

# Louisiana Believes

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## Continuous Learning for Students with Significant Cognitive Disabilities: Supporting Guidance for Special Educators

April 2020

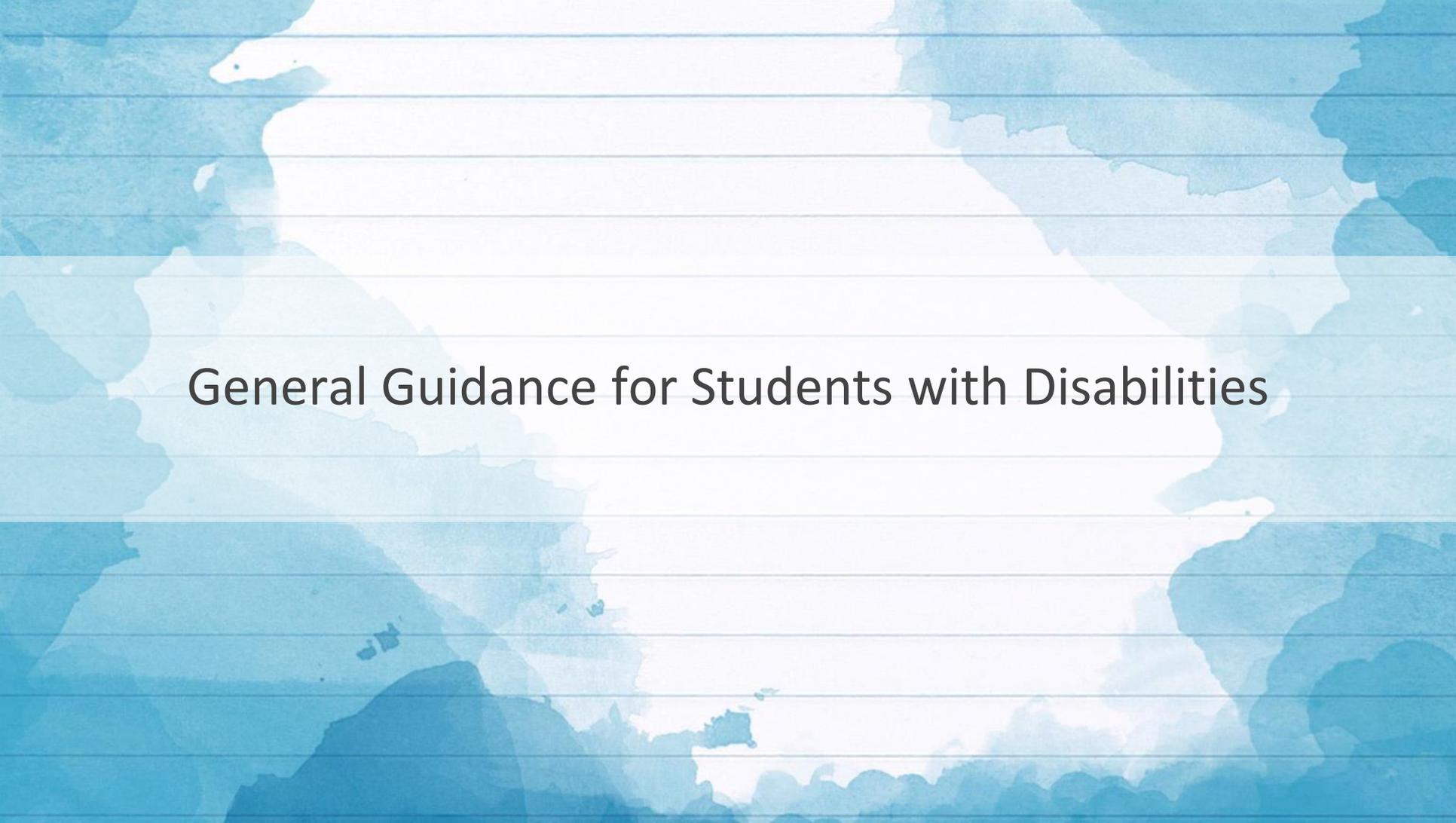
# Agenda + Logistics

- I. General Guidance for Students with Disabilities
- II. Continuous Education for Students with Significant Cognitive Disabilities
- III. Implications for Practice
- IV. Closeout

If you are experiencing audio difficulties, please make sure that your speakers are on and that your volume is at a suitable level.

Given the number of participants, this call will be in the “listen only” mode. Please type questions into the chat box as we go along.

**Dial in by phone: 1-646-876-9923**  
**Meeting ID: 94853297095#**

The background of the slide is a watercolor-style illustration. It features a central white area that tapers to a point at the top, surrounded by various shades of blue and teal. The colors are blended and layered, creating a soft, artistic effect. The overall composition is clean and modern.

# General Guidance for Students with Disabilities

# Continuous Learning for All Students

Earlier this month, the Department released a suite of tools to support school systems in planning for continuous learning.

This toolkit includes the following resources:

- [Louisiana Continuous Education Toolkit: Guidance and Tools](#)
- [Louisiana Continuous Education Toolkit: Academic Resources](#)
- [Louisiana Continuous Education Toolkit: Staffing](#)



- [Louisiana Continuous Education Toolkit - Staffing PDF](#)
- [Louisiana Continuous Education Toolkit - Guidance and Tools PDF](#)
- [Louisiana Continuous Education Toolkit - Academic Resources PDF](#)
- [Continuous Education for Students with Disabilities: Direct Services PDF](#)
- [Family Toolbox: Ways to Support Students with Disabilities During School Closures PDF](#)
- [IDEA Timelines and Documentation During Extended School Closures PDF](#)

# Continuous Learning for Students with Disabilities

Earlier this month, the Department released a suite of tools to support school systems in planning for continuous learning of students with disabilities. This toolkit includes the following resources:

- [Accessibility of Instructional Materials](#)
- [Accommodations](#)
- [Staffing Guidance](#)
- [Direct Services](#)
- [Family Toolbox](#)
- [Special Education Compliance](#)



- [Louisiana Continuous Education Toolkit - Staffing PDF](#)
- [Louisiana Continuous Education Toolkit - Guidance and Tools PDF](#)
- [Louisiana Continuous Education Toolkit - Academic Resources PDF](#)
- [Continuous Education for Students with Disabilities: Direct Services PDF](#)
- [Family Toolbox: Ways to Support Students with Disabilities During School Closures PDF](#)
- [IDEA Timelines and Documentation During Extended School Closures PDF](#)

# Continuous Learning for Students with Disabilities

## CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES

### • ACCESSIBILITY OF INSTRUCTIONAL MATERIALS •

#### INTRODUCTION

When planning for continuous learning, school systems must ensure that, to the extent possible, students with disabilities are provided with equitable access to high-quality instruction and materials. This guide builds on the [Continuous Learning Toolkit](#) and is intended to help school systems expand accessibility across continuous learning formats. Whether school systems choose to implement low-tech or high-tech approaches to continuous learning, they should make high quality instructional materials accessible to students with disabilities as much as possible. School systems should continue to prioritize the use of high quality core instructional materials for all students while also providing flexibility based on student need. It is critical that materials are provided in a manner that allows students with disabilities the same level of access to high quality instructional materials as their peers.

Hi-Tech Approaches	
Accessibility Considerations	Resources
Support students in using the accessibility features offered within operating systems, such as: <ul style="list-style-type: none"> <li>Narrator</li> <li>Display and Readability Functions</li> <li>Text-to-speech</li> <li>Showsounds</li> <li>On Screen Keyboard</li> <li>Speech Recognition</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Windows accessibility features</a></li> <li><a href="#">OS for Mac accessibility features</a></li> </ul>
Utilize accessibility features available within web browsers, such as: <ul style="list-style-type: none"> <li>Adjusting text and video size</li> <li>High-contrast display</li> <li>TabBack</li> <li>Read Aloud</li> <li>Keyboard Access</li> </ul> Include instructions for using accessibility features within lesson directions.	<ul style="list-style-type: none"> <li><a href="#">Google accessibility features</a></li> <li><a href="#">Firefox accessibility features</a></li> </ul>
Utilize the accessibility features available within delivery platforms such as: <ul style="list-style-type: none"> <li>Closed captioning</li> <li>Automatic Transcripts</li> <li>Speech-to-text functions</li> <li>Screen Reader Support</li> <li>Color contrasting</li> <li>Zoom functions</li> <li>Keyboard access</li> </ul> Include instructions for using accessibility features within lesson directions.	<ul style="list-style-type: none"> <li><a href="#">ZOOM accessibility features</a></li> <li><a href="#">Google Hangout accessibility features</a></li> <li><a href="#">Skype accessibility features</a></li> <li><a href="#">Google Classroom</a></li> </ul>
Ensure documents are designed with accessibility considerations.	<ul style="list-style-type: none"> <li><a href="#">Word accessibility</a></li> <li><a href="#">PDF accessibility</a></li> </ul>
Utilize web resources that were designed to include accessibility features.	<a href="#">Web AIM Website Accessibility Tool</a>
Review additional accessibility resources for more support.	<a href="#">Google Access For All</a>

## CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES

### • ACCOMMODATIONS •

#### INTRODUCTION

When planning for continuous learning, school systems must ensure that, to the extent possible, students with disabilities are provided with equitable access to high-quality instruction and materials. This guide builds on the [Academics Resource Guide](#) and is intended to help school systems expand accessibility and extend accommodations in continuous learning formats. School systems should intentionally plan how accommodations will be delivered in a continuous learning environment to support students with disabilities in accessing high quality instructional materials and instruction. This guidance does not replace accommodations or modifications within a student's IEP, but provides additional considerations to ensure these accommodations continue during continuous learning.

