

**Final Project Presentation:
Special Education and 504 Eligibility
Due: July 5th**

Presentation Assignment: 30 points

Presentation Handout: 10 points

Presenters will be assigned an educational disability area (special education or 504). Presenters should create a 10-15 minute presentation introducing the disability, describing the disability, and how students in the educational setting qualify for services.

Presentation should incorporate elements of childhood and adolescent development as well as discuss how teachers and special education staff members might support the student identified with the disability. What types of services (including related services) and accommodations may be placed in the Individualized Education Plan (IEP) or 504 Plan? Are there other interventions or strategies (behavioral or academic) that could be beneficial for the student?

Presenters should research at least 3 alternative resources to the Santrock textbook and cite additional resources in their presentation.

Presentations can utilize PowerPoint, Prezi, Lecture/Discussion, Posters, Class Activities, Media, or any other creative elements the presenter wishes to use.

If a video is used during the presentation it can be no longer than 2 minutes.

Presenters should provide their peers with a one page handout or pamphlet that includes information related to qualification and supports for students. Grading for the handout will be based on creativity and organization. The handout can be shared electronically.

****Please be respectful of everyone's time. Presentations less than 10 minutes will receive a grade reduction. Presentations that go beyond 15 minutes will also receive a grade reduction. ****



Wisconsin Department of Public Instruction
ELIGIBILITY CHECKLIST
OTHER HEALTH IMPAIRMENT
ELG-OHI-001 (Rev. 07-09)

This form is provided for local use only.

INSTRUCTIONS: This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment under Chapter 115, Wis. Stats., and the eligibility criteria established in PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document determination of eligibility for special education services and keep it on file with the student record.

Date of Eligibility Determination

Criteria for impairment in the area of other health impaired can be documented as follows:

All questions must be checked Yes.

☐ Yes ☐ No

Does the student have a health problem? (including, but 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)

NOTE: A prior diagnosis from a licensed physician is **not** required for the IEP team to consider OHI.

List the primary characteristics observed within the educational environment:

☐ Yes ☐ No

Is the health problem chronic or acute? If yes, check ALL that apply.

☐ Chronic (long-standing, continuous over time, or recurring frequently)
Evidenced by:

☐ Acute (severe or intense)
Evidenced by:

☐ Yes ☐ No

Does the student's health problem result in limited strength, vitality, or alertness? If yes, check ALL that apply.

☐ Limited strength (inability to perform typical or routine tasks at school)
Evidenced by:

☐ Limited vitality (inability to sustain effort or endure throughout an activity)
Evidenced by:

☐ Limited alertness (inability to manage and maintain attention, to organize or attend, to prioritize environmental stimuli, including a heightened alertness)
Evidenced by:

☐ Yes ☐ No

Is the student's educational performance in one or more of the following areas adversely affected as a result? If yes, check ALL that apply. Consider **both** academic and nonacademic skills and progress.

☐ Pre-academic or academic achievement
☐ Behavior
☐ Communication
☐ Social/Emotional Functioning
☐ Other: Describe

☐ Adaptive behavior
☐ Classroom performance
☐ Motor skills
☐ Vocational skills

Evidenced by: