

# May Center School *for autism and developmental disabilities*

WILMINGTON,  
MASSACHUSETTS



**MAY CENTER SCHOOL:**

*Belonging*  
*Learning*  
*Pride*  
*Opportunity*

# MAY CENTER SCHOOL: *Belonging*

## Welcome to the May Center School!

The May Center School for Autism and Developmental Disabilities in Wilmington, Mass., offers an ideal environment for children and adolescents with autism spectrum disorder (ASD) and other special needs to learn and grow. It is a school where students establish a strong foundation to build a meaningful life.

We provide full-day, year-round educational and vocational services for children and adolescents from preschool to age 22, using proven methods of treatment and teaching based on the latest clinical and applied research. The May Center School is a Massachusetts Chapter-766 approved school.







## May Center School Snapshot

Age range:	3–22 years
Clinical Method:	Applied behavior analysis (ABA)
Educational Method:	Evidence-based academic curricula provided in small groups and 1:1 instruction
Staff-Student Ratio:	1:2 (1:1 available if needed)
Length of program:	Full-day, 12-month

The journey through childhood and adolescence is a unique experience, filled with joy, challenges, accomplishments, and countless opportunities for learning.

For children with ASD and other developmental disabilities, and their families, the journey includes unexpected turns and unfamiliar territory. It requires structure, patience, love, guidance, and knowledge to meet the challenges that will inevitably arise.

For more than 65 years, May Institute has been guided by its mission of providing compassionate care and helping families navigate the challenges—and celebrate the successes—of their children’s journeys through the complex world of autism and related disabilities.

At the May Center School, we focus on building communication, social, behavioral, vocational, and academic skills. Working together with families to prepare for the transition to adulthood, and utilizing the considerable resources available to us, our caring professionals help each child to reach his or her highest potential.



**CARA L. PHILLIPS,  
PH.D., BCBA-D  
EXECUTIVE DIRECTOR**

## ABA: Effective and Individualized

Applied behavior analysis (ABA) is the application of principles of learning to achieve meaningful outcomes. It is a well-developed discipline that is used by many professionals.

ABA emphasizes direct observation, objective measurement, and evaluation of the effects of assessments and interventions to be sure they are having the desired outcome.

Over the past several decades, ABA interventions have been used to help children and adults struggling with developmental disabilities, learning disabilities, and mental health concerns in many environments, including homes, schools, offices, and other community and residential settings.

At May Institute, we use the principles of ABA to support individuals with autism spectrum disorder (ASD) and their families to:

- Learn to communicate and interact with others
- Develop self-control and self-management skills
- Learn skills of daily living such as dressing and using the bathroom
- Learn to play independently and with others
- Increase academic skills such as reading and math
- Decrease challenging behavior such as self-injury or aggression
- Build independence

## Decades of Expertise in Autism

Providing the highest quality, research-based services for children and adolescents with autism has been a major focus of May Institute since the founding of the first May school in the 1950s.

Our school welcomes students whose needs require a highly specialized program delivered by caring and trained professionals. The primary diagnosis of our students is autism, and we provide individualized educational instruction and behavioral intervention to meet the varying abilities and needs of all the children we serve.

Our staff members are uniquely qualified to provide the level of specialized care that enables each child to make significant and ongoing improvements in behavior, functional skills, communication, and social skills. These improvements result from tireless work combined with our uncompromising commitment to the highest standards.

May Center School staff include:

- Board Certified Behavior Analysts (BCBA) and Licensed Applied Behavior Analysts (LABA)
- Educational professionals certified in special education administration
- Master's-level licensed special education teachers
- Master's-level behavior specialists
- Adapted physical education, art, and music teachers
- Educational administrator dedicated to vocational training and community access
- Allied health professionals (occupational therapy, physical therapy, and speech and language pathology)
- Onsite school nursing

MAY CENTER SCHOOL: *Learning*





## The Learning Experience— From Preschool to Adulthood

From the first day a child enters one of our classrooms, we begin to carefully create a personal learning experience, assessing needs and developing specific goals and objectives. We regularly measure progress, re-evaluating and adjusting each individual program, as necessary, in order to constantly challenge, motivate, and encourage.

Our teachers work with students in small groups or one-on-one, employing an evidence-based applied behavior analytic approach. Each student has a comprehensive plan that includes details on implementing his or her Individualized Education Program (IEP). Teachers and behavior analysts record data daily, noting the child's challenges and progress with developmental, behavioral, and educational goals.

Improving communication skills is an integral component of most students' IEPs. All students have access to individualized functional communication systems, including speech generating devices (e.g., tablets), sound imitation, sign language, and picture exchange communication system (PECS).

### Promoting Language, Play, and Social Skills

At the May Center School, we strive to provide the most meaningful environment for children to acquire and expand their language, play, and social skills. Rather than using artificial settings, staff use the natural context of play, social interactions, and daily routines to develop these skills.

Classrooms have low student-staff ratios. Our highly trained staff utilize the most effective methods of working with children with autism. Classroom activities emphasize all areas of a child's development, including communication, language, social, school-readiness, self-care, and play skills.

### Academics

The May Center School offers an individualized, developmentally appropriate curriculum for all its students. Staff work closely with families and school districts to prepare children for more independent living and, ideally, for a successful transition to a less restrictive setting.

