

Deaf/Hard of Hearing (DHH)

In CFISD, the evaluation data reviewed by the multidisciplinary team in connection with the determination of a student's eligibility based on a hearing loss must include an otological examination performed by an otolaryngologist (or licensed medical doctor, with documentation that an otolaryngologist is not reasonably available) and an audiological evaluation performed by a licensed audiologist. If the otolaryngologist determines that the student does not have a significant hearing loss with the use of amplification, the student is not eligible as DHH. The evaluation must also include a description of the implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification.

Definitions

A student who is deaf/hard of hearing is one who has been determined to have a serious hearing loss even after corrective medical treatment or use of amplification.

Deafness means a hearing loss 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.

Deaf/Hard of Hearing means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of deafness.

Required Eligibility Forms

- FIE (including present levels of performance for students who are eligible)
- Deaf/Hard of Hearing (Part A) - Otological Examination
- Deaf/Hard of Hearing (Part B) - Audiological Evaluation
- Deaf/Hard of Hearing (Part C) - Communication Evaluation, completed by the campus Speech Language Pathologist

Evaluation Procedures

- A communication evaluation is conducted by the campus Speech Language, Pathologist, to determine communication and methodology. For students receiving itinerant services, a certified teacher of the Deaf will also provide input for the evaluation. This evaluation must be completed prior to other evaluations
- The procedures and materials used for assessment and placement of a child who is deaf or hard of hearing must be in the child's preferred mode of communication.
- The diagnostician will conduct intellectual and academic/functional evaluations with the appropriate accommodation/modifications to determine educational needs.
- The teacher of the deaf should complete a classroom observation for initial evaluations and if input has not already been provided for 3 year reevaluations.
- The evaluation report describes the implications of the hearing loss in a variety of circumstances with or without recommended amplification and the child's language and communication needs, including oral (spoken) or aural (hearing) means, finger spelling,

or sign language, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level and opportunities for direct instruction in the child's language and communication mode.

NOTE: A student who is Deaf /Hard of Hearing (DHH) may not be determined to have a Specific Learning Disability (SLD)

ARD/IEP Requirements

- AI Communication Supplement
- Information for parents regarding Texas School for the Deaf
- A certified teacher of the deaf/hard of hearing must be present at all ARD/IEP meetings.

For a child from birth through two years of age who is Deaf/Hard of Hearing, an individualized family service plan (IFSP) meeting must be held in place of an ARD committee meeting.