ABOUT GCMS
GCMS is an approved private school, licensed by the Pennsylvania Department of Education that serves children and adolescents ages 5 to 21. The educational program focuses on the needs of students with multiple disabilities and challenging behaviors secondary to a broad range of intellectual disabilities, including cerebral palsy, syndromes, traumatic brain injuries, and other genetic and neurological disorders. GCMS serves students who have challenging behaviors, within the spectrum of multiple disabilities.

THE REFERRAL PROCESS
GCMS serves students from over 30 school districts in the following counties: Delaware, Montgomery, Chester, Bucks, Berks, and Philadelphia. The GCMS admissions coordinator works in tandem with local school districts to review educational documentation for admission. Following review of the RR and IEP, the admissions team schedules a family tour, which includes observation of the potential student by members of our interdisciplinary team. A follow up meeting will be held with the admissions team, and the admissions coordinator will contact the family and LEA with a decision. If placement is offered, the admissions packet will be provided to the family and a contract will be sent to the partnering school district.

ADMISSION
Our multiple disabilities support classrooms serve students affected by two or more conditions, including but not limited to intellectual disability, cerebral palsy, syndromes, traumatic brain injury, orthopedic impairment, and medical complexity. Through daily educational and related services, students with a variety of complex needs can meet their individualized goals.

“GCMS has been a blessing in disguise for Emmy and myself. I have been afforded the opportunity to build a relationship with her team, to really understand what Emmy’s days is like in the classroom, and to learn one-on-one how to help her excel at home. It makes putting Emmy on the bus every morning that much easier. I am amazed at how far they’ve gotten her.”
-RR, parent of GCMS GCMS student

Programming within our Multiple Disabilities Support classrooms focuses on the following:
- Small class sizes with a 1:3 ratio to support program implementation and skill development.
- Integrated therapy model to allow for multiple skill opportunities in the natural environment in an individual or group setting.
- Assessment of student skills utilizing a variety of informal (classroom observation, data collection, rating scales) and formal assessments for individualized program development.
- Collaboration of multi-disciplinary team to develop meaningful and functional IEP and programmatic goals.
- Utilization of Unique Learning System (ULS) and other supplemental curriculums for progress in academics, functional life skills, and adapted behavioral skills.
- Access to assistive technology and other accommodations to increase meaningful participation and independence in activities.
- Use of visual schedules and other tools to create classroom structure and expectations for students.
- Access to equipment to meet physical and sensory regulation needs.
- Trauma Informed Care principles utilized to create a safe school environment for learning a variety of skills.
- Transition program with community-based instruction for skill generalization

DIAGNOSTIC PLACEMENT
A diagnostic placement may be offered by the admissions team if an immediate determination of need cannot be established via the admissions process. The diagnostic placement includes a 90 day trial period in a classroom setting at GCMS. During this trial period, the child will receive a full academic, therapeutic, behavioral, and psychological assessment. Observation and feedback will also be provided by the supporting director. After the 90 day period, the student may be referred to a different classroom within GCMS. A full report will be provided to the contracted district and a meeting will be held with the family with final recommendations.

INTENSIVE SUPPORT
The Intensive Support classrooms utilize a multidisciplinary approach embedded in intensive teaching strategies to promote meaningful participation and access to the educational curriculum. These evidence based strategies support development of daily living skills, social skills, and communication. Teachers and therapists monitor progress through detailed data collection, analysis, and reporting via an integrated model for repeated practice of skills in the natural environment.

ADMISSION
The Intensive Support Program supports students who have a primary diagnosis of Intellectual or Multiple Disabilities who require additional supports, modifications, or classroom structure to access their education. These students may also require supports for growth in sensory regulation, social skills, emotional regulation, and functional independence. At this time, we are unable to serve students with a primary diagnosis of Autism.

Programming within our Intensive Support classrooms focuses on the following:
- Detailed evaluations using a variety of formal and informal assessments, which may include the Verbal Behavior Milestones Assessment and Placement Program.
- Collaboration with an internal coach for integration of intensive teaching with relevant educational methods.
- Small class sizes with a 1:2 ratio to support skill development and program implementation.
- 11 staff provided for students that require individual support for engagement.
- Incorporation of visual schedules and consistent classroom supports to create clear expectations and daily structure.
- Daily living activities, such as feeding and toileting.
- Utilization of supplemental curriculums to support educational programming, including social skills development and emotional regulation skills.
- Positive behavior support plans supported by the entire team.
- Trauma Informed Care principles utilized to create a safe school environment.
- Community-based instruction as related to skill development.
- Weaning schedule for 1:1 support to promote least restrictive programming.
- Transition assessment with supporting data collection for exiting from the Intensive Support Program.

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Cadés has launched its first accessible library right in its Rutgers Avenue Building.

CaDES Accessible Library

Magee Rehabilitation Hospital

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ABOUT CADES
CADES is a nonprofit human services organization dedicated to improving the lives of children and adults with intellectual and physical disabilities, using a family-centered approach to care. CADES began in 1951 (we’re 70!) when a group of dedicated parents saw the need for individualized care for their children and grew organically from there. We work every day empowering people to achieve their highest potential.

PERSONNEL RESOURCES
- Certified Special Education Teachers
- Paraeducators
- 1:1 Support Staff
- Physical Therapist
- Occupational Therapist
- Speech Therapist
- Vision Teacher
- Reading Specialist
- BCBA
- Internal Educational Coach
- Psychologist
- Behavior Coach/Manager
- Transition Coordinator
- Registered Nurses
- Physical Education Teacher
- Art Teacher
- Music Teacher
- Social Skills Teacher

PROGRAM RESOURCES
- AAC library
- Transition program with in-house vocational opportunities and community-based instruction
- Snoezelen (sensory room)
- Take 5 Room (Safe Space)
- Inclusive Playground
- Parent Group
- Brand new library (opening 2022)
- Professional Development for all staff

For more information on enrollment services
Kathy Krueger, MS, CCC/SLP
Director of Student Services
610-328-5955 x1207
kkrueger@cades.org

We live our values

RESPECT  TRUST  GROWTH

Building Hope. Transforming Lives through our core values every day.

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Swarthmore, PA 19081
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