

Medical Review and the Special Education Process

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Objectives:



Objectives

- ☑ Identify the components of the Medical Review for a special education assessment
- ☑ Demonstrate an understanding of the role of assessment in evaluating how students learn, what they know and are able to do, and experiences that support their optimal growth and development
- ☑ Organize the data gathered from the Medical Review process and write the medical review summary

Objectives

- ☑ Critically review student assessment data and identify potential barriers to learning.
- ☑ Develop a summary statement of the impact of health concerns upon a student's educational progress
- ☑ Write a nursing diagnosis that reflects the needs of the student for optimal learning
- ☑ Develop an Individualized Healthcare Plan (IHCP) for the student that considers his/her unique and holistic needs related to a specific health concern identified within the completed assessments

Forms

As we go through the presentation you will see the following symbol:



This indicates that a copy of the document we are discussing is included with the presentation materials.

Evaluation for Special Education

- * IDEA 2004 200.1 states that the purposes of this part are to ensure that all children with disabilities have available to them a FAPE that emphasizes special education and related services designed to **meet their unique needs** and prepare them for further education, employment, and independent living.
- * It is important to make sure that students are adequately evaluated.

Evaluation for Special Education

Domains evaluated for eligibility for special education services:

Academic Achievement

Functional Performance

Cognitive Functioning

Communication Status

Health

Hearing / Vision

Motor Abilities

Social/ Emotional Status

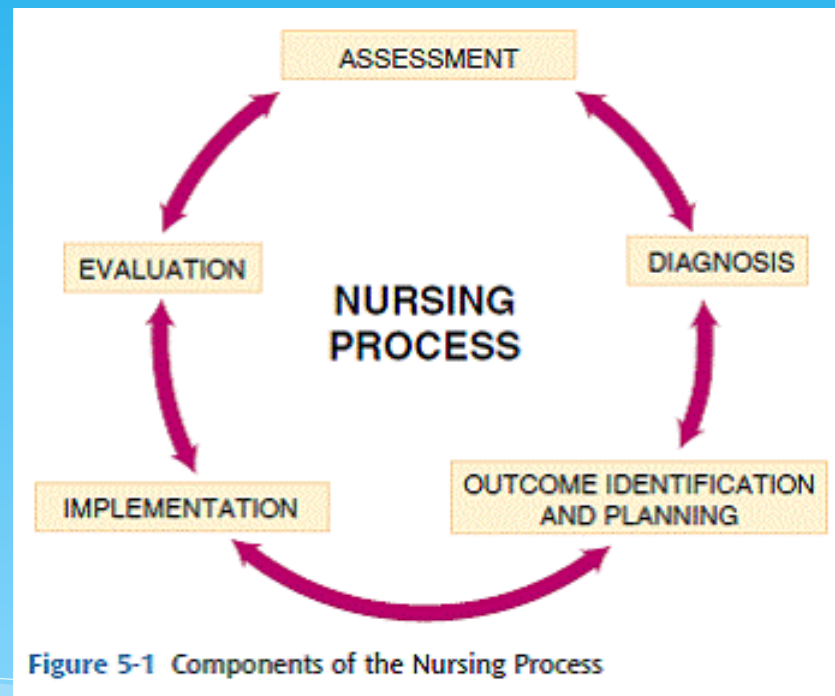
Evaluation for Special Education

- * Evaluation for special education is the role of the team, which includes the school nurse.

In accordance with 34 CFR 300.34(c)(4), any student who is being evaluated or re-evaluated for special education services shall be assessed in **all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, communicative status and motor abilities**. The results of the medical review shall be used by the IEP team to address any educationally relevant medical findings or other health concerns that may affect the provision of FAPE to students with disabilities.

- * Nurses are the only member of the team prepared to evaluate health.

Medical Review/ Health Assessment



What is Medical Review?

