

03.04.05 Deaf / Hard of Hearing (DHH)

Before you begin...

The information included in the check boxes below is taken from a state rule. Consult [MN Rule 3525.1331](#) for complete details on the requirements of this disability category.

Definition

"Deaf/hard of hearing" (DHH) means a diminished sensitivity to sound, or hearing loss, that is expressed in terms of standard audiological measures. Hearing loss has the potential to affect educational, communicative, or social functioning that may result in the need for special education instruction and related services.

Disability Category Criteria

Based on information in the Evaluation Report and the student file, the student **must meet the requirements in boxes 1 and 2 below**. Determinations must be made by a multidisciplinary team and supported by information collected from multiple settings and sources and represent a significant difference from peers. The "Eligibility Determination" must have one of the buttons selected for the checklist to be considered complete.

1. Measurements

Audiological documentation from a certified audiologist must be provided to demonstrate that the student has at least ONE of the following:

- sensorineural hearing loss with an unaided pure tone average, speech threshold, or auditory brain stem response threshold of 20 decibels hearing level (HL) or greater in the better ear
- conductive hearing loss with an unaided pure tone average, or speech threshold of 20 decibels HL or greater in the better ear persisting over 3 months or 3 times in the 12 previous months, with audiograms, where at least one is from a certified audiologist
- unilateral sensorineural or persistent conductive loss with an unaided pure tone or speech threshold of 45 decibels HL or greater in the affected ear
- sensorineural hearing loss with unaided pure tone thresholds at 35 decibels HL or greater at two or more adjacent frequencies in the better ear (500 hertz, 1000 hertz 2000 hertz or 4000 hertz)

2. Documentation

The student's hearing loss must affect educational performance through one of the following:

The student needs to consistently use amplification in education settings as determined by audiological measures and systematic observational data

OR

The student has an achievement deficit showing performance in the 15th percentile or at least 1.0 standard deviation below the mean in one area

Achievement Test	<input type="text"/>
Basic reading skills	Results <input type="text"/>
Reading comprehension	Results <input type="text"/>
Written language	Results <input type="text"/>
General Knowledge	Results <input type="text"/>

OR

The student's hearing loss affecting the use and understanding of spoken English as documented by one or more of the following:

Under typical classroom conditions, student's classroom interaction is limited as measured by systemic observation of communication behavior; **or**

Use of ASL or alternative or augmentative system of communication, alone or in combination with oral language as documented by parent or teacher reports and language sampling conducted by a professional with knowledge in the area of communication with persons who are deaf or hard of hearing

OR

The student's hearing loss affects the adaptive behavior required for age-appropriate social functioning as supported by documented systemic observation within the student's primary learning environments by a licensed professional and the student, when appropriate; **and**

Below average scores of same-aged peers on a standardized scale of social skill development

Test Name	<input type="text"/>	Results	<input type="text"/>
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Eligibility Determination

To determine eligibility, one of the following MUST be checked.

- The documentation supports the team decision that the student is eligible.
- The documentation supports the team decision that the student is ineligible.
- The documentation does not support the team decision that the student is eligible.