

# Processes for Dual Sensory Programs for Students Eligible for Visual Impairment and Deaf/Hard of Hearing Services

## How to use this document:

This document cannot account for every situation, given that each student with a dual sensory impairment is unique and varied. Always follow district guidelines and procedures. For clarification, consult with the district compliance team.

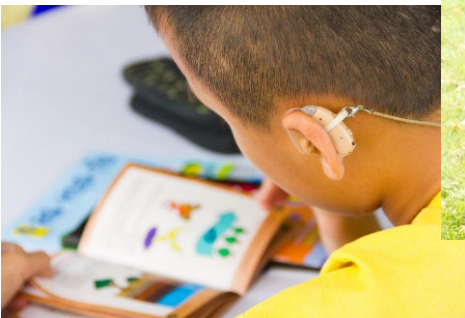
Refer to the flowchart for assistance with navigating the process for determining eligibility for dual sensory impairment. If found eligible, these students may receive services from both a teacher of the deaf and hard of hearing and a teacher of students with visual impairments. The numbers in parentheses in some of the boxes refer to additional explanatory information on the addendum page.

The green boxes correspond to "GO", meaning the process should move forward. The orange boxes indicate the necessity for further action before proceeding. A red line means "STOP" no further action is needed.

## Acronyms used in this document:

**ESE** – Exceptional Student Education  
**FAPE** – Free Appropriate Public Education  
**IEP** – Individual Educational Plan  
**DSI** – Dual Sensory Impaired  
**DHH** – Deaf or Hard of Hearing  
**VI** – Visual Impairment  
**O&M** – Orientation and Mobility

**ToDHH** – Teacher of the Deaf or Hard of Hearing  
**TVI** – Teacher of Students with Visual Impairment  
**FAVI** – Florida and Virgin Islands Deaf-Blind Collaborative  
**FIMC-VI** – Florida Instructional Materials Center for the Visually Impaired  
**RMTC-D/HH** – Resource Materials and Technology Center for the Deaf/Hard of Hearing



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## Eligibility Procedures for Dual Sensory Impaired Programs

If a student is suspected of having both a hearing related disability and a visual impairment **OR** a medical report from a licensed physician describes the etiology or diagnosis of the student's medical condition that does, or has the potential to, result in dual sensory loss, the student should be evaluated for DSI. (1)

Follow initial eligibility process for hearing related disability. (2)

Follow initial eligibility process for visual impairment. (3)

Refer student to FAVI for services while assessment is being conducted. (4)

School-based team reviews all assessments and medical documents to determine if the student meets either of the following criteria for DSI:

1. Student is eligible for DHH or has functional hearing loss (5); and student is eligible for VI; and evaluations identify the need for specially designed instruction.
2. Student has a diagnosis that indicates a potential dual sensory loss and evaluations identify the need for specially designed instruction.

Does the student meet eligibility for DSI?

If yes, then:

