

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

STRIVE Transition – North & South (DCD/EBD)

Skills Training with Responsibility, Interdependence, and Vocational Education

Sites:

STRIVE Transition North: Edgewood Education Center, 6601 Xylon Ave North, Brooklyn Park, MN 55428

STRIVE Transition South: Bren Road Education Center, 11140 Bren Road West, Minnetonka, MN 55343

Target Population

The target population includes young adults, 18-21 years old, eligible for special education program in the area of Developmental Cognitive Disabilities (DCD), Mild to Moderate, and needs in the Emotional/ Behavioral Disorder (EBD) area.

Student Profile

Students are 18-21 years old, and have completed high school in a special education program for students with DCD and EBD. The student often has an additional Diagnosis & Statistical Manual of Mental Disorders (DSM)-IV diagnosis in a mental health area and continues educational eligibility based on their disability. Student has documented Individual Education Plan (IEP) needs in the five areas of transition and needs instructional and behavioral strategies that require a higher student-to-staff ratio than is typically provided in transition programs. Students benefit from and respond to community-based instruction

Mission/Goals

The mission of STRIVE Transition North and South is to act as a “bridge” between school and adult programs and services for young adults with disabilities, emphasizing instruction in the five areas of Transition: Jobs and Job Training, Home Living/Daily Living, Community Participation, Leisure/Recreation, and Post-Secondary Training. Each student’s program is individualized as based on his/her assessed needs described and defined in the student’s IEP.

Components

Academic Skills:

- Curriculum focuses on five areas of transition.
- Students practice using academic skills in the context of the community, work and classroom to increase their problem solving and future independence.
- Academic instruction focuses on real life examples and situations.
- Planning and practice in self-advocacy and making choices for the future.

Social/Behavior:

- Students are treated as adults, with respect and encouragement to help them learn safe responsible and age appropriate social behaviors.
- Behavioral instruction emphasizes five social guidelines: respectful touch, respectful distance, respectful language, respectful volume and respecting property
- Use of Social Learning Profile which identifies target behavior, intent and recommends positive strategies that are supportive for the individual (Behavior Intervention Plan)
- Staff trained in Crisis Prevention Institute (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 integrated into all activities—some of these include development and practice of : problem solving, practicing safe behavior , practicing positive interactions, developing and maintaining constructive relationships, addressing and discussing daily issues constructively, encouraging self strategies for calming and coping and de-escalating behavior

Vocational Skills:

- Vocational training at community vocational settings

- Job coach support
- Emphasis on work habits
- Establish good work record
- Increase work retention and building of positive experiences

Family/Interagency Collaboration:

- Work closely with parents and group home staff
- Attend to students' needs for guardianship/conservatorship

Community-Based Services:

- County social worker
- Co-located mental health support that has not been identified as an IEP-related service may be available based on individual student needs

Inclusion:

- Students learn how to be included safely and constructively in the community
- Accessing community resources
- Shopping
- Behaving safely

Physical/Fitness and Motor:

- Individual leisure/recreation
- Use of YMCA and other community facilities

Program Core

Licensed Ratio: 3.7

Non-Licensed Ratio: 2.55

Teacher-to-Student Ratio: 1:7

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

STRIVE Transition North: Kristi Bergstrom, Program Facilitator

STRIVE Transition South: Robin Thomas, Program Facilitator