

Instruction High-Leverage Practices in Reading Instruction for Adolescents

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Abstract : Effective special education teachers utilize evidence-based practices for adolescent reading instruction and target the skills needed to improve the reading of older struggling readers. High-Leverage Practices (HLPs) are critical to helping students with disabilities learn important content. Therefore, special education teachers are encouraged to implement HLPs to maximize the learning of students with disabilities, including students with reading difficulties. Teachers' implementation of HLPs in reading comprehension instruction should aim to develop adolescents' understanding of grade-level narrative texts and informational texts, including content area texts. Instruction High-Leverage Practices (11-22) that ensure effective implementation of evidence-based practice in reading comprehension instruction for adolescents are presented. Effective reading comprehension activities within the 12 Instruction HLPs are illustrated.

Keywords : high-leverage practices, adolescent, instructional activities, students with disabilities

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