategically; Evaluation learning, and Revisiting learning</i> 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	<a href="#">Unit Organizer expanded map</a>  CER, LS, and reading programs selected by need



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Social/Emotional/Behavioral	HLP 7. Establish a consistent, organized, and respectful learning environment.	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	<a href="#">Course Organizer Learning Community: Community Principles, Learning Rituals, and Performance Options</a> <a href="#">LS Community Building Series</a> FR Establish the Course Unit, Classroom Routines and Procedures, Partner Practice, and Thinking Reading XR Xpect to Achieve Unit, Paired Practice, and Guided Reading
Social/Emotional/Behavioral	HLP 8. Provide positive and constructive feedback to guide students’ learning and behavior.	Progress is monitored throughout instruction; a <i>Feedback Loop</i> 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	Co-construction process for each CER allows for teachers to adjust instruction, clear up misconceptions, and provide positive reinforcement during the learning process	<a href="#">Unit Organizer expanded map Course Organizer course progress chart and performance learning options</a> <a href="#">Community Building Series</a> <a href="#">Cooperative Thinking Series</a> <a href="#">Socially Wise Program</a> FR Partner Practice, Independent Practice, Thinking Reading, and Book Study XR Differentiated Practice, Paired Practice, Guided Reading, and Book Study



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Social/Emotional/Behavioral	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	<a href="#">Course Organizer learning community</a> <a href="#">Community Building Series</a> <a href="#">Cooperative Thinking Series</a> <a href="#">Socially Wise Program</a> <a href="#">Speaking with Power Series</a> <a href="#">SLANT Strategy for Class Participation</a> <a href="#">FR Establish the Course Unit, Classroom Routines and Procedures, Partner Practice</a> <a href="#">XR Xpect to Achieve Unit and Paired Practice</a>
Social/Emotional/Behavioral	HLP 10. Conduct functional behavioral assessments to develop student behavior support plans.	Functional behavioral assessments may prompt the use of specific social-emotional LS	n/a	<a href="#">Socially Wise Program</a> <a href="#">Speaking with Power series</a>



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Instruction	HLP 11. Identify and prioritize long- and short-term learning goals.	Results from the <i>Pre-test</i> stage aids decision making regarding strategy instruction and the <i>Make Commitments</i> aspect of this stage involves students setting goals for learning; strategy use is aligned with Present Level of Performance and IEP goals/objectives; 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: <i>Shaping the critical questions</i> and <i>Mapping the critical content and relationships based on a review of standards and student performance data to plan instruction</i>	<p>Course Organizer critical questions, critical concepts, and unit maps</p> <p>Unit Organizer self-test questions, unit map, and unit relationships</p> <p>Possible Selves</p> <p>Self-Advocacy Strategy</p> <p>FR Partner Practice and Book Study</p> <p>XR Paired Practice and Book Study</p> <p>LS and reading programs selected based on need</p>
Instruction	HLP 12. Systematically design instruction toward a specific learning goal.	Teacher-student dialogue about goal setting interwoven throughout; <i>Pre-test and Make Commitments</i> involves students setting goals for learning; <i>Describe</i> stage includes students setting personalized learning goals and target dates for completion; <i>Controlled and Feedback</i> and <i>Advance Practice and Feedback</i> stages include goal setting as part of the Feedback Loop; <i>Post-test and Make Commitments to Generalize</i> 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: <i>Shaping the critical questions</i> and <i>Mapping the critical content and relationships</i> based on a review of standards and student performance data to plan instruction; <i>Analyzing for learning difficulties, Reaching instructional enhancement decisions, and Teaching strategically</i>	<p>Course Organizer critical questions, critical concepts, and unit maps</p> <p>Unit Organizer self-test questions, unit map, and unit relationships</p> <p>CER selected based on need</p> <p>LS strands are organized in a sequence to assist teachers in strategy selection aligned to specific learning goals</p> <p>FR Goal Setting per reading strategy and Book Study</p> <p>XR Goal Setting per reading strategy and Book Study</p>



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Instruction	HLP 13. Adapt curriculum tasks and materials for specific learning goals.	Mnemonic device helps students remember the steps to use LS; 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; <i>Controlled and Advance Practice Stages</i> involve students using the strategy with increasingly difficult tasks; during <i>Describe Stage</i> students take notes about how to use the strategy on cue cards or cloze notes; <i>Generalization – Adaptation Phase</i> guides students in identifying ways to adapt the mastered strategy to meet their needs	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	<a href="#">Course Organizer performance learning options</a> <a href="#">Strategic Tutoring</a> <a href="#">FR Thinking Reading and Book Study</a> <a href="#">XR Guided Reading and Book Study</a> CER, LS and reading program selected based on need
Instruction	HLP 14. Teach cognitive and metacognitive strategies to support learning and independence.	An overarching goal of LS instruction is to develop strategic learners; During <i>Pretest and Make Commitments</i> both teacher and student write and sign commitment statements to teach/learn the LS; <i>Model Stage</i> prompts teacher to demonstration overt and covert behaviors needed to perform the strategy; <i>Verbal Practice</i> involves memorizing the strategy steps and confirming an understanding of each step; a feedback loop includes teacher-student dialogue about strategy use; <i>Generalization - Activation and Adaptation Phases</i> 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; <i>Mapping the critical content and relationships</i> to encourage metacognitive thinking	<a href="#">Unit Organizer unit relationships and line labels</a> <a href="#">Question Exploration Routine Concept Mastery Concept Comparison</a> <a href="#">FR Partner, Independent, and Generalization Practices, Thinking Reading, and Book Study</a> <a href="#">XR Paired, Differentiated, and Independent Practices, Guided Reading, and Book Study</a> LS and reading programs selected by need



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Instruction	HLP 15. Use scaffolded supports.	“I do, we do, you do” process used throughout stages/lessons; <i>Controlled and Advance Practice Stages</i> involve students using the strategy with increasingly difficult tasks; students use Cue Cards during assignments to remind them of strategy steps as needed	CER reduce cognitive load through visual representation of critical concepts, topics, and details, “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	FR Partner, Independent, and Generalization Practices, and Thinking Reading XR Paired, Differentiated, and Independent Practices, and Guided Reading CER, LS, and reading programs selected by need
Instruction	HLP 16. Use explicit instruction.	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	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
Instruction	HLP 17. Use flexible grouping.	Mixed-ability groups and partners can be used during controlled practice and generalization practice with LS, and are used during paired practice with XR and partner work with FR.	CER is provided through whole class instruction with a wide range of learning need; During co-construction by small groups within the larger class, flexible grouping can be used	CER selected by need SLANT Strategy for Class Participation Cooperative Thinking Series FR Partner Practice XR Paired Practice





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Instruction	HLP 18. Use strategies to promote active student engagement.	Each stage includes high levels of active student engagement; during the <i>Describe Stage</i> , 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; <i>Model Stage</i> includes eliciting student involvement after teacher model; also, throughout strategy instruction teachers are encouraged to use their own creative strategies to promote active student engagement; <i>Verbal Practice</i> 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	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
Instruction	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 per say, low-, mid-, and high-tech solutions are compatible and desirable.	Student 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 per say, low-, mid-, and high-tech solutions are compatible and desirable	CER templates provided in varied technology formats LS, XR, and FR student materials provided as PDF files for digital student engagement



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Instruction	HLP 20. Provide intensive intervention.	Providing intensive intervention involves selecting a program 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	CER are embedded in some LS and reading instruction	LS or reading intervention selected by need
Instruction	HLP 21. Teach students to maintain and generalize new learning across time and settings	Generalization stage with four phases: orientation and activation of strategy use within 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	Routine use of CER encourage generalization across time and settings	CER, LS, and reading programs selected by need



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Instruction	HLP 22. Provide positive and constructive feedback to guide students' learning and behavior.	Progress is monitored throughout instruction; a Feedback Loop is used to provide positive and correct feedback including additional modeling, student practice, student paraphrasing feedback, goal setting, and communicating high expectations.	Co-construction process for each CER allows for teachers to adjust instruction and clear up misconceptions during the learning process	Unit Organizer expanded map Course Organizer course progress chart and performance learning option FR Partner, Independent, and Generalization Practices, and Thinking Reading XR Paired, Differentiated, and Independent Practices, and Guided Reading CER, LS, and reading programs selected by need

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