

Eligibility for Early On and Special Education Services

Criteria for Hearing Impaired for *Early On*® Michigan

From the State Plan for Michigan under Part C, the Infant and Toddler Early Intervention Services System, *Early On*® Michigan.

<http://www.mde.state.mi.us/off/sped/EARLY-ON/LAW%26POLICY/StatePlan.pdf>

Page 20. State Eligibility Criteria and Procedure

Established Conditions

- (a) Children with established conditions are those from birth through age two who have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.
- (b) The categories of established conditions are (but not limited to):
 - (5) Sensory disorder
- (c) Established conditions will be determined by informed clinical opinions, judgments, and diagnoses which result from the review of multiple sources of information shall include at a minimum;
 - (1) A developmental history as currently reported by the parent(s) and/or the primary caregiver
 - (2) An observational assessment of the infant or toddler with parent(s) and/or the primary caregiver
 - (3) A recent health status appraisal; and
 - (4) An appropriate formal assessment measure (standardized developmental test, inventory, or a behavioral checklist). This formal measure shall not be used as the sole criterion to determine the absence of delay.
 - (5) Documentation of medical or mental health diagnosis from an appropriate health care professional.

Hearing impairment determination for Special Education

From the Revised Administrative Rules for Special Education (Includes revisions effective June 6, 2002, and selected federal regulations), Michigan Department of Education, Office of Special Education and Early Intervention Services, November 2002. Part 1. General Provisions, Page 4.

R340.1707 Hearing impairment explained; determination. Rule (7).

- (1) The term “hearing impairment” is a generic term which includes both students who are deaf and those who are hard of hearing and refers to students with any type or degree of hearing loss that interferes with development or adversely affects educational performance. “Deafness” means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification. The term “hard of hearing” refers to students with hearing impairment who have permanent or fluctuating hearing loss which is less severe than the hearing loss of students who are deaf and which generally permits the use of the auditory channel as the primary means of developing speech and language skills.
- (2) A determination of impairment shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include an audiologist and an otolaryngologist or otologist.