



IROQUOIS SPECIAL EDUCATION ASSOCIATION

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Deafness Criteria

State 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 a child's educational performance.

District Eligibility Criteria

Audiological Criteria

A hearing loss must exist as identified by the educational audiologist. The team will use the State definition in determining the category of deafness vs. hearing impairment. Please check one of the following.

- | Y | N | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | The audiological evaluation documents a hearing loss of (must be 71 db loss or greater): |
| | | ___ 0-20 dB Normal (Not eligible) |
| | | ___ 21 - 40 dB Mild loss: Hearing Impairment |
| | | ___ 41 - 55 dB Moderate loss: Hearing Impairment |
| | | ___ 56 - 70 dB Moderately Severe loss: Hearing Impairment |
| | | ___ 71 - 90 dB Severe: Deafness |
| | | ___ 91+ dB Profound: Deafness |

AND

Educational Criteria

Delays/gaps must be found in one or more of the following areas to qualify for hearing impairment services

- | | | |
|--------------------------|--------------------------|--|
| Y | N | |
| <input type="checkbox"/> | <input type="checkbox"/> | Auditory Functioning – speech perception, speech discrimination, sound localization, visual attention to details, etc. |
| Y | N | |
| <input type="checkbox"/> | <input type="checkbox"/> | Communication Skills – articulation, receptive and expressive language abilities, pragmatics, speech, reading, and oral skills, total communication, or sign, if appropriate. |
| Y | N | |
| <input type="checkbox"/> | <input type="checkbox"/> | Alternative communication mode, language or system (i.e. ASL, ESL, SIMCOM....) is needed to have access to the communication for age-appropriate social opportunities, access to peers/adults, and the educational curriculum. |
| Y | N | |
| <input type="checkbox"/> | <input type="checkbox"/> | Academic skills are below average in reading, writing, or mathematics. |
| Y | N | |
| <input type="checkbox"/> | <input type="checkbox"/> | Functional skills/coping skills – self-advocacy, social interaction skills, adjustment to disability, amplification use and maintenance, etc. |

Findings

Y N
 The audiological and educational criteria have been met signifying the student has deficits in the domain of hearing. Deficits in other domains may also be present.

Y N
 The deficits adversely affect the student's educational performance at school.

Y N
 The student requires specialized instruction from a Teacher for the Deaf/Hard of Hearing.

Y N
 All of the boxes above are checked 'Y' indicating the student is eligible for specialized instruction under the categorical disability Deafness.

* Adverse Educational Effect – In determining whether a deficit adversely affects a student's educational performance at school, the following domains should be considered: academic achievement, functional performance, social interaction, and behavioral functioning.