

OHI means having limited:

STRENGTH



VITALITY

ALERTNESS

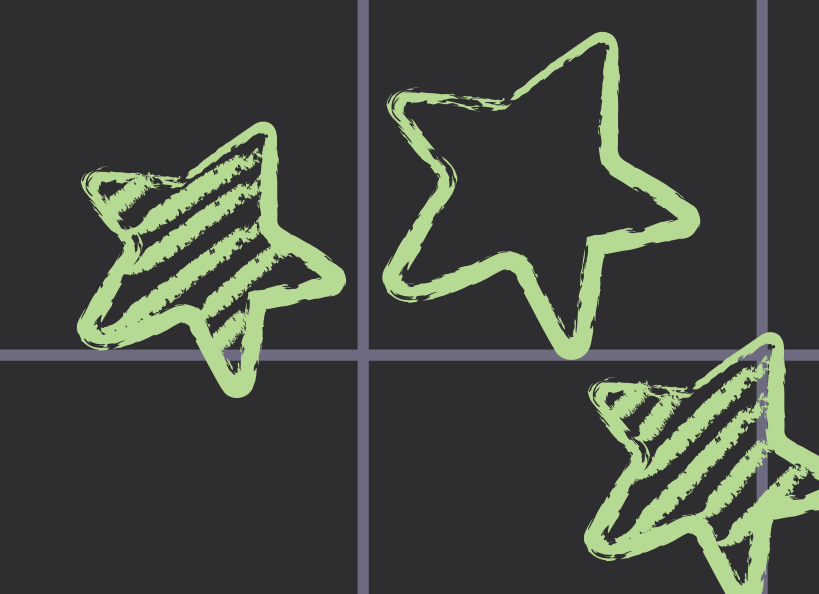
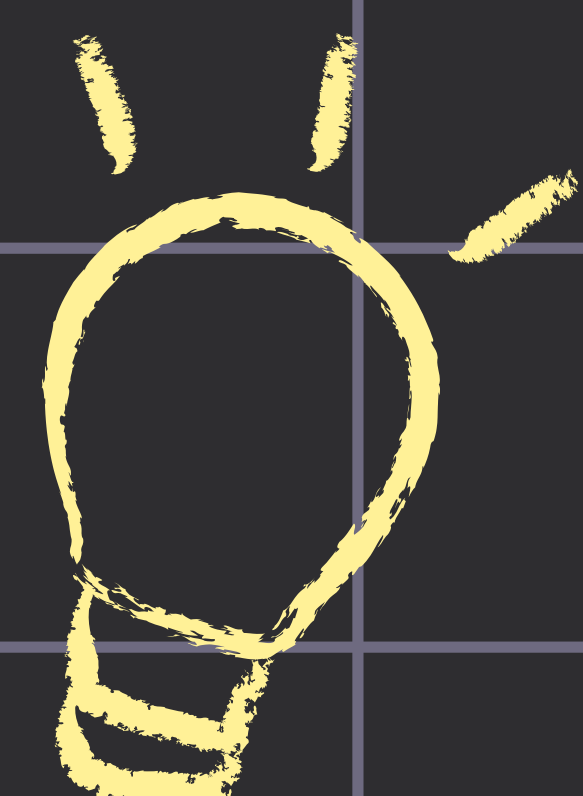


# Exceptionality Project: other Health Impairments

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TEAM PROJECT IN EDUCATION OF THE CHILD WITH EXCEPTIONALITY CLASS ON THE TOPIC OF OTHER HEALTH IMPAIRMENTS. THE PURPOSE OF THIS POSTER IS TO LEARN MORE ABOUT OTHER HEALTH IMPAIRMENTS AND INFORM EDUCATORS ABOUT WAYS TO PROMOTE ACADEMIC SUCCESS AND INCLUSION IN THEIR CLASSROOM. THE LITERATURE REVIEW LED TO THE INFORMATION THAT WAS REPORTED IN THIS POSTER. THE DEMONSTRATION PROJECT ENTAILS A SIMULATION ACTIVITY THAT A TEACHER MIGHT USE IN THEIR 5TH GRAD CLASSROOM. THE SIMULATION ACTIVITY LED TO AN UNDERSTANDING OF WHAT EXCEPTIONALITY MIGHT FEEL LIKE AND HOW DIFFERENT WAYS OF TEACHING MIGHT MOTIVATE STUDENTS TO SUCCEED. AS SEEN IN A UNIVERSAL DESIGN FOR LEARNING (UDL) CLASSROOM, DIFFERENT WAYS OF TEACHING STRENGTHEN STUDENT ENGAGEMENT. TEACHERS DESIGN DIFFERENT WAYS FOR STUDENTS TO EXPRESS AND SHOW THEIR LEARNING, UTILIZING THEIR STRENGTHS, THEREBY, NATURALLY INCREASING STUDENT MOTIVATION. REFERENCES ARE AVAILABLE THROUGH QR CODE.