Medical Review is the term used in the Illinois Administrative Code to describe the evaluation of a child's **known or unknown health or medical conditions** and the determination of whether these conditions affect the ability to learn.

Health conditions are rarely visible:
think “ Universal Precautions.” 

Components of Medical Review

- * Medical Review is multi-faceted, depending on the child.
- * Includes health history, school and medical record review, consultation with health care providers, student observation, etc.
- * An assessment of the whether the child's **health concern is impacting ability to learn**
- * Provides a suggestion of needed accommodations & related services.

Medical Review



Subjective information:

a description of the perceptions that the parents and student, as applicable, have regarding the student's health

a **health history** of the student from the parent/guardian



a description of **perceptions of the student's teacher** relative to how the student's health may be affecting his or her academic performance or access to the curriculum

Components of Medical Review

Objective Information:



a summary of information contained in the student's health record and the record of other health-related information, as defined at 23 Ill. Adm. Code 375.10 (Definitions), about his or her prior and current health conditions

a summary of any relevant health-related information obtained from records provided by or requested from the student's parent/guardian

I have the data, now
what do I do with it?



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Organizing and Interpreting the Data

- * Organize the data gathered from the Medical Review process and write the **Medical Review summary report**

Note: Share your findings in words that the entire team/parents can understand

- * Critically review student health assessment data. What is the relevance of data to student's learning needs and/or academic performance?

Interpretation

- * Identify educationally relevant medical findings, such as medical conditions and other health concerns that are likely to adversely affect a child's educational performance
- * Does the student require nursing services /school health services to enable the student to receive FAPE?
- * Nursing judgment is required to determine the impact.

PLAAFP- Definition

Present Level of Academic Achievement and Functional Performance

A summary statement of the impact of health concerns upon a student's educational progress.

- * This statement should only be written by an ISBE qualified nurse (beginning July 1, 2016).

**Without impact statement, health data will go unused,
student may go unaided!**




Write the PLAAFP

Present Level of Academic Achievement and Functional Performance


Sometimes called the “Impact Statement” it is:



a short summary statement(s) of pertinent health concerns at school and how the health concern impacts educational performance.

- * On new ISBE forms – called both the
 - * Present Level of Academic Achievement and Functional Performance – (Domain page) 
 - * Summary of Evaluation form 
 - * Current Level of Academic Achievement and Functional Performance - (Goal page) 

Determine the Nursing Diagnosis

- * Reflect the needs of the student for optimal learning
- * State in functional terms
- * Include relationship to medical / health issues
- * Write using NANDA list of accepted community diagnoses to create standardized nursing language. 
- * NIC-NOC – Nursing Interventions Classification- Nursing Outcomes Classification

Individual Health Care Plan



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Individual Health Care Plan

- * A Individual Health Care Plan (IHCP) may stand alone, be part of an IEP, or be part of a 504 plan
- * It documents the use of the nursing process
- * IHCP are written by the nurse

Develop an Individual Health Care Plan

Develop an Individualized Healthcare Plan (IHCP)
considering:

- * Unique and holistic needs of the student
- * Specific health concerns identified within the completed assessments (Medical Review)
- * Family background and culture

Develop an Individual Health Care Plan

Keep in mind :

- * Role of delegation of nursing **tasks**
- * Nursing **responsibilities** cannot be delegated
- * IHCP documents the health related interventions that will be provided in school.
- * Obtain orders from healthcare provider for medical interventions

Individual Health Care Plan Template



- * **Nursing Diagnosis:** (functional)
- * **Assessment:** (supporting data)
- * **Goal:** (measurable)
- * **Action/Interventions:** (steps to meet goal)
- * **Expected Outcome:**
- * **Evaluation:** (how and when)

Emergency Action Plans



Emergency Action Plans

Emergency Action Plans are written to assist **ALL** school staff to provide care to a child with a known life-threatening health condition in an emergency

- * Access evidence-based/ expert recommended plans
- * Asthma Action Plan
- * Food Allergy Action Plan
- * Diabetes EAP



Individualized Education Program



Individualized Education Program

- * You have conducted your assessment of the student and determined the Current Level of Academic Achievement and Functional Performance
- * You attend the Eligibility meeting to share your findings/report and hear the findings of the IEP team
- * If the student's ability to access learning is impacted by a health concern, the team develops an IEP

Other **Health** Impairments

Every student with a disability of OHI has a health concern. This concern **has to be addressed in the IEP** with either:

Goal-to address current health needs that are impacting learning

OR

Consultation minutes – to continue assessment to insure health concern has not changed is not impacting learning.

IEP: Writing a Goal/ Objective

Goals and short term objectives are written to help the student access learning that has become difficult due to their health concern

- * Goals are student-centered
- * Goals can be either functional or academic
- * Relate to Illinois Learning Standards
- * Short term objectives should be evidence based

IEP: Writing a Goal/ Objective

What are the components included in writing a Goal:



- * Current Level of Academic Achievement and Functional Performance
- * Goal Statement
- * Illinois Learning Standards
- * Goal implementer – Title, not a person
- * Short-term objective/ Benchmark
 - * Evaluation criteria, procedures and schedule for determining progress

IEP Writing the Goal statement

- * What should the child be doing to progress in the general curriculum with the disability/health concern?
- * Written with a one year time frame in mind
- * Must be measurable, and show improvement*
- * Number the goal: 1 of 1

Short Term Objectives/Benchmarks

What does the student need to do to help meet their goal?

- * Describe the skills/behavior the child will be exhibiting when the goal is reached in 12 months.
- * Interventions – direct and indirect
- * Must be SMART:
 - Specific
 - Measurable
 - Attainable
 - Results Oriented
 - Timed

IEP Writing the objectives

S = Specific Goal

- *What should the child be doing to progress in the general curriculum with the disability/health issues?*

• [Text]

M = Measurable

- *Need to observe /count/measure the progress of the child reaching annual goal*
- *Use words like : Increase, decrease, maintain*

A= Attainable

- *Addresses child's unique needs*
- *Need to show student progress*

• [Text]

R = Results Oriented


- *Addresses a specific outcome*

T= Time

- *Goal needs to be accomplished within 12 months*
- *Regular progress reports to the parent*

IEP: Establishing Minutes

Once Goal and Objectives are written then determine:

- * Minutes of nursing service – 
 - * Planning
 - * Direct service
 - * Evaluating
 - * Collaboration with other providers

- * Need for Consult Minutes (“Required” for OHI if no goal)

IEP: Establishing Minutes

- * Minutes of nursing service – 15 minute increments
- * Is the district seeking reimbursement?
- * Nursing care guideline (in minutes)
 - General Health: 0 to 60
 - Health fluctuations: 60 to 120
 - Permanent Health Condition: 75 to 750
 - Medical Complex or Fragile: 750 to 1500

IEP Paperwork

- * Attach Health Assessment Report and Summary to IEP paperwork
- * Be sure it is clear who completed the assessment report and who made educational recommendations
- * Attach IHCP and EAP ?*
- * Health Assessment in student health record

Revisiting IEP Goals

By law, IEP goals must be reviewed **annually** (with parents) and a full re-evaluation conducted at **year 3** of the IEP.

Interim reviews can be called if:

- There is a concern about student health & medication requiring a change to the plan
- If no progress toward goals is noted
- New behavior concerns requiring intervention

Revisiting Documentation

Document all nursing services

School district's need to see documentation of your services for reimbursement and legal accountability.

Records may be audited by State Board of Education or Medicaid.

Document that you are following the student's written IHCP and IEP goals on nursing progress notes, checklists or in electronic medical record.

Discuss & document student progress toward IEP goals with parents as determined on the goal sheet and as needed.

Place a copy of the IEP nursing report/goals in the student health folder.

Questions??

* Reference page and forms are on flash drive

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