

## *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 Kindergarten-4th Grade Houghton  
Elementary School, Sterling*

## *Wachusett Regional School District*

### **Elementary PACE Program**



*Personalized*

*Academics,*

*Communication &*

*Essential Skills*

### *Students Served*

The PACE Program is a 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 and adaptive skill development.

Students require moderate to significant need for environmental and instructional interventions based on grade level content and entry points.

### *Vision*

The vision of the Wachusett Regional School District PACE Program is to provide excellence in the areas of differentiated instruction, learning, and social skill development to ensure that all learners can realize their highest potential as independent active and productive citizens.

### *Mission*

The program is designed to provide small group and individualized instruction to develop students' academic, adaptive behavior, daily living (i.e., hygiene, health), play, 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 elementary school we strive to enhance each students' ability to integrate skills with increasing independence.



**We all think differently**

### *Personalized Academics*

Individualized and researched based curriculum based on the principles of Applied Behavior Analysis and Applied Verbal Behavior along with researched based methodology to promote student growth.

- The Common core and Massachusetts frameworks serve as a guide for all curricular learning expectations.
- Teaching methodologies encourage skill acquisition with increasing complexity and independence with the goal of students retaining and generalizing skills across a variety of settings.
- Individualized curriculum that provides a balance of individual and small group instruction addressing academic, social, language, school functioning and daily living skills.

### *Communication*

The services we provide are on a continuum based upon individual student needs. Communication targets are integrated throughout the students' days as part of Applied Verbal Behavior methodology and developmental expectations for language.

**Speech Development** (developmental articulation targets and spoken sounds, words, phrases and sentences)

**Language Development** (phonology, vocabulary, word forms, sentence structures, social language/skills)

**Augmentative and Alternative Communication (AAC)**

- 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.

- Making requests
- Waiting
- Making transitions, sharing and turn taking accepting removals
- Completing ten consecutive, brief, previously acquired tasks
- Accepting 'no'
- Following Directions: Health and Safety
- Completing Daily Living Skills: Health and Safety
- Tolerating Situations: Health and Safety