

Name: \_\_\_\_\_

**DEAF-BLINDNESS**

Date: \_\_\_\_\_

**KAR 91-40-1:** “Deaf-blindness” means the combination of hearing and visual impairments which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for the hearing impaired or the visually impaired.

**INDICATORS:** (KEY: RR=record review; I=interview; O=observation; T=test)

<b>Opportunities to Learn</b>	<b>Gen Ed</b>	<b>RR</b>	<b>I</b>	<b>O</b>	<b>T</b>
▪ has received additional interventions/resources aimed at promoting learning					
▪ educational performance in various age appropriate environments is delayed in spite of modifications in instruction, curriculum, or environment					
▪ data indicates the need for intense or sustained resources in order for student to demonstrate adequate progress					

<b>Indicators</b>	<b>Gen Ed</b>	<b>RR</b>	<b>I</b>	<b>O</b>	<b>T</b>
▪ the condition adversely affects the student’s participation and progress in participating in age-appropriate activities or be involved and progress in general education curriculum					
▪ the condition adversely affects academic performance					
▪ the condition is pervasive across environments and extended periods					
▪ medical information provides evidence of deaf-blindness					
▪ educational performance much below that of peers					

<b>Critical Indicators - Visual</b>	<b>Gen Ed</b>	<b>RR</b>	<b>I</b>	<b>O</b>	<b>T</b>
▪ measured or estimated corrected visual acuity of 20/200 or less in the better eye					
▪ a previous chronic condition exists which interferes with the visual learning mode					
▪ ocular motor (e.g., muscle imbalance)					
▪ anophthalmus (absence of actual eyeball)					

<b>Critical Indicators - Visual</b>	<b>Gen Ed</b>	<b>RR</b>	<b>I</b>	<b>O</b>	<b>T</b>
▪ <b>visual field of 40 degrees or less in the better eye</b>					
▪ <b>“functionally blind” or “cortically visually impaired” – the visual structures are present and working; however, the student does not track, localize, or process vision to receive information from the environment or accurately interpret information about the environment</b>					

<b>Critical Indicators - Hearing</b>	<b>Gen Ed</b>	<b>RR</b>	<b>I</b>	<b>O</b>	<b>T</b>
▪ <b>a 30dB (or greater) sensorineural or mixed hearing loss across speech frequencies in the better ear with amplification</b>					
▪ <b>a 30dB ( or greater) conductive hearing loss across speech frequencies in the better ear with amplification (will require annual audiological evaluations to maintain deaf-blind certification)</b>					
▪ <b>a previous chronic condition exists which interferes with the auditory learning mode</b>					
▪ <b>congenital malformations of the auricle (e.g., absence of a pina or ear canal opening)</b>					
▪ <b>“functionally deaf”, “cortically deaf”, or “central processing loss” – the hearing structures are present and working; however, the student does not attend, respond, localize, or process hearing to receive information from the environment or accurately interpret information about the environment</b>					

Name: \_\_\_\_\_

<b>Requires Special Education Services</b>	<b>Gen Ed</b>	<b>RR</b>	<b>I</b>	<b>O</b>	<b>T</b>
▪ <b>performance indicates need for resources beyond those available in general education curriculum</b>					
▪ <b>the combined vision and hearing losses are such that the student cannot be provided services appropriately in classrooms solely for students with visual impairments, hearing impairments, or severe disabilities; or</b>					
▪ <b>the combined vision and hearing losses are such that the student cannot be provided services appropriately in general education classrooms without specific assistance, modifications, adaptations, or supports necessary to accommodate both sensory losses</b>					

<b>Eligibility Determination Questions</b>	<b>Yes</b>	<b>No</b>
• <b>Does the child exhibit an exceptionality?</b>		
• <b>Does the child need special education?</b>		