Accommodations to Consider Across Approaches
<b>Assignment Organization</b> <ul style="list-style-type: none"> <li>Provide tools for self-monitoring such as checklists, or daily/weekly to-do lists. Provide flexibility for students and parents along with ideas to support student motivation.</li> <li>Provide clear, explicit directions for students. Some students with disabilities benefit from <a href="#">visual/pictorial directions</a>.</li> <li>Provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs.</li> <li>Provide visual support like <a href="#">social stories</a> and choice boards to reinforce expectations and support communication.</li> </ul>
<b>Reading &amp; Writing</b> <ul style="list-style-type: none"> <li>Provide sentence stems or word banks for writing assignments. Consider the students' needs for transcription and be sure to include those in the assignment directions.</li> <li>Use guided note templates with fill in the blanks to support students in synthesizing information. These materials may include pictures where appropriate.</li> </ul>
<b>Assistive Technology &amp; Other Tools</b> <ul style="list-style-type: none"> <li>Support parents in continuing to use assistive technology during instructional time.</li> <li>Include directions in lesson assignments for fidget tools or other tools to help students focus.</li> <li>Provide suggestions and guidance for peer support at home or through digital platforms.</li> <li>Provide suggestions for ways to use household materials and toys to aid multi-sensory and hands-on experiences.</li> </ul>
<b>Accommodation Considerations for High-Tech Approaches</b> <ul style="list-style-type: none"> <li>Record videos or live lessons to support pause and replay options, if possible.</li> <li>Provide written and explicit directions or scripts for lessons and tasks along with verbal directions during video lessons.</li> <li>Include accessibility features within lesson directions. For example, open a PDF document and then turn on the magnification tool.</li> <li>Use read aloud resources such as <a href="#">Kurzweil 3000</a>.</li> <li>Use digital mapping resources such as <a href="#">Coggle</a>.</li> <li>Embed visual timers into lesson materials, where appropriate.</li> <li>Consider the motor functioning required to use technology and provide alternate modes of expression such as writing instead of typing, speech-to-text functions, recorded voice responses, and push button responses.</li> </ul>
<b>Accommodation Considerations for Low-Tech Approaches</b> <ul style="list-style-type: none"> <li>Offer one-on-one teleconferencing with support staff to review directions and model a portion of the assignment or task for students and parents.</li> <li>Provide support for read aloud including one on one phone calls and pre-recording.</li> </ul>

## CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES

### • STAFFING GUIDANCE •

#### INTRODUCTION

When planning for continuous learning, school systems must ensure that, to the extent possible, students with disabilities are provided with equitable access to high-quality instruction and materials. This guide builds on the [Louisiana Continuous Education Staffing Tool](#) and is intended to help school systems expand accessibility and extend accommodations in continuous learning formats. School systems offering continuous learning can use current staff in novel ways to continue to provide special education and related services to the degree possible. The planning and delivery activities outlined below can assist schools in assigning staff actions that will support equitable access to high-quality instruction and materials for students with disabilities.

Action	General Education Teachers	Special Education Teachers	Para-professionals Staff	Related service providers & Other Support	Technology Support Staff
Assess student and family access to technology and resources through the <a href="#">Continuous Learning Survey</a> .	✓	✓	✓	✓	✓
Prioritize distribution of technology resources to students who need read alouds and other computer-based accommodations.		✓			✓
Provide training and resources for educators and support staff on accessibility features.		✓		✓	✓
Share planning for instruction across grade-level teachers to provide additional capacity for providing accommodations and modifications within high-quality instructional materials.	✓	✓		✓	
Engage in common planning time, either by phone or video conferencing, between general education, special education teachers, and other related service providers.	✓	✓	✓	✓	
Review instructional materials to ensure appropriate accommodations and modifications are included, according to IEPs.	✓	✓	✓		
Provide real-time read aloud support of instructional materials either by phone or virtually, or pre-record read alouds to share with students.		✓	✓	✓	

# Continuous Learning for Students with Disabilities

## CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES • DIRECT SERVICES •

### CONTENTS

- [Introduction](#)
- [Step 1: Identify Resources](#)
  - » [Review Direct Service Provider Caseloads](#)
  - » [Identify Technology Resources for Direct Services](#)
  - » [Assess Student/Family Needs](#)
- [Step 2: Develop Approach](#)
  - » [High-Tech Option](#)
  - » [Low-Tech Option](#)
  - » [Communicate with Students and Families](#)
- [Step 3: Implement Remote Direct Services](#)
  - » [Service Delivery Schedule](#)
  - » [Student Engagement](#)
- [Additional Direct Service Resources](#)

## CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES • FAMILY TOOLBOX •

During extended school closure, schools may offer opportunities for students to learn from home. While families are not responsible for providing IEP services to their students with disabilities during school closure, there are many ways families can support learning at home. This document provides you, as a family member of a student with a disability, a quick overview of ways you can support your child's learning during school closure.<sup>1</sup>

### ORGANIZATION

**Maintaining a consistent routine is important for helping children feel stable during school closure.**

- Set up a daily routine and schedule. Be sure to include time for breaks.
- Use a calendar or day planner to keep track of daily activities. Many children with disabilities, especially younger ones, respond well to a visual schedule that uses pictures to keep track of upcoming activities.
- For students who need more help staying focused, you can use an [online visual countdown timer](#).
- Limit distractions and arrange a quiet space for your child to work.
- Reward your child for time on-task or finishing assignments. Use activities that they enjoy as rewards.

### ACCOMMODATION AND ACCESSIBILITY

**Your child's Individualized Education Plan (IEP) or Section 504 plan lists the accommodations that help them succeed at school. During school closure, it is important to know your child's accommodations and practice using them at home.**

- Review your child's Individualized Education Plan (IEP) or Section 504 plan if you have it at home. If you do not have the IEP or 504 plan at home, email your child's teacher.
- Common accommodations include extra time, small group activities, and frequent breaks. Break tasks or assignments into smaller pieces and have your child take breaks as needed. Breaks can be physical or quiet and relaxing.
- If your child uses assistive technology for schoolwork, help them use it to learn from home. For example, they might use speech to text software, a calculator, or other specific apps.
- Remember that you know your child best. Are there supports they need to help them pay attention? Would it be helpful to have headphones? A fidget toy? Highlighters?
- Students with significant disabilities may have multiple, complex accommodations. Families should assess what is being asked of them, determine their own abilities and resources, advocate for what they need, and ask for realistic expectations and activities for supporting their children during this time.

