

2015 National Deaf-Blind Child Count:

Arkansas CAYSI-Children And Youth with Sensory Impairment & other disabilities

Instructions, Definitions and Reporting Materials



The National Center on Deaf-Blindness

The Research Institute
Western Oregon University

The Helen Keller National Center
Sands Point, New York

Perkins
Watertown, Massachusetts

October 2015

The National Center on Deaf-Blindness is funded through award #H326T130013 by the U.S. Department of Education, OSERS, OSEP. The opinions and