

Required Documentation of Criteria for Deaf and Hard of Hearing

June 2021

The following provides additional guidance on how IEP teams document whether a student meets criteria for the disability category of Deaf and Hard of Hearing as defined under [PI 11.36 \(4\) Wis. Admin. Code](#). Individualized Education Program (IEP) teams must use the criteria to identify a sensory impairment, including deaf and hard of hearing, for referrals for special education dated on or after August 01, 2021.

IEP teams may document disability category criteria using the [Criteria for Disability Category: Deaf and Hard of Hearing](#) found on the [DPI Special Education Disability Category Criteria Worksheets and Guides web page](#). IEP teams use these worksheets to explain or reference data or evidence considered for each disability category identification. The disability category criteria worksheets will be required IEP forms at the start of the 2022-2023 school year. For 2021-2022 school year, it continues to be a requirement that IEP teams clearly document on the ER-1 how a student meets the disability category criteria outlined in [PI-11.36](#).

Deaf and Hard of Hearing Disability Category Documentation	Clarification and Explanation
Date form completed	Enter the date of the IEP team meeting in which the IEP team determined if the student met the disability category criteria for Deaf and Hard of Hearing.

Section I: Hearing Evaluation

All of the Following Must be Checked Yes.

Deaf and Hard of Hearing Disability Category Documentation	Clarification and Explanation
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.	A DPI licensed teacher of the Deaf and Hard of Hearing is required to be a member of the evaluation team.

<p>The IEP team considered a current evaluation conducted by an audiologist licensed under ch. 459, WI Stats. when determining eligibility.</p> <p>Explain or reference data or evidence:</p>	<p>Audiologist licensed under Ch. 459, refers to an audiologist who holds a license issued by the WI Department of Safety and Professional Services (DSPS). All clinical audiologists and the majority of DPI licensed school audiologists have this credential.</p> <p>“Current” hearing evaluation is defined by the IEP team. Most often hearing assessments conducted within the past 6-12 months are considered standard practice. There are situations where the IEP team may decide to consider information from older assessments or other information gathered by the IEP team, including information provided by the parent.</p>
<p>There is a decreased ability to detect sound in one or both ears with or without amplification, whether permanent or chronically fluctuating.</p> <p>Explain or reference data or evidence:</p>	<p>A comprehensive evaluation including an audiology report should be sufficiently broad to accurately describe a student’s hearing status, with or without amplification or hearing assistive technology, including evidence of a decreased ability to detect sound. There are a variety of audiology based assessments and evaluations to represent a student’s auditory function that may vary by age, etiology, area of concern, etc. An audiogram is only one measure of representing hearing levels at different frequencies.</p>
<p>The student’s decreased ability to detect sound adversely affects the student’s educational performance.</p>	<p>This must be checked Yes in order for a student to meet criteria under the disability category of Deaf and Hard of Hearing. An adverse effect on educational performance must be demonstrated in at least one of the following areas: academic performance, speech perception, speech production, or communication including language acquisition or expression. (Describe in Section II.)</p>

Section II: Educational Performance

Check Yes if the decreased ability to detect sound adversely affects academic performance, speech perception, speech production, or communication and explain or reference data or evidence under each prompt. Check No if not adversely affected. At least one must be checked Yes.

Deaf and Hard of Hearing Disability Category Documentation	Clarification and Explanation
<p>There is an adverse effect on academic performance.</p> <p>Explain or reference data or evidence:</p>	<p>This means an adverse effect on academic achievement such as phonemic awareness, vocabulary, general word knowledge, independent reading with comprehension, reading for information, etc.</p> <p>Data or evidence should identify how a student is able to access, engage and make progress in the general education curriculum as well as areas of need associated with the Expanded Core Curriculum specific to students who are Deaf and Hard of Hearing. For all students, data identifying adverse effect on academic achievement should not be solely based on grades, but rather academic skills and supports students must demonstrate and know how to use independently in order to access the general education curriculum.</p>
<p>There is an adverse effect on speech perception.</p> <p>Explain or reference data or evidence:</p>	<p>This means an adverse effect on speech perception including the ability to listen with comprehension to spoken messages in a variety of settings.</p> <p>Data or evidence should identify how a student is able to hear and understand speech in different school environments and conditions such as in quiet vs noise, close proximity vs distance, small vs large group, face to face vs virtual formats, as well as various settings such as classroom, lunchroom, gym, playground, etc.</p>

<p>There is an adverse effect on speech production.</p> <p>Explain or reference data or evidence:</p>	<p>This means an adverse effect on speech production including the ability to produce speech that is intelligible to others.</p> <p>Data or evidence should identify how a student is able to produce speech that can be understood by a variety of communication partners including adults, peers, unfamiliar listeners, etc.</p>
<p>There is an adverse effect on communication including language acquisition or expression.</p> <p>Explain or reference data or evidence:</p>	<p>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.</p> <p>Data or evidence should identify how a student communicates and acquires language most effectively be that via listening and spoken language, American Sign Language (ASL), or while utilizing a communication device or some combination of modes. For students who are deaf or hard of hearing, communication effectiveness may vary depending on the student's communication partners, listening conditions, environments, and familiarity with the subject or content.</p> <p>Students who are deaf or hard of hearing may also have differences between their expressive and receptive skills that can vary based on different circumstances.</p>

Section III: Disability Category Criteria Determination

Note: 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.

Deaf and Hard of Hearing Disability Category Documentation	Clarification and Explanation
<p>Initial Evaluation</p> <p>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.</p>	<p>Check Yes if the student meets the disability category criteria during an initial evaluation.</p> <p>Check No if the student did not meet the disability category criteria during an initial evaluation.</p>
<p>Reevaluation</p> <p>The student was previously found eligible as meeting the disability category criteria under Deafblind and continues to have a disability that adversely affects the student’s educational performance. (Explain or reference data or evidence.) 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).</p>	<p>Check Yes if the student’s disability continues to have an adverse effect on the student’s educational performance.</p> <p>Check No if the student’s disability does not continue to have an adverse effect on the student’s educational performance.</p>