



SPECIAL EDUCATION GUIDANCE

ER-1-DB Criteria for Disability Category: Deafblind

This form should be used when the IEP team is considering if a student meets criteria for the disability category of deafblind as defined under [PI 11.36 \(4m\)\(a\), Wis. Admin. Code](#). IEP teams use this form to explain or reference data or evidence considered and the disability category determination. This form is used in conjunction with the Evaluation Report (ER-1) as part of a comprehensive special education evaluation.

The intent of the form is to guide and document the IEP team's discussion as it considers criteria for deafblind. The form also serves as documentation for a compliance review.

For more information on how to identify a student who is deafblind, go to the [deafblind webpage](#) at the Wisconsin Department of Public Instruction.

FORM CONTENT	CLARIFICATION/EXPLANATION
Date form completed	Enter the date of the IEP team meeting for when the IEP team determined if the student met the disability category criteria for deafblind.
Initial Evaluation	Check "initial evaluation" if the student was not previously found to meet the disability category criteria for deafblind. The IEP team must complete all sections of this form.
Reevaluation	Check "reevaluation" if the student was previously found to meet the disability category criteria for deafblind. A student is not required to meet initial criteria during a reevaluation for this category, but the disability must continue to have an

	<p>adverse effect on education performance in order to be considered for specially designed instruction. It is recommended that the IEP team consider all sections on this form, but only Section III is required.</p>
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FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>Section I.</u> Vision and Hearing Evaluation</p>	<p>Must be checked “yes” to proceed. Check “yes” if the team has conducted a comprehensive evaluation that has included completing the disability criteria forms for both deaf and hard of hearing and blind and visually impaired. Both of these forms should be filled out prior to going on to the next part of the worksheet. The entire team should be involved when working through the deafblind criteria. All of the members of the team will have important information to document, especially in Section II where the team will look at the educational impact. At this point, the team has still not made a disability determination for deafblindness.</p>
<p>The student meets one of the following conditions:</p>	<p>Explanation of conditions:</p>
<p>Meets the criteria for deaf and hard of hearing under PI 11.36(4) and blind and visually impaired under PI 11.36(3).</p>	<p>The student meets the eligibility criteria for both deaf and hard of hearing (DHH) and blind and visually impaired (BVI).</p>
<p>Meets deaf and hard of hearing criteria and has a documented clinical or functional vision loss.</p>	<p>The student meets the deaf and hard of hearing criteria. They did not meet the blind and visually impaired criteria, but the student has a documented clinical or functional vision loss. An example of documenting a functional vision loss could be the team documenting how a student’s functional vision presents differently than what is documented on the ocular report.</p>
<p>Meets the blind and visually impaired criteria and has a documented clinical or functional hearing loss.</p>	<p>The student meets the blind and visually impaired criteria. They did not meet the deaf and hard of hearing criteria. However, the student has a documented clinical or functional hearing loss. An example of this could be a student having a diagnosis of Central Auditory Processing Disorder.</p>
<p>Has a documented diagnosis of a progressive medical condition that will</p>	<p>The student has a documented diagnosis of a progressive medical condition that will result in both hearing and vision losses</p>

<p>result in concomitant hearing and vision losses (e.g. Usher's Syndrome).</p>	<p>that, without special education intervention, will adversely affect the student's educational performance. One example of a diagnosis of a progressive medical condition is Usher's Syndrome.</p>
<p>Explain or reference data or evidence to support (may reference deaf and hard of hearing and blind and visually impaired criteria forms).</p>	<p>Documentation of losses may include the deaf and hard of hearing criteria form, the blind and visually impaired criteria form, formal and informal assessment data, medical documentation, anecdotal information, observation reports, checklists, screeners, etc. The information gathered from these tools can be used to explain or reference data or evidence.</p>

