

**OHI:**

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**Taking Another Look**





# **A/k/a**

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- ❑ Other health disabilities**
- ❑ Health**
- ❑ Physical and other health impairments**
- ❑ Physical impairment with OHI (also PI with TBI, PI with OI)**
- ❑ Original intent was “other” conditions (see the list) not included in other impairment areas**



# Wisconsin Data for 2007-2008

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- **15, 175 students with a primary disability of OHI**
- **Ranks #3 (after SLD, S/L)**



# **Eligibility Criteria [PI 11.36 (10)]**

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- Limited strength, vitality or alertness, due to chronic or acute health problems**
- Adversely affects a child's educational performance**

# Limited Strength, Alertness, Vitality

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- ❑ **Strength:** bodily or muscular power; vigor; durability related to decreased capacity to perform school activities; tires easily; chronic absenteeism
- ❑ **Alertness:** attentive or aware; keen, observant, watchful; on guard, ready
- ❑ **Vitality:** physical and mental strength; capacity for endurance; energy



# Chronic or Acute Health Conditions

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## □ Chronic health condition



- long term and either not curable *or*
- residual features that result in limitations in functions of daily living requiring special assistance or adaptations *or*
- a disease or disorder that develops slowly and persists for a long period of time, often the remainder of the life span.

## □ Acute health condition

- begins abruptly and with marked intensity, then subsides *or*
- a health condition with rapid onset, severe symptoms, and a short course; *sequelae* may be short-term or persistent.

# Adverse Effects on Education

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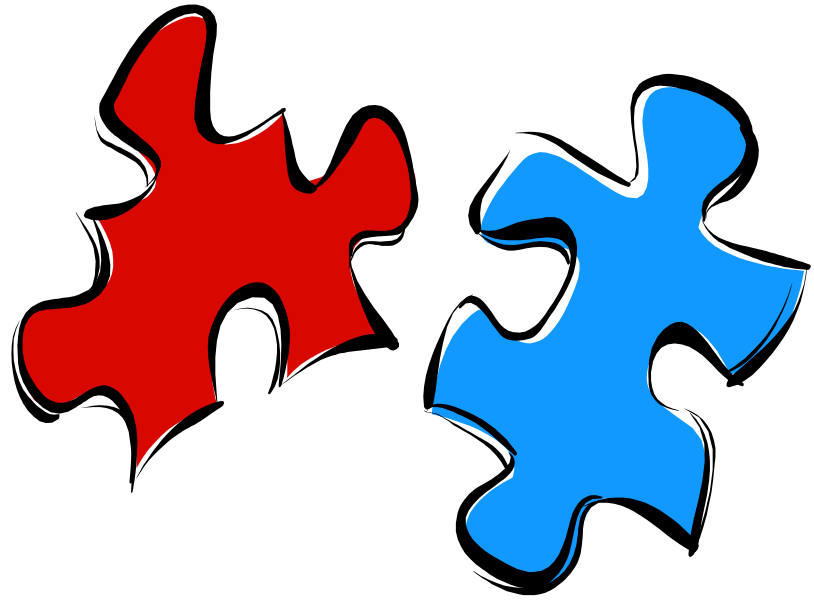
- ❑ **Academics**
  - ❑ **Behavior**
  - ❑ **Communication**
  - ❑ **Social/emotional functioning**
  - ❑ **Adaptive behavior**
  - ❑ **Classroom performance**
  - ❑ **Motor skills**
  - ❑ **Vocational skills**
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- ❑ **Is the adverse effect related to the health issue? How?**
  - ❑ **Excessive absenteeism linked to health condition**
  - ❑ **Specialized healthcare during the school day**
  - ❑ **Medications that adversely affect learning (e.g., comprehension, memory, attention, fatigue)**



# 3 “pieces” of OHI

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- **“Traditional”**
- **ADD/ADHD**
- **Other**



# What OHI is...

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- ❑ An impairment requiring a complete evaluation – just like the other impairment categories
- ❑ 300.7 (c ) (9): ...asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome...
- ❑ PI-11.36(10)...includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or acquired injuries to the brain caused by internal occurrences or degenerative conditions...



# **ADD/ADHD**

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- Neither automatically eligible nor ineligible for special education and related services**
- Determine whether the child diagnosed with ADD has one or more impairments and a need for special education**
- What's the presenting issue/issues?**
- Now listed among the health problems which may result in disability based on other health impairment**



# Options with ADD/ADHD

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- **Regular Ed.**
- **504:** testing, organization, rest time, decreased amount of work, seating
- **OHI:** poor organization of materials, work limited alertness, focus and ability to work independently; poor work completion; inattentive and impulsive related to the health condition
- **SLD:** co-existing learning disability, inattention and impulsivity with difficulties in reading, writing, math and information processing
- **CD:** primary presenting problems of significant delay in all academic subjects, IQ 0 – 70, adaptive skills below 15%
- **EBD:** Co-existing emotional or behavioral disorders; primary impulsive/aggressive, acting out with additional mental health or mood disorders (depression, anxiety, bipolar, oppositional defiant disorder)



# Other: What OHI is Not

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- ❑ A default or back-up category
- ❑ The category for mental health
- ❑ Adverse effect is primarily due to active substance abuse
- ❑ A disability more accurately described by another impairment
- ❑ An automatic for ADHD
- ❑ Asperger's Syndrome
- ❑ Down Syndrome
- ❑ A way to avoid difficult discussions/labels



# Best Practice in Evaluation

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- ❑ **Is a medical diagnosis required? No.**
- ❑ **Must a school nurse be on the IEP team?  
No.**
- ❑ **115.782(2)(a)3.c. That the child is assessed  
in all areas of suspected disability.**
- ❑ **First step is always review of existing data**
  - **What do we have?**
  - **What do we need?**

# An OHI Evaluation

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- ❑ **Review of records, including health records, if any**
- ❑ **Standardized testing**
- ❑ **Interviews**
- ❑ **Observations**
- ❑ **Health/social history**





# Re-evaluation

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- **Consider**
  - **Does the health condition still have an adverse effect on the student's educational performance?**
  - **Does the health condition still exist?**
  - **Does the student still need special education?**

# **Don't Forget "Need for Special Education"!**

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- Needs are related to adverse affects of the health condition**
- Why does this require special education (individualized instruction)?**
- "Need" analysis**
  - Needs that cannot be met in regular education as structured
  - Modifications that can be made in the regular education program
  - Additions or modifications that the child needs which are not provided through the general education curriculum



**Caution!**

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- **Don't add words**
  - **“Significantly” adversely impairs**
- **Consider supports and interventions**
  - **Student may be doing “okay” but only with accommodations, modifications, services, supports, interventions**

# Next?

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- **Written guidance as a working document**
  - Invite comments
  - Finalize by summer
- **Internal projects you have**
  - Follow-up with those in progress
  - Let me know
- **Questions?**
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