



RISE Middle School Programming: RISE Partial Inclusion, RISE
RISE High School- Transitional Education
R-Reaching
I-Independence through
S-Structured
E-Environments

Program Mission-

The RISE Program serves students identified with autism spectrum disorder, communication disabilities, and/or other disabilities where the student requires specialized instruction across the curriculum. The focus of the program is to develop independence across academic, social, behavioral, life skills, pre-vocational and vocational skills, work skills, and community skills. Students attend structured community trips to be able to apply learned skills across the areas of academic, social and life skills within the Woburn community through generalization. The primary goals of this program is to maximize the academic, social, emotional growth, and activities of daily living skills for each student, as well as to develop the expressive, receptive and social pragmatic language skills.

Professional Staff includes:

- Special Education teacher (with Moderate to Severe certification and Autism Endorsement)
- Speech and Language Pathologist
- Occupational Therapists and/or Occupational Therapy Assistants
- Assistive Technology Consultant
- Physical Therapist
- School Psychologist
- Para-Professionals
- Board Certified Behavior Analyst (consults to program)

Program Population Served-

Students served through the RISE program have a primary disability of autism spectrum disorder (ASD) or demonstrate characteristics related to ASD such as:

- Significant impairment in verbal and non-verbal communication skills
- Impairment with reciprocal social interactions
- Uneven acquisition of academic skills and integration or generalization of previously learned skills
- Sensitivity to sensory input
- Repetitive, self-stimulatory behaviors which may include obsessive compulsive or ritualistic behaviors

- Rigidity in maintaining routines and expectations and engage in atypical behavior may include obsessive-compulsive or ritualistic behaviors

Entrance Criteria-

Students may be referred to the program from a variety of sources. Placement decisions are made through the IEP process. Students generally are identified as eligible for Special Education services with ASD, communication disabilities, and/or a neurological disability. Students are demonstrating great difficulty accessing the general education curriculum with supports. Students are significantly below grade level, participate in the MCAS with accommodations or the MCAS-ALT (portfolio) assessments and require significant modifications to grade level content.

Program Model-

RISE is a District-wide program for students grades 6-post grad at the Joyce Middle School and WMHS

- *The model* **supports substantially separate to partial inclusion**
- Instruction in principles of Applied Behavior Analysis ABA; such as discrete trial teaching), small group, and or individual
- Specialized instruction in the areas of functional academics, daily living skills, social skills, behavioral skills, and pre-vocational skills
- At the high school level more emphasis is placed on community training, job skills, travel training, and independent living skills
- Speech-Language therapy targeting language skills, social communication skills. In the middle school, therapy can occur within the special ed English Language Arts (ELA) class (co-taught model, with the sped teacher) or within the therapy room.
- Speech and Language Pathologist and School Psychologist led social skills group
- Behavioral Data Collection
- Academic Tracking of IEP objectives

RISE Partial Inclusion is a District-wide Program at the Daniel Joyce Middle School and WMHS serving students grades 6 through 8.

- **Model supports partial inclusion-** with academics including Science and Social Studies
- Specialized Instruction based on principles of ABA, small group and or large group instruction in ELA (Reading Comprehension, Writing), Math, Social Skills, Executive Functioning and Study Skills
- Reading Decoding skills provided as needed by Reading Specialist
- Supported inclusion in selected academic subjects as well as specials
- Speech Language therapy targeting language skills, social communication skills. In the middle school, therapy can occur within the special ed ELA class (co-taught model, with sped teacher) or within the therapy room
- Speech and Language Therapist and School Psychologist led social skills groups
- School Psychologist provides counseling specific to the identified disability

- Behavioral Data Collection
- Academic Tracking of IEP Objectives
- Emotional, Behavioral support available throughout the school day

Assessments:

- **Academic testing:** CMAT, DAB-4, TORC, TOWL, ABBLs, AFLS, TTAP, Brigance, WIAT. May also include informal assessment tools.
- **Speech/Language testing:** May include standardized assessments such as PPVT, EOWPVT, EVT, CELF, SLDT. May include the use of checklists, observations, or tools such as the Functional Communication Profile or Communication Matrix. May also include informal assessment tools.

Exit Criteria-

Independent grade level performance

- Graduation with Diploma track
- Improved standardized assessment performance paired with increased independence academically and socially in day-to-day settings

Program Referral-

To be completed by Team Chairperson with Special Education Team