

BACKGROUND

The Pilgrim Area Collaborative (PAC) was established in 1976 to provide individualized education for children with significant learning challenges, whose needs for support cannot be met within their home school districts. It is governed by a Board of Directors representing member towns and its programs are overseen by an Executive Director.

Children are referred to PAC from their local school districts. While the majority of students come from member towns, PAC also services a significant number of students from towns outside the membership area.

PAC students are educated in substantially separate classrooms which are located in age-appropriate schools in our member towns. Opportunities are provided for Collaborative students to integrate into regular education classes and activities, and to become active participants in the school community as well as the greater community.

Parents play an active role in their child's education by becoming involved with the development of their child's Individualized Education Plan (IEP), by volunteering in classrooms, and by participating in the life of the Collaborative. Through the Pilgrim PSO, a parent-staff organization, parents work together with staff and administration to support Collaborative activities.

The mission of the Pilgrim Area Collaborative is to meet the unique needs of member districts by providing ever-evolving, student-focused, quality services that promote the maximum potential of all students and serve the greater learning community.

Pilgrim Area Collaborative

PAC Extended Services (PACES)

Home-Based & School-Based Programs



Maureen Gaughan, Ed.D., Executive Director
120 Center Street
P.O. Box 1098
Pembroke, MA 02359

Phone: 781-293-6111
Fax: 781-293-9258
Web: www.pilgrimac.org

Pilgrim Area Collaborative

PACES Extended Services

PAC recognizes that for our students and their families additional supports outside of the typical school day are often needed. Therefore, in addition to a comprehensive offering of daily academically-based programming, the Pilgrim Area Collaborative further offers specially designed programs to students during the after school hours through what is known as our **PACES** programs.

These **PACES** programs include a **Home-Based** programming component designed to foster the acquisition and generalization of skills and techniques mastered in the school setting to families in their home and community settings.

Additionally, **PACES** includes an **School-Based Extended Day** program to foster further academic, social, and behavioral growth in a structured setting beyond the length of the typical school day.

PACES offers students with social cognitive deficits and their parents the opportunity to participate in “social thinking” groups. These groups provide students and their parents a structured learning environment that fosters the development and generalization of social skills in our **Teach Social! PAC** program.

Services are coordinated by Masters Level and/or certified staff (DESE and/or BCBA) with extensive training and expertise in the area of Autism Spectrum Disorders, Applied Behavior Analysis and empirically validated and developmentally appropriate treatment and intervention methodologies. Highly qualified direct service staff provide services within the community, home or school settings.

Referrals

Referrals for PACES Programs should be made to:

Deb Booth, PACES Coordinator
Tel: 781-293-6111, Ext. 21
E-Mail: dbooth@pilgrimac.org

PACES HOME-BASED Programs

The PACES Home-Based Program provides intensive services to children ages 3 and up who have a diagnosis on the Autism Spectrum or present with a similar learning/behavioral profile.

Home-based programming is designed to supplement the child’s school program and facilitate the learning process across environments by helping families develop the skills needed to effectively support their child’s development in the home and community setting.

Entrance Criteria

The PACES Home-Based program provides parent training and direct instruction services to children ages 3 and up with a diagnosis of ASD or who have significant communication, social and/or behavioral challenges. Following a referral from the student’s TEAM, an initial assessment is completed with the family to identify specific areas of need and to determine an appropriate level of service. A treatment plan is developed for each child and family that includes recommended goals and objectives, a timeline for training and support, and desired outcomes for the child and family.

Exit Criteria

The ultimate goal of the home-based program is to give parents/caregivers the skills to facilitate learning, and to give students the skills to learn in their home and community settings. PACES staff work to maximize each child’s learning within the home and community by providing intensive individualized instruction and educating parents in effective strategies to enable them to teach their child new skills and manage challenging behaviors. Review meetings are held periodically to analyze data, evaluate progress, adjust goals and reassess needs and priorities. Home-based program hours are faded systematically from direct instruction, to parent coaching, to consultation over time as students and families achieve success by meeting the targeted goals/objectives determined by the Team.

PACES SCHOOL-BASED Programs

The PACES School-Based Extended Day Program is designed to provide additional instructional opportunities beyond the school day to students in grades K-8 with a diagnosis on the Autism Spectrum or those who present with similar profiles.

School-based extended day staff address the communication, social, academic and behavioral needs of each student based upon current IEP goals and objectives.

Entrance Criteria

A PACES school-based extended day program is appropriate for those students who require the continued structure that is inherent within a classroom setting, and who also require additional instructional time based on their profile of learning challenges. This program is specifically designed for those students who cannot access or benefit from more traditional after school or extended day programs. Typically these are students who need constant adult supervision, have limited independent skills and may even engage in unsafe behaviors within the home. This program may be appropriate for those students and families who have had traditional home based and parent training services in the past however, based on the intensity of their needs continue to require additional structured programming beyond the school day in order to make effective progress.

Exit Criteria

The continued need for school based extended day services is regularly addressed within the context of the student’s IEP and Team meetings. As the student’s adaptive behavior skills are stabilized and/or the student has developed the skills necessary to participate in a less restrictive setting, traditional after-school programming options within their home community will be explored. At that time a comprehensive transition plan will be created.