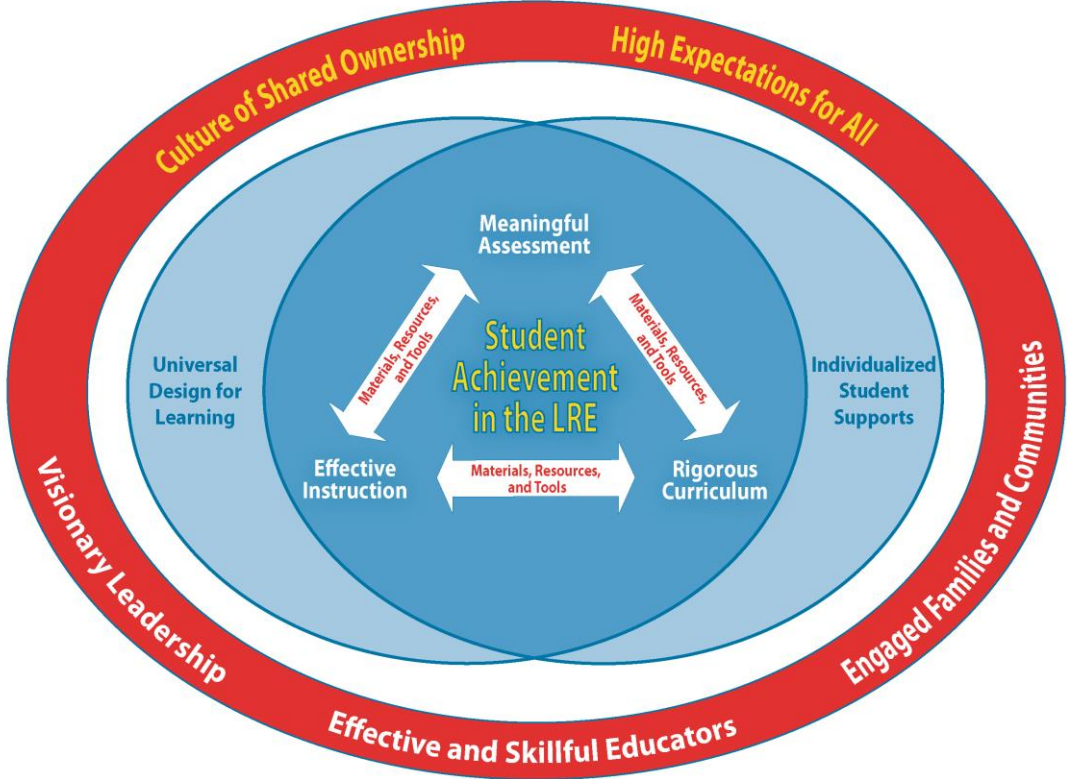


Project Max

Project MAX: Maximizing Access and Learning for Students With Complex Instructional Needs

Framework for Practice



Project MAX Team Members	
Internal Coach	Jennifer McGlade
Special Education Leader	Christine Raber
Curriculum Leader	Dr. Keith Floyd
Principal	Jennifer Rinehimer
Special Educators	Megan Wiley, Brenda Haydt, Krista Brooke, Vicky Jeffers, Shonna Schultz
General Educator	Holly Smith, Dr. Janet Gebhardt
Related Service Personnel	Jennifer Smith
Family	Ana Lawton
Classroom	Autistic Support, Full Time Learning Support, MDS Support



- » These students are a heterogeneous group of students who comprise approximately one to three percent of the total student population in Pennsylvania schools. Students with complex instructional needs:
- » Often require significant adaptations and/or modifications to the general education curriculum in order to access and learn
- » Often have significant difficulty reading and accessing grade-level texts
- » Often demonstrate a pattern of inconsistent progress on academic and functional skills
- » Often have difficulty expressing what they know and are able to do
- » May have a limited means of verbal and written communication
- » May require augmentative communication and/or assistive technology in order to access, participate, and make progress in learning

Students with Complex Needs >

- » **As a result of participating in Project MAX:**
- » Educators will know and be able to effectively teach to the Pennsylvania Core Standards
- » Educators will be able to plan and deliver effective instruction that meets the needs of diverse learners in Pennsylvania schools
- » School leaders will have the competencies to implement policies, practices, and procedures that support the learning of all students, including students with complex instructional needs
- » Institutions of higher education will prepare educators and leaders with the competencies needed to teach all students
- » Parents will have high expectations of achievement for all students
- » Students with complex instructional needs will demonstrate growth and achievement in academic content
- » Students with complex instructional needs will engage coach who will receive additional training
- » Recruit parents of students with disabilities to receive training and to participate in the statewide network of parents
- » Submit baseline, ongoing, and end-of-year data

Long Term Goals



Year 1 Plan and Apply	<p>Intensive professional development: August and throughout the year</p> <p>Implementation support from the Pennsylvania Training and Technical Assistance Network (PaTTAN), intermediate unit Training and Consultation staff (TaCs), and internal coach</p>
Year 2 Application and Practice	<p>Professional development</p> <p>Implementation support from TaCs and internal coach, with fading support from PaTTAN</p>
Year 3 Deepening Understanding	<p>Implementation support from internal coach, with fading support from TaCs</p> <p>IU begins to replicate Project MAX with at least two additional LEAs and programs and services</p>
Year 4 Mastery	<p>Implementation support from internal coach</p> <p>IU continues the replication of Project MAX</p>

Process



- » Autistic Support Class (Mrs. Schulz),
grades 5 – 8
- » Multiple Disabilities Support Class (Mrs. Wiley),
grades 5 – 8
- » Full Time/Supplemental Learning Support
Classes (Mrs. Haydt, Ms. Brooke, Mrs. Jeffers)

Classes involved





Video message