

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Intersect

**Site: South Education Center
7450 Penn Avenue South, Richfield, MN 55423**

Target Population

The target population includes young adults, 18-21 years old, who meet eligibility criteria of Developmental Cognitive Disabilities (DCD).

Student Profile

Students are 18-21 years old and have attended a high school special education program. Each student continues to be eligible to receive special education services in order to obtain an Individual Education Plan (IEP) driven diploma. In addition to DCD, many students have one or more additional disabilities such as: Speech/Language, Autism, Physical Impairment, Other Health Disability, Deaf/Hard of Hearing, Vision Impairment, and/or Emotional/Behavior Disorder.

Mission/Goals

The mission of Intersect is to prepare students for success in adult life by facilitating generalization of skills into natural environments and providing individualized instruction in the five transition areas (vocational, home living, community, leisure/recreation, and post-secondary).

Components

Academic Skills:

- Academics are integrated within the five areas of transition
- Instruction in all areas utilizes a "hands on" approach to learning and instruction
- Instruction in literacy, math, and writing skills are provided through meaningful activities
- Students use various community settings to learn and practice skills
- Individualized instruction is designed to emphasize students' strengths and interests.

Social/Behavior:

- Students are treated as adults, with respect and encouragement to help them learn safe, responsible and age appropriate social behaviors
- Personal responsibility/self advocacy is taught to assist students in taking responsibility for their own life plans, to understand their disability and learn to articulate accommodations needed in school, community, home and the work place.
- Curriculum incorporates problem solving and development of social skills
- Students may have a "Social Learning Profile," which identifies target behavior, intent, and recommends positive strategies that are supportive for the individual
- Staff members are trained in Crisis Prevention Intervention (CPI) techniques and implement those strategies with students in order to maintain a caring, safe, secure, environment.
- Reinforcement of individual social/behavioral goals and objectives are integrated within all activities.

Vocational Skills:

- A variety of vocational training opportunities are available; varying levels of support are provided.
- Individual goals and objectives focus on development of work habits and skills, such as, staying on task, maintaining work area, following routines, and initiating and maintaining work production.
- Vocational experiences (with job coach support) build each student's resume and help develop preferences and strengths

Family/Interagency Collaboration:

- Parents/Guardians and other team members work together to develop appropriate Individual Education Plans (IEPs), social learning and transition plans.

- Staff communicate closely with parents/guardians and group home staff through the IEP process, and frequent contact to ensure safety and consistency in programming

Community-Based Services:

- School personnel assist families in connecting with accessing resources and service providers to address current and future needs.

Inclusion:

- Students increase their level of independence through instruction in natural community environments in areas such as personal safety, problem-solving, and purchasing

Physical/Fitness and Motor:

- Individual leisure/recreation goals and objectives are addressed in a variety of settings, such as, the YMCA, community parks and malls.
- Physical and occupational therapists work closely with staff to determine appropriate activities and expected motor goals for each student with identified needs
- Positioning and motor programming are incorporated into daily routines

Other:

- Home living instruction focuses on independence in personal care and domestic skills, such as, food preparation, grooming and laundry skills. Instruction is provided on site and in an apartment setting.
- Post-Secondary Instruction is tailored to meet individual needs.

Program Core

Licensed Ratio: 4.4

Non-Licensed Ratio: 3.45

Teacher-to-Student Ratio: 1:8

Staffing Includes:

Program Core

- Licensed/Highly Qualified Instructors
- Educational Assistants

Support Staff

- Program Facilitator
- School Social Worker
- Developmental Adaptive Physical Education (DAPE) Staff
- Work Experience Coordinator
- School Psychological Services
- Nursing Services

Other Support Staff, as needed

- Assistive Technology Specialist
- Audiologist
- Autism Specialist
- Behavior Specialist
- Communication Disorder Specialist (CDS)
- Due Process Facilitator
- Educational Audiology Specialist
- Low Incidence Specialists (Deaf/Hard of Hearing [D/HH], Blind/Visually Impaired [B/VI], and Physical/Health Disabilities [PHD] teachers)
- Job Coaches
- Materials Production Specialist (Braille, etc.)
- Occupational Therapy (OT) Staff
- Orientation & Mobility (O&M) Specialist
- Physical Therapy (PT) Staff
- Sign Language Interpreter

For further information contact Therese Feldmeier, Program Facilitator.