

511 IAC 7-41-5 Deaf-blind

"Deaf-blind", which may be referred to as dual sensory impaired, means a disability that:

- (1) is a concomitant hearing and vision loss or reduction in functional hearing and vision capacity;
- (2) causes significant communication and adaptive behavior deficits;
- (3) adversely affects the student's educational performance; and
- (4) cannot be accommodated for by use of a program or service designed solely for students who are:
 - (A) deaf or hard of hearing; or
 - (B) blind or have low vision.

Students who are deaf-blind represent a heterogeneous group that includes the following:

- (1) Students who are both deaf and blind with:
 - (A) measured acuities and intellectual and adaptive functioning; or
 - (B) estimated acuities and intellectual and adaptive functioning supported by a description of pathology.
- (2) Students with hearing and visual reductions of a mild to severe degree:
 - (A) with additional learning or language disabilities that adversely affect educational performance; or
 - (B) who have been diagnosed with a chronic or degenerative pathology or a disease that may potentially result in deaf-blindness.
- (3) Students with generalized central nervous system dysfunction who exhibit:
 - (A) auditory and visual impairments; or
 - (B) deficits in auditory-visual functioning; and
 - (C) may demonstrate inconclusive or inconsistent responses:
 - (i) during hearing and vision assessments; or
 - (ii) to auditory and visual stimuli in the environment.

A student who is solely deaf-blind is not considered to be a student who has multiple disabilities as defined Article 7.

Eligibility for special education as a student who is deaf-blind shall be determined by the student's CCC. This determination shall be based on the multidisciplinary team's educational evaluation report which includes the following:

- (1) An assessment of the following:
 - (A) Current academic achievement as defined at 511 IAC 7-32-2.
 - (B) Functional skills or adaptive behavior across various environments from multiple sources.
 - (C) Communication conducted in the:
 - (i) language or system utilized for the student's instruction; or
 - (ii) student's preferred mode of communication;
 - (iii) that assesses the student's receptive and expressive language skills.
 - (D) Functional vision.
 - (E) Functional literacy as described in 511 IAC 7-42-6(c)(5).
- (2) A systematic observation of the student across various environments.
- (3) A social and developmental history that may include, but is not limited to, the following:
 - (A) Communication skills.
 - (B) Social interaction skills.
 - (C) Motor skills.
 - (D) Responses to sensory experiences.
 - (E) Relevant family and environmental information.
- (4) An assessment of motor skills, including travel skills.
- (5) A written report from an optometrist or an ophthalmologist that includes the following:
 - (A) Etiology and prognosis of the visual dysfunction.
 - (B) Secondary or accompanying visual conditions, such as nystagmus or photophobia, if appropriate.
 - (C) Near/distance and corrected/uncorrected acuity measures for left, right, and both eyes, as appropriate.
 - (D) Measures of visual fields for both eyes, if appropriate.
 - (E) Recommendations for use of aids, glasses, or lighting requirements, if appropriate.
- (6) A written report from an educational or clinical audiologist, otologist, or otolaryngologist with information regarding the:
 - (A) etiology and prognosis of the hearing loss; and
 - (B) student's potential requirement for amplification, if appropriate.
- (7) Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to:
 - (A) determine eligibility for special education and related services; and
 - (B) inform the student's CCC of the student's special education and related services needs.