**High-Leverage Practices: The Social, Emotional, and Behavioral Domain**

**Pre-Session Activities**

**Directions**: The following activities are intended to orient participants to relevant aspects of the high-leverage practices (HLPs) paradigm and create the context for a meaningful participant experience. Complete them prior to attending the session HLPs: The Social, Emotional, and Behavioral Domain.

**Introductory Video**

Watch this video “[High-Leverage Practices](https://highleveragepractices.org/welcome-our-new-series-high-leverage-practices?_gl=1*evuput*_ga*MTE3MjI3MDE2NS4xNjY5OTIyOTM3*_ga_L4ZFTNESGT*MTY4NzI4NjI0Ny4yMS4xLjE2ODcyODY0NTYuNjAuMC4w).”

**Discussion Questions**

After watching the introductory video, consider the points in the following table. Then answer the discussion questions in the space provided.

| **Achieving Our Collective Goals and Overcoming Challenges to Impact Student Achievement** | |
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| In 2016, education researcher John Hattie identified *collective teacher efficacy* as the highest-ranking factor influencing student achievement. Collective teacher efficacy refers to the collective self-perception that teachers make an educational difference to their students over and above the educational impact of their homes and communities. | Improving the effectiveness of teachers has been identified as the most direct approach to improving outcomes for students with disabilities. However, research has revealed that many of the effective practices that can substantially improve student outcomes are not routinely used by teachers. |
| How can HPLs empower special educators working to improve educational outcomes for students with disabilities? | What barriers in your current setting do you face when implementing the HLPs? What support do you need to overcome them? |