## WHAT IS OHI?

## WHAT DOES OHI LOOK AND FEEL LIKE?

## WHAT DO TEACHERS NEED TO KNOW?

DESCRIPTION: OTHER HEALTH IMPAIRMENT COVERS A RANGE OF CHRONIC OR ACUTE HEALTH CONDITIONS

WHAT IS IT: A DISABILITY THAT LIMITS STUDENTS STRENGTH, VITALITY, OR ALERTNESS, WHICH CAN NEGATIVELY IMPACT EDUCATION ABILITIES

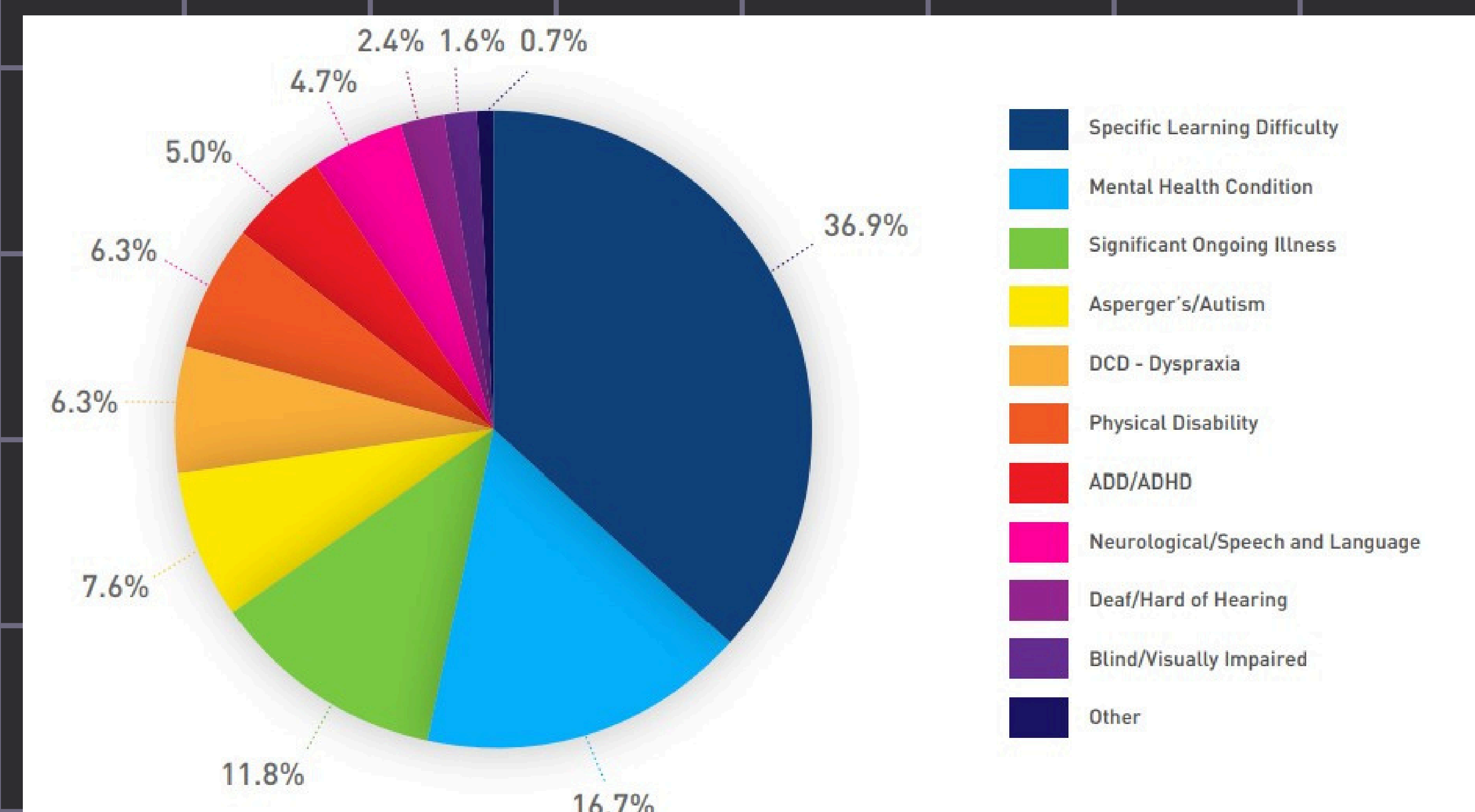
WHEN DIAGNOSED/HOW DIAGNOSED: DIAGNOSIS CAN VARY DEPENDING ON THE INDIVIDUAL IMPAIRMENT. THE HEALTH IMPAIRMENT GETS NOTICED, IEP TEAM EVALUATES HEALTH AND ITS IMPACT ON LEARNING ABILITY

