

# Project PLAY

## Promoting Positive Learning Outcomes Through an Activity- Based Approach with Young Children with Severe Disabilities

### Project Directors

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# Project PLAY Design

- **Project PLAY is:**
  - **A four year model demonstration project designed to meet the needs of young children with severe disabilities in inclusive settings**
  - **Grounded in research and current ECSE/ECE recommended practice**
  - **A linked approach to early intervention**



# Project PLAY Goals

- **To involve all relevant stakeholders in assessing the integrity and utility of project activities**
- **To train diverse staff at model sites to:**
  - **Implement authentic assessment practices**
  - **Target meaningful skills**
  - **Embed during daily activities**
  - **Collect ongoing data to monitor children's performance over time**



# Project PLAY Goals, con't...

- **To evaluate and disseminate the Project model to ensure:**
  - **Utilization in other settings**
  - **Sustainability over time**
- **To coordinate efforts with existing community, state, and federal resources**



# Advisory Board Members

- **Administrators**
- **Parents**
- **Teachers**
- **Related services personnel**
- **Students**
- **Higher education personnel**
- **In-service providers**
- **State technical assistance providers**



# Advisory Board Responsibilities

- **Meet face-to-face two times per Project Year starting in Spring/Summer 2002**
  - Review and revise proposed content of four training modules
    - Usefulness
    - Clarity
    - Appropriateness
- **Provide ongoing feedback on training materials and activities**
  - Review products, dissemination materials, and reports via e-mail



# Model site selection criteria

- **Have a minimum of three classrooms serving preschoolers with special needs**
  - Each classroom needs to be serving at least one child with a severe disability
- **Willing to create a team of support around each classroom teacher**
  - Each team will include the teacher, at least one parent, one therapist, and when possible, each classroom's assistant
  - Support teams are willing to attend trainings, participate in self-guided activities created by Project PLAY staff, and assist in data collection
- **Participate in Project PLAY for two years**



# Project PLAY Modules

- **Training modules will be developed to assist sites in implementing the Model and include:**
  - **Module One: Authentic Assessment**
  - **Module Two: Meaningful IEPs**
  - **Module Three: Embedding Goals**
  - **Module Four: Monitoring Ongoing Performance**

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# Authentic Assessment

- **Classroom Assessment**
- **Individual Assessment**
- **Family Assessment**
- **Team Involvement**



# Meaningful IEPs

- **Developing transdisciplinary IEPs**
- **Deconstructing inherited IEPs versus writing own**
- **Writing Defensible and Meaningful IEPs**

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# Embedding Goals/Objectives

- **Understanding Curriculum**
- **Understanding Embedding**
- **Understanding Good Teaching**



# Monitoring Ongoing Performance

- **Importance and rationale for collecting ongoing and systematic data**
- **Specific strategies/methods for collecting data**
- **Interpreting data and making decisions**
- **Sharing data with others**
- **State/local regulations**



# Contact Information

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