Welcome Sadie Randle and Sarah DeVore!

Sadie Randle
Sarah DeVore

PACE welcomes Sadie Randle as PACE School Director. Sadie brings to PACE 20+ years of teaching experience in public, non-public, and county school settings, and valuable experience in professional development, classroom administration, and project planning. Prior to working at PACE, Sadie was an Educational Specialist for Luther Burbank School District, where she designed, developed, and expanded individualized diagnostic instruction for students with a wide range of educational and emotional needs. At PACE, Sadie’s mission is focused on building a school-wide functional academic curriculum to serve our students throughout their time at PACE and prepare them for their post-secondary life.

Sadie is also passionate about staff professional development, offering individualized training and mentoring to our team of teachers and behavioral therapists. Sadie holds a Moderate to Severe Behavior Specialist Instruction Credential and was awarded Santa Clara County Teacher of the Year in 2015.

Sarah DeVore joins PACE as PACE School Behavioral Service Manager. Sarah’s focus is on supporting and further training staff in behavior management so students can effectively access their environment and engage in learning. She has a background providing Applied Behavior Analysis services in home, clinic, and school settings. She has experience developing behavior plans, training staff and parents, conducting assessments, and collaborating with other therapists and teachers. Sarah has been a Board Certified Behavior Analyst since 2014.

LET’S WORK TOGETHER TO MAKE A POSITIVE CHANGE!

Ask a Therapist

At the PACE School, we have a diverse and highly trained staff of Behavioral Therapists, Speech and Language Pathologists, and Occupational Therapists who work together in building a comprehensive and individualized therapy plan for each student based on their unique needs. In this edition of “Ask a Therapist”, the PACE School’s new Behavioral Service Manager, Sarah DeVore, talks about behaviors:

At PACE, our mission is to teach our students new behaviors in order for them to have their needs and wants met and successfully communicate. We recognize that all behaviors have a function. When we think about our students’ behaviors, we have to stop ourselves from thinking about those behaviors as “good” or “bad”. Instead, we think about why a behavior is occurring.

There are four main functions of behavior:

1. Access to attention
2. Access to items/activities
3. Escape or avoidance of something
4. Sensory stimulation

Our students engage in behaviors in order to fulfill one or more function, because they have learned that a certain behavior will lead to a certain outcome. Let's focus on the second function mentioned above; access to items or activities. Our students who are nonverbal or have especially challenging communication disorders may have learned over time that a behavior, such as a tantrum, could get them access to an item or activity, such as a toy. Unfortunately, certain behaviors can make it difficult for our students to function in their environment and/or make it difficult for others around them to function. At PACE, we work to teach our students new, socially appropriate replacement behaviors so they can thrive and focus on learning in the classroom.

In order to teach our students new behaviors, our staff 1) identifies the behavior 2) creates and implements an appropriate prompt to engage the student in a different behavior, and 3) reinforces the new behavior immediately (typically with a reward, such as a snack or activity of the student’s choice). Learning a new behavior can be difficult, but with prompting and reinforcing, our staff can guide our students to better communicate their wants and needs in socially appropriate ways.

For behavioral therapy information and tips go to www.porchlighteducation.org

SPECTACULAR 2019 PACE EVENTS!

THANK YOU TO OUR SUPPORTERS!!

PACE raised over $240k in Fund-A-Need donations at the 2019 Bay Area Real Estate Roundtable and the 11th Annual PACE Golf Classic!

The funds raised will support facility upgrades at an adult group home, and provide resources for our Preschool and PACE School programs.

ACCEPTING NEW CLIENTS!

Our ABA Therapists work on:
Challenging Behaviors
Developing Independence
Communication & Social Skills
School Readiness
Appropriate Play Skills
Personal Care

REQUEST AN INTAKE PACKET!
intake@facesforkids.org
408.785.0102

Faces Clinic is located at 897 Broadleaf Lane, San Jose, CA 95128

WHAT IS APPLIED BEHAVIOR ANALYSIS?

By Sarah DeVore, BCBA

At the PACE School, we have a diverse and highly trained staff of Behavioral Therapists, Speech and Language Pathologists, and Occupational Therapists who work together in building a comprehensive and individualized therapy plan for each student based on their unique needs. In this edition of “Ask a Therapist”, the PACE School’s new Behavioral Service Manager, Sarah DeVore, talks about behaviors:

At PACE, our mission is to teach our students new behaviors in order for them to have their needs and wants met and successfully communicate. We recognize that all behaviors have a function. When we think about our students’ behaviors, we have to stop ourselves from thinking about those behaviors as “good” or “bad”. Instead, we think about why a behavior is occurring.

