**OTHER HEALTH IMPAIRMENT WORKSHEET**

**Determination of Disability:** (Student’s name) meets special education eligibility under the category Other Health Impairment as defined as limited strength, vitality, or alertness, including heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment due to (chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, or Tourette syndrome) that adversely affects (Student’s name) educational performance.

**Qualifying Criteria:**

The following criteria must be met prior to an evaluation team determining a child to have an Other Health Impairment:

A chronic or acute health condition has been diagnosed and documented by a qualified professional; AND

[ ] Written documentation by a licensed physician or clinical psychologist of a diagnosed chronic or acute health condition (Diagnosis, physician’s name and address, and date of physician’s documentation must be included in the IWAR)

[ ] For initial evaluations, recent verification of diagnosis (Best practice is dated within the previous 12 months.)

Due to the diagnosed health condition, the student has limited strength, vitality, or alertness, including a heightened alertness to the environment that results in limited alertness with respect to the education environment (THREE OR MORE must be evident); AND

[ ] Excessive absenteeism linked to the health condition

[ ] Specialized health care procedures that are necessary during school day

[ ] Medications that adversely affect learning and functioning

[ ] Limited physical strength resulting in decreased capacity to perform school activities

[ ] Limited endurance resulting in decreased ability to maintain performance

[ ] Heightened/diminished alertness resulting in impaired abilities

[ ] Impaired ability to manage and organize materials and complete classroom assignments

[ ] Impaired ability to follow directions or initiate and complete a task

**Adverse Impact on Educational Performance:**

Documentation of adverse impact on educational performance resulting in the need for specially designed instruction, the type of instruction required, and why it cannot be provided by general education. **(Must be related to the chronic/acute health condition)**

[ ] Academic work is consistently in the poor-to-failing range

[ ] Test scores are consistently in the poor-to-failing range

[ ] Fails to consistently complete work in a timely manner and results in poor-to-failing academic performance

[ ] Consistent decrease or change in the amount of work produced that results in poor-to-failing academic performance

[ ] Consistent decrease in student’s independent functioning or organizational skills that results in poor to failing academic performance

[ ] Social relationships and/or behavior with peers and adults (self-regulatory skills, impulsivity, intermittent social relationships, social skills not developmentally appropriate, sensory needs)

**Data for Determining Eligibility was gathered from** (List multiple resources; Not all may apply)**:**

[ ] District-wide, state-wide, or other criteria referenced tests (e.g. MAP, NDSA, AIMSWEB, etc.)

[ ] Interviews with classroom teachers and the student’s parents or guardians

[ ] Documented observation(s) in the classroom or other learning environments

[ ] A review of the student’s health history, including verification of medical diagnosis and health condition

[ ] Review of student’s records

[ ] Discrepancy of 1.5 standard deviations on nationally normed rating scales or 1.5x discrepant from peers on structured observational techniques (Guideline)

[ ] The evaluation findings *may* also include data from standardized, nationally-normed tests of achievement and ability, an interview with the pupil, information from the school nurse or other individuals knowledgeable about the health condition of the student, behavior rating scales, gross and fine motor and sensory motor measures, communication measures, functional skills checklists, and environmental, socio-cultural, and ethnic information reviews.

NOTE: A minimum of **one** observation in area of disability required (best practice would be three observations)