**Intensive Needs Rubric**

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| Student Name: | | | Classroom Teacher: | | | Date: |
| Grade:  Building: | | | Special Services Teacher: | | |  |
| *Suggested Directions: Review the rubric, one area at a time, underlining the needs/descriptions that directly apply to the student for that column. You may write in needs that are missing. Analyzing the underlined needs, identify/check the box that applies most to the student. Repeat for all areas.* | | | | | | |
|  | **Health/Personal Care** | **Behavior** | | **Instruction** | **Inclusion** | |
| 0 | General good health. No specialized health care, or procedure, or medications taken. Independently maintains all “age appropriate” personal care. □ | Follows adult directions without frequent prompts or class supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. □ | | Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows directions with few to no additional prompts. □ | Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. □ | |
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| 1 | Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedures. Medication administration takes less than 10 minutes time. Needs reminders to complete “age appropriate” personal care activities. □ | Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited. □ | | Participates in groups at instructional level but may require additional prompts, cues, or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning. □ | Participates with modifications and accommodations. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peer appropriately. □ | |
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| 2 | Chronic health issues, generic health care procedures. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents. □ | Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior support plan, but unable to experience much success without behavior support plan implementation. □ | | Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions. Requires Sign Lang. or Alternative Communication 50-79% of the time. □ | Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation. □ | |
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| 3 | Specialized health care procedure and medication. Limited mobility. Physical limitation requiring assistance (stander, walker, gait trainer or wheelchair). Special food prep or feeding. Health or sensory interventions 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Requires toilet schedule, training, direct help, diapering.□ | Serious behavior problems almost daily. Defiant and/or prone to physical aggression which may be harmful to self or others. Requires a Behavior Intervention Plan (BIP) and behavior goals and objectives on the IEP. Requires close visual supervision to implement BIP. □ | | Difficulty participating in a large group. Requires low student/staff ratio, close adult proximity, and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Abilities and skills require strategies/adaptations not typical for class as a whole, such as: Discrete Trial, ABA, Structured Teaching, PECS or Assistive Technology. Requires Sign Lang. or Alternative Communication over 80% of time. □ | Does not participate without staff in close proximity for direct instruction, safety, mobility or behavior monitoring. Requires adult to facilitate social interaction with peers and remain in close proximity at all times. Difficulty following school routines & schedules. Needs direct support to get to & from class. □ | |
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| 4 | Very specialized health care procedure requiring care by specially trained employee (G tube, tracheotomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health or sensory related interventions 45 minutes daily or more. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 minutes daily or more. □ | Serious behavior problems with potential for injury to self and others, runs away or aggressive on a daily basis. FAA or FBA has been completed and the student has a well-developed BIP that must be implements to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors. □ | | Does not participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive accommodations and modification not typical for the class group. Requires Sign Lang. or Alternative Communication 100% of time. □ | Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Rarely interacts with or is interested in peers. □ | |