

Project MAX

Maximizing Access and Learning for Students with Complex Instructional Needs

2016 Pennsylvania Low Incidence Institute

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*Materials used throughout this presentation are from PaTTAN Project MAX trainings **Page 1**

Introductions – Who we are and role in Project MAX

Who are you?

Information that we are presenting is information from
PaTTAN trainings....

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BSE/PDE Vision Statement

“when students with disabilities are provided appropriate instruction and supports, they can learn grade level academic knowledge and skills and communicate in ways that are commensurate with their same-age peers without disabilities and have the same learner outcomes as their nondisabled peers.”

*Materials used throughout this presentation are from PaTTAN Project MAX trainings **Page 3**

OBJECTIVES

- Identify the purpose of Project MAX
- Describe the Project MAX framework for practice
- Identify two benefits of participating in Project MAX

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Significant Instructional Shifts

- From access to **learning**
- From mastery of isolated skills to **application of knowledge and skills**
- From independent work to **active engagement, participation, collaboration and communication with other students**
- From accessing selected standards to **comprehensive instruction aligned to PA Core Standards**

*PaTTAN Project MAX trainings – August 2014

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Principles of Effective Instruction

1. **Optimize** engaged **time** and time on task
2. **Promote** high levels of **success**
3. **Increase content** coverage
4. Have students spend more time in **instructional groups**
5. **Scaffold** instruction
6. Address **different forms** of knowledge

*PaTTAN Project MAX trainings – August 2014

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MAXimizing Access and Learning: Pennsylvania Core Standards

Purpose: Increase the capacity of Pennsylvania schools to provide all students, including those with complex instructional needs, with **maximum access** to the general education curriculum and PA Academic Standards



*PaTTAN Project MAX trainings – August 2014

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Commitment

3 year, completion of Unit Plan, Practice Profile, Educators Survey, Student Survey, Summer training, Monthly PD, Application Activities

Year One - 2014 – 2015

1. Intensive training beginning in August with monthly Professional Development throughout the school year
2. Support from PaTTAN, IU#13 TaCs, and internal coaches

What Project MAX looks like at IU #13
Team members and roles

Year 1 – 2 multiple disabilities classes –
Elementary and Middle School

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Next Steps

Year Two - 2015 – 2016

1. Professional development
2. Implementation support from TaCs and internal coach with fading support from PaTTAN

At I.U. #13 – Year 2
What Project MAX looks like at IU #13

Additional classrooms added – Three high school multiple disabilities classes added

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How we got to where we are –

1. Practice Profile
2. We began with our lowest 3 areas and came up with goals to target
3. Developed our mission statement – PP Status Implementation plan

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Monthly Professional Development

These monthly sessions served to guide us
In many ways

- A. To help us focus on the PP Status Plan goals
- B. To work on the sections of the unit plan
- C. To connect with the entire team to share successes
ongoing challenges

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September Key Highlights

- Poster presuming your own competence
- Article presumed competence
- SAS portal/scavenger hunt
- Big ideas of Unit Plan – Blank Unit Plan
- Related Services
- Close and far links
- What does that look like at IU #13

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OUR VISION STATEMENT

IU13 Project MAX team believes that in order to maximize student learning, the education community will:

- presume competence of all learners,
- realize that all learners are valuable contributors,
- collaborate to provide long-term, meaningful educational benefit,
- provide meaningful access to materials, resources and instruction aligned to PA Core Standards,
- foster an environment of understanding and acceptance within our community.

**October
Alignment of Learning Targets**

- Discuss prioritized learning targets
- Align to grade level content
- Identify the degree of alignment of prioritized targets to grade level content
- Standards aligned activity
- Continue with Unit Plan development – identify grade level standards
- Develop and identify one learning target for 2-4 students with complex learning needs
- Concept was addressed in the grade level unit (what do you want me to learn)
- Depth of knowledge handout
- Team members attended faculty meetings within their schools
- How does this look at IU#13

How do I know if it is aligned

1. Is it **academic**?
2. Would a content specialist be able to see how it **leads to** and is **necessary to** the standard?
3. Is it a skill/concept a **student in the same grade** would be learning?
4. Would a student of similar age be **embarrassed** to walk through the halls with this work?

**Taken from Project MAX October PD Training Session

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November – Selecting Vocabulary

- Identifying core vocab and extended vocabulary
- Add vocabulary piece to the Unit Plan
- Unit Plan – discuss vocabulary section
- How does this look at IU#13

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Core Vocabulary

Example of a pixon core vocabulary board – Prentke Romich

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Select from
vocabulary
for all

- Which are important words from the text for my target students?
- What ideas will build understanding of the text?

Select
additional
vocabulary
and ideas

- What other words and concepts will build background knowledge?

Identify
language to
define or
describe

- What is a brief, student-friendly definition?
- How can you describe the key idea(s) using familiar words and uncomplicated sentence structure?
- Which high frequency “core” words will support student communication in the instruction?
- What unit specific “extended” vocabulary is also needed?