FORM CONTENT	CLARIFICATION/EXPLANATION
<p>Section II. Educational Impact</p>	<p>All three of the following must be checked "yes."</p>
<p>There is an adverse effect on communication (e.g., apply information, communicate effectively with peers and adults in a variety of situations, express needs, and be able to self-advocate, understand the nuances of communication exchange, etc.)</p>	<p>A student who is deafblind cannot rely on their vision to access auditory information and individuals with vision loss cannot rely on their hearing to access visual information. This can affect their access to language, communication, and their access or awareness of communication partners. Areas that could be impacted are the ability to apply information, communicate effectively with peers and adults in a variety of situations, the ability to express needs and be able to self-advocate, understanding the nuances of communication exchange, etc.</p> <p>These examples are not exhaustive, and the IEP team may document additional ways communication is adversely affected for a student.</p> <p>Documentation of an adverse effect on communication may include formal and informal assessment data, anecdotal information, observation reports, checklists, screeners, etc. The information gathered from these tools can be used to explain or reference data or evidence.</p>
<p>There is an adverse effect on developmental performance (e.g., the ability to learn and problem solve, concept development, sensory awareness, etc.)</p>	<p>An adverse effect on developmental performance means a student who is deafblind may demonstrate delays or challenges in meeting developmental performance targets. Areas that may be impacted include the ability to learn and problem solve. A student's ability to develop concepts may be impacted as their understanding and access to the world around them may be limited. Sensory awareness and self-control may be delayed. A student's fine and gross motor skills may be impacted. The entire team should work together to document</p>

	<p>any developmental targets that are adversely affected.</p> <p>These examples are not exhaustive, and the IEP team may document additional ways developmental performance is adversely affected.</p> <p>Documentation of an adverse effect on developmental performance may include formal and informal assessment data, anecdotal information, observation reports, checklists, screeners, etc. The information gathered from these tools can be used to explain or reference data or evidence.</p>
<p>There is an adverse effect on educational performance (e.g., academic achievement measured by classroom performance, standardized tests, etc., and functional performance including engaging with peers and adults, executive functioning skills, sensory regulation, etc.)</p>	<p>This means a student who is deafblind may demonstrate delays or challenges related to academic or non-academic achievement or both. Academic achievement can be measured by classroom performance, grades, standardized tests, etc. Functional performance can include engaging with peers and adults, executive functioning skills, sensory regulation, functional performance, social and emotional development, behavior, executive functioning skills, independent living skills, and self-help skills.</p> <p>These examples are not exhaustive, and the IEP team may document additional ways educational performance is adversely affected.</p> <p>Documentation of an adverse effect on educational performance may include formal and informal assessment data, standardized testing, anecdotal information, observation reports, checklists, screeners, etc. The information gathered from these tools can be used to explain or reference data or evidence.</p>

FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>Section III.</u> Disability Category Criteria Determination</p>	
<p>Initial Evaluation: The documentation of the criteria above demonstrates concomitantly deaf or hard of hearing and blind or visually impaired, the combination of which causes severe communication and other developmental and educational needs such that the individual disability-related needs of the student extend beyond the instruction and supports required for a student who is solely deaf or hard of hearing or blind or visually impaired. The student meets the disability category criteria for deafblind.</p> <p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education (document the need for specially designed instruction on the ER-1).</p>	<p>Check “yes” if the student meets the disability category criteria of deafblind during an initial evaluation.</p> <p>In order to meet criteria for the disability category of deafblind, a student must need specially designed instruction. This need for specially designed instruction needs to be documented on the ER-1.</p> <p>Check” no” if the student did not meet the disability category criteria of deafblind during an initial evaluation.</p>
<p>Reevaluation: The student was previously identified as meeting the disability category criteria for deafblind and continues to have a disability that adversely affects the student’s educational performance.</p>	<p>A student who previously met criteria for the disability category of deafblind is not required to meet initial identification criteria upon reevaluation.</p> <p>Check “yes” if the student’s disability continues to have an adverse effect on the student’s educational performance.</p> <p>Check “no” if the student’s disability does not continue to have an adverse effect on the student’s educational performance.</p>
<p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education (document the need for specially designed instruction on the ER-1). (Explain or reference data or evidence.)</p>	<p>The IEP needs to document that the student continues to have a disability that adversely affects the student’s educational performance (including communication and developmental performance). This documentation may include formal and informal assessment data, anecdotal</p>

	<p>information, observation reports, checklists, screeners, etc. The information gathered from these tools can be used to explain or reference data or evidence.</p> <p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education. Document the need for specially designed instruction on the ER-1 form.</p>
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Wisconsin Department of Public Instruction
Division of Learning Support, Special Education Team
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
(608) 266-7475

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