



# SPECIAL EDUCATION GUIDANCE

## ER-1-OI Criteria for Disability Category: Orthopedic Impairment

This form should be used when the IEP team is considering if a student meets criteria for the disability category of orthopedic impairment as defined under [PI 11.36 \(2\)\(a\), Wis. Admin. Code](#). IEP teams use this form to explain or reference data or evidence considered and the disability category determination. This form is used in conjunction with the Evaluation Report (ER-1) as part of a comprehensive special education evaluation. The intent of the form is to guide and document the IEP team's discussion as it considers criteria for orthopedic impairment. The form also serves as documentation for a compliance review. For more information on how to identify a student with an orthopedic impairment, go to the [orthopedic impairment webpage](#) at the Wisconsin Department of Public Instruction.

FORM CONTENT	CLARIFICATION/EXPLANATION
Date form completed	Enter the date of the IEP team meeting for when the IEP team disability category criteria for orthopedic impairment.
Initial Evaluation	Check "initial evaluation" if the student was not previously found to meet the disability category criteria for orthopedic impairment. The IEP team must complete all sections of this form.
Reevaluation	Check "reevaluation" if the student was previously found to meet the disability category criteria for orthopedic impairment. A student is not required to meet initial criteria during a reevaluation for this category, but the disability must continue to have an adverse effect on education performance in order to be considered for specially designed instruction. It is recommended that the IEP team consider all sections on this form, but only Section III is required.

FORM CONTENT	CLARIFICATION/EXPLANATION
<b>Section I.</b> <b>Impairment</b>	One must be checked.
Does the student have a congenital anomaly (including, but not limited to, clubfoot)? Explain or reference data or evidence.	A diagnosis from a licensed physician is not required for the IEP team to consider orthopedic impairment. However, medical diagnosis and medical information are helpful.
Does the student have impairments caused by disease (including, but not limited to, poliomyelitis or bone tuberculosis)? Explain or reference data or evidence.	A diagnosis from a licensed physician is not required for the IEP team to consider orthopedic impairment. However, medical diagnosis and medical information are helpful.
Does the student have impairments from other causes (including, but not limited to, cerebral palsy, amputations, and fractures or burns that cause contractures)? Explain or reference data or evidence.	<p>Examples of other conditions which may qualify a student for orthopedic impairment include, but are not limited to, arthrogryposis, spina bifida, juvenile arthritis, muscular dystrophy, and osteogenesis imperfecta. These examples are provided as those noted in federal and state law and have been mostly eradicated in the United States.</p> <p>A diagnosis from a licensed physician is not required for the IEP team to consider orthopedic impairment. However, medical diagnosis and medical information are helpful.</p> <p>What data/explanation would we expect to see? Medical reports, parent reports, perhaps an explanation of what the diagnosis is and how the condition may impact student's mobility and access to the general curriculum.</p>
<b>Section II.</b> <b>Educational Performance</b>	Must be checked "yes."
Is the student's educational performance in one or more of the following areas adversely affected as a result? Maintaining and changing positions	The IEP team must determine if the student's educational performance is adversely affected as a result of the impairment. If yes, the IEP team should identify all areas that are affected. The IEP team should consider

<p>Using classroom materials</p> <p>Hygiene/self-care</p> <p>Clothing management</p> <p>Mobility</p> <p>Eating</p> <p>Classroom performance</p> <p>Pre-academic or academic achievement</p> <p>Social/Emotional functioning</p> <p>Communication</p> <p>Vocational skills</p> <p>Behavior</p> <p>Participation in physical education</p> <p>Safety issues</p> <p>Accessing the community</p>	<p>academic achievement and functional performance. The student's educational performance must be adversely affected in at least one area in order for the student to meet the criteria for the disability category of orthopedic impairment.</p> <p>How does the IEP determine if something is adversely affected? What data/explanation would we expect to see?</p> <p>Observation of the student in different classrooms or courses; information and interviews with teachers and parents; information obtained from other measures such as adaptive skills and physical ability.</p>
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FORM CONTENT	CLARIFICATION/EXPLANATION
<p><b><u>Section III.</u></b></p> <p><b>Disability Category Criteria Determination</b></p>	
<p>Initial Evaluation:</p> <p>The documentation of the criteria above demonstrates a severe orthopedic impairment that adversely affects the student's educational performance. The student meets the disability category criteria for orthopedic impairment.</p>	<p>Must meet criteria in at least one part of the impairment section in order to check "yes". A student may meet more than one criteria in the impairment section.</p> <p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education. Document the need for specially designed instruction on the ER-1 form.</p>
<p>Reevaluation:</p> <p>The student was previously found to meet the disability category criteria for orthopedic impairment and continues to have a disability that adversely affects the student's educational performance.</p>	<p>Check "yes" if the student's disability continues to have an adverse effect on the student's educational performance.</p> <p>Check "no" if the student's disability does not continue to have an adverse effect on the student's educational performance.</p> <p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education. Document the need for specially designed instruction on the ER-1 form.</p>



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