

DESCRIPTION

The STEPS Program is offered through the Huron Intermediate School District. We service local school districts in Huron County. It is a self-contained classroom for secondary students with emotional impairment. STEPS is an intense, short term program whose goal is to teach necessary social skills and transition the student back to their local school.

PURPOSE

Our goal is to teach the requisite skills for success in the classroom to enable the student to return to the regular classroom. Social skills are taught directly and progress is monitored routinely. As they experience success, students are given increased levels of privileges. Students may then return to their local school for a class period or a half-day, with the goal of returning to their local school for the full day.

CURRICULUM

Students will be taught from Michigan's statewide curriculum as designated by their grade level. Their ability level will be assessed and adaptations to the curriculum will be made as appropriate. Technology is incorporated into the curriculum daily as is social skills training. Soft skills are taught and utilized in a vocational readiness class. Social skills are taught directly each morning and afternoon and is incorporated into all aspects of the school day.

The Social Skills Training model used in this program encompasses four components including: 1) social skills curriculum, 2) teaching interactions, 3) motivation system, and 4) administrative intervention.



Helping Inspire Success and Dreams

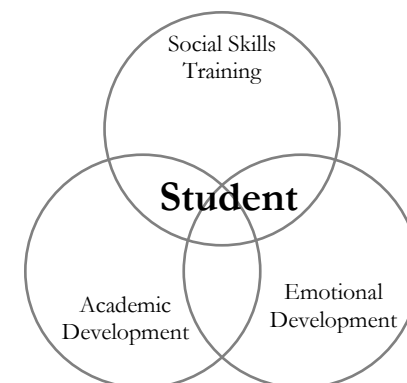
HURON INTERMEDIATE SCHOOL DISTRICT

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Brochure Updated 9/2015

SECONDARY STEPS

SUCCESS THROUGH EFFECTIVE



STEPS PROGRAM
1299 S. THOMAS RD.
BAD AXE, MI 48413

989-269-3453 ADMINISTRATION
989-269-3422 CLASSROOM
989-269-3445 STUDENT SERVICES
989-269-3403 SCHOOL FAX

SOCIAL SKILLS TRAINING

This program uses the Girls and Boys Town Specialized Classroom Management System. This system creates a positive learning environment that encourages productive student behavior opposed to placing emphasis on controlling unproductive student behavior. The Girls and Boys Town Education Model is a comprehensive, systematic method of teaching pro-social skills to youth.

The following is a list of some of the social skills taught through this system:

- How to greet others
- How to follow instructions
- How to accept criticism or a consequence
- How to accept “No” for an answer
- How to get the teacher’s attention
- How to make a request
- How to disagree appropriately
- How to give criticism
- How to resist peer pressure (say “No”)
- How to make an apology
- How to have appropriate conversation
- How to give a compliment
- How to accept a compliment
- How to volunteer
- How to report peer behavior
- How to introduce yourself

The Girls and Boys Town Model uses a system of three levels which include Daily Points, Progress, and Merit. Each level requires more responsibilities but also has more privileges. Students in the program must complete all levels to return to their local school full day.

PROGRAM SPECIFICS

Schedule:

- Specific schedule is individually determined at the student’s IEP.
- Students will follow their local school’s calendar when they attend there part day or use their transportation.

Criteria:

- Students must be eligible for special education.
- Students must be demonstrating an inability to benefit from a traditional school program due to behaviors.
- Students must adhere to all expectations as outlined in the student handbook.
- Parents/guardians/local school must participate in the student’s education by attending all regular staffings and future IEPs.
- Students must be referred by their local school and accepted by the program committee.
- Other intervention options must be in place, may include involvement in outside agencies.
- Parent will sign a release of information for all other involved service agencies.
- The program committee reserves the right to deny a student admittance if they feel the student is not an appropriate fit for the program.
- Least restrictive environment will be considered.

Transportation:

- Student’s local school is responsible for transportation to and from the program. Decisions will be made at the student’s IEP meeting.

REFERRAL PROCESS

Students are referred to the STEPS Program, when possible, at the beginning of each semester. All students must be referred by their principal and school social worker. Once a referral is made, the intake process begins.

INTAKE ASSESSMENT

- ❑ Local school provides completed application and data pertaining to previous interventions.
- ❑ Local school provides transcripts and behavior data that encompasses the past two years.
- ❑ Student and parent(s) visit the program.

PLACEMENT

DETERMINATION

- ❑ Program committee reviews the collected data to determine whether placement in the program is appropriate.
- ❑ Should placement be deemed appropriate, an IEP meeting is scheduled by the local school.

INTAKE MEETING

- ❑ Students, parents, program staff, home school representatives, and other stakeholders meet to determine a program plan in an IEP.
- ❑ Students and parents are required to sign several forms pertinent to the STEPS Program.