

## Standards for Special Education Evaluation & Eligibility

The following standards for special education evaluation and eligibility shall be effective July 1, 2017.

### OTHER HEALTH IMPAIRMENT

#### I. Definition

Other Health Impairment 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, that is due to chronic or acute health problems such as asthma, Attention Deficit Hyperactivity Disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia; and Tourette's Syndrome that adversely affects a child's educational performance.

A child is "Other Health Impaired" who has chronic or acute health problems that require specially designed instruction due to:

- (1) Impaired organizational or work skills;
- (2) Inability to manage or complete tasks;
- (3) Excessive health related absenteeism; or
- (4) Medications that affect cognitive functioning.

#### II. Evaluation

The characteristics as identified in the Other Health Impairment Definition are present.

##### Evaluation Procedures

A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:

- (1) An evaluation from a licensed medical provider (i.e., licensed physician, physician's assistant or nurse practitioner) that includes:
  - (a) Medical assessment and documentation of the student's health;
  - (b) Any diagnoses and prognoses of the child's health impairments;
  - (c) Information, as applicable, regarding medications; and
  - (d) Special health care procedures, special diet and/or activity restrictions.

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\*TCA and the Board of Examiners in Psychology clearly give health services provider designated psychologists the legal and ethical authority to assess, diagnose, and treat ADHD. A psychological evaluation does not replace the need for a medical evaluation.

- (2) Developmental history;
- (3) Review of factors impacting educational performance such as attendance, classroom engagement, study skills, education history;
- (4) Pre-academics or academic skills;
- (5) Direct observations in multiple settings with peer comparisons;
- (6) Informal or formal assessments to address the following, depending on referral concerns:
  - (a) Motor/physical;
  - (b) Communication skills;
  - (c) Cognitive ability;
  - (d) Adaptive behaviors; and
  - (e) Social-emotional development/ functioning.
- (7) Documentation, including observation and/or assessment, of how Other Health Impairment adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).

### **Evaluation Participants**

Information shall be gathered from the following persons in the evaluation of Other Health Impairment:

- (1) The parent;
- (2) The child's general education classroom teacher;
- (3) A licensed special education teacher;

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- (4) A licensed medical provider (i.e., licensed physician, physician's assistant or nurse practitioner);
- (5) A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist; and
- (6) Other professional personnel as indicated (e.g., occupational therapist, speech language pathologist).