### LESSON HELP

**Some schools are offering schoolwork for students to complete from home during school closure. You can support your child's learning by guiding them through assignments.**

- Prepare your child for learning by telling them why the work is important, what they will learn and what activities they will complete.

<sup>1</sup> The information in this document is a summary and does not provide every detail, exception or circumstance. Nothing in this document is intended to state new law or supplant any federal or state laws, regulations or requirements.



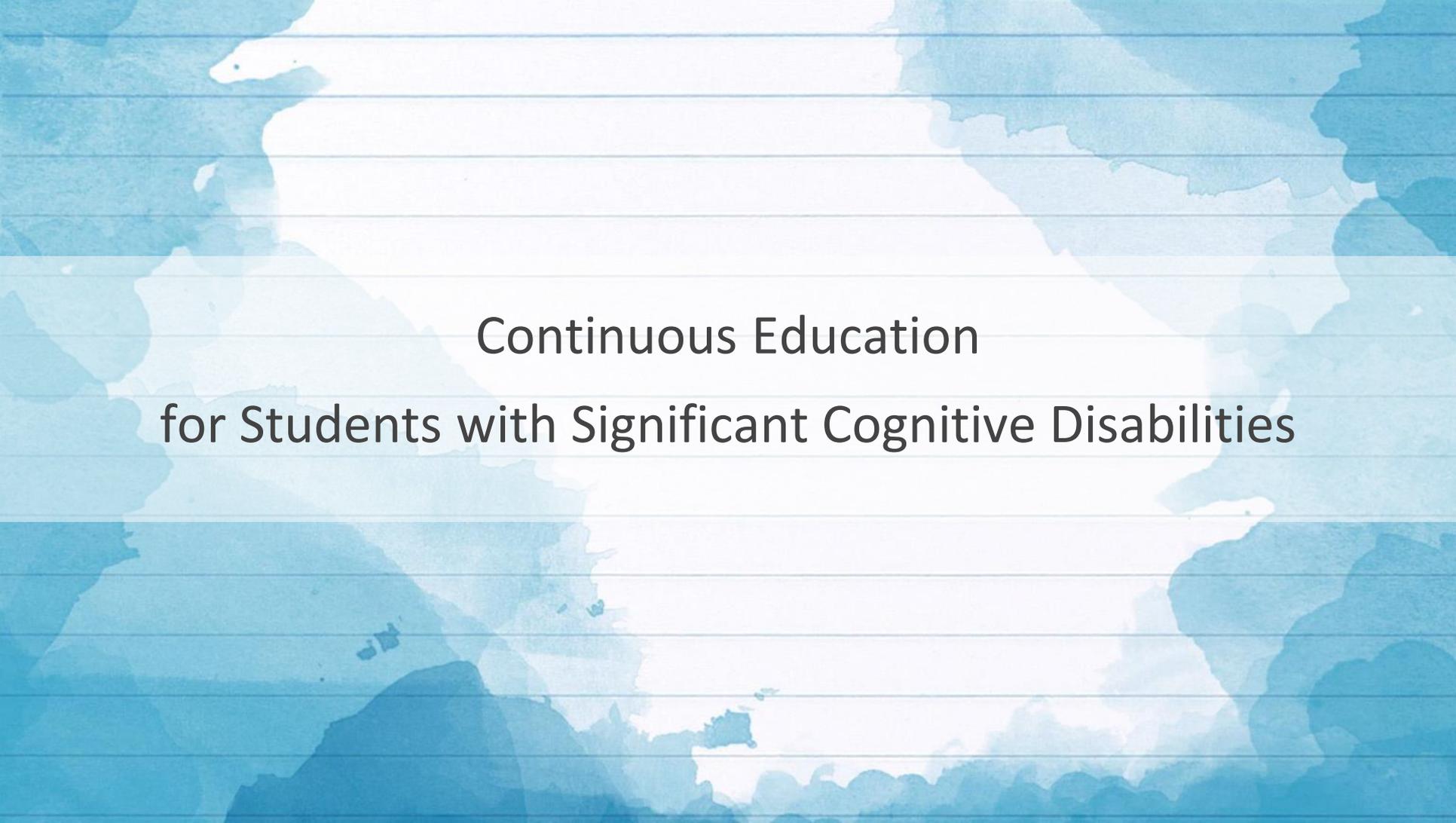
IDEA Timelines and Documentation  
During Extended School Closures

## Overview

As school facilities across the state are closed to prevent the spread of COVID-19, the well-being of students, teachers, and staff remain top priority. When school facilities close, the work of educators does not stop. School systems<sup>1</sup> must continue to provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students.<sup>2</sup>

This document is intended to help school systems understand key actions special education leaders should take during the extended school closure and when school resumes.<sup>3</sup> These actions will help school systems continue to provide special education and related services in a continuous learning/distance learning environment, and maintain special education compliance and timelines.

