

Standards for Special Education Evaluation & Eligibility

The following standards for special education evaluation and eligibility shall be effective July 1, 2017.

HEARING IMPAIRMENT

I. Definition

Hearing Impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but does not include Deafness.

A hearing impaired child shall have one (1) or more of the following characteristics:

- (a) Inability to communicate effectively due to a Hearing Impairment;
- (b) Inability to perform academically on a level commensurate with the expected level because of a Hearing Impairment; or
- (c) Delayed speech and/or language development due to a Hearing Impairment.

II. Evaluation

The characteristics identified in the Hearing Impairment Definition are present.

Evaluation Procedures

A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:

- (1) Audiological evaluation;
- (2) Evaluation of speech and language performance;
- (3) School history and levels of learning or educational performance;
- (4) Observation of classroom performance; and
- (5) Documentation, including observation and/or assessment, of how Hearing Impairment adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).

Evaluation Participants

Information shall be gathered from the following persons in the evaluation of Hearing Impairment:

- (1) The parent;

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- (2) The child's general education classroom teacher (with a child of less than school age, an individual qualified to teach a child of his/her age);
- (3) A licensed special education teacher;
- (4) A licensed medical provider (i.e., licensed physician, physician's assistant or licensed nurse practitioner) or audiologist;
- (5) A licensed speech language pathologist; and
- (6) Other professional personnel (e.g., speech language teacher, school psychologist), as indicated.