



The following slides provide guidance on the eligibility category, definition, and criteria for “child with an Other Health Impairment” in Colorado public schools.

These slides may also be found within the Comprehensive Overview Training PowerPoint, which provides guidance on every eligibility category.

If these slides are used as a self-standing training tool, it is recommended that they be supplemented with the posted slides specific to the HB11-1277 Overview, which can be found at: http://www.cde.state.co.us/cdesped/Training_ECEAEligibility.asp

The HB11-1277 Overview slides will detail the history and timelines of implementation of the new eligibility categories, definitions, and criteria.

Together We Can

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

Mission

The mission of CDE is to shape, support, and safeguard a statewide education system that prepares all students for success in a globally competitive world.

Other Health Impairment

- The following slides have been vetted internally within the Colorado Department of Education for training purposes of the definition and eligibility criteria for Other Health Impairment.
- If you make any changes to these slides, please acknowledge that they are different from this vetted product and may no longer represent the viewpoint of the CDE.

Eligibility Checklist for Other Health Impairment

- It is recommended that the following training slides be used in conjunction with the Eligibility Checklist for a Child with an Other Health Impairment, which can be found at:

http://www.cde.state.co.us/cdesped/IEP_Forms.asp

OTHER HEALTH IMPAIRMENT

Other Health Impairment
(formerly under Physical Disability)

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If there are any questions about the definition and eligibility criteria for Other Health Impairment, please be in contact with Kathy Patrick at patrick_k@cde.state.co.us or (303) 866-6779.

If there are any questions about whether a specific child meets the established criteria for Other Health Impairment, please be in contact with the administrative unit's Special Education Director.

2.08 (7) Other Health Impaired (OHI) means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment due to a chronic or acute health problem, including but not limited to asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, leukemia, kidney disease, sickle cell anemia or Tourette syndrome.

As a result of the child's Other Health Impairment, as described above, the child is prevented from receiving reasonable educational benefit from general education, as evidenced by one or more of the following:

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The next two slides include the exact wording of a Child with an Other Health Impairment eligibility criteria that are in the current *Rules for the Administration of the Exceptional Children's Educational Act 1 CCR 301-8*

2.08 (7) (a) Limited strength as indicated by an inability to perform typical tasks at school;

2.08 (7) (b) Limited vitality as indicated by an inability to sustain effort or to endure throughout an activity; and/or

2.08 (7) (c) Limited alertness as indicated by an inability to manage and maintain attention, to organize or attend, to prioritize environmental stimuli, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment.

Other Health Impairment is not a NEW disability category. These students would have been classified as Physical Disability.

To Be Eligible as a Child with an Other Health Impairment

- May involve the following medical conditions: Asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, leukemia, kidney disease, sickle cell anemia or Tourette syndrome.
- The above conditions **are not the *only ones*** that may be considered.
- Being diagnosed with a health-related condition does not automatically qualify child as having an OHI.

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The list of conditions is not meant to be inclusive, rather it is just examples of health issues that may affect a student's ability to achieve academic progress in general education alone.

Medical Diagnosis for Eligibility

- **If district requires a medical diagnosis to determine eligibility, it must be provided at no cost to parents.**
- **Alternative assessment measures administered by “qualified personnel” that meet standard evaluation procedures would be sufficient to establish OHI eligibility.**

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Alternative assessment measures can include:

- A comprehensive health history taken by the school nurse
- Evaluations performed by the school psychologist including standardized testing or classroom observations
- Evaluation procedures used by school personnel should be:
 - a. validated for the specific purpose for which they are used and
 - b. should be administered according to established protocols

Qualified personnel are those individuals who are licensed and endorsed by CDE and the particular assessment/evaluation procedure used is in their scope of practice.

This may occur with a child who is exhibiting inattentive-hyperactive behaviors. If the behaviors are significant enough to cause educational impact, an educational identification can be made for OHI using appropriate assessments including team input.

Specially Designed Instruction

- “Specially Designed Instruction” means adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction to address the child's unique needs resulting from the disability and ensuring the child's access to the general curriculum so that he or she can meet the educational standards that apply to all children within jurisdiction of the public agency. 34 CFR 300.39 (b)(3).
- It involves providing instruction that is different from that provided to children without disabilities, based upon the eligible child's unique needs.

