NYAPRS
"Partners in Recovery"

Strategies for Success at School

Component:		CRS	Service:	IRGA		Duration:	12 # of Sessions at 45 minutes each.

Service Definition (per Part 512):	Intensive Rehabilitation Goal Acquisition is a service designed to assist an individual in identifying, attaining and retaining personally meaningful goals that will help the person to resume normal functioning in adult life roles. This service should be used to provide active support once an individual has made a commitment to achieving a new role, such as returning to work or school, returning to adult care giving or parenting roles, resuming roles as a spouse or significant other, obtaining a desired housing arrangement, and resuming a role as a community volunteer. Due to the urgency associated with the individual's readiness to attain and maintain a preferred life role, this service is not normally a long-term intervention.
Class Description:	*Strategies for Success at School is a curriculum designed for individuals who are considering returning to school or who are currently enrolled in school. This group will assist individuals in obtaining resources such as disability services, as well as strategies to cope with symptoms and maintain connections with behavioral health providers while in a learning environment.*
Learning Approaches/ Modalities	■ Lecture ■ Discussion ☐ Mixed media/ Art-based ☐■ Pen & paper exercises ☐ Computer-based interventions ■ Role play interventions ☐ Modeling/ coaching ☐ Other: _____
Location	■ Site-Based ☐ Community-Based:
Who should participate?	*This group is appropriate for any individual who is considering enrolling in a class or education program. It is also appropriate for individuals who are currently involved in an education program.*
Purpose:	*The purpose of this group is to assist individuals in learning and practicing strategies to be successful in a learning environment.*
Class Objectives:	*Participants will have learn about various resources available to help students excel in a learning environment. They will also learn about time management, study skills, coping with symptoms, and the importance of maintaining physical wellness.*
Source(s):	*Various sources. Please see reference list in curriculum.*

Notes:

Table of Contents

Session 1: Understanding Your Strengths

Session 2: Identifying what is Important to You in a Learning Environment

Session 3: Accessing Disability Services in a Learning Environment

Session 4: Types of Accommodations

Session 5: ACCES-VR

Session 6: Study Strategies for Success

Session 7: Communicating with your Teachers and Classmates

Session 8: keeping a Connection with Behavioral Health Providers and Services

Session 9: Coping with Symptoms

Session 10: managing Physical Wellness

Session 11: Utilizing Support Systems

Session 12: Celebrating Success!

ROPES METHOD

Review – This is the first step in ROPES. Its purpose is to prepare individuals' readiness for the class. This is done by having students relate to the topic you are about to teach (5-10 minutes)

Overview – The purpose of the Overview is to inform students about the context and importance of the lesson. A learning outcome and agenda should be included (2-5 minutes)

Presentation – The purpose of the Presentation is to impart the essential information needed to learn a new skill (15-20 minutes)

Exercise – The purpose of the Exercise is to have students perform and repeat the new skill. Assign activities that require students to practice the new skill. The activity should be narrowly focused on the new skill only. Include all the characteristics of the new skill as presented in the previous step (15 minutes)

Summary – The purpose of the Summary is to briefly reiterate what was covered in the lesson. This step brings the lesson to a close. Cover the key points of the skill steps. Include the same characteristics of the skill that was used in the previous steps. No new information should be introduced here (2-5 minutes)

