

**REVIEW for SPECIALIZED COMPETENCY:
Other Health Disabilities**

Unit 1: The Paraprofessional's Role: Supporting Students with Other Health Disabilities (OHD)

1. **The paraprofessional's primary role in the education setting is to assure that students are learning critical content and meeting educational standards. True or false.**

2. **The paraprofessional works under the direct guidance of a special education or general education teacher or other licensed professional, such as a school nurse or an occupational therapist. True or false.**

3. **Which of the following is NOT a good idea for building strong and positive relationships with your supervisor:**
 - a. **Respect one another's different working styles**

 - b. **Maintain honest and clear communication styles**

 - c. **Understand what is expected of you**

 - d. **Challenge the teacher's authority**

4. **Working in a team situation requires frequent and open communication between the teacher and the paraprofessional. True or false.**

5. **Who of the following is NOT a typical member on a student IEP team within an educational setting:**
 - a. **A special education teacher**

 - b. **A student with a disability**

 - c. **A community member**

 - d. **A school nurse**

6. **A special education teacher can contribute by adapting curriculum, materials, and equipment for the planning team of a student with a disability. True or false.**

7. **In good, effective communication between paraprofessional and teacher, family member, or community member, the ability to speak is more important than the ability to listen. True or false.**

- 8. All of the following are nonverbal forms of communication EXCEPT:**
- a. A student with an OHD making grunting sounds.
 - b. A student yawns as she works at her desk.
 - c. A paraprofessional smiles as she watches a student perform.
 - d. A parent folds his/her arms during a PTA meeting.
- 9. Good communication involves only the ability to speak. True or false.**
- 10. Paraprofessionals should not be expected to ask for clarification or assistance when a teacher is not clear about what or how tasks need to be done. True or false.**
- 11. Because paraprofessionals work within a school setting, they do not play an important role in supporting persons with disabilities in the community. True or false.**
- 12. All students you support will come from diverse background True or false**
- 13. Which of the following is/are NOT part of a definition of inclusive education:**
- a. Educating children with disabilities in the same school that their brothers, sisters, and neighbors attend.
 - b. Using new educational concepts and practices such as cooperative education and assistive technology to facilitate students' learning process.
 - c. Including all students with disabilities who need special services in the same classroom so paraprofessionals and other staff can provide more consistent and efficient supports and students can learn from each other.
 - d. Providing individuals who have disabilities with the support they need to be successful with their peer groups.
- 14. Students with disabilities are increasingly being served in general education settings. True or false.**

Unit 2: Understanding Other Health Disabilities

- 15. For a student to qualify for special education services under the OHD category, the educational team must demonstrate that a student is having difficulty making academic progress. True or false.**
- 16. The federal and state definitions for OHD are essentially the same. True or false.**

17. Which of the following is a chronic health condition?
- Epilepsy
 - Sickle cell anemia, or leukemia.
 - Autoimmune diseases
 - Diabetes
 - All of the above
18. An objective and organized means of gathering data from physicians/healthcare providers to confirm or validate criteria is the definition of a systematic interview. True or false.
19. The student's learning challenges must have a link to the health condition in order to qualify for special education services under the OHD category. An example of this linkage is the following:
Limited strength, lack of endurance, pain, and/or fatigue due to the student's health condition interferes with the student's ability to attend or participate in classroom activities and complete assignments. **True or false.**
20. After a comprehensive evaluation, if the team finds that a student does not qualify for special education under the OHD category, then she or he is not eligible for any special education services. True or false.
21. Students who qualify for special education services under the OHD category are provided with all of the following options, EXCEPT:
- Regular education
 - Special education
 - Higher education
 - Homebound/ Hospital bound services
22. Which of the following information is included in the Fact Sheets for Health Conditions funded by the Minnesota Department of Education and described on this web site: http://www.nesc.k12.mn.us/special_ed/fact_sheets/index.htm:
- Symptoms and Behaviors
 - Educational Implications
 - Instructional Strategies and Classroom Accommodations
 - Resources
 - All of the above
23. As a paraprofessional, you may have to gather information about the specific health conditions of students whom you support. Which of the following is/are a recommended type of research you may do to learn more about a student's specific health conditions?