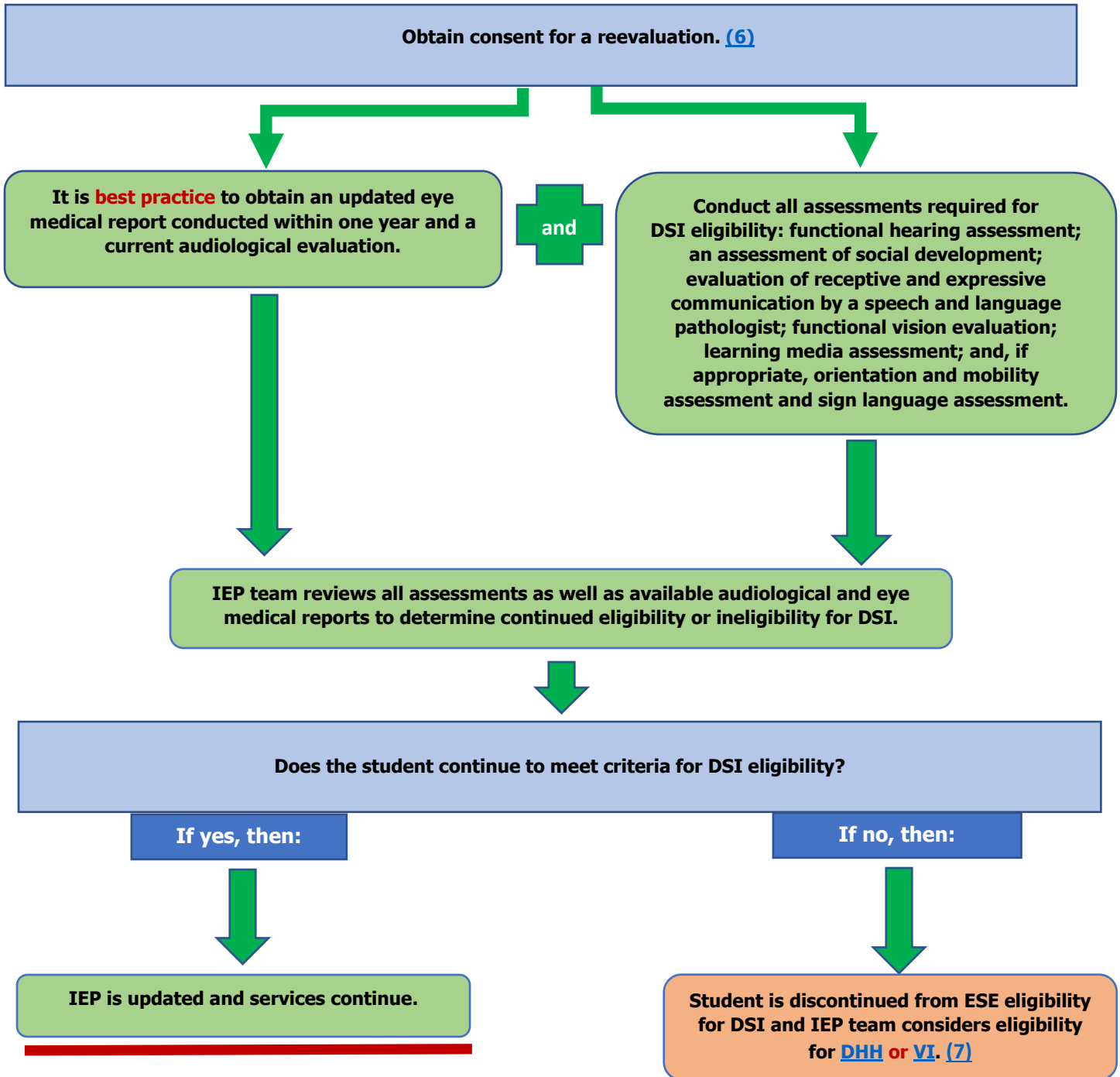
Follow district guidelines to develop an IEP. Register the student with FIMC-VI and FAVI for additional supports and materials.

If no, then:

Team considers eligibility for DHH or VI.

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## Re-evaluation Procedures for Dual Sensory Impaired Programs



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## Addendum

**(1)** If a student is found eligible for both VI and DHH, the disability category will be DSI.

**(2)** Complete all steps on the DHH initial eligibility flowchart. These steps are used to determine if the student meets the criteria for deaf or hard of hearing based on State Board of Education Rule 6A-6.03013 ESE Eligibility for Students Who Are Deaf or Hard-of-Hearing (2009).

**(3)** Complete all steps on the VI initial eligibility flowchart. These steps are used to determine if the student meets the criteria for visual impairment based on State Board of Education Rule 6A-6.03014 ESE Eligibility for Students Who Are Visually Impaired (2017).

**(4)** While a student is being assessed for DSI, they can be referred to the [Florida and Virgin Island Deaf-Blind Collaborative](#) for services for up to one year until they are found eligible as a student with DSI.

**(5)** As stated in Rule 6A-6.03022(1)(c), functional hearing loss is defined to mean that parts of the auditory system may be functioning but the student does not attend to, respond, localize, or utilize auditory information. This may include cortical hearing impairment or auditory neuropathy or auditory dyssynchrony.

**(6)** Follow all requirements in Rule 6A-6.0331 regarding consent for reevaluation. As stated in this rule, a reevaluation may be conducted after multiple documented attempts to obtain consent, but not if consent is explicitly denied. If consent is denied, services must continue, or the district may consider due process/mediation.

**(7)** In order to discontinue a student from ESE eligibility for DSI, a complete and full DSI reevaluation must be conducted (see Rule 6A-6.0331(8)).

## **Resources:**

6A-6.03022 [Exceptional Student Education Eligibility for Students with Dual Sensory Impairments](#) Florida State Board of Education

6A-6.03013 [Exceptional Student Educational Eligibility for Students Who Are Deaf or Hard-of-Hearing](#), 2009, Florida State Board of Education

6A-6.03014 [Exceptional Education Eligibility for Students Who Are Visually Impaired](#), 2017, Florida State Board of Education

6A-6.0331 [General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services](#) Florida State Board of Education

## **Additional Information**

**6A-6.0331** General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services, the general education interventions requirements (RtI) may not be required for students suspected of having a disability if a team that comprises qualified professionals and the parent determines that the general education interventions are not appropriate for a student who demonstrates a speech disorder or severe cognitive, physical or sensory disorders, or severe social/behavioral deficits that require immediate intensive interventions to prevent harm to the student or others.