



INSTRUCTIONS: This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment under Chapter 115, Wis. Stats., and the eligibility criteria established in PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document determination of eligibility for special education services and keep it on file with the student record.

This form is provided for local use only.

Student Name	Date of Eligibility Determination
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Hearing impairment, including deafness, means a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly adversely affects a child's educational performance including academic performance, speech perception and production, or language and communication skills. A current evaluation by an audiologist licensed under Chapter 459 shall be one of the components for an initial evaluation of a child with a suspected hearing impairment. Criteria for an impairment in the area of hearing can be documented as follows:

Section I. SIGNIFICANT IMPAIRMENT (Question must be checked Yes.)

Yes No **Is there a significant impairment in hearing?**

This means a significant permanent impairment in hearing **OR** a significant pattern of chronically fluctuating impairment in hearing documented by a licensed audiologist and observational data from the parents and teacher of the child.

Documentation:

Section II. ADVERSE EFFECT (At least one must be checked Yes.)

Does the impairment in hearing adversely affect the child's:

Yes No a. **educational performance including academic performance**

This means a significant adverse effect on **academic performance** such as phonemic awareness, vocabulary, general word knowledge, independent reading with comprehension, reading for information, etc.

Documentation:

Yes No b. **speech perception and production**

This means a significant adverse effect on **speech perception and production** including the ability to listen with comprehension to spoken messages in a variety of settings, and the ability to produce speech that is intelligible to others.

Documentation:

Yes No c. **language and communication skills**

This means a significant adverse effect on **language and communication skills** such as vocabulary comparable to age peers, general knowledge, ability to ask questions, apply information, communicate effectively with peers and adults in a variety of situations in order to have needs met, know the nuances of communication exchange (manners), etc.

Documentation: