



SPECIAL EDUCATION GUIDANCE

ER-1-OHI Criteria for Disability Category: Other Health Impairment

This form should be used when the IEP team is considering if a student meets criteria for the disability category of other health impairment as defined under [PI 11.36 \(10\), Wis. Admin. Code](#). IEP teams use this form to explain or reference data or evidence considered and the disability category determination. This form is used in conjunction with the Evaluation Report (ER-1) as part of a comprehensive special education evaluation.

The intent of the form is to guide and document the IEP team's discussion as it considers criteria for other health impairment. The form also serves as documentation for a compliance review.

For more information on how to identify a student with other health impairment, go to the [other health impairment webpage](#) at the Wisconsin Department of Public Instruction.

FORM CONTENT	CLARIFICATION/EXPLANATION
Date form completed	Enter the date of the IEP team meeting when the IEP team determined if the student met the disability category criteria for other health impairment.
Initial Evaluation	Check "initial evaluation" if the student was not previously found to meet the disability category criteria for other health impairment. The IEP team must complete all sections of the criteria form.
Reevaluation	Check "reevaluation" if the student was previously found to meet the disability category criteria for other health impairment. A student must meet initial criteria during a reevaluation for this category. The IEP team must complete all sections of the criteria form.

FORM CONTENT	CLARIFICATION/EXPLANATION
<p>Section I. Does the student have a health problem? Explain or reference data or evidence.</p>	<p>All “yes/no” questions must be answered “yes.”</p> <p>The list of possible health conditions that may be seen in students with other health impairment 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 brain injuries caused by internal occurrences or degenerative conditions.</p> <p>A prior diagnosis from a licensed physician is not required for the IEP team to consider other health impairment.</p>
<p>Is the health problem chronic or acute?</p>	<p>A student may qualify for other health impairment if the health condition is either chronic or acute. This information may help identify disability-related needs when developing an IEP.</p>
<p>If yes, check ALL that apply.</p> <p>Chronic (long-standing, continuous over time, or recurring frequently). Explain or reference data or evidence.</p> <p>Acute (severe or intense). Explain or reference data or evidence.</p>	<p>The information may come from a parent report, a medical or outside psychological report, or a developmental history. Document when condition started, any periods of remission, and if it is recurring. Documentation should also indicate intensity if available.</p>
<p>Does the student’s health problem result in limited strength, vitality, or alertness?</p>	<p>Information may be obtained from a parent report, a medical or outside psychological report, teacher report, or direct observation of the student. Information may also be obtained from rating scales, checklists and structured interviews.</p>
<p>If yes, check ALL that apply.</p> <p>Limited strength (inability to perform typical or routine tasks at school).</p>	<p>It is important to focus on the student’s presenting problems or issues, rather than on possible symptoms or stereotypical presentation of a given</p>

<p>Explain or reference data or evidence: Limited vitality (inability to sustain effort or endure throughout an activity). Explain or reference data or evidence:</p> <p>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:</p>	<p>health disorder.</p>
---	-------------------------

FORM CONTENT	CLARIFICATION/EXPLANATION
<p>Section II. Educational Performance</p>	<p>Must be checked "yes."</p>
<p>Is the student's educational performance in one or more of the following areas adversely affected as a result?</p>	<p>Consider both academic and nonacademic skills and progress. The use of multiple forms of measurement and sources to document areas where the student has demonstrated difficulties can increase the validity and reliability of the disability category determination.</p>
<p>If yes, check ALL that apply.</p> <p>Pre-academic or academic achievement Adaptive behavior Behavior Classroom performance Communication Motor skills</p> <p>Social/Emotional Functioning Vocational skills Other (Describe)</p> <p>Explain or reference data or evidence.</p>	

FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>Section III.</u> Disability Category Criteria Determination</p>	<p>All four yes/no questions must be checked “yes” in order for the student to meet criteria for other health impairment.</p>
<p>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.</p>	<p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education. Document the need for specially designed instruction on the ER-1 form.</p>



Wisconsin Department of Public Instruction
Division of Learning Support, Special Education Team
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
(608) 266-7475

[10/2022 Updated](#)

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.