

Student Name: _____
 School: _____

Other Health Disabilities (OHD) Criteria Checklist

Subpart 1. State Definition

“Other health disability” means having limited strength, endurance, vitality or alertness, including a heightened or diminished alertness to environmental stimuli, with respect to the educational environment that is due to a broad range of medically diagnosed chronic or acute health conditions that adversely affect a pupil’s educational performance.

- ♦ *A medical diagnoses alone does not determine eligibility for special education services.*
- ♦ *All medical diagnoses are not automatically Other Health Disabilities.*
- ♦ *Teams must establish and document a link between the chronic or acute health condition and its adverse effect on pupil’s educational performance.*

The team shall determine that a pupil is eligible and in need of special education instruction and services if the pupil meets the criteria items A and B, as validated by subpart 3, items A through E.

Subpart 2. Criteria A

Yes No A. Medically documentation (dated within the past 12 months for evaluations.)*

Yes No (1) written and signed documentation by a licensed physician of a medically diagnosed chronic or acute health condition:

Health Condition

Physician’s Name/Date

OR

Yes No (2) in the case of a diagnosis of Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADD or ADHD), there is:

- ♦ written and signed documentation of a medical diagnosis of ADD/ADHD by a licensed physician.
- ♦ The diagnosis of ADD/ADHD must include documentation that DSM-IV criteria in items A to E have been met. DSM-IV criteria documentation must be provided by either a licensed physician or a mental health professional licensed to diagnose the condition.

Diagnosis/Physician’s Name/Date

** For diagnosis made more than 12 months prior to the initial evaluation, a signed statement by a physician, verifying that the condition still exists, is sufficient documentation.*

AND

Subpart 2. Criteria B

Yes No B. In comparison with peers, the health condition adversely affects the pupil’s ability to complete educational tasks within routine timelines as documented by **three** or more of the following:

- (1) excessive absenteeism linked to health condition (ex. hospitalizations, medical treatments, surgeries, or illnesses)
- (2) specialized health care procedures that are necessary during the school day (ex. catheterization, tube feeding, bronchial drainage, medication administration, tracheostomy care)
- (3) medications that adversely affect learning and functioning in terms of comprehension, memory, attention, or fatigue (ex. seizure medication, radiation, chemotherapy)
- (4) limited physical strength resulting in decreased capacity to perform school activities
- (5) limited endurance resulting in decreased stamina and decreased ability to maintain performance
- (6) heightened or diminished alertness resulting in impaired abilities (ex. prioritizing environmental stimuli, maintaining focus, sustaining effort or accuracy)
- (7) impaired ability to manage and organize materials and complete classroom assignments with routine timelines or
- (8) impaired ability to follow directions or initiate and complete a task

Total checked: _____ (Must be three or more)

Subpart 3. Evaluation

The health condition results in a pattern of unsatisfactory educational progress as determined by a comprehensive evaluation documenting the required components of subpart 2, items A and B. The eligibility findings must be supported by current or existing data from items A-E below.

Please note:

The following information must be used as part of a comprehensive evaluation as supportive data.

No one item should be used to determine or deny eligibility.

A. An individually administered, nationally normed standardized evaluation of the pupil's academic performance.

Test Name/Date

Administered by

Interpretation

AND

B. Documented, systematic interviews conducted by a licensed special education teacher with (1) classroom teachers(s) and (2) the pupil's parent or guardian

Interview 1 - Who/Date

Interview 2 - Who/Date

AND

C. One or more documented, systematic observations in the classroom or other learning environment by a licensed special education teacher.

Observation 1 - Who/Date/Where

Observation 2 - Who/Date/Where

AND

D. A review of the pupil's health history, including the verification of a medical diagnosis of a health condition.

Reviewed by/Date

AND

E. Records review

- 1. cumulative folder
- 2. school attendance (ex. absenteeism/tardies)

In addition to the above required eligibly findings, teams may include:

- (a) individually administered nationally normed test of intellectual ability
- (b) pupil interview
- (c) standardized nationally normed behavior rating scale
- (d) gross/fine and sensorymotor measure
- (e) communication measure
- (f) functional skills checklist
- (g) environmental, socio-cultural and ethnic information