

# **FACETS WEBINAR:**

## **Other Health Impairment (OHI) – Ways to Support Students**

**Eva M. Kubinski, MS**

**School Administration Consultant,  
Special Education Team**

**Wisconsin Department of Public  
Instruction**

**April 3, 2019**

# Every Child a Graduate

## Vision for Achieving College and Career Readiness



Our **VISION** for Wisconsin is that **every** child is a graduate, college and career **ready**

No matter where you live in Wisconsin, our agenda is aimed at helping our kids succeed. To do so, we're focused on what matters most:



Keeping our kids healthy, safe, supported, and encouraged in school, every day



Promoting engaged learning that motivates all children to reach their full potential



Ensuring our educators are both inspired and empowered to teach every student



Fixing the broken school funding system so every district can thrive



Our **VISION** for Wisconsin is that **every** child is a graduate, college and career **ready**

No matter where you live in Wisconsin, our agenda is aimed at helping our kids succeed. To do so, we're focused on what matters most:



Keeping our kids healthy, safe, supported, and encouraged in school, every day



Promoting engaged learning that motivates all children to reach their full potential



Ensuring our educators are both inspired and empowered to teach every student



Fixing the broken school funding system so every district can thrive

# Keep in mind....

- **Keep in mind “disability” means an impairment and a need for special education.**
- **Other Health Impairment (OHI) is considered an impairment.**
- **The IEP Team evaluation will also have to demonstrate a need for special education before a student will qualify for services.**

# Wisconsin Definition of OHI

**Other health impairment** means:

- having **limited strength, vitality or alertness**, due to **chronic or acute health problems**.
- 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 injuries to the brain caused by internal occurrences or degenerative conditions, which **adversely affects a child's educational performance**.

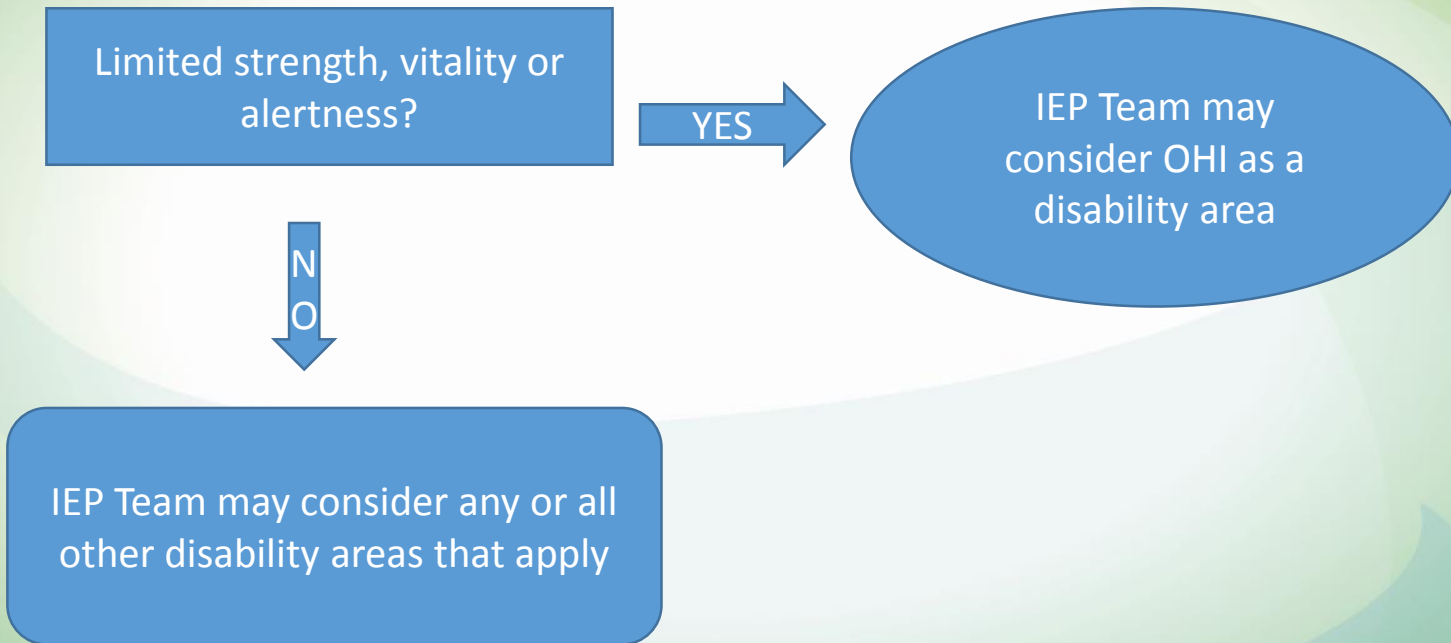
PI 11.36 (10), Wis. Admin. Code

# Examples of Health Problems – Federal Criteria

- ***34 CFR § 300.8 (c ) (9)...asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome...***



# Other Health Impairment



# Limited...what might that look like?

**Strength:** inability to perform typical or routine tasks at school

**Vitality:** inability to sustain effort or endure throughout an activity; physical and mental strength; capacity for endurance; energy; animation; activity

**Alertness:** inability to manage and maintain attention; to organize or attend; to prioritize environmental stimuli, including a heightened alertness



# Possible Health Conditions

- heart condition,
- tuberculosis,
- rheumatic fever,
- nephritis,
- asthma,
- sickle cell anemia,
- hemophilia,
- epilepsy,
- lead poisoning,
- leukemia,
- diabetes,
- acquired injuries to the brain caused by internal occurrences or degenerative conditions,
- Tourette Syndrome
- attention deficit disorder or attention deficit hyperactivity disorder

# Attention Deficit Hyperactivity Disorder (ADHD)

Attention-deficit/hyperactivity disorder (ADHD) is one of the most common mental disorders affecting children. ADHD also affects many adults. Symptoms:

- **inattention** (not being able to keep focus),
- **hyperactivity** (excess movement that is not fitting to the setting) and
- **impulsivity** (hasty acts that occur in the moment without thought).

An estimated 5 percent of children and 2.5 percent of adults have ADHD.

- American Psychiatric Association



# Tourette Syndrome

**Tourette Syndrome** is one type of **Tic Disorder**, Three variants are known individually as **Tourette Syndrome**, **Chronic Tic Disorder (Motor or Vocal Type)**, and **Provisional Tic Disorder**. The three Tic Disorders are distinguished by the types of tics present (motor, vocal/ phonic, or both) and by the length of time that the tics have been present.

Individuals with **Tourette Syndrome** (TS) have had at least two motor tics and at least one vocal/ phonic tic in some combination over the course of more than a year. By contrast, individuals with **Chronic Tic Disorder** have either motor tics or vocal tics that have been present for more than a year, and individuals with **Provisional Tic Disorder** have tics that have been present for less than a year.

-From the Tourette Association of America

# Tourette Syndrome-Associated Disorders

- ADHD
- OCD
- Learning disability
- Executive dysfunction
- Dysgraphia
- Depression
- Sleep disorders
- Sensory defensiveness
- Social skill deficits
- And more

(From the Tourette Syndrome & OCD Checklist)

# Acquired Injuries to Brain – internal occurrences

- **Tumor,**
- **stroke,**
- **meningitis,**
- **encephalitis,**
- **brain bleed,**
- **aneurysm,**
- **other injury to the brain that occurred after birth.**



# ...if it is OHI...how do we know what to do?

*"Special education and related services are based on the **identified needs of the child and not on the disability category** in which the child is classified." Federal Register Vol 71, No. 156 p.46549*



# Here is where the IEP evaluation is important

- **You can't know what to do if you don't have a clear AND comprehensive understanding of the student's needs.**
- **NOT a program that is the same for every student with a given label.**



# Start with the basics

LIMITED	LOOKS LIKE	NEED (example)
<b>STRENGTH</b>	inability to perform typical or routine tasks at school	Limited school schedule Extra time to complete tasks
<b>VITALITY</b>	inability to sustain effort or endure throughout an activity; physical and mental strength; capacity for endurance; energy; animation; activity	Reduced task amount Support to help prevent being overwhelmed by tasks
<b>ALERTNESS</b>	inability to manage and maintain attention; to organize or attend; to prioritize environmental stimuli, including a heightened alertness	Help learning how to study new topics Help organizing tasks and assignments Help with appropriate social interactions



# Example: Help to learn to study



## Completing Homework:

- Make sure a homework list is complete, initialed by teacher, with due dates
- Have a specified space at home where homework is completed
- Break down a given assignment or task into more manageable parts; if student gets easily overwhelmed, cover parts with paper
- Schedule frequent breaks
- Use headphones to block out distractions

# What are Executive Functions?

**“Executive functions refer to the cognitive and mental abilities that help people get things done. They direct actions, control behavior, and motivate us to achieve our goals and prepare for future events.”**

-from “Is It Executive Function Disorder?” from ADDITUDE



# Executive Function-7 Types of Self-Regulation

- **Self-Awareness**
- **Inhibition**
- **Non-Verbal Working Memory**
- **Verbal Working Memory**
- **Emotional Self-Regulation**
- **Self-Motivation**
- **Planning and Problem-Solving**

From "Is It Executive Function Disorder?" from ADDitude website

# When someone's EF fails:

- **Trouble analyzing, planning, organizing, scheduling and completing tasks.**
- **May lack ability to handle frustrations, start and finish tasks, recall and follow multi-step instructions, stay on task, self-monitor and balance tasks.**
- **Sustained attention problem – inability to plan for and keep in mind future events that aren't in the near term.**
- **Difficulty stringing together actions to meet long-term goals.**

From "Is It Executive Function Disorder?" from ADDitude website

# OHI webpage



**The OHI webpage will be re-designed before the next school year. If you have any suggestions, including topics, types of information, etc., please send me an email!**

[eva.kubinski@dpi.wi.gov](mailto:eva.kubinski@dpi.wi.gov)

# Resources

ADDitude <https://www.additudemag.com/>

DPI Other Health Impairment webpage (in process of being revised)

<https://dpi.wi.gov/sped/program/other-health-impairment>

DPI Traumatic Brain Injury webpage <https://dpi.wi.gov/sped/program/traumatic-brain-injury>

OCR Dear Colleague Letter and July 2016 Resource Guide on ADHD

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf>

Tourette Syndrome & OCD Checklist: A Practical Reference for Parents and Teachers. By

Susan Conners. 2011. Jossey Bass: San Francisco, CA

# For more information

Eva M. Kubinski, MS

School Administration Consultant

Special Education Team

Wisconsin Department of Public Instruction

(608)266-2899 or (800)441-4563 (toll free)

[eva.kubinski@dpi.wi.gov](mailto:eva.kubinski@dpi.wi.gov)