

# COMPLIANCE VERIFICATION FORM

## Other Health Impairment

### 07-2 AAC Criteria

Student's Name \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Other Health Impairment – Medical Evaluation Requirements	EVAL		ELIG RPT		N/A	COMMENTS
	YES	NO	YES	NO		
1. <b>Vision Screening</b> P____ F____ Follow-up____ <b>Hearing Screening</b> P____ F____ Follow-up____						
2. Documentation of the health impairment (medical diagnosis/statement).						
3. Performance measures such as developmental scores, group and/or individual intelligence scores, individual and/or group education achievement and/or diagnostic test(s) scores, classroom observation, motor assessments, criterion-referenced tests, curriculum-based assessments, review of child's existing records (i.e., attendance, health).						
4. A statement of how the impairment adversely affects the educational performance of the child.						
<b>For Initial Evaluations Only:</b> The documentation of interventions/accommodations must include, a written description of all interventions/accommodations that have been tried in the regular education classes or the natural environment (for preschool children) but were deemed unsuccessful. Interventions/accommodations may be documented through teacher interview(s) that are specific to the child's disability, health records, anecdotal records, therapy evaluations and intervention strategies.						
Other Health Impairment – ADHD Evaluation Requirements	EVAL		ELIG RPT		N/A	COMMENTS
	YES	NO	YES	NO		
1. <b>Vision Screening</b> P____ F____ Follow-up____ <b>Hearing Screening</b> P____ F____ Follow-up____						
2. A statement of how the impairment adversely affects the educational performance of the child and documentation of performance measures such as individual and/or group intelligence scores, individual and/or group educational achievement and/or diagnostic test(s) scores, classroom observations, criterion-referenced tests, curriculum-based assessments, review of child's existing records, (i.e., attendance, health, discipline).						
3. Administration of the same norm-referenced scale <b>specifically designed to determine the presence of ADD or ADHD</b> by <u>three</u> or more independent raters who have had knowledge of the child for at least six weeks. One of the raters may be the parent or the child. If a self-report is used, it must be a version of the same ADD or ADHD scale. Standard Scores (total or composite) on two out of three of the same area must be at least two s.d. above or below the mean (depending on the instrument). <b>Note:</b> The independent raters must have knowledge of the child and may be the parent or the child. If a self-report is used, it must be a version of the same scale, ADD or ADHD scale.						

	<p><b>For Initial Evaluations Only:</b> The documentation of interventions/accommodations must include, a written description of all interventions/accommodations that have been tried in the regular education class(es)/natural environment (for preschool children) but deemed unsuccessful. Interventions/accommodations may be documented through teacher interview(s) that are specific to the child's ability, classroom observations(s) that are specific to the child's disability, health records, anecdotal records, therapy evaluations and intervention strategies</p>						
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**The following information must also be included on the eligibility report:**

**For Initial Evaluation**

**Prong 1**

**Yes      No**

- Documentation that the child was provided appropriate instruction in regular education settings
- Documentation that instruction was delivered by qualified personnel

**Prong 2**

- Data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction
- Documentation above was provided to the parent

**At Every Reevaluation**

- Documentation that instruction was delivered by qualified personnel