

**ARLINGTON PUBLIC SCHOOLS  
BASIS FOR ELIGIBILITY DETERMINATION**

<b>Name:</b>	<b>School:</b>	
<b>ID#:</b>	<b>DOB:</b>	<b>Date of Eligibility:</b>

**DEAF-BLINDNESS**

**DEFINITION**

Deaf-blindness means simultaneous hearing and visual impairments occurring at the same time, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

**CRITERIA**

A child with deaf-blindness who requires special education and related services will meet ALL of the following criteria. In interpreting evaluation data, the committee must document and carefully consider information from a variety of sources. For each criterion indicate **Yes** or **No** and provide additional information where indicated.

**Yes**    **No**

**1. Hearing Loss**

The child has a bilateral hearing loss (sensorineural, or mixed conductive and sensorineural), a fluctuating or a permanent hearing loss, documented auditory dys-synchrony (auditory neuropathy), and/or cortical deafness as documented by a licensed audiologist in one or more of the following areas:

- hearing loss and pure tone average of at least 75 dB in the better ear (The PTA is the average dB loss at these frequencies: 500, 1000, 2000 Hz)
- Cortical deafness
- Auditory dys-synchrony (auditory neuropathy)

**Yes**    **No**

**2. Visual Impairment**

The child with visual impairment demonstrates one or more of the following as documented by a report, which provides medical documentation by a licensed eye specialist or neurologist.

*Documentation:*

- Visual acuity is better than 20/200 but worse than 20/70 at distance and/or near with best possible correction
- Visual field restriction in the better eye of remaining visual field of 70 degrees or less but better than 20 degrees
- Conditions including, but not limited to:
  - oculomotor apraxia
  - cortical visual impairment
  - progressive loss of vision, which may in the future, have an adverse effect on educational performance
  - functional vision loss where field and acuity deficits alone may not meet the aforementioned criteria

**OR**

**Blindness**

The child with blindness demonstrates one or more of the following as documented by a report, which provides medical documentation by a licensed eye specialist or neurologist:

*Documentation:*

- Visual acuity in the better eye with best possible correction of 20/200 or less at distance and/or near
- Visual field restriction in the better eye of remaining visual field of 20 degrees or less

**Yes**    **No**

**3. Educational Impact**

The combination of impairments results in a severe deficit in the area of communication. *Describe functional levels in voice, fluency, verbal language, and receptive/ spoken language:*

**Yes**  **No** The combination of impairments results in severe developmental and educational needs. *Specify evidence of severe developmental/educational needs:*

**Yes**  **No** **4. Observation**  
The committee considered the relevant behavior noted during the classroom observation and the relationship of that behavior to the student's academic functioning. *Note relevant behavior, if any:*

**Yes**  **No** **5. Medical Findings**  
The committee considered educationally relevant medical findings if any. *Note educationally relevant medical findings, if any:*

**Yes**  **No** **6. Exclusionary Factors**  
**A.** Lack of appropriate instruction in reading including the essential components of reading instruction (phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies) has been ruled out as the determinant factor in the eligibility decision.

**Yes**  **No** **B.** Lack of appropriate instruction in math has been ruled out as the determinant factor in the eligibility decision.

**Yes**  **No** **C.** Limited English proficiency has been ruled out as the determinant factor in the eligibility decision.

**Yes**  **No** **7. Need for Special Education**  
Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from their disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within APS. *Specify/Describe:*

**ELIGIBILITY DETERMINATION**

- The disability criteria for **deaf-blindness** have been met and the child needs special education and related services.
- The disability criteria for **deaf-blindness** have NOT been met.