

Intensive Needs Special Education Presentation to Curriculum Committee, Nashua School District

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What is Intensive Needs?

• **Special education is...** individualized and tailored to the specific needs of the student. The IEP team and paraprofessionals work diligently to support the goals set forth by the team, students, and their families.

Key Features of an Intensive Needs Special Education Classroom:

1. Small Class Size
2. Highly Specialized Staff
3. Tailored Instruction
4. Support for Severe Disabilities
5. Focus on Life Skills
6. Behavioral and Social Support

Intensive needs programming allows students to receive the support and services, academics, social and emotional skills they need to progress towards their goals.



Objectives of Intensive Needs

- Prepare students for their lives post high school by creating and implementing robust transition plans that include the following:
 - Community exploration
 - Pre vocational activities
 - Instruction in functional academics
 - Speech and language instruction
 - Adapted daily living skills routines
 - Identification of preferred and appropriate leisure activities
 - Involvement with families and outside agencies such as Easterseals NH, Gateways Community Services, etc
 - Foster independence
 - Repeated practice to ensure students are retaining knowledge and skills



Intensive Needs Programming

Students are able to progress and increase their independence by transitioning through our different Intensive Needs classes we offer at South

We have four levels of Intensive Needs programming:

- Medically Fragile Intensive Needs
- Intensive Needs
- Life skills/Intensive Needs
- Community Based Intensive Needs



Example Goals: Transition

Given instruction and modeling student will identify and articulate three personal strengths and three areas of growth for focusing on a career/job after high school with support and modeling by completing a variety of formal and informal transition surveys by identifying interests, skills, and abilities measured quarterly through surveys, computer research, and worksheets.



Example Goals: Safety/Community

By February 2026, will recognize he needs help and seek help verbally if unable to complete a task on his own in 75% of naturally occurring opportunities with minimal to moderate prompting measured weekly via a teacher created data sheet.

By February 2026, given instruction and faded support, Student will identify 10 community signs 90% of the time in at least 3 of 5 opportunities in the classroom measured quarterly using teaching created data sheets.

We work on these goals in the school setting during day to day activities in addition to community outings where students can identify signs they see in the community and ask for help in authentic situations.



Example Goals: Elementary & Middle School

1st Grade Communication Goal: When provided with aided language input and opportunities for practice, student will generate 2-3 word phrases using verbal speech, high tech AAC device, or low tech visual supports in 75% of utterances produced as measured by a SLP created data sheet during a 30 minute sampling.

4th Grade Behavior Goal: Given teaching of strategies, student will initiate using an 'expected' or appropriate strategy to self-regulate and maintain attention as needed with no less than 6 redirection cues during a 15-minute academic task as observed by data collected by special ed teacher and/or observed by OT and SLP.

8th Grade ELA Goal: Given 80 functional sight words and a verbal directive, student will read or point to the word (out of a field of 3) .with 80% accuracy in 4/5 trials over 4 consecutive school days as measured weekly by teacher created data sheets.



Connection to families

We are in constant contact with families regarding the needs of the students. Since these students are eligible to stay in school until age 22, these working relationships grow very strong over the years.

These relationships don't have to end when the students age out. We kept in contact with many families and have had several students come back to visit. This helps past and present students continue to foster the relationships they have built in this program at NHSS.