There are four main functions of behavior:

1. Access to attention
2. Access to items/activities
3. Escape or avoidance of something
4. Sensory stimulation

Our students engage in behaviors in order to fulfill one or more function, because they have learned that a certain behavior will lead to a certain outcome. Let’s focus on the second function mentioned above; access to items or activities. Our students who are nonverbal or have especially challenging communication disorders may have learned over time that a behavior, such as a tantrum, could get them access to an item or activity, such as a toy. Unfortunately, certain behaviors can make it difficult for our students to function in their environment and/or make it difficult for others around them to function. At PACE, we work to teach our students new, socially appropriate replacement behaviors so they can thrive and focus on learning in the classroom.

In order to teach our students new behaviors, our staff 1) identifies the behavior 2) creates and implements an appropriate prompt to engage the student in a different behavior, and 3) reinforces the new behavior immediately (typically with a reward, such as a snack or activity of the student’s choice). Learning a new behavior can be difficult, but with prompting and reinforcing, our staff can guide our students to better communicate their wants and needs in socially appropriate ways.

For behavioral therapy information and tips go to www.porchlighteducation.org

WHAT IS APPLIED BEHAVIOR ANALYSIS?

By Sarah DeVore, BCBA

At the PACE School, we have a diverse and highly trained staff of Behavioral Therapists, Speech and Language Pathologists, and Occupational Therapists who work together in building a comprehensive and individualized therapy plan for each student based on their unique needs. In this edition of “Ask a Therapist”, the PACE School’s new Behavioral Service Manager, Sarah DeVore, talks about behaviors:

At PACE, our mission is to teach our students new behaviors in order for them to have their needs and wants met and successfully communicate. We recognize that all behaviors have a function. When we think about our students’ behaviors, we have to stop ourselves from thinking about those behaviors as “good” or “bad”. Instead, we think about why a behavior is occurring.

There are four main functions of behavior:

1. Access to attention
2. Access to items/activities
3. Escape or avoidance of something
4. Sensory stimulation

Our students engage in behaviors in order to fulfill one or more function, because they have learned that a certain behavior will lead to a certain outcome. Let’s focus on the second function mentioned above; access to items or activities. Our students who are nonverbal or have especially challenging communication disorders may have learned over time that a behavior, such as a tantrum, could get them access to an item or activity, such as a toy. Unfortunately, certain behaviors can make it difficult for our students to function in their environment and/or make it difficult for others around them to function. At PACE, we work to teach our students new, socially appropriate replacement behaviors so they can thrive and focus on learning in the classroom.

In order to teach our students new behaviors, our staff 1) identifies the behavior 2) creates and implements an appropriate prompt to engage the student in a different behavior, and 3) reinforces the new behavior immediately (typically with a reward, such as a snack or activity of the student’s choice). Learning a new behavior can be difficult, but with prompting and reinforcing, our staff can guide our students to better communicate their wants and needs in socially appropriate ways.

For behavioral therapy information and tips go to www.porchlighteducation.org

WHAT IS APPLIED BEHAVIOR ANALYSIS?

By Sarah DeVore, BCBA

At the PACE School, we have a diverse and highly trained staff of Behavioral Therapists, Speech and Language Pathologists, and Occupational Therapists who work together in building a comprehensive and individualized therapy plan for each student based on their unique needs. In this edition of “Ask a Therapist”, the PACE School’s new Behavioral Service Manager, Sarah DeVore, talks about behaviors:

At PACE, our mission is to teach our students new behaviors in order for them to have their needs and wants met and successfully communicate. We recognize that all behaviors have a function. When we think about our students’ behaviors, we have to stop ourselves from thinking about those behaviors as “good” or “bad”. Instead, we think about why a behavior is occurring.

There are four main functions of behavior:

1. Access to attention
2. Access to items/activities
3. Escape or avoidance of something
4. Sensory stimulation

Our students engage in behaviors in order to fulfill one or more function, because they have learned that a certain behavior will lead to a certain outcome. Let’s focus on the second function mentioned above; access to items or activities. Our students who are nonverbal or have especially challenging communication disorders may have learned over time that a behavior, such as a tantrum, could get them access to an item or activity, such as a toy. Unfortunately, certain behaviors can make it difficult for our students to function in their environment and/or make it difficult for others around them to function. At PACE, we work to teach our students new, socially appropriate replacement behaviors so they can thrive and focus on learning in the classroom.

In order to teach our students new behaviors, our staff 1) identifies the behavior 2) creates and implements an appropriate prompt to engage the student in a different behavior, and 3) reinforces the new behavior immediately (typically with a reward, such as a snack or activity of the student’s choice). Learning a new behavior can be difficult, but with prompting and reinforcing, our staff can guide our students to better communicate their wants and needs in socially appropriate ways.

For behavioral therapy information and tips go to www.porchlighteducation.org
The PACE School team is pleased to introduce Caitin Duffin, Board-Certified Behavior Analyst to the PACE community. And no, her name is not Caitin... (no?) and her mother was not pregnant when she was pregnant with a young family in four children. When you said two girls were born their parents wanted to give them unique names. They combined her dad’s sisters’ names (Katie and Teren) to get Caiten and her twin sister’s name (Talen and Allie) to get Mally. In 2005, Caiten moved to California in 2018 to care for two of her siblings at Chant and Associates managing a case load of clients and supervising therapists. At Faces, Caiten joins BCCA, Amelia Alley as a Clinical Supervisor.

Caiten attended Purdue University in Indiana where she received her bachelor’s degree in Speech Pathology and Audiology. Upon graduation, the PACE team found a position for Caiten to work in a paraprofessional in a school where she discovered ABA (Applied Behavior Analysis) and recognized the positive impact it had on her ability to adapt to her environment. This led her to pursue certification as a Registered Behavior Technician and to enroll in a master’s program in Applied Behavior Analysis. She passed the BCBA exam and became a Board-Certified Behavior Analyst in August 2018.

Caiten has especially enjoyed working with the interven- tional clients, focusing on their func- tional communication goals and building foundational social skills. Not only is PACE’s work unparalleled in the community, it aligns with my personal passion to provide high quality services to children and families with special needs. I have dedicated myself to training caregivers in their communities and families in vari- ous capacities, and so I carry on with this mission at PACE to ensure our students reach their fullest potential. I have worked on communication in the home, in the community, and beyond.

When I joined PACE, I im- mediately went to work on redesigning and implementing a new school-wide curriculum in their therapy program post-secondary success of our student. The curriculum now used by our PACE School staff is called F.A.C.E.S. Functional Ac- ademics Curriculum for Excep- tional Students. This curriculum includes Language Arts, Math, Science, Vocational, Social Stud- ies, and Personal Health. The primary purpose of the curricu- lum is to teach functional, age- appropriate skills and to base instruction on the systematic evaluation of students’ progress. The curriculum will help to foster the development of skills that increase independence and encourage constructive coop- eration and mutual problem solving in the home, school, workplace, and community. Furthermore, it will assist in the effort to prepare students to function as independently as possible in an integrated soci- ety. The F.A.C.E.S. curriculum will prepare our students for the challenges of life after they graduate or leave school.

Meet the Preschool Team

Assistant Executive Director/Facilitator: Karen Kennan
Teacher: Jessica Solchenberger
Instructional Aides: Carolyn Berryessa Brown, Amy Hilgers, Sarah Grisalin

In today’s landscape, teen activ- ists are making significant impacts on some of our most pressing social, emotional, and environmental issues. While there are many important movements taking place, we at PACE acknowledge the importance of young people advocating for change. The PACE Youth Leadership Committee (YLC) is a group of young, civic-minded high school students who work to support PACE’s mission and vision and build awareness of autism in the community. Going into its third year, the 2018 YLC consisted of 14 members, represent- ing 11 different high schools from around the Bay Area. Together, the YLC raised $5,500 for PACE programs through various community outreach initiatives, including their workshop on autism called Operation Enable. In addition, they aim to build partnerships with schools and local organizations focused on bullying efforts.

PACe is incredibly grateful to everyone involved in making this possible. A special thank you to the Capiterno Foundation and Rebuilding Together for facilitating the projects, and to the volunteers from the Capiterno Rotary, Silicon Valley Realtors, Leland Church of Christ, Interfaith, St. John’s Episcopal Church, and America Ins, and assistance from Our City Forest.

For WAYS YOU CAN HELP

PACe is a 501(c)3 non-profit organization, tax ID 77-0259858. Contributions made to PACe are tax deductible as specified by the current tax law.

Marketing, Marketing and Resource Development Manager

Melissa Watkins, Marketing and Resource Development Manager

The PACE Residential Program offers a loving family environment for children and adults with autism. PACE is licensed to serve residents from ages 6-21 years and currently operates two children’s homes and four adult homes in the South Bay area.

We are fortunate to have had the community’s support in the home improvement projects take place this year. During Autism Awareness Month, the Capiterno Rotary and Rebuilding Together brought in nearly 70 volunteers to complete projects for our two children’s residential homes. Between the two homes, the participants worked on installation of a new interior paint, floor and wall coverings, a new toilet, a new online donation site, and various other landscape and interior improvements. It was a significant undertaking, and the homes look brand new – a phenomenal job!

