

BASIS FOR ELIGIBILITY DETERMINATION

Name:		School:	
ID#:	DOB:	Date of Eligibility:	

DEAFNESS

DEFINITION

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the child's educational performance.

CRITERIA

A child with deafness 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), 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:

- Bilateral hearing loss (sensorineural or mixed conductive)
- a permanent hearing loss
- documented auditory dyssynchrony (auditory neuropathy), and/or cortical deafness

Describe (Please describe information provided in the audiological report in reference to dB, cause of deafness, and additional information pertaining to the hearing loss):

Yes No

2. Educational Impact

The disability adversely affects the child's educational performance. Document the areas where the disability and not other factors negatively impacts a child's academic and/or functional performance as compared to average same-aged students.

Describe the impacted academic/functional performance:

Yes No

3. Observation

The committee considered the relevant behavior noted during the classroom observation and the relationship of that behavior to the child's academic functioning. Note relevant behavior, if any:

Yes No

4. Medical Findings

The committee considered educationally relevant medical findings if any. Note educationally relevant medical findings, if any:

Yes No

5. 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.
- B.** Lack of appropriate instruction in math has been ruled out as the determinant factor in the eligibility decision.
- C.** Limited English proficiency has been ruled out as the determinant factor in the eligibility decision.

Yes No

Yes No

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