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To qualify as a child with an Other Health Impairment, there must be evidence that the child cannot receive reasonable educational benefit from general education without specially designed instruction.

(OHI): The Child Cannot Receive REB from General Education

- **The disability must adversely affect educational performance and create a need for special educational services.**
- **It is critical to consider both academic and nonacademic skills and progress.**

First consider the child's health condition and its general effects on the child, then look at the disability's effect on the child's educational performance.

(OHI): The Child Cannot Receive REB from General Education

- **Limited strength as indicated by an inability to perform typical tasks at school.**
- **Limited vitality as indicated by an inability to sustain effort or to endure throughout an activity.**
- **Limited alertness as indicated by an inability to manage and maintain attention, to organize or attend, to prioritize environmental stimuli, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment**

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Reasonable Educational Benefit = REB

To qualify as a child with an Other Health Impairment, there must be evidence that the child cannot receive reasonable educational benefit from general education without specially designed instruction.

Limited Strength

Limited strength as indicated by an inability to perform typical tasks at school

- **Example: A child with Sickle Cell Anemia may have limited physical strength due to his or her condition and have difficulty with work output, mobility and fatigue especially during a crisis which can include pain and swelling in hands and feet, fever, gastric & respiratory problems. The child can also experience altered brain tissue perfusion that would cause loss of balance, altered gait, changes in behavior and academic performance and possible seizure activity.**

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Sickle Cell Anemia can affect the student's mobility, strength and endurance. Students may come to school with varying degrees of pain and swelling in their limbs, abdominal pain including diarrhea and vomiting which leads to dehydration, respiratory distress, and neurologic changes. The nature of this disease can cause issues with academic progress, attendance, participation in school activities, need for homebound or alternative instruction.

Limited Vitality

Limited vitality as indicated by an inability to sustain effort or to endure throughout an activity

- **Example: A child undergoing chemotherapy for leukemia may have frequent absences from school for doctor's appointments and chemo/radiation therapy including bone marrow transplant. The child can have limited cognition and stamina to attend to his or her school work due to effects of treatments.**

Leukemia is a cancer of blood forming cells. Chemotherapy and radiation can be very toxic to the brain and as a result the student may have difficulty with school due to these treatments.

Limited Alertness

Limited alertness as indicated by an inability to manage and maintain attention, to organize or attend, to prioritize environmental stimuli, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment.

- **Example: A child with ADD/ADHD may have limited ability to attend to specific academic tasks because the disorder causes them to be overly alert to the general environment and causes them:**
 - to be distractible during academic instruction
 - to have difficulty with organization
 - to have difficulty paying attention and inability to focus
 - to be impulsive and control behavior

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ADD – Attention Deficit Disorder (no hyperactivity)

ADHD – Attention Deficit Hyperactivity Disorder

Both ADD and ADHD can make it hard for a person to sit still, control behavior, and pay attention. These conditions are characterized by an inability to focus which usually contributes to decreased alertness to the educational environment. For example, a student diagnosed with ADD may have a limited ability to attend to specific academic tasks because the disorder causes him or her to be overly alert to the general environment. There should be evidence that the child’s educational performance suffers as a result would satisfy the “limited alertness” criterion and make the child eligible for special education services as long as the disability also causes a need for such services.

A child with limited alertness whose educational performance is not adversely affected does not qualify for placement as OHI.

Factors to Consider

Factors to consider in an evaluation include, but are not limited to:

- **Medical history including medication**
- **Type, degree, and severity of health impairment**
- **Current levels of performance – both academic and nonacademic**
- **Need for special education and related services**

Remember

- **A medical diagnosis alone is insufficient to determine eligibility for special education services.**
- **Teams should focus on presenting problems along with a comprehensive evaluation to determine the appropriate disability.**
- **Medically-based mental illness would be more accurately identified under the eligibility category of Serious Emotional Disability.**

To Be Eligible as OHI, the Child Must Meet All Four Conditions

1. Have a chronic or acute health condition.
2. The health condition must cause limited strength, vitality or alertness due to chronic or acute health problem.
3. Educational performance must be adversely affected by the health condition.
4. The health condition must create a need for specially designed instruction.

Thank You!