In September, renovations began at Lea, a Lea Group Home for children in need of a brand new bathroom (including new plumbing) and new flooring in various areas of the homes. In November, the 2019 PACE Golf Classic helped to fund these facility improvements, collectively raising over $2,000 for Lea, plus a $10,000 matching donation from the SPARK Foundation! Thank you to our generous giving community for allowing us to keep our homes comfortable and safe for our clients.

DONATIONS PLEASE! Donations of gift cards for home goods or school outings are especially appreciated. If you are not able to donate to the homes please contact Melissa Watkins at (650) 338-8610 or (408) 625-6174.

Atea Voices of Health Contests

Over the summer, PACE was named a finalist in Atea’s 2019 Voices of Health Cover contest for a media campaign that included over 20 non-profit organizations. The contest, as described by Atea, is a celebration of non-profit organiza- tions across the country that are working to address and improve health in communities (social, physical, environmental) for specific demographic groups within their communities.

Each non-profit submitted a 60-second video about their mission, and the video with the most views in each of the 10 categories received a cash prize of $500.

While PACE was not the recipient of the grand prize, the agency was acknowledged as a finalist and nominated for the Health Contests for their video entitled “Autism Speaks” during the last 7 days of the contest. A huge THANK YOU to everyone who supported and voted for PACE every day! PACE was honored and thrilled to be acknowledged by Atea as a Voice of Health in the United States.

Atea Voices of Health Contests
Great Givers: 30th Anniversary Puzzle Donors
By Melissa Watkins, Marketing and Resource Development Manager

Great Givers come in many varieties. Some volunteer their talents and ideas; some volunteer their time; and some make generous financial contributions to support our ongoing mission. In this issue of PACESetter, we are pleased to honor our 30th Anniversary Puzzle Donors. In January of this year, PACE launched a special campaign to celebrate the agency’s milestone anniversary. Our 30th Anniversary Puzzle is a 30-piece, 3 x 4ft puzzle, with photos depicting various facets of the organization, including photos of PACE School students and staff, Sunny Days Preschool students, and residential clients. The puzzle also showcases several important moments in PACE’s history, such as the ribbon cutting ceremony at the PACE School in Santa Clara, and the Sharks Foundation Community Assist Grant that was awarded to PACE in 2018. In an effort to both celebrate the anniversary and raise important funds for PACE programs, individuals could purchase a piece of the puzzle for a $1,000 donation. The name of each donor will be recognized on the final display, which will be framed and hung in our Board Room. This special donor recognition wall is the first of its kind in PACE’s storied history.

So, why did PACE decide to commemorate its 30th Anniversary with a large puzzle? For starters, the puzzle is recognized as a symbol for autism awareness. The origins of the puzzle piece go back to 1963. It was created by Gerald Gasson, a parent and board member for the National Autistic Society (formerly The Society for Autistic Children) in London. The board believed autism was a ‘puzzling’ condition. In our current landscape, however, the puzzle reflects the complexity of autism, and for PACE, it represents the staff, students, clients, families, community partners, volunteers, and donors who have contributed to PACE’s success over the years.

Our 30th Anniversary Puzzle donors are a diverse group of individuals who have played a part in PACE’s history in many different ways. Some are parents of children who are currently attending the PACE School, Sunny Days Preschool, or have a child in one of our group homes. Some are parents who helped to establish the agency in 1989. In fact, the majority of our donors are parents whom PACE has had the privilege to serve and work with for many years. Our puzzle donors also include our current Board of Directors, and a team donation from OneDigital Health and Benefits. We are incredibly grateful for the support we’ve received and to have the opportunity to celebrate our 30th Anniversary in this special way. The unveiling of the 30th Anniversary Puzzle will take place in December 2019, close to the agency’s actual anniversary date (December 6, 1989). PACE will be hosting a special ceremony for the donors along with a 30th Anniversary celebration.

Would you like to be a piece of our puzzle? There are currently seven (7) pieces left! We invite you to be a piece of our puzzle and be recognized as a valued donor for years to come. Each piece requires a $1,000 donation, which can be an individual or family donation, or a team pledge. All donors receive a special gift, as well as invitations to donor appreciation events. If you would like to secure a puzzle piece, please contact Melissa Watkins at melissawatkins@pacificautism.org, or (408) 625-6174.

Thank you to our 30th Anniversary Puzzle donors! Your generosity will allow us to improve the lives of children and adults with autism for the next 30 years and beyond.