Information from PaTTAN November Project MAX PD session

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December – Generating Materials Resources and Tools

- UDL tool kit
- Collaborating with regular ed teachers – bulletin boards
- Resources –
- UDL – handout from PaTTAN
- Unit Plan
- How does this look at IU#13

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Critical Factors in Planning Instruction

Age-Appropriate & Accessible

- Content
 - Topics and subjects
- Materials
 - Books, tests and quizzes, projects, technology, media, etc.
- Instructional interactions
 - Tone, attention, reinforcement, groupings, activities

Materials must be both age-appropriate and accessible so that students with disabilities have the opportunity to learn the same information and engage in the same interactions as their peers.

Information from PaTTAN December Project MAX PD session

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January Effective Instructional Practices

The goals for this month's PD session were:

1. Identify evidence-based instructional strategies
 2. Describe how evidence-based instructional strategies can be implemented in instruction with a focus on students with complex instructional needs
 3. Describe how a graphic organizer can support evidence-based instruction
 4. Describe how evidence-based instruction can be incorporated into a Read Aloud activity
- PaTTAN handout on Effective Instruction
 - PaTTAN handout on Using Instructional time Effectively
 - What does this look like at IU#13

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Read Aloud

Benefits:

- Engages children in the literary process
- Increases vocabulary development and comprehension growth
- Increases motivation
- Builds listening skills
- Improves memory and language skills
- Contributes to the development of individual interests, imagination and creativity
- Builds background knowledge

Information from PaTTAN January Project MAX PD session

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Direct Instruction

How to implement direct explicit instruction

1. Introduce - Set clear goals for students in terms of learner outcomes or performance
2. Model (I do) - Teacher does the task
 - Demonstrate a defined instructional sequence
 - Model expected learning outcomes by providing clear examples and explanations
3. Guided Practice with Feedback (We do) - Teacher leads students
 - Ask frequent questions to see if the students understand the work.
 - Give students frequent opportunities to practice what they have learned.
 - Use a correction procedure to avoid practicing mistakes
4. Independent Practice (You do) - Students perform task independently
 - This is the "test". If students do not perform correctly return to guided practice with feedback and correction procedure.

Information from PaTTAN January Project MAX PD session

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Graphic Organizers

Benefits of using graphic organizers

- They can help improve reading comprehension
- They can assist a student in developing vocabulary knowledge
- Assist students to actively interact with the lesson content
- Can facilitate how SWCIN respond
- Using familiar organizers allows students to generalize the process regardless of the content
- Helps student use fewer supports by using the same graphic organizer over and over.
- Increases student independence
- Helps students develop a deeper understanding of the content
- Students can easily identify the most important information

Information from PaTTAN January Project MAX PD session

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Errorless Teaching

Benefits of using:

- Ensures that students always respond correctly
- Limits the chance of teaching a chain of errors
- Avoids having students repeat and practice their mistakes
- Increases overall time for instruction
- Reduces frustration associated with trial and error learning that can actually provoke problem behavior such as tantrums, aggression, and self-injury.
- Making mistakes often leads to discouragement, which may result in a lack of motivation to try the skill again

Information from PaTTAN January Project MAX PD session

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Questioning Techniques

Benefits of using Questioning Techniques

- Questioning strategies engage all learners and ensure everyone has the opportunity to participate in discussions
- Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates
- High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and arrive at new understandings of complex materials

Information from PaTTAN January Project MAX PD session

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Discussion Techniques

Benefits of using Discussions

- Discussion techniques that foster student reflection and interaction focus on getting the teacher out of the role of gatekeeper and into encouraging student-centered dialogue
- Classroom discussion piques student interest and motivation
- When students are more involved in class, they retain more information and hone their critical thinking skills
- Participation in discussions allows teachers to see the extent of students' understanding
- Discussion fosters and encourages participation from all students
- Discussion encourages dialogue among and between students
- Participation in discussions can be used to develop important speaking skills
- Discussion gives students the opportunity to practice using the language of the subject and content

Information from PaTTAN January Project MAX PD session

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February Planning instructional engagement for all students

The objectives for the February PD session were to:

1. Describe engagement for students with complex instructional needs
2. Revisit UDL principles that support instructional engagement
3. Identify potential barriers to instruction and brainstorm solutions to overcome barriers
4. Use Standards-Aligned Unit Planning Process to reflect on solutions to instructional barriers.

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• **What is the difference between an activity and instruction?**

What do you do to engage your students?

- In interactions?
- In instruction?

What do you see your students do when they are engaged?

- In interactions?
- In instruction?

Information from PaTTAN February Project MAX PD session

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Instructional Engagement

- Providing opportunities for engagement is an adult responsibility.
- Adult behaviors that support engagement :
 - Use of effective instructional practices
 - Interacting in an age-appropriate manner
 - Engineering the environment for engagement
 - Providing opportunities for expression in a variety of modes

Information from PaTTAN February Project MAX PD session

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Choral Response

Use when answers are short & consistent

Students are looking at the teacher.

