

Students with Physical or Cognitive Disabilities

About SHPPS: SHPPS is a national survey periodically conducted to assess school health policies and programs at the state, district, school, and classroom levels. Comprehensive results from SHPPS 2006 are published in the *Journal of School Health*, Volume 77, Number 8, October 2007.

Health Education

- 75.7% of schools had students with long-term physical, medical, or cognitive disabilities. Among these schools, 76.7% included health education in those students' individualized education programs (IEPs)¹ or 504 plans.²

During the 2 years preceding the study:

- The percentage of states that provided funding for staff development or offered staff development on teaching students with long-term physical, medical, or cognitive disabilities to those who teach health education increased from 46.0% in 2000 to 57.1% in 2006.³
- 58.5% of districts provided funding for staff development or offered staff development on teaching students with long-term physical, medical, or cognitive disabilities to those who teach health education.
- The percentage of health education classes or courses that had a teacher who received staff development on teaching students with long-term physical, medical, or cognitive disabilities increased from 42.7% in 2000 to 56.1% in 2006.

| Percentage of Health Education Classes or Courses in Which Teachers Used Selected Strategies to Accommodate Students With Disabilities* | |
|--|---------|
| Strategy | Schools |
| Gave preferential seating | 81.9 |
| Simplified instructional content or made variations in the amount or difficulty of material taught | 79.6 |
| Used more skill modeling, practice, or repetition | 77.9 |
| Modified assessment criteria | 70.4 |
| Coordinated assignments with a special education teacher | 51.9 |
| Had a teacher or aide who came in to assist | 45.3 |
| Assigned note takers or readers for class work | 28.2 |
| *Among the 33.6% of elementary school classes that covered required health instruction and required health education courses in middle schools and high schools that had at least one student with long-term physical, medical, or cognitive disabilities. | |

¹ Defined as documents written by school administrators, teachers, and parents that identify annual goals, strategies, or services provided for students with special educational needs.

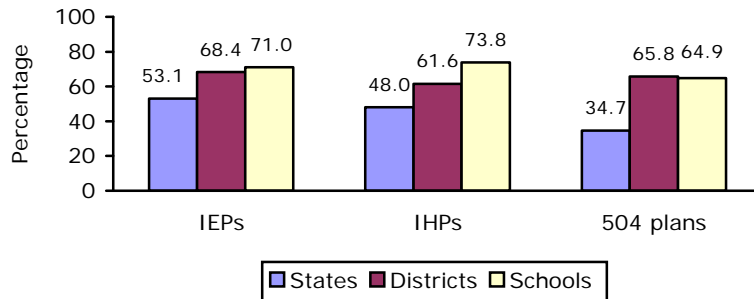
² Defined as documents that describe a program of instructional services to assist students with special needs who are in a regular educational setting.

³ Selected changes between 2000 and 2006 are included if they met at least 2 of 3 criteria ($p < .01$ from a t-test, a difference greater than 10 percentage points, or an increase by at least a factor of 2 or decrease by at least half). Variables are not included if they did not meet these criteria or if no comparable variable existed in both survey years.

Health Services

- 39.6% of states and 33.2% of districts provided funding for staff development or offered staff development on accessing benefits for students with disabilities to school nurses.
- 58.0% of states and 48.5% of districts provided funding for staff development or offered staff development on case management for students with disabilities to school nurses.
- The percentage of schools in which a school nurse participated in the development of IEPs increased from 57.4% in 2000 to 71.0% in 2006.
- The percentage of schools in which a school nurse participated in the development of IHPs increased from 59.3% in 2000 to 73.8% in 2006.

Percentage of States and Districts That Required School Nurses to Participate in the Development of IEPs, Individualized Health Plans* (IHPs), or 504 Plans and Percentage of Schools in Which a School Nurse Participated in the Development of IEPs, IHPs, or 504 Plans



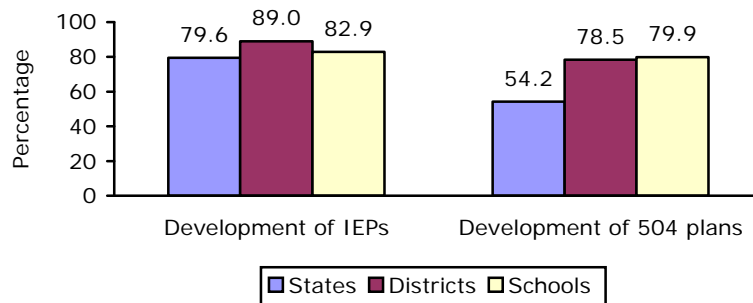
* Defined as documents identifying a student's health problems, diagnoses, goals, the interventions provided, and evaluation criteria.

| Percentage of Schools That Provided Case Management Services for Students With Disabilities and Assistance With Accessing Benefits for Students With Disabilities | | |
|---|-----------------|--------------------|
| Location | Case Management | Accessing Benefits |
| At school by health services staff | 75.1 | 44.9 |
| Through arrangements with organizations or professionals outside the school | 16.3 | NA |
| NA = Question not asked. | | |

Mental Health and Social Services

- 58.3% of states and 73.6% of districts required schools to create and maintain student support teams. Student support teams are defined as teams of school staff who collaborate to provide assistance to students with disabilities or those who are experiencing academic difficulties or behavioral problems.

Percentage of States and Districts That Required School Mental Health or Social Services Staff to Participate in the Development of IEPs and 504 Plans and the Percentage of Schools in Which Mental Health or Social Services Staff Participated in the Development of IEPs and 504 Plans



Where can I get more information? Visit www.cdc.gov/shpps or call 800-CDC INFO (800-232-4636).