

Legal Name of Student _____

State Student ID (SASID) _____

Date of Birth _____

Date _____

DETERMINATION OF ELIGIBILITY: HEARING DISABILITY

Definition: A student with a hearing disability shall have a deficiency in hearing sensitivity as demonstrated by an elevated threshold of auditory sensitivity to pure tones or speech where, even with the help of amplification, the student is prevented from receiving reasonable educational benefit from general education

The team has addressed each of the following statements and has determined: **IDEA 300.304(c)(6) and 300.306(b); ECEA 2.08(3)**

- Yes No 1. the evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the student to be eligible for services.)
- Yes No 2. the student *can* receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the student to be eligible for services.)
- 3. the student's performance: (All answers below must be "is not" in order for the student to be eligible for services.)
 - is* *is not* due to a lack of appropriate instruction in reading, including the essential components of reading instruction
 - is* *is not* due to a lack of appropriate instruction in math; and
 - is* *is not* due to limited English proficiency.

A "deficiency in hearing sensitivity" shall be one of the following: **ECEA 2.08(3)(a)**

- Yes No An average pure tone hearing loss in the speech range (500 - 2000 Hz) of at least 20 dBHL in the better ear which is not reversible within a reasonable period of time.
- Yes No An average high frequency, pure tone hearing loss of at least 35 dBHL in the better ear for two or more of the following frequencies: 2000, 4000 or 6000 Hz.
- Yes No A unilateral hearing loss of at least 35 dBHL which is not reversible within a reasonable period of time.

The student meets one or more of the following criteria: **ECEA 2.08(3)(b)**

- Yes No Sound-field word recognition (unaided) of less than 75% in quiet as measured with standardized open-set audiometric speech discrimination tests presented at average conversational speech (50-55 dBHL). Interpretation shall be modified for closed-set tests.
- Yes No Receptive and/or expressive language delay as determined by standardized tests
 - under 3 years: less than one-half of expected development for chronological age.
 - 3 to 8 years: 1 year delay or more.
 - 9 to 13 years: 2 years delay or more.
 - 14 to 21 years: 3 years delay or more.
- Yes No An impairment of speech articulation, voice and/or fluency.
- Yes No Significant discrepancy between verbal and nonverbal performance on a standardized intelligence test.
- Yes No Delay in reading comprehension due to language deficit.
- Yes No Poor academic achievement.
- Yes No Inattentive, inconsistent and/or inappropriate classroom behavior.

Yes No *The student has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.*

Multidisciplinary Team Members **IDEA 300.306(a)(1); ECEA 4.02(6)(b)**

Title

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 300.306(a)(2)**