In general, school systems should develop a plan to support maintaining IDEA timelines and, if a delay occurs, clearly document the details, the extent of the delay, and any plan to move as quickly as possible to prevent any further delay. School systems should consult their legal counsel for advice on specific or unique circumstances.



# Continuous Education for Students with Significant Cognitive Disabilities

# Continuous Learning for Students with Significant Cognitive Disabilities

As part of the [Continuous Education Toolkit: Guidance and Tools](#) resource, the [Continuous Learning for Students with Significant Cognitive Disabilities](#) document assists special education teachers in:

- Identifying resources
- Planning instruction
- Delivering lessons and monitoring progress



## INTRODUCTION

During school closure, special education teachers should ensure students with significant cognitive disabilities have equitable access to and opportunity for learning, to the extent possible.<sup>1</sup> The Louisiana Department of Education offers supporting guidance for K-12 continuous education, as well as specific guidance related to special education compliance, accommodations, and direct services. This Continuous Education for Students with Significant Cognitive Disabilities Guide builds on these available tools by addressing additional considerations for instructional and service design and delivery for students with complex needs. It includes:

- [Identifying Resources](#)
- [Planning Instruction](#)
- [Delivering Lessons and Monitoring Progress](#)

## 1 IDENTIFYING RESOURCES

When students with significant cognitive disabilities must shift from full-day, intensive instruction in brick-and-mortar classrooms to remote settings for learning, special education teachers must prioritize specific aspects of their own roles, determine instructional models appropriate for each student, and build home-specific instructional programs.

- **Special Education Teachers' Role:**
  - » Ensure students continue to receive all instruction and supports outlined in the Individualized Education Program (IEP).
  - » Keep students engaged in continuous learning by serving as their primary point of contact and the chief liaison between home and school.<sup>2</sup>
  - » Coordinate IEP team members to shape and integrate instruction and related services, coordinate scheduling, monitor progress, and adapt plans to meet students' evolving needs in the context of the home. Specifically, based on Department [staffing guidance](#):
    - **General Educators:** share instructional plans to provide access and opportunities with a high-quality curriculum and inclusion in grade-level events;
    - **Paraprofessionals:** assess activities in the home well-suited to learning goals and help prepare customized learning materials for each student; and,
    - **Related Service Providers:** provide services, integrate planning, and provide training and support to IEP team members on accessibility features.

<sup>1</sup> See the Department's [compliance guidance](#) for further detail.

<sup>2</sup> See [Appendix A](#) for a sample weekly instructional schedule for special education teachers and other team members.

# Step 1: Identifying Resources

When students with significant cognitive disabilities shift from full-day, intensive instruction in brick-and-mortar classrooms to remote settings for learning, special education teachers must

- prioritize specific aspects of their own roles,
- determine instructional models appropriate for each student, and
- build home-specific instructional programs.

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<sup>1</sup> See the Department's [compliance guidance](#) for further detail.

<sup>2</sup> See [Appendix A](#) for a sample weekly instructional schedule for special education teachers and other team members.

# Collegiate Academies: Step 1



## For Families of students in **Essential Skills** *Task Analysis Guidance*

### What to expect:

In this packet, you will find:

- Transition or life skills that students have practiced at school, and can practice as daily routines at home.
- Task analysis, or step of directions for parents / guardians / family members to follow when supporting a student in completing these routines.
- Task analysis, or visual steps of directions for students to follow along with parents / guardians / family members when completing their daily routines.
- Suggestions on how to build communication with students while practicing daily tasks or in other areas of the day.

Your school team will be there to support your work along the way. If you have any questions, do not hesitate to reach out using the CA contact page: <http://bit.ly/ca-contactus>

This work should be completed through application. They should be daily routines students can do at home with the assistance and guidance of a parent, family member, or guardian.

Some of the work and resources may look similar to the last few weeks. When working with our students, it is best practice to continuously practice skills and add to the complexity as they go. As you practice skills with students, help them build these skills into their daily living and increase how they are engaging with the skill. This could look like:

- Communication practice
- Completing more independently or more regularly
- Asking questions about the work or skill
- Using timers to increase speed
- Giving feedback to increase accuracy of completing the skill

## How to wash our hands

<p>Step 1.</p> <p><b>Wet hands and arms.</b> Use running warm water</p>	 <p>Wet hands with water</p>
<p>Step 2.</p> <p><b>Apply soap.</b> Make sure there is enough soap to build up a good lather.</p>	
<p>Step 3.</p> <p><b>Scrub hands and arms up to 10 to 15 seconds.</b> Clean the fingertips, under fingernails, and between fingers.</p>	
<p>Step 4.</p> <p><b>Rinse hands and arms thoroughly.</b> Use running warm water.</p>	
<p>Step 5.</p> <p><b>Dry hands and arms.</b> Use a single-use paper towel or hand dryer.</p>	

# Collegiate Academies: Step 1



 wearecarver

**G. W. Carver  
Ram**

**Shout  
Out!**



424 views · Liked by yakiralevy and readabook1203

wearecarver Ms. Walker has a shout out for [redacted] ('21) for the core value of #achievement. [redacted] practiced brushing her teeth with little to no prompting from mom! ❤️💚



# Step 2: Planning Instruction

With a clear sense of the resources needed for impactful learning, the special education teacher should lead the IEP team in planning for context-specific instruction and support. The basics of effective planning remain the same in a continuous education environment:

- Use the current curriculum
- Align to IEP goals
- Plan backwards
- Ensure coherent lesson objectives, assessments, and activities

## 2 PLANNING INSTRUCTION

With a clear sense of the resources needed for impactful learning, the special education teacher should lead the IEP team in planning for context-specific instruction and support. The basics of effective planning—using the current curriculum, IEP goal alignment, backwards design, and coherent lesson objectives, assessments, and activities—remain the same in a continuous education environment. Specific steps for instructional planning include the following and are elaborated in the two student cases found in [Appendix C](#):

- **IEP Goals**
  - » Follow [IDEA Timelines and Documentation During Extended School Closure](#) guidance.
  - » Make academic goals the centerpiece of daily planning for continuous education, then integrate behavioral, social, functional, life skill, and transition goals accordingly.
- **Lesson Objectives**
  - » Create objectives based on the curriculum currently in use.
  - » Design learning objectives so that they are both aligned to the IEP goals and tailored specifically for building knowledge and skills within the context of the home environment.
- **Assessment Measures**
  - » Determine how to simply and concretely measure student learning for each objective regardless of instructional delivery model.
  - » Prioritize assessment measures teachers can easily capture.
- **Lesson Activities**
  - » Plan activities that cohere with natural routines in the home, reflect student interests, and teach important skills that are generalizable to other contexts.
- **Targeted Skills**
  - » Name specific, observable skills in clear terms that indicate performance and occur naturally in the home.
  - » Match skills with lesson activities that matter to the student in order to promote interest and engagement.
  - » Target skills that are applicable to other people and contexts outside of home.

# Collegiate Academies: Step 2



## What you will see in this document ...

<b>Letter to parents and guardians:</b> Description of what the project is, and what options you have in supporting your student to complete this project!	Pg 3
<p>Transition Portfolio Guide</p> <ol style="list-style-type: none"><li>1. Begin a new portfolio: <u>teacher will send your student's portfolio directly + will be printed along with packets</u>. Goal: Summary of what students have been working on during distant learning<ul style="list-style-type: none"><li>■ Option 1: Families text or email teacher case managers (TCMs) photos that match the focus areas of slides. TCMs will create the portfolios using the photos that families have submitted.</li><li>■ Option 2: Families take the photos and use our template to create the slides themselves with their scholars. TCMs will always be available for questions if families have any.</li><li>■ Option Three: Families work more directly with the TCMs to collaborate on the phone in real-time to create the slides together with the scholar.</li></ul></li></ol>	Pages 4-7

# Collegiate Academies: Step 2



**This year, I was the Teacher's Assistant for Ms. Augustine.**

I had to...

Make copies

Put grades in the computer

I learned to check the papers



**Reading and writing skills I've mastered.**

- Wison (Phonics)
- Summarizing
- Step 16
- Putting text in my own words

# Step 3: Delivering Lessons and Monitoring Progress

Special educators should select delivery methods appropriate to the home environment and ensure ways for monitoring progress and providing feedback on student learning. This portion of the guidance document addresses

- student materials,
- lesson delivery, and
- progress monitoring and feedback.

## 3 DELIVERING LESSONS AND MONITORING PROGRESS

Special educators should select delivery methods appropriate to the home environment and ensure ways for monitoring progress and providing feedback on student learning. Over time, teachers should also vary delivery mechanisms to promote engagement, determine the most effective practices in a given household, and to assist the ability of the student to generalize learning across contexts. In delivering lessons and monitoring the progress of students with significant cognitive disabilities in the continuous education environment, consider the following components, which are further elaborated in the two student cases found in [Appendix D](#):

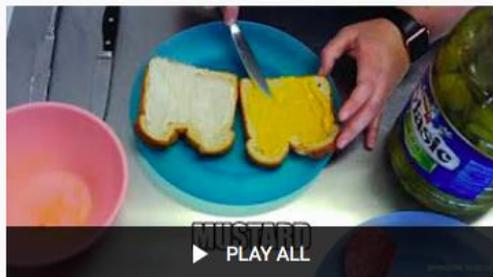
- **Student Materials**
  - » Develop materials according to whether the lesson will be an interactive event between teacher and student or delivered in asynchronous time.
  - » Ensure access by individualizing methods for distributing materials to each student.
- **Lesson Delivery**
  - » **Customize implementation** according to lesson activities and chosen instructional delivery model.
  - » Enlist related service providers and other team members to deliver lessons and accommodations to secure access and opportunity to learn, integration of content and skills, and promote student interest.
  - » Establish weekly check-ins with families to discuss supports and services, ensure that family members receive **adequate support**, and problem solve challenges.
- **Progress Monitoring and Feedback**
  - » Customize methods for gathering work products from students based on the instructional delivery model.
  - » Provide specific, timely feedback to make sure students practice newly-acquired skills accurately.
  - » Monitor student progress closely, using both **concrete and anecdotal data** to drive continued planning.
  - » **Document** services provided, student responses, and progress for compensatory education review.

# Collegiate Academies: Step 3



YouTube

Search



## Supplemental Learning

8 videos • 15 views • Last updated on Apr 13, 2020



This playlist will have video models of the lessons we have shared with families and students. They should align to the resources already sent, but could be used on their own as a visual model for students and families!



