



Staff

BCBA - Board Certified Behavior Analyst, supervises the development and implementation of behavior plans, performs data analysis, ensures program fidelity and provides staff development and training to support student growth and learning.

Special Education Teacher - Develops individualized lessons and student specific programs to ensure the implementation of the IEP and generalization of skills.

Program Assistants - Paraprofessionals trained in Applied Behavior Analysis, Applied Verbal Behavior with ongoing training and support from the BCBA, and the Special Education Teacher.

Related Service Providers - District Speech and Language Pathologists, Occupational Therapists, Physical Therapist and other specialists work closely with the Special Education Teacher, BCBA and Program Assistants to provide a coordinated program.

Dana Walton
PACE Coordinator

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Family Support

- Communication between home and school.
- Collaborative consultation with school based team members.

School Community

- Grades 5th-8th Grade Chocksett Middle School, Sterling



PACE Middle School Program



Personalized
Academics,
Communication &
Essential Skills

Students Served

The PACE Middle School Program is a 5-8 substantially separate classroom placement designed to address the educational needs of students with moderate to severe disabilities in the areas of social, communication, academic, cognitive development, daily living and adaptive skill development.

Students require moderate to significant need for environmental and instructional interventions based on grade level content and entry points. In addition, we begin to introduce pre-vocational training and education.

Students in this program may participate in MCAS Alternative Testing; this is a decision made based upon DESE guidelines and in conjunction with individual TEAMS.

Mission

The program is designed to provide small group and individualized instruction to develop students' academic, adaptive behavior and skills of daily living (i.e., hygiene, health), social skills, and communication skills. The program promotes integration opportunities in the general education setting to assist students in developing peer relationships and provide opportunities for the generalization of skills. Given we are a fully inclusive middle school we strive to enhance each students' ability to integrate skills with increasing independence.

Vision

The vision of the Wachusett Regional School District PACE Program is to provide high quality researched based instruction to ensure that all learners can realize their fullest potential as active and productive citizens.



Personalized Academics

Individualized curriculum based on the principles of Applied Behavioral Analysis, Applied Verbal Behavior and researched based instruction to promote student growth.

- The Common Core and Massachusetts frameworks serve as a guide for all curricular learning expectations.
- Curriculum that provides a balance of individual and group instruction.
- The program is designed to assist students in increasing communication for self advocacy; further developing peer connections and friendships; enhancing collaboration in structured learning environments; promote independence; apply skills to real world experiences; expand leisure repertoires and provide opportunities to learn, engage and complete daily vocational and domestic skills.



Communication

The services we provide are on a continuum is based upon individual student needs. Communication targets are integrated throughout the students' day as part of Applied Verbal Behavior.

- Expand Language Repertoires
 - Requesting
 - Labeling
 - Listener Responding

Augmentative and Alternative Communication

- Low-Tech (e.g., picture exchanging, communication books)
- High-Tech (e.g., speech-generating devices (SGDs))

Essential Skills

Skills are organized into tiers known as: Must-have, should-have, good-to-have.

- Advancing Conversational Repertoires
- Functional Academics
- Independent Task Complexity
- Social Skills/Perspective Taking
- Health & Safety
- Independent Task Completion
- Pre-Employability/Vocational
- Leisure Skills
- Daily Living