



## ***Guidelines for Physical/Health Disabilities Teachers: Qualifying and Serving Students Under the SMI Categories of DCD-Severe/Profound and PI***

Students who qualify for special education under the Severe Multiple Disabilities Category (SMI) must meet criteria under 2 or more other specified special education categories, one of which may be PI (refer to SMI state criteria, attached). Students who meet criteria under both the DCD- Severe/Profound category and the PI category receive educational programming and services in a variety of settings, including classroom environments which provide individualized instruction and a full service continuum of trained special education teachers and related services staff. These educators typically have training and experience in working with students with co-existing physical and cognitive impairments.

This would suggest that ***the role of the P/HD teacher*** is best utilized through provision of low-level indirect support to the team members as it relates to:

- Identifying modifications or adaptations to allow maximum physical access to the educational environment or curriculum
- Offering suggestions on materials that may support the physical needs of the student
- Suggesting educational or community resources related to the physical impairment
- Offering a unique educational perspective gained through years of training and experience with students who have physical impairments

***Low-level indirect support can be defined*** as a service schedule that occurs quarterly, semi-annually, or annually, dependent upon the student's individual needs. P/HD teachers should participate in the annual IEP meeting, and serve as a member of the evaluation team when conducting a three-year re-evaluation process.

***Procedures*** for an educational building team to follow when considering SMI qualification (under the categories of PI and DCD-S/P) for a student:

1. Referrals for the inclusion of the PHD specialist in the evaluation/re-evaluation cycle should occur when the team confirms that there is documentation of a medically diagnosed physical impairment in the student's school file. Additionally, the student is noted to have significant cognitive deficits. The PHD teacher should be included on the evaluation plan, and involved in the eligibility determination discussion.



*Guidelines for Physical/Health Disabilities Teachers, continued*

2. If the student qualifies for special education services under the DCD-Severe/Profound and PI categories, the team shall determine that a student is eligible as being severely multiply impaired (see SMI criteria below).
3. Unless otherwise recommended, the assigned P/HD teacher would provide low-level indirect consultation services to the team such as involvement at annual IEP meetings, and consultation on issues related to curriculum or environmental access and evacuation planning. When need for a re-evaluation occurs every three years, the P/HD teacher would again be involved in that evaluation process.
4. When documenting the SMI category on the student's IEP, it is recommended that the qualifying categories also be identified, along with supporting rationale.

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***Minnesota Administrative Rules***

**3525.1339 SEVERELY MULTIPLY IMPAIRED.**

**Subpart 1. Definition.**

"Severely multiply impaired" means a pupil who has severe learning and developmental problems resulting from two or more disability conditions, determined by an evaluation as defined by part [3525.2710](#).

**Subp. 2. Criteria.**

The team shall determine that a pupil is eligible as being severely multiply impaired if the pupil meets the criteria for two or more of the following disabilities:

- A. deaf or hard of hearing, part [3525.1331](#);
- B. physically impaired, part [3525.1337](#);
- C. developmental cognitive disability: severe-profound range, part [3525.1333](#);
- D. visually impaired, part [3525.1345](#);
- E. emotional or behavioral disorders, part [3525.1329](#); or
- F. autism spectrum disorders, part [3525.1325](#).

**Statutory Authority:** MS s 120.17; L 1999 c 123 s 19, 20

**History:** 16 SR 1543; L 1998 c 397 art 11 s 3; 26 SR 657

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***Student Evaluation Checklist: Qualification of Students  
Under the SMI Categories of DCD-S/P and PI***

**State Definition**

‘Physically Impaired’ is defined as a 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.

**Criteria (when qualifying under SMI category)**

A pupil is eligible and in need of special education instruction and services if the pupil meets the criterion in item A and B.

- There must be documentation of a medically diagnosed physical impairment in the student’s school file.

Diagnosis:

Physician’s Name:

Clinic/Hospital Name:

Date of Diagnosis:

- The pupil’s need for special education instruction and service is supported by an inability to manage or complete motoric portions of classroom tasks within time constraints as verified by a minimum of 2 or more systematic observations in daily routine settings, **one of which is completed by a Physical/Health Disabilities (P/HD) teacher.**

Observation 1 (Who, Date, Where)

Observation 2 (Who, Date, Where)



## ***Evaluation Format: SMI/PI Qualification***

### **A. Include in designated area of evaluation report**

- **Date of Observation**
- **Observer**
- **Setting**

**Results of Observation:** (Include in this narration any supporting evidence as it relates to the PI criteria, i.e. difficulty with managing and/or completing motoric portions of classroom tasks, given the routine setting and program curriculum.)

**Comments/Implications of Observations:** (Briefly summarize findings, indicating whether the student's motoric difficulties interfere with his/her functioning in the current educational setting.)

### **B. (Include in the section entitled 'Eligibility Determination and Interpretation of Assessment Results')**

(Student) meets the following components of the Minnesota State eligibility criteria for the special education category of Physically Impaired (PI):

According to (physician name) from (medical facility), (student) has been diagnosed with (medical diagnosis). Due to this physical impairment, (student) has difficulty managing and/or completing motoric portions of classroom tasks, given the routine setting and program curriculum. These physical impairments, combined with his/her cognitive impairment, adversely affect his/her educational functioning and result in the need for special education and related services.

**Note:** Although it is not specifically stated in this format, categorical qualification under SMI would also include, in addition to PI, qualification under one or more of the designated special education categories identified in the definition of Severely Multiply Impaired Criteria (MR3525.1339), including DCD-Severe/Profound. The qualification for DCD would need to be addressed by other team member(s) involved in the evaluation, and the decision to qualify under the category of SMI would be determined by the team.

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