



Preschool- Mini P.A..L.S- Practicing Academics and Life Skills
Elementary- P.A..L.S- Practicing Academics and Life Skills
Middle- Pre-Vocational Program/ Life Skills Program (LSP)
High School- Transitional Education Program (TEP)

Program Mission

The PALS Program provides students Preschool through 8th grade with a functional academics as well as hands on learning to empower students to become as independent as possible. Core academic skills provide learning relevant to every-day life. Unique learning profiles create the need for highly individualized instruction with material and methodology that differs from the General Education curriculum and instruction. In addition, students receive speech and language therapy, occupational therapy, physical therapy and any other therapy unique to their individual needs. Goals focus on organization, independence, self care, social skills and readiness skills.

The Life Skills Program and Transitional Education Program provides youth, ages 14 to 21, with the education, skills, training and guidance to prepare them for transition to independent living and young adulthood. Instruction in daily living and organizational skill sets as well as vocational training provides opportunities for youth to develop employable skills, consider future career options, and make good choices. The LS and TE programs provides support for youth to complete their education, develop vocational interests and skills, secure employment and begin to learn the life skills necessary to live independently. For those youth whose family ties are minimal, the program prioritizes alternative relationship-building as a means of assisting the youth in developing lifelong experiences toward self-sufficiency.

Program Staff

Special Education Teachers- Moderate to Severe Certification
Para Professionals
OT / COTA
PT
Assistive Technology Specialist
Speech and Language Pathologist with experience in AAC
Vision/Mobility
BCBA
Job Coaches
Psychologist
Social Workers
Team Chairperson
Cooperative Community Job Sites
General Education Teachers

Population Served

Students with significant cognitive impairment, Intellectual Impairment

Globally Delayed- multiple domains

Health impairment, significant medical needs

Communication Impairment (may include significant deficits areas such as: receptive/expressive language, speech sound production, social pragmatics, fluency, etc); Complex Communication and Learning Needs

Entrance Criteria

Students requiring specialized instruction in the areas of:

- Activities of daily living
- Social skills
- Communication
- Academics significantly below grade level
- Behavior
- Following routines/directions

Program Model

K-2

Inclusion for Morning Meeting/circle, Specials, Lunch and Recess

Pre-Academics/Academics in small group or discrete trial format

ADLs

3-5

Morning work, Specials, Lunch and Recess included

Academics in small group or discrete trial format

ADLs

Middle School

Inclusion for specials, lunch

Community trips

Cooking

In school vocational training

Academics in small group or discrete trial format focusing on functional academics

ADLs/IADLs

Speech/language therapy targeting functional vocabulary, functional communication, and functional social communication skills; Can occur in special education classroom or in therapy room

High School

Academics:

- Basic Money, money management, budgeting banking

- Time management
 - Real world reading
 - Organizational skills and personal responsibility
 - Vocational skills
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- Life skills, cooking, grocery shopping, laundry skills
 - Community skills
 - Travel training
 - Safety skills
 - Social Skills
 - Job training- in school coffee shop out of school sites

Exit Criteria

Elementary:

- Independent adaptive skills
- Appropriate social skills
- Access academics in inclusion

Middle:

Based on updated standardized testing, paired with data regarding day to day levels of modification and support.

Transitional Education:

- Graduate at age 18
- Independent skills for job training
- Independent life skills

Launch:

- Age 22
- Obtain a job

Program Referral Packet-

To be completed by Team Chairperson with Special Education Team