Molly Clafin

SUBSCRIBE

- 1  **Meal Prep - Cold Cuts Sandwich**  
Molly Clafin  
2:58
- 2  **Meal Prep Peanut Butter and Jelly**  
Molly Clafin  
1:55
- 3  **Meal Prep, Clean Up Washing Dishes**  
Molly Clafin  
2:27
- 4  **Meal Prep Peanut Butter and Banana Sandwich**  
Molly Clafin  
1:53
- 5  **Meal Prep Peanut Butter and Jelly**  
Molly Clafin  
1:34
- 6  **Sweeping Steps and Porch**  
Molly Clafin  
1:56
- 7  **Taking Sweeping Steps and Porch**  
Supplemental Learning • 6 / 8

Collegiate Academies

# Collegiate Academies: Step 3



<shine> ES home learning! ➤

📧

Barbara Leaf  
to CA ▾

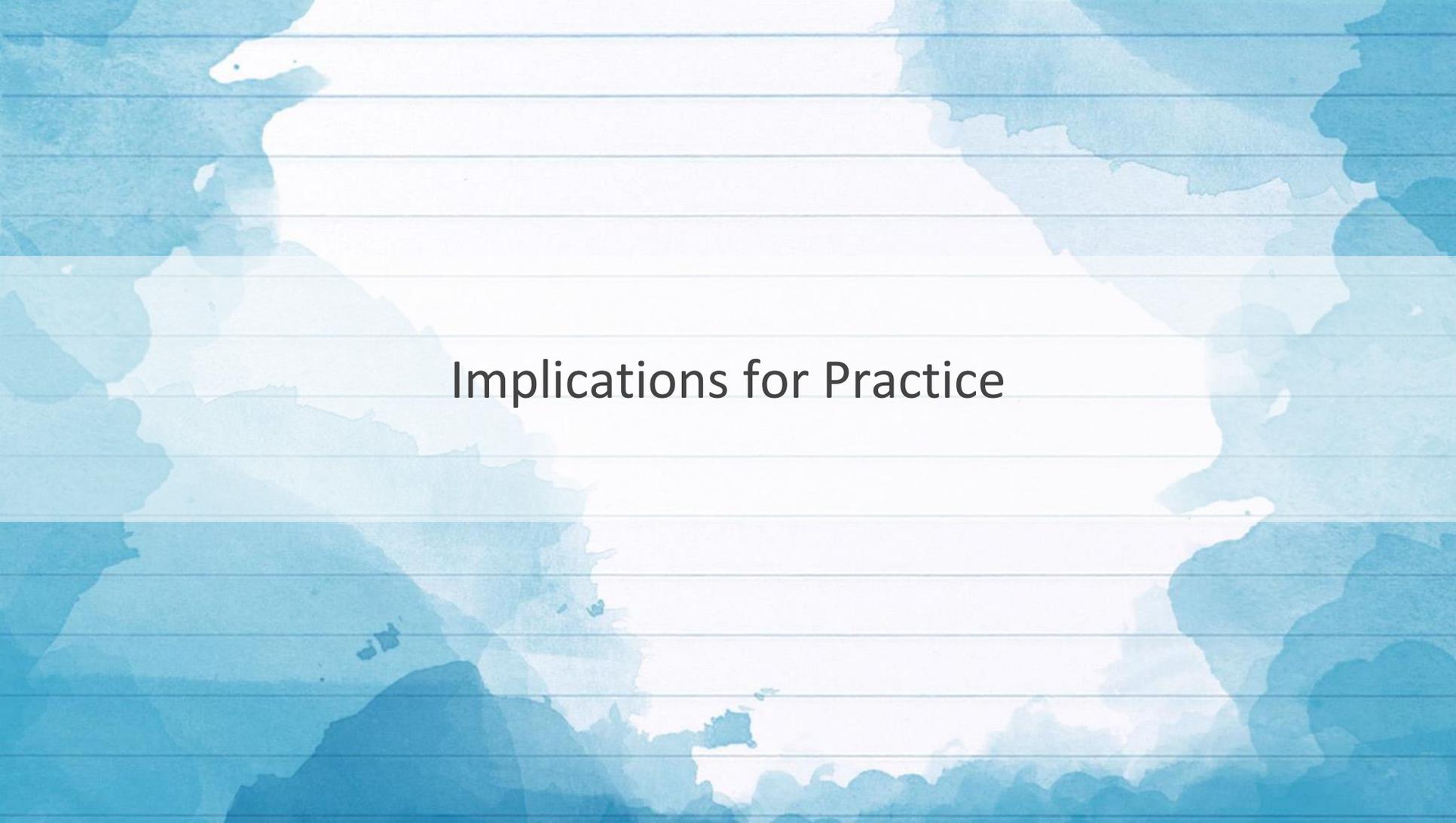
Tue, Apr 21, 9:57 AM (6 days ago)

## Kids to Celebrate

**We Are Courageous!** - [REDACTED]

[REDACTED] and his siblings focusing hard on their school work! Despite the uncertainty and disruption in routine, [REDACTED] and his family are invested in continuing their learning. He is even practicing life skills by helping around the house!



The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top, surrounded by various shades of blue and teal. The colors are blended and textured, giving it a soft, artistic appearance. The overall composition is balanced and visually appealing.

# Implications for Practice

# Access and Achievement

During school closure, special education teachers should ensure students with significant cognitive disabilities have equitable access and opportunity to achieve to the extent possible.

Hindering Factor	Access and Achievement
No computer/ wifi in the home	Smartphones, printed packets
Overly burdensome to families	Plan accordingly with available resources
AT for communication unavailable	Doorstep delivery, use resources in home
Student attention short and sporadic	Create high engagement micro lessons
Student needs are too complex	Verify, then compensate

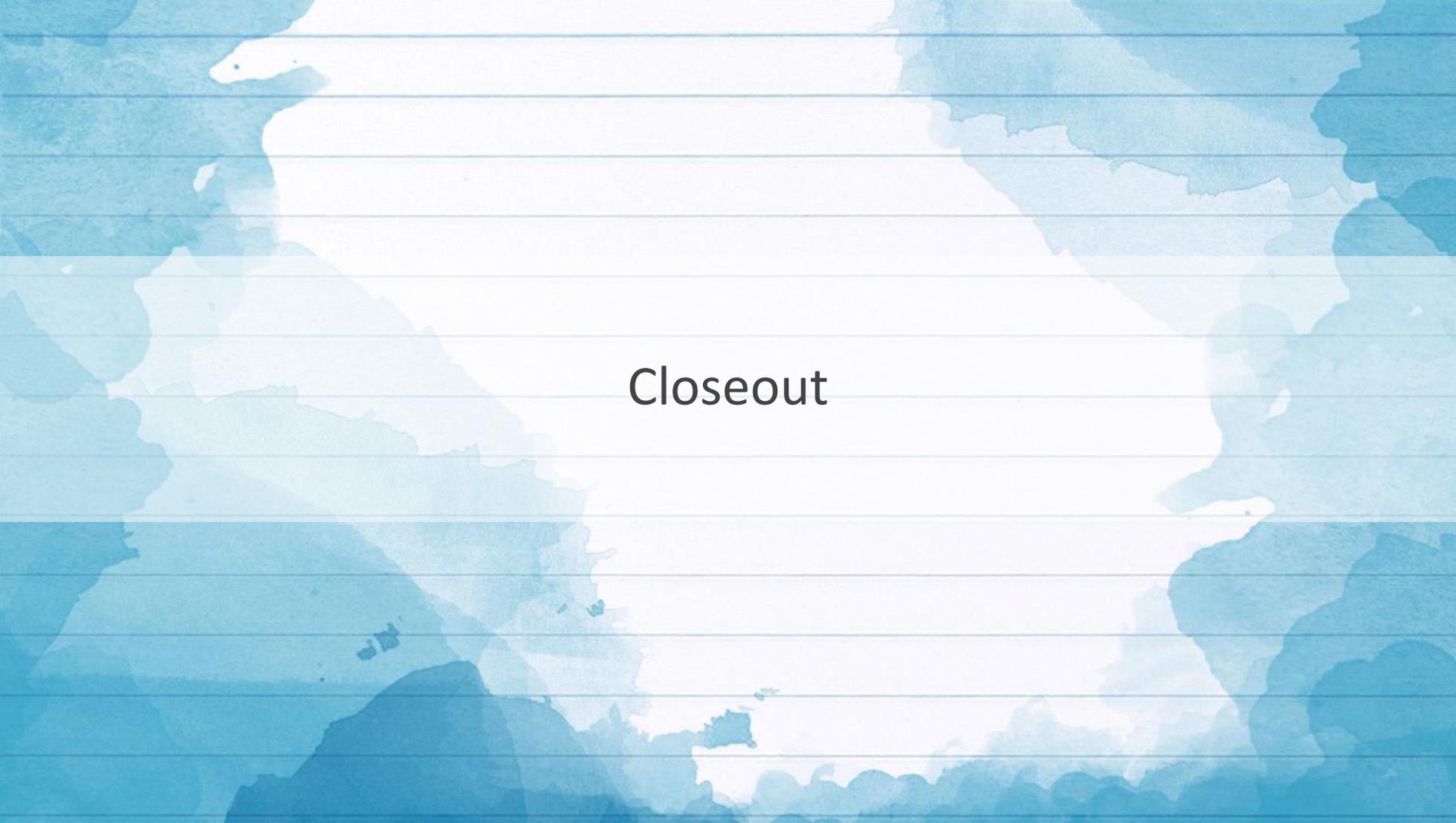
# Crowdsourcing

Special education teachers should ensure students with significant cognitive disabilities have equitable access to learning and can achieve at high levels. Based on your participation in this webinar, we have accumulated your best practices during this time of school closure. You can find them [here](#). Additional resources include:

- [Continuous Learning for Students with Significant Cognitive Disabilities](#) - Louisiana Department of Education
- [Supplemental Learning resources](#) - Collegiate Academies, Louisiana
- [Supports for Students with Significant Cognitive Disabilities](#) - Arkansas

# Upcoming Events

- 2020-2021: Applications for Teachers of SWSCD on Friday, May 8th
  - ELA Guidebook Companion Resources
  - Essential Elements Cards for ELA
  - Essential Elements Cards for Math
- Teacher Leader Summit afternoon session on Monday, June 8<sup>th</sup> (Session A014)
  
- Questions? Email us at [specialeducation@la.gov](mailto:specialeducation@la.gov) or [Kelly.McClure@la.gov](mailto:Kelly.McClure@la.gov).



Closeout