

**Sample Letter for Schools and IEP Qualification using OHI**

**Suggested language to present to school teams, which can aid in qualifying \_\_\_\_\_ for his/her Individual Education Plan (IEP), under "Other Health Impaired" eligibility as defined through IDEA.**

**Dear Educators,**

**Date\_\_\_\_\_**

**Please read the following in an attempt to better understand how \_\_\_\_\_ qualifies and is eligible for placement of his/her IEP.**

**Definition: "Other Health Impaired"**

According to federal regulations, "other health impairment" means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, **that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems** such as, but not limited to: asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, Rheumatic fever and sickle cell anemia; **and adversely\* affects a child's educational performance.** The list of chronic or acute health problems included within this definition is not exhaustive." (1)

\*Please note that "**adversely**" does not mean that academic regression has to have occurred.

(1) U.S. Department of Education's website: <http://www.ed.gov/index.jhtml>.

Academic support recommended and suggested language below:

\_\_\_\_\_ 's chronic health issues, including mitochondrial disease, will cause him/her to become fatigued-debilitated and exhausted as unnecessary energy expenditures are used. These energy exacerbations can cause her mitochondrial disease to possibly progress.

It is medically imperative for safety and health reasons, while \_\_\_\_\_ is in school, that all emotional and academic stressors be minimized to aid him/her in attaining a grade-appropriate education, and reduce unnecessary energy expenditures that could cause permanent decompensation with his/her mitochondrial disease.

Thus, his/her need for an immediate and current individual education plan must ensure that \_\_\_\_\_ 's academic accommodation and modification supports are in place to prevent any unnecessary negative impacts on his/her academic success.

\_\_\_\_\_ 's weaknesses: (as his/her medical conditions predisposition her to)

1. Suffers extreme debilitating fatigue as his/her day progresses
2. Impeded retention of materials due to working memory issues
3. Has poor endurance
4. Has difficulty in sequencing information and processing
5. Relief from stressors emotional and academic
6. Writing graphic organizers, revision skills, organization, fluency, conventions
7. Use of a word processor and or Alpha smart
8. Short-term memory ability decreases as the day progresses
9. Difficulties in understanding task instructions
10. Inability to adapt to change from task to task
11. Does not consistently perform at age level with overall language skills

\_\_\_\_\_ 's strengths:

1. Visual learner
2. Good effort and works hard to be successful
3. Sense of humor
4. Works well in small groups
5. Kind and sensitive to others
6. Loves to learn and create
7. Hands-on learner
8. Manipulative/tools add to positive reinforcement of material

**Suggested Academic Accommodations for a child with Mitochondrial Disease/Disorder Diagnosis include but are not limited to: (Choose and insert only those accommodations and modifications that are applicable to your child from the lists offered in the "TOOL SECTION" of the age-appropriate accommodations for your child's school year (2): Add below with list and insert here.)**

(2) [Suggested Accommodations and Modifications in Elementary Classrooms:](#)

Suggested Accommodations and Modifications for Middle and High School Students: