# CRITERIA FOR DISABILITY CATEGORY

## OTHER HEALTH IMPAIRMENT

OHI (6/2021)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SCHOOL DISTRICT**

Name of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ WISEid\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LEA’s Student ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date form completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is provided to assist individualized education program (IEP) teams as one part of a comprehensive special education evaluation to document if a student meets the disability category criteria under Chapter 115, Wis. Stats., and PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document whether or not the student meets the disability category criteria or continues to meet the criteria during a reevaluation, and attach it to the Evaluation Report, DPI sample form ER-1, that includes additional information to determine special education eligibility.

Other Health Impairment means having limited strength, vitality, or alertness, due to chronic or acute health problems. The term 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, which adversely affects a child's educational performance. [PI 11.36 (10) Wis. Admin. Code](https://docs.legis.wisconsin.gov/document/administrativecode/PI%2011.36%2810%29).

Criteria for disability category of Other Health Impairment may be documented as follows **(all questions must be checked Yes)**:

## SECTION I. HEALTH CONDITION

[x]  Yes [ ]  No Does the student have a health problem? (Including, but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or acquired brain injuries caused by internal occurrences or degenerative conditions.) **NOTE**: A prior diagnosis from a licensed physician is **not** required for the IEP team to consider OHI. *Explain or reference data or evidence:*

School nurses can use the information from the ER-1 Functional Performance sections and from the Assessment and Diagnosis sections of an Individualized Health Care Plan.

*Alejandro is diagnosed with cerebral palsy a condition most likely caused by his traumatic birth history.* *His cerebral palsy affects his self-care and cognitive abilities and his communication.* *Alejandro has a known food allergy to tree nuts (cashews, pistachios, almonds, Brazil nuts, chestnuts, macadamia nuts, pecans, pine nuts, shea nuts, and walnuts) with history of anaphylaxis.* *Alejandro has emergency epinephrine ordered for any signs or symptoms of anaphylaxis or if tree nuts are inadvertently ingested.*

[x]  Yes [ ]  No Is the health problem chronic *or* acute? If yes, c*heck ALL that apply*.

[x]  Chronic (long-standing, continuous over time, or recurring frequently). *Explain or reference data or evidence:*

*Alexandro was diagnosed with cerebral palsy during his first year of life after failure to meet developmental milestones and other neuromuscular concerns were noted by family and healthcare professionals.*

[x]  Acute (severe or intense). *Explain or reference data or evidence:*

*Alejandro experienced an allergic reaction later diagnosed as a tree nut allergy. He experienced a life-threating reaction requiring emergency treatment and hospitalization.*

[x]  Yes [ ]  No Does the student’s health problem result in limited strength, vitality, *or* alertness? If yes, c*heck ALL that apply*.

[x]  Limited strength (inability to perform typical or routine tasks at school). *Explain or reference data or evidence:*

*Alejandro experiences spastic movements of both his arms and legs. This causes difficulty in grasping objects or using them as intended. For example, he is unable to direct a spoon to his mouth without help while eating. He is able to ambulate but safety is a concern particularly as he enters kindergarten in a more crowed classroom with large numbers of other students.*

[ ]  Limited vitality (inability to sustain effort or endure throughout an activity). *Explain or reference data or evidence:*

*Alejandro requires rest breaks as his muscles tire particularly when he is standing or ambulating*.

[ ]  Limited alertness (inability to manage and maintain attention, to organize or attend, to prioritize environmental stimuli, including a heightened alertness). *Explain or reference data or evidence:*

## SECTION II. EDUCATIONAL PERFORMANCE

[x]  Yes [ ]  No Is the student’s educational performance in *one or more* of the following areas adversely affected as a result? If yes, c*heck ALL that apply. Consider both academic and nonacademic skills and progress.*

[x]  Pre-academic or academic achievement

[x]  Adaptive behavior

[ ]  Behavior

[x]  Classroom performance

[x]  Communication

[x]  Motor skills

[x]  Social/Emotional Functioning

[ ]  Vocational skills

[ ]  Other. *Describe:*

*Explain or reference data or evidence (required):*

*Alejandro requires additional assistance with activities of daily living not required of other kindergarten students (feeding, toileting, safety monitoring)* *Alejandro’s verbal communication is often unintelligible to those unfamiliar with his communications.* *Alejandro is at risk for injury if he is exposed to his food allergens. Alejandro has a cognitive disability that affects his ability to self-advocate, protect himself from exposure to his allergens, or alert staff to symptoms of food allergy. Alejandro experiences spastic movements of both his arms and legs. This causes difficulty in grasping objects or using them as intended. He requires adaptations for holding objects such as a crayon or marker and needs assistance to direct his arm and hand movements. ]*

*Special education teacher or other team members may document regarding academic achievement or also in other area.s*

## SECTION III. DISABILITY CATEGORY CRITERIA DETERMINATION

[x]  Yes [ ]  No The documentation of the criteria above demonstrates limited strength, vitality, or alertness, due to chronic or acute health problems which adversely affects the student’s educational performance. The student meets the eligibility criteria under the disability category of **Other Health Impairment.**