Teachers develop goals and objectives that specify observable, measurable skills for the child. They combine the best practices of child development, special education, speech pathology, and physical and occupational therapy. Our staff continually evaluate and adjust each child's program to ensure the greatest progress possible, and guide parents on the principles of ABA to ensure continuity across settings.





## An Inside Look: Facility Highlights

- Bright, modern facility with large classrooms
- Cafeteria, gross motor skills room, adaptive gymnasium, library/media center, and art/music room
- Enhanced Vocational and Employment Program, including a fully functional kitchen, school store, and expanded capacity for vocational training
- 22,000-square-foot space
- 3,000-square-foot outdoor play area

## Use of Technology

Technology plays a critical role in enhancing our students' educational experience. Each classroom has a computer available to augment the school's educational program. Our school library houses a bank of iPads available for communication, learning, and leisure throughout the school day. Color-coded cases indicate devices utilized for communication, academic programs, vocational use, community applications, and fun! Students have access to the latest applications (over 120 applications separated into categories such as English Language Arts (ELA), sound identification, writing, matching, math, puzzles, music, and games). Communication iPads are loaded with the most recent speech-generating applications and individualized for each student.

iPads are used for vocational work and community access with applications such as video modeling, video and auditory prompting, and visual timers.

## Vocational Training: Classroom to Community Initiative

As students turn 14, transitional planning begins and the team explores potential vocational interests and skills. Students are given the opportunity to practice a variety of job readiness skills within the school setting. This job-matching process allows us to match student interests with job opportunities.

Programs are created to develop transferable employment skills to enhance the acquisition of long-term positions. Tasks are broken down to allow students to understand and complete job skills with independence and self-reliance in the workforce.

The ultimate goal is a seamless transition from school-based services to adult life.

MAY CENTER SCHOOL: *Pride*





“At the May Center School, we respect our students’ individuality. Our goal is to craft educational and behavioral programs that will allow each student to learn, grow, and become more independent day by day.”

—Dr. Cara L. Phillips  
Executive Director



## Building Family Partnerships

Our team works closely with parents, individualizing plans and programs to meet each family’s needs. We are personal advocates for students and parents both inside and outside the school. We help in resolving day-to-day issues, are committed to protecting students’ rights and privacy, and are available to provide emotional and practical support when parents must make important decisions.

The team offers a comprehensive set of services, including: coordination of family/school communication to ensure consistency between home and school; and connections to community support and resources.

## Student Snapshot

Young Matthew’s speech wasn’t progressing as it should. When Matthew was 5, his parents received the devastating news that he would never have intelligible speech. An autism diagnosis followed, and eventually led the family to the May Center School. Matthew’s parents knew immediately it was the right fit for their son.

The school staff introduced use of an iPad and specialized applications into Matthew’s curriculum. And it clicked for him. “Using the iPad allows him to have a say in what happens in his life,” says his father, Michael. “He can tell us what he wants. And he can engage with others in an appropriate manner—he even jokes!” The iPad has become an integral aspect of Matthew’s daily communication, and opens doors for him that his parents never thought possible. “With technological assistance and the support of this tremendous staff,” says Michael, “we believe anything is possible.”

## The Journey Into Adulthood

As students move from the classroom into the community, we focus on making their transitions as smooth as possible. Individual and group career counseling, supported school and community employment, and life skills training all contribute to our students' increasing independence and future success.

We work closely with families and community agencies to help students successfully navigate into adult life. We provide information, guidance, and support to parents as they evaluate options for their young adult. Some families who require ongoing support choose to continue their relationship with May Institute beyond graduation. These young adults transition directly into our state-of-the-art day programs, and/or our nearly 100 group homes across Massachusetts, ensuring a seamless continuum of care.

The journey continues for these young people, as do the challenges. But our students learn firsthand that challenges can be met. Progress is possible. With the skills they have learned and the self-confidence they have earned, their futures are full of hope.



“I love the May Center School—how they are able to help our son bloom, the technology they use, the way they have one-on-one for students that need it, and how they find new and creative ways to educate and have students retain information.”

—Kelly, May Center mom



MAY CENTER SCHOOL: *Opportunity*



To learn more or to arrange a tour,  
please contact us at:

**978.909.3990** or  
**[mayinstitute.org/wilmingtonschool](https://mayinstitute.org/wilmingtonschool)**

**MAY CENTER SCHOOL FOR AUTISM  
AND DEVELOPMENTAL DISABILITIES**

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### About May Institute

May Institute is a national leader in the field of applied behavior analysis, proudly serving individuals with autism spectrum disorder and other developmental disabilities, brain injury and neurobehavioral disorders, and other special needs.

Founded more than 65 years ago, we are a nonprofit organization that provides educational and rehabilitative services across the lifespan. We also provide consultation services to professionals, organizations, and public school systems.

The organization is one of the largest and most well-respected providers of special education schools for students with autism and other special needs.

In addition to our Wilmington school, May Institute operates three other May Center Schools for Autism and Developmental Disabilities. They are located in West Springfield and Randolph, Mass., and Santa Cruz, Calif. Another May Center School in Norwood, Mass., serves children and adolescents with brain injury and neurobehavioral disorders.

