

CRITERIA FOR DISABILITY CATEGORY DEAF AND HARD OF HEARING

DHH (8/2021)

_____ SCHOOL DISTRICT

Name of Student _____ WISEid _____ LEA's Student ID _____

Date form completed _____

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., and PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document whether or not the student meets the disability category criteria or continues to meet the criteria during a reevaluation, and attach it to the Evaluation Report, DPI sample form ER-1, that includes additional information to determine special education eligibility.

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](#).

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 was a member of the IEP team when determining eligibility.
- Yes No The IEP team considered a current evaluation conducted by an audiologist licensed under ch. 459, Wis. Stats. when determining eligibility. *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:*
- Yes No The student's decreased ability to detect sound **adversely affects the student's educational performance.**
(Describe in Section II.)

SECTION II. EDUCATIONAL PERFORMANCE

(At least one must be checked Yes)

- Yes No There is an adverse effect on **academic performance.**
(This means an adverse effect on academic achievement such as phonemic awareness, vocabulary, general word knowledge, independent reading with comprehension, reading for information, etc.) *Explain or reference data or evidence:*
- Yes No There is an adverse effect on **speech perception.**
(This means an adverse effect on speech perception including the ability to listen with comprehension to spoken messages in a variety of settings.) *Explain or reference data or evidence:*
- Yes No There is an adverse effect on **speech production.**
(This means an adverse effect on speech production including the ability to produce speech that is intelligible to others.) *Explain or reference data or evidence:*
- Yes No There is an adverse effect on **communication including language acquisition or expression.**
(This means an adverse effect on communication including language acquisition or expression such as 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, know the nuances of communication exchange (manners), etc.) *Explain or reference data or evidence:*

SECTION III. DISABILITY CATEGORY CRITERIA DETERMINATION

Initial Evaluation

- 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 under Deaf and Hard of Hearing.

Reevaluation

- Yes No The student was previously found eligible as meeting the disability category criteria under 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 who previously met criteria under the disability category of Deaf and Hard of Hearing is not required to meet initial identification criteria upon reevaluation.