

Optimizing Educational Advocacy for Hospital-Based School Liaisons: Strategies for Success from Assessment to Intervention

Work Break #1 – Education Plan Qualification

Instructions

- **Watch Part 1** of our lecture about **Comprehensive Assessment** and **Education Plan Referrals**, presented by Kyle Landry, MEd
- **Complete work break activity #1** – Education Plan Qualification (OHI Checklist)
 - **Choose a patient** – you have served in the past, know a lot about, and who might need an IEP
 - **Complete the OHI Checklist** – on the following pages
 - Provide as much detail as you are able
 - Reference medical records and your patient files, as needed.
 - If you get stuck – make a note of the issue and bring it up during our **Round Table Discussion** on **Friday 2/26 at 3pm EST**.
 - Feel free to **email questions** to the presenters ahead of time:
 - Kyle Landry – KLandry@chw.org
 - Christie Ruehl – CRuehl@chw.org
- **Watch Part 2** of our lecture about **School Presentations**, led by Christie Ruehl, JD MBA
 - **Complete work break activity #2** – School Presentations
- **At a later time** – use the content from your completed checklist to draft a **Medically-Informed Education Plan Referral** letter. For reference, the Med-Ed letter contains these sections:
 - **Medical Overview** – primary medical condition (include chronic/acute description), secondary medical conditions, and neuropsychological deficits (describe educational performance deficits)
 - **IEP/504 Re/Evaluation Request** – disability limitations, current special education services, and recommended additions/changes to services (relate to educational performance deficits)
 - **Supplementary Accommodations** – recommendations
 - **School Healthcare Guidelines** – symptom management, school health accommodations, and COVID-19 precautions

Other Health Impairment (OHI)

Eligibility Checklist – *all questions must be marked YES*



STUDENT NAME

GRADE LEVEL

Yes No **Does the student have a health problem?**

(Including, but not limited to – heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or acquired brain injury caused by internal occurrences or degenerative conditions)

Describe the health problem and its primary characteristics. Explain the characteristics observable within a school setting.

Yes No **Is the health problem chronic OR acute?**

Check ALL that apply

Chronic – long-standing, continuous over time, or frequently reoccurring

Acute – severe or intense

Describe how the health problem is chronic and/or acute. Provide evidence, examples, or references.

Other Health Impairment (OHI)

Eligibility Checklist – *all questions must be marked YES*



Yes No **Does the student’s health problem result in limited strength, vitality, OR alertness?**

Check ALL that apply

- Strength** – body/muscle power, motor skills, and capacity to perform school-related physical activities (sitting, standing, holding a pencil, or using other classroom tools for extended periods of time)
 - Strength may be limited if the child tires easily, needs frequent rest breaks, or falls asleep at school
- Vitality** – energy, liveliness, endurance, and the ability to sustain prolonged mental or physical effort
 - Vitality is considered limited if it is reduced (low energy) or heightened (hyperactivity)
- Alertness** – ability to maintain attention, focus, and organize & prioritize tasks
 - Alertness is considered limited if it is reduced (ADHD) or heightened (PTSD)

Describe the strength, vitality, and/or alertness limitations. Provide evidence or examples observable within a school setting.

Explain how the health problem can cause these strength, vitality, and/or alertness limitations.

Other Health Impairment (OHI)

Eligibility Checklist – *all questions must be marked YES*



- Yes No **Is the student's educational performance in ≥ 1 of the following areas adversely affected *as a result*?**
 Check *ALL* that apply
- Academic Achievement
 - Behavior
 - Adaptive Behavior
 - Communication
 - Motor Skills
 - Classroom Performance
 - Social/Emotional Functioning
 - Vocational Skills
 - Other (*describe*)

Describe each educational performance deficit selected. Provide evidence or examples observable within a school setting.

List any relevant neuropsychological diagnoses.
Explain how the health problem can cause these educational performance and/or neuropsychological deficits.

Other Health Impairment (OHI)

Eligibility Checklist – *all questions must be marked YES*



- Yes** **No** **Does the student need special education?***
 - By reason of the identified impairments (OHI) that adversely affect the student’s educational performance
 - *This question is not part of the OHI eligibility checklist, but it *must be answered YES to qualify for an IEP*

Explain why the student needs special education for each educational performance deficit.
Discuss reasons why general educational services cannot meet the student’s learning needs in each area of deficit.

Provide special education service and/or accommodation recommendations for each educational performance deficit.