- a. Having a discussion with the student about his or her health condition.
 - b. Asking a parent or other family member about the student's health condition.
 - c. Having a discussion with the school nurse about the student's health condition and its impact on his or her education..
 - d. Doing a Web search for local, state or national resources.
 - e. Reviewing a fact sheet about the student's health condition and discuss with your supervisor or teacher.
 - f. All of the above
24. Attention deficit hyperactivity disorder (ADHD) is a common developmental and behavioral disorder. It is recognized only in school-aged children. True or false.

Unit 3: Medical Situations: Their Impact on Students with OHD

25. Paraprofessionals have been assisting teachers and other professionals for more than thirty years by providing educational, health, and behavioral supports to students in education settings who have more complex needs. True or false.
26. Of the following chronic healthcare conditions, which one could be considered for special education services within the OHD category.
- a. Bronchopulmonary dysplasia
 - b. Crohn's disease
 - c. Diabetes mellitus
 - d. Neurofibromatosis
 - e. All of the above
27. The process of collecting, analyzing, and interpreting information related to the student is called assessment. True or false.
28. Which of the following home factors might a team examine to determine to how a disability affects the student's cognitive, mental, emotional, and behavioral learning development:
- a. Do the parents participate in their child's education?
 - b. Is the student a native speaker of another language, or is he/she bilingual?
 - c. Is there stimulation for learning within the home (i.e., books, television, Internet, etc.)?
 - d. Is the student able to receive help on school work at home?

e. All of the above

29. To determine whether or not a student's acute or chronic health condition qualifies for special education services through the OHD category, the school team must demonstrate that the student's disability adversely affects him/her in completing educational tasks within routine timelines. True or false.

30. Which of the following is NOT on the list of specific behaviors that would demonstrate an adverse affect on a student with an OHD:

- a. Excessive absenteeism linked to the health condition, for example, hospitalizations, medical treatments, surgeries, or illnesses.
- b. Specialized healthcare procedures that are necessary during the school day.
- c. Challenging classroom behaviors that distract the other students;
- d. Medications that adversely affect learning and functioning in terms of comprehension, memory, attention, or fatigue.

31. In order for students to be eligible for special education under the OHD category, you only need to identify specific behaviors in the classroom that are challenging and distract other students in the education setting from learning. True or false.

32. The following example shows how a student's health condition is linked to one or more of the eight criteria listed under Subpart B of the Minnesota Rule 3525.1335:

The student's health condition, which causes him to fatigue easily, interferes with the student's ability to remain on task/complete assignments at a level comparable to that of peers.

To which of the following criteria in Subpart B does this health condition link:

- 1) Excessive absenteeism linked to the health condition, for example, hospitalizations, medical treatments, surgeries, or illnesses.
- 4) Limited physical strength resulting in decreased capacity to perform school activities.
- 5) Limited endurance resulting in decreased stamina and decreased ability to maintain performance.
- 7) Impaired ability to manage and organize materials and complete classroom assignments within routine timelines.

33. Which of the following are initial steps that a paraprofessional can take to respond to a student with an OHD in a medical emergency:

- a. As with all emergencies, you will want to know your school's emergency policies and procedures and follow them.
- b. Review and follow an emergency plan for a student with a known health condition.

- c.. Provide first aid or CPR if no one else is immediately available, the situation requires such attention, and you are trained in those “first response” procedures.
- d. Ask someone to notify the school health office or the main office and to request assistance.
- e. Call your supervisor as soon as possible after stabilizing a situation.
- f. All of the above

Unit 4: *Serving Students with OHD - The IEP, Assistive and Health Technology, and Modifying Environments and Instruction for Learning*

34. People from what roles listed below would typically contribute to a student assessment that would help determine if the student might qualify for special education services and support:

- a. teachers
- b. administrator (e.g., principal)
- c. paraprofessionals
- d. parents
- e. school nurse
- f. All of the above.

