Eligibility Criteria Hearing Impairment

Hearing Impairment	
Student Nar	me: Date:
State Defin	ition
	pairment" means impairment in hearing, whether permanent or fluctuating, that adversely affects a ational performance but that is not included under the definition of "deafness."
District Elig	gibility Criteria
Audiological	I Criteria
A hearing lo	ess must exist as identified by the educational audiologist. Please check all that are applicable.
Y N	The audiological evaluation documents a hearing loss of (check all that apply): 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
	<u>fect:</u> In determining whether a deficit adversely affects a student's educational performance at following domains should be considered: academic achievement, functional performance, social and behavioral functioning
	s are present in one or more of the following areas to qualify for hearing impairment services
Y N	Auditory Functioning – speech perception, speech discrimination, sound localization, visual attention to details, etc.
Y N	Communication Skills – articulation, receptive and expressive language abilities, pragmatics, speech, reading, oral skills, total communication, or sign, if appropriate.
Y N	Academic skills are below average in reading, writing, or mathematics.
Y N	Functional skills/coping skills – self-advocacy, social interaction skills, adjustment to disability, amplification use and maintenance, etc.
Y N	
	Other:

Y N There is a documented hearing loss 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 area of Hearing Impairment