Template

Teaching Louisiana Student Standards to students who participate in the LEAP Connect for Students with Significant Disabilities ensures teachers create educational opportunities for all students to work toward grade-level content. While the content remains constant, differential expectations for achievement are established by simplifying and prioritizing content and creating individualized adaptations for students with significant disabilities to learn the same concepts.

General education teachers know what content is most important for each grade and they often have developed activities and materials that can be readily adapted for students with significant disabilities. For those students who participate in the general education setting, the logical point of departure would be for specialists to work with the classroom teacher to create universally designed lesson plans that include all students. For others, additional adaptations will be needed to address unique learning differences. For examples of approaches with both, please refer to the case studies found on the Louisiana Believes website. The following table outlines a simplified process for thinking through lesson plan adaptation for students with significant disabilities.

Step 1 – *Identify whole class standard and lesson*	
Step 2 – *Identify aligned* *Louisiana Connector*	
Step 3 – *Create student-specific objective and assessment*	
Step 4 – *Create aligned activities*	
Step 5 – *Identify appropriate supports and scaffolds*	

Exemplar

The following table serves as an example of how one teacher thought about adapting a lesson plan for a specific student. The content is aligned to the case study of Carlos, Grade 6, found on the Louisiana Believes website.

Step 1 – *Identify whole class standard and lesson*	Carlos's teacher identified that the whole class would be working on a Eureka lesson, specifically the standard: **6.SP.B.4** *Display numerical data in plots on a number line, including dot plots, histograms, and box plots.*
Step 2 – *Identify aligned Louisiana Connector*	Carlos's teacher identified the aligned Louisiana Connector: **LC.6.SP.B.4** *Collect and graph data: bar graph, line plots, dot plots, histograms.*
Step 3 – *Create student-specific objective and assessment*	Carlos's teacher created a specific objective for his student: *Student will be able to create a dot plot both with and absent of context.*
Step 4 – *Create aligned activities*	Carlos's teacher creates an individualized activity to introduce Carlos to the concepts and skills required: • Setting up: umber line and dot placement instructions • Model problem • Least intrusive prompt to guide through problem • Write responses • Solve equation • Independent practice
Step 5 – *Identify appropriate supports and scaffolds*	Carlos's teacher identifies potential ways to scaffold instruction: • Calculator • Graphic organizer • Interactive whiteboard • Computer software • Self-monitoring task analysis for student independence