

Guidance for Determining Extent of Adverse Impact on Educational Performance

Student ____

Diagnosed Chronic/Acute Health Problem ____

Date ____

Purpose of Chart: This tool may be used by school teams for guidance to assess the adverse impact of a health problem on performance in the general education setting. This would be used only after a chronic or severe health problem has been identified by a physician. Diagnostic checklists (e.g. Conner's, DuPaul, Achenbach) may be part of the initial identification.

ASSESSMENT AREA	IMPACT			
	NONE	MILD	MODERATE	SEVERE
Achievement: Curriculum Based Measure, benchmark Criterion-referenced (see reverse)	<input type="checkbox"/> CBM: At or above 25 th percentile <input type="checkbox"/> Criterion-Referenced-Published (e.g. QRI): At or above grade level <input type="checkbox"/> Criterion-Referenced - Teacher Constructed: Meets Grade Expectations (80 - 100%)	<input type="checkbox"/> CBM: 10 th - 24 th percentile <input type="checkbox"/> Criterion-Referenced-Published (e.g. QRI): 0.5 - 1.0 grade levels below grade placement <input type="checkbox"/> Criterion-Referenced: Teacher Constructed: Progressing Toward Grade Expectations (70 - 79%)	<input type="checkbox"/> CBM: 6 th - 9 th percentile <input type="checkbox"/> Criterion-Referenced - Published (e.g. QRI): 1.0 - 1.5 grade levels below grade placement <input type="checkbox"/> Criterion-Referenced: Teacher Constructed: Not Meeting Grade Expectations (<70%)	<input type="checkbox"/> CBM: Below 9 th percentile <input type="checkbox"/> Criterion-Referenced -Published (e.g. QRI): 2.0 grade levels below grade placement <input type="checkbox"/> Criterion-Referenced: Teacher Constructed: Not Meeting Grade Expectations (<50%)
Achievement: Norm referenced	<input type="checkbox"/> At or above 25 th percentile	<input type="checkbox"/> 10 th - 24 th percentile	<input type="checkbox"/> 6 th - 9 th percentile	<input type="checkbox"/> Below 6 th percentile
Achievement: State assessment M-STEP	<input type="checkbox"/> MSTEP 1 or 2		<input type="checkbox"/> MSTEP 3	<input type="checkbox"/> MSTEP 4
Achievement: Report Card Grades	<input type="checkbox"/> All report card grades are A, B, C or "Satisfactory" or "Meets Expectations"	<input type="checkbox"/> Passing all classes with grades of A, B, C, D, "Making Progress"	<input type="checkbox"/> Passing some classes but one or more E, "Needs Improvement"	<input type="checkbox"/> Mostly D, E, "Needs Improvement", Unsatisfactory
Teacher Behavior Checklist: (e.g. Achenbach, Conners, ADDES-3, etc) ***More than 1 teacher	<input type="checkbox"/> Inattention, Hyperactivity, Impulsivity, and/or Executive Functions scales are within normal limits in all settings.	<input type="checkbox"/> Inattention, Hyperactivity, Impulsivity, and/or Executive Functions scales are within normal limits in most settings.	<input type="checkbox"/> Inattention, Hyperactivity, Impulsivity, and/or Executive Functions scales are within borderline/at-risk limits in most/all settings.	<input type="checkbox"/> Inattention, Hyperactivity, Impulsivity, and/or Executive Functions scales are within clinically significant range in most/all settings.
Structured Classroom Observations* related to strength, vitality, and/or alertness (see definition page) **more than one (1)	<input type="checkbox"/> Similar to typical same gender classmates	<input type="checkbox"/> Mildly different (may be periodic) from same gender classmates	<input type="checkbox"/> Moderately different from same gender classmates (e.g., over 50% of observations)	<input type="checkbox"/> Severely different from same gender classmates (e.g., over 75% of observations)
Disciplinary History: Office referrals due to strength, vitality or alertness/heightened alertness	<input type="checkbox"/> No office referral, or 1 minor office referral	<input type="checkbox"/> 2 - 4 minor office referrals	<input type="checkbox"/> 5 or more minor office referrals, or 1 - 2 major office referrals	<input type="checkbox"/> 3 or more major office referrals

ASSESSMENT AREA	IMPACT			
	NONE	MILD	MODERATE	SEVERE
Attendance Log: Related to medical diagnosis	<input type="checkbox"/> 0 - 10 days absent per school year	<input type="checkbox"/> 10 - 20 days absent per school year	<input type="checkbox"/> 20 - 28 days absent per school year	<input type="checkbox"/> Over 28 days absent per school year
Access to the General Education Curriculum	<input type="checkbox"/> Health problem does not interfere with day-to-day functioning and learning	<input type="checkbox"/> Health problem may interfere with learning due to occasional episodes or crises	<input type="checkbox"/> Health problem consistently limits opportunity to participate in activities and interferes with learning	<input type="checkbox"/> Health problem severely interferes with participation and learning and may require medical care

R 340.1709a "Other health impairment" defined; determination. Rule 9a.

"Other health impairment" means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment and to which both of the following provisions apply:

(a) Is due to chronic or acute health problems such as any of the following:

- 1) Asthma
- 2) Attention deficit disorder.
- 3) Diabetes.
- 4) Epilepsy.
- 5) A heart condition.
- 6) Hemophilia.
- 7) Lead poisoning.
- 8) Leukemia.
- 9) Nephritis.
- 10) Rheumatic fever.
- 11) Sickle cell anemia.

(b) The impairment adversely affects a student's educational performance.

(2) A determination of disability shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include one of the following persons:

- (a) An orthopedic surgeon.
- (b) An internist.
- (c) A neurologist.
- (d) A pediatrician.
- (e) A family physician or any other approved physician as defined in 1978 PA 368, MCL 333.1101 et seq.