ARCH Principles

Respect

Curiosity

Acceptance

Honesty
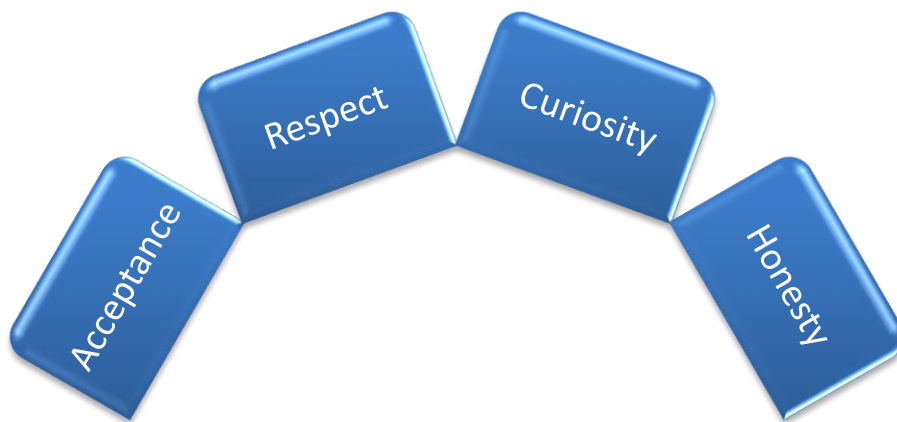
Micucci, Joseph A. (2009)
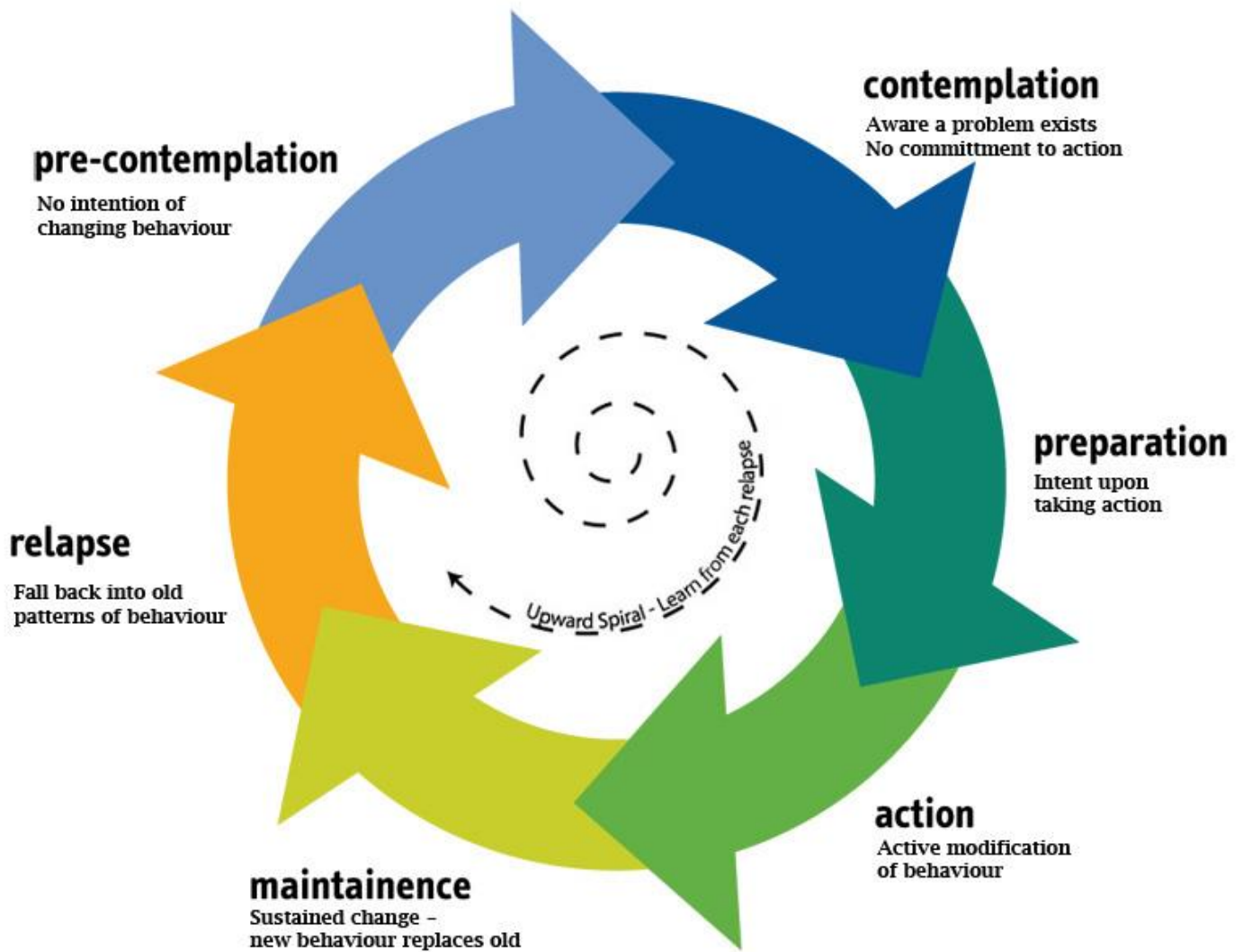
Transtheoretical Model of Change
Prochaska & DiClemente