- Ask a question.
- Put up your hands to indicate silence.
- Give thinking time.
- Lower your hands as you say, "Everyone."
- Students respond

2. Students are looking at a common stimulus.

- Point to the stimulus.
- Ask a question.
- Give thinking time.
- Tap for a response.
- Students respond

Information from PaTTAN February Project MAX PD session

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Partner Response

1. Say answer to partner.
2. Retell content of lesson using a graphic organizer.
3. Review content (Tell, Help, Check).
4. Brainstorm (Think, Pair, Share).
5. Explain process, strategy, or algorithm using examples.
6. Read to or with partner.

Information from PaTTAN February Project MAX PD session

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Individual Response

1. Working with a partner to respond individually
 - Ask a question
 - Have students share answers with their partners
 - Call on a student

2. Responding individually
 - Ask a question
 - Raise your hands to indicate silence
 - Give thinking time
 - Call on a student.

Information from PaTTAN February Project MAX PD session

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Response Cards

Cards, signs, or items which are simultaneously held up by all students in the class to display their response to a question or problem.

- Preprinted
- Write-on
- Blank (use colors or shapes)

How does this look at I.U.#13?

Information from PaTTAN February Project MAX PD session

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March – Formative Assessment

Objectives for the March PD session were:

- Identify formative assessment strategies used during the delivery of instruction
- Use formative assessment strategies to monitor student responses and adjust instruction to ensure learning.

Information from PaTTAN March Project MAX PD session

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Four Types of Assessment

- Benchmark
- Diagnostic
- Summative
- **Formative**

- PaTTAN handout on Formative Assessment
- Handout on Assessment
- How does this look at IU#13

Information from PaTTAN March Project MAX PD session

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Formative Assessment is...

*...classroom-based
assessment that allows
teachers to monitor and adjust
instructional practices and
supports students to use
feedback to move their
learning forward*

Information from PaTTAN March Project MAX PD session

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Formative Assessment is a process that is embedded...

*...during classroom instruction
to INFORM and ADAPT teaching and learning*



Minute by minute...



day by day...

Information from PaTTAN March Project MAX PD session

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Formative Assessment

In order to	Know where we want the learner to go	Know where the learner is so far	Keep the learner moving toward the target
Teacher should	Make learning intentions/targets explicit to the learner	Employ strategies that continually elicit evidence of learning during instruction	Adjust instruction in ways that move learners forward
Through the use of	<i>Sharing Knowledge Skills Understanding</i>	<i>Active Student Responding</i>	<i>Feedback Strategies</i>

How does this look at I.U.#13?

Information from PaTTAN March Project MAX PD session

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April Individualized Student supports

Objectives for the April PD were to:

- Briefly review the steps of the Standards Aligned Unit Planning Process
- Describe Individualized Student Supports that may be represented in the Standards-Aligned Unit Planning Process
- Connect supports identified in student IEPs with Standards Aligned Unit Planning Process
- Identify resources to provide individualized student supports

Information from PaTTAN April Project MAX PD session

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Supplementary Aids and Services (SaS)

means aids, services, and other supports

- that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings,
- to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate....

Information from PaTTAN April Project MAX PD session

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Specially Designed Instruction (SDI)

means adapting, as appropriate...the content, methodology, or delivery of instruction

- To address the unique needs of the child that result from the child's disability; and
- To ensure access of the child to the general curriculum, so that the child can meet the educational standards...

Information from PaTTAN April Project MAX PD session

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Purpose of Individualized Student Supports

- To ensure a student can access the general education curriculum so that he or she can meet the educational standards.
- To enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate...

Information from PaTTAN April Project MAX PD session


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Unit Plan

What does this look like at I.U.#13?

Information from PaTTAN April Project MAX PD session

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May
Celebrate the End of the year!!

- Scaling up
- Review Unit Plans
- Review the Practice profile to come up with goals for the following year

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Insert video here.....

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Where we are now

- Scaling up year 3
- Successes
- Challenges
- Questions

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This I Believe:
This I Believe...
I believe my students can.
Can understand.
Can learn.
Can achieve.
Can beat the odds.
Can surpass plateaus.
Can communicate.
Can reach for the stars.
And grab them.
I believe my students deserve:
Deserve a chance.
Deserve the presumption of competence.
Deserve the benefit of the doubt.
Deserve high expectations.
Deserve to spend time enjoying friendships.
Deserve to make mistakes.
Deserve to tease and be teased.
Deserve to be in their community.
Deserve a bad day. And lots and lots of good ones.
Deserve a life that is more than yes, no and constant assessment.
Deserve a highly qualified teacher.
Deserve a say
Deserve to be heard.
Deserve literacy
Deserve health.
Deserve joy.
I believe a difference can be made.
Through kindness.
Through connection
Through dedication.
Through research and scholarship.
Through constant re-dedication to quality teaching
Through entering that classroom every day and teaching like lives depend on it.
Because they do

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