



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 have often 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 a 3rd grade student, Tara, found on the [Louisiana Believes website](#).

<p>Step 1 – Identify whole class standard and lesson</p>	<p>Tara’s teacher identified that the whole class would be working on the “Because of Winn Dixie” unit, specifically the standard: RL.3.3 <i>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</i></p>
<p>Step 2 – Identify aligned Louisiana Connector</p>	<p>Tara’s teacher identified the aligned Louisiana Connector: LC.RL.3.3b <i>Describe a character’s traits in a story using details from the text and illustrations.</i></p>
<p>Step 3 – Create student-specific objective and assessment</p>	<p>Tara’s teacher created a specific objective for Tara to begin the unit: <i>Student will be able to identify main characters in “Because of Winn Dixie” by selecting appropriate figurines for each character.</i></p>
<p>Step 4 – Create aligned activities</p>	<p>Tara’s teacher creates an individualized activity to introduce Tara to the characters in the novel:</p> <ul style="list-style-type: none"> • Two objects placed on Tara’s tray (girl, dog) • Tara is shown and then touches each one • No-delay prompt, “This is Winn Dixie, the dog” with hand-over-hand placement • Check for understanding “You find Winn Dixie, the dog” • Praise and repeat for all objects • Review all objects once more, with appropriate delays
<p>Step 5 – Identify appropriate supports and scaffolds</p>	<p>Tara’s teacher identifies the appropriate ways to scaffold the introduction of the characters:</p> <ul style="list-style-type: none"> • Figurines and other manipulatives • Individual trays • Questions of increasing difficulty related to characters/ traits

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