HOW MIGHT IT IMPACT LEARNING: DIFFICULTY MAINTAINING FOCUS, TIRED, NEED FREQUENT BREAKS, HIGH SENSITIVITY TO STRESS/FRUSTRATION, TROUBLE ORGANIZING, PRIORITIZING, OR REMEMBERING INSTRUCTIONS, DIFFICULTY WITH MOTOR COORDINATION AND PHYSICAL LIMITATIONS

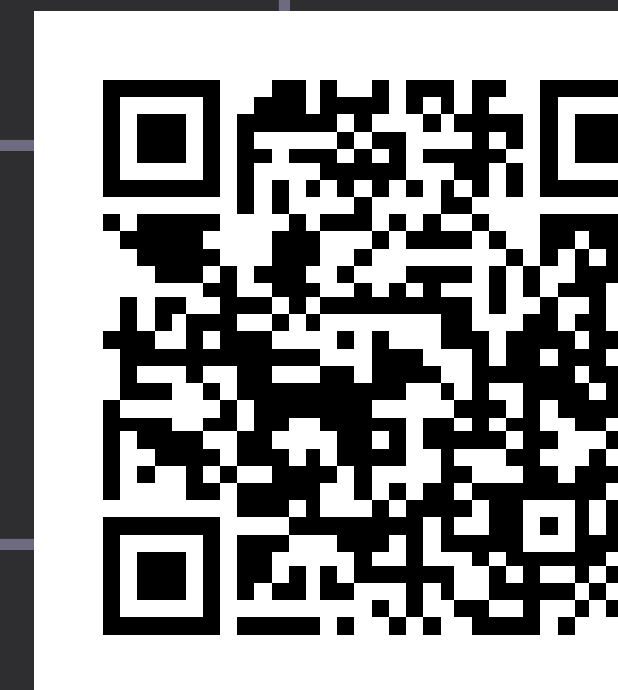
Symptoms :Fatigue, trouble paying attention, frequent absences, lack of endurance, mobility issues, poor coordination, and muscle weakness

conditions : Attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, heart conditions, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia

create flexible classroom environment, use individualized instruction, include accessible technology and assistive tools, provide clear and consistent communication, and include rest breaks UDL possible ways  
engagement- Provide options for continuing effort and persistence, offer choices for students to pick which way to learn they are most interested in, and track the students personal progress and achievements  
Representation- offer multiple formats for presentations, highlight key information to stand out and make easier to detect, add sensory elements, and incorporate modeling and organization tools  
Expression and action- Provide multiple ways to express knowledge, allow for adjustable pacing and timing, and encourage self expression and reflection from students and incorporate peer and teacher feedback



## HEARING LOSS SIMULATOR



## WHAT DOES OHI Feel LIKE Barcode?



## REFERENCE

