

Physically Impaired: Assessment Planning Requirements

Students determined to be Physically Impaired (PI) have medically diagnosed, chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning and result in the need for special education and related services. Examples of diagnoses that may meet these criteria are cerebral palsy, spina bifida, muscular dystrophy, spinal cord injury, otegenesis imperfecta and arthrogryposis. Find Minnesota Rule language regarding physical impairments under offsite resources.

	Initial Evaluation	Reevaluation
Intellectual Functioning	IS NOT required for PI initial eligibility determination. Address if there are individual student concerns.	IS NOT required for PI reevaluation eligibility determination. Address if there are individual student concerns.
Academic Performance	Standardized Testing: IS REQUIRED for PI initial eligibility determination if physical impairment interferes with educational performance.	
Communication Skills	NOT required for PI initial eligibility determination. Address if there are individual student concerns.	NOT required for PI reevaluation eligibility determination. Address if there are individual student concerns.
Social/Emotional/Behavioral Skills	NOT required for PI initial eligibility determination. Address if there are individual student concerns.	NOT required for PI reevaluation eligibility determination. Address if there are individual student concerns.
Functional Skills	Observation: IS REQUIRED for PI initial eligibility determination if functional skills is the area affected by the physical impairment. Two systematic observations must be conducted in a daily routine setting documenting a lack of functional level in organizational or independent work skills. One observation must be conducted by a physical and health disabilities teacher.	
Motor Ability	Observation: IS REQUIRED for PI initial eligibility determination if motor ability is the area affected by the physical impairment. Two systematic observations must be conducted in a daily routine setting documenting an inability to manage or complete motoric portions of classroom tasks within time constraints. One observation must be conducted by a physical and health disabilities teacher.	

	Initial Evaluations	Reevaluations
Sensory Status	A review and/or update of the student's hearing and vision screening information is best practice. Sensory information is NOT required for PI initial eligibility determination. Address if there are individual student concerns.	A review and/or update of the student's hearing and vision screening information is best practice. Sensory information is NOT required for PI reevaluation eligibility determination. Address if there are individual student concerns.
Health/Physical Status	Medical Diagnosis: IS REQUIRED for PI initial eligibility determination. Must have documentation of a medically diagnosed physical impairment.	Medical Diagnosis: Must have documentation of a medically diagnosed physical impairment. This can be accomplished by obtaining current information or by reviewing existing data.
Transition	Transition planning MUST occur by grade 10. If completing transition planning, use at least 2 sources of data.	Transition planning MUST occur by grade 10. If completing transition planning, use at least 2 sources of data.

For both initial and reevaluation, the eligibility determination must be supported by either current or existing data from the information provided above. If the team has existing data (e.g., an IQ test completed by an outside agency), the team may use that data if it is considered current, and a valid reflection of the student's current skills.