35. In order to be eligible for special education under the OHD category in Minnesota, a student must have written and signed documentation by a licensed physician of a medically diagnosed chronic or acute health condition. Which chronic/acute health condition also requires documentation that DSM-IV criteria in items A to E have been met?

- Diabetes mellitus
- Bronco pulmonary dysplasia
- Attention Deficit Hyperactivity Disorder
- Juvenile Rheumatoid Arthritis

36. Which of the following is /are NOT typical activities developing an Individual Education Plan (IEP), including pre and post development processes:

- a. A possible need for special education is identified for a student
- b. An evaluation to determine eligibility for special education is done.
- c. The special education teacher prepares a framework for the IEP
- d. The child study or education team meet to develop the IEP
- e. Services are identified and implemented.
- f. Periodic progress reviews are done and revisions made to the IEP.

37. For any assistive technology that the educational system provides, the student's educational team must make a determination that it is essential for the student to manage his or her health condition in an educational setting or to make academic progress, and must include its use as a part of the Individualized Education Program (IEP). True or false.

38. Assistive health technologies are any devices or supports that the student needs to make timely academic progress in an education setting. True or false.

39. The Individuals with Disabilities Education Act (IDEA) requires that school districts and educators consider assistive technology for all children with IEPs. True or false.

Fill in the blanks:

40. The following list identifies four common types of assistive technology devices or applications for use by students with OHD and other special education categories. For each type list at least two examples.

- **Positioning devices:** _____ and _____ that help support the student in maintaining their body in specific therapeutic positions.
- **Environmental controls:** _____ and _____ equipment that controls other equipment or helps the student independently control his or her movements within the classroom.
- **Augmentative communication, hearing, and visual aids:** _____ and _____ help the student talk to others and to make their needs known; _____ and _____ help students see what others hear; _____ and _____ help the student see educational materials.
- **Mobility:** _____ and _____ are devices that help the student get around the school and classroom.

Fill in the blanks:

41. Complete the information in this list of common ways to modify instruction:

- Change the instructional methods used to teach the material.
 - Use one-to-one assistance and _____ - _____ - _____ techniques to help develop _____ skills.
 - Use _____ adaptations to help students _____ the activity.
 - Create additional _____ practice sessions for students who learn best through _____.
- Change or reduce _____ expectations so it is easier for the student to _____
- Give students _____ to complete tasks and _____
- Create _____ groups, to help students gain and maintain _____ with classmates.
- _____, _____, or _____ assignments and learning _____ to help students achieve _____ goals.

42. Which of the following is/are common modifications made to the classroom environment?

- a. Rearrange the classroom furniture including desks, chairs, and work stations to meet the students' needs.
- b. Rearrange where and how learning materials are stored to make it easier for students to find and use these materials.
- c. Assess the needs of the student; do they need to be closer to the teacher, blackboard, or other learning area to pay attention? Are there students with hearing or visual impairments, and would these students benefit from sitting in the front of the class?
- d. All of the above.

Unit 5: Legal, Advocacy, and Data Collection Issues **Related to Students with an Other Health Disability**

43. Which of the following are key entry points into the education system and the possible activities that a paraprofessional might take to improve rights awareness, dialogue, and action?

- a. Awareness about and access to special education services.
- b. Determination of eligibility for special education services and processes.
- c. Evaluation testing process and findings.
- d. Placement decisions and offering of services and supports.
- e. All of the above.

44. Even if parents or guardians disagree with the school's recommendations about their child's education, they do NOT have the right to challenge the school's decision. True or false.

45. Which of the following are listed as examples of "optional" evaluation measures to determine a student's eligibility for OHD services?

- a. Individually administered nationally normed test of intellectual ability.
- b. One or more documented, systematic observations in the classroom of learning environment.
- c. Standardized, nationally normed behavior rating scale.
- d. Gross, fine, and sensory motor measures.
- e. All of the above.

46. Using the *Data Sources Grid* to match the best evaluation measure for the eight criteria for determining student eligibility for OHD, it seems that doing a record review of a student's absences is an acceptable evaluation measure to link absenteeism to a student's health condition. True or false.

