# CRITERIA FOR DISABILITY CATEGORY

## DEAF AND HARD OF HEARING

### Form ER-1-DHH (Rev. 06/2023)

Date form completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LEA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ WISEid\_\_\_\_\_\_\_\_\_\_\_ LEA’s Student ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ]  Initial evaluation or considering new disability category *(must complete all sections)*

[ ]  Reevaluating category for continuing identification *(sections I and II optional, must complete section III)\**

This form is provided to assist individualized education program (IEP) teams as one part of a comprehensive special education evaluation to document if a student meets the disability category criteria under [Chapter 115, Wis. Stats](https://docs.legis.wisconsin.gov/statutes/statutes/115)., and [PI 11.36, Wis. Admin. Code](https://docs.legis.wisconsin.gov/code/admin_code/pi/11/36). As a member of the IEP team, the licensed teacher of the deaf and hard of hearing should attend initial evaluation and reevaluation meetings. The IEP team should complete this form to document whether or not the student meets the disability category criteria or if reevaluating, the student’s disability continues to adversely affect the student’s educational performance. Attach the criteria form to the Evaluation Report, DPI sample form ER-1, that includes additional information to determine special education eligibility.

If this is a student with a confirmed or suspected hearing loss (clinical or functional) in addition to vision loss, also refer to the deafblind criteria form.

Deaf and hard of hearing means a decreased ability to detect sound in one or both ears with or without amplification, whether permanent or chronically fluctuating, which adversely affects a child’s educational performance. This includes academic performance, speech perception, speech production, or communication including language acquisition or expression. [PI 11.36 (4), Wis. Admin. Code](https://docs.legis.wisconsin.gov/document/administrativecode/PI%2011.36%284%29)*.* Refer to [Forms Guide](https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms) for more information.

Criteria\* for the disability category of deaf and hard of hearing can be documented as follows:

## SECTION I. HEARING EVALUATION

*All must be checked yes.*

[ ]  Yes [ ]  No A teacher of the deaf or hard of hearing licensed under s. [PI 34.050 Wis. Admin. Code](https://docs.legis.wisconsin.gov/document/administrativecode/PI%2034.050) was a member of the IEP team when determining if the student meets criteria.

[ ]  Yes [ ]  No The IEP team reviewed a current evaluation conducted by an audiologist licensed under [ch. 459, Wis. Stats](https://docs.legis.wisconsin.gov/statutes/statutes/459). when determining if the student meets criteria. *Explain or reference data or evidence:*

[ ]  Yes [ ]  No There is a decreased ability to detect sound in one or both ears with or without amplification, whether permanent or chronically fluctuating. *Explain or reference data or evidence:*

## SECTION II. EDUCATIONAL PERFORMANCE

*At least one must be checked yes.*

[ ]  Yes [ ]  No The student’s decreased ability to detect sound has an adverse effect on **academic performance** (e.g., phonemic awareness, vocabulary, general word knowledge, independent reading with comprehension, reading for information, as it applies to all courses of study). *Explain or reference data or evidence:*

[ ]  Yes [ ]  No The student’s decreased ability to detect sound has an adverse effect on **speech perception** (e.g., the ability to listen with comprehension to spoken messages in a variety of settings). *Explain or reference data or evidence:*

[ ]  Yes [ ]  No The student’s decreased ability to detect sound has an adverse effect on **speech production** (e.g., the ability to produce speech that is intelligible to others). *Explain or reference data or evidence:*

[ ]  Yes [ ]  No The student’s decreased ability to detect sound has an adverse effect on communication including language acquisition or expression (e.g., vocabulary comparable to same 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 (self-advocacy), know the nuances of communication exchange (manners)). *Explain or reference data or evidence:*

## SECTION III. DISABILITY CATEGORY CRITERIA DETERMINATION

Initial evaluation or considering new disability category

[ ]  Yes [ ]  No The documentation of the criteria above demonstrates a decreased ability to detect sound in one or both ears with or without amplification, whether permanent or chronically fluctuating, which adversely affects the student’s educational performance. The student meets the disability category criteria for **deaf and hard of hearing**. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education (document the need for specially designed instruction on the ER-1).

Reevaluating category for continuing identification\*

[ ]  Yes [ ]  No The student was previously found eligible for special education, having met the disability category criteria for **deaf and** **hard of hearing**, and continues to have a disability that adversely affects the student’s educational performance. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to continue to be eligible for special education (document the need for specially designed instruction on the ER-1). *Explain or reference data or evidence:*

*\** A student previously found eligible for special education, having met the disability category criteria for deaf and hard of hearing, is not required to meet initial identification criteria upon reevaluation.