

Multiply Challenged Program

The Multiply Challenged Program is a self-contained special education program at Schaumburg High School designed to meet the needs of students with severe cognitive deficits and significant deficits in self-care and other adaptive behaviors. The program is designed to develop basic functional life skills within an adapted curriculum covering daily living skills, familiarity with community settings, basic communication skills and social skills.

The Multiply Challenged Program serves students through a team of professionals and paraprofessionals. In addition to certified special education teaching staff specializing in the needs of multiply challenged students, the program utilizes the services of numerous dedicated paraprofessionals. The program is designed to provide each student an individualized combination of physical and occupational therapy, adapted physical education, speech and communication therapy, school nursing services, assistance from paraprofessionals, and transition services.

Students enrolled in the Multiply Challenged Program may require lifelong intensive assistance in the areas of self-care, mobility, community access, safety and vocational functioning. Since transition awareness and planning are so critical for these students, the Multiply Challenged Program at Schaumburg High School is designed to serve students for the first four years of the secondary program. After completing four years in the Multiply Challenged Program and in anticipation of the need for specialized transition services after the student reaches the age of 21, students are considered and often recommended for placement into the Kirk School program, a separate special education program provided by the Northwest Suburban Special Education Organization (N.S.S.E.O.). The Kirk School program provides families with extensive knowledge and experience surrounding transition planning for multiply challenged students. The Multiply Challenged Program at Schaumburg is coordinated by the Northwest Suburban Special Education Organization (N.S.S.E.O.). The teacher and all of the paraprofessionals serving in the program are employees of N.S.S.E.O.

Students whose behaviors prevent them or others from learning may require behavioral interventions. Every effort is made to provide supportive and non-restrictive interventions prior to using more restrictive interventions and techniques. A student may be considered for a behavioral intervention plan if the student's behavior presents a regular pattern of disruption, negative impact on the learning environment or need for support, supervision or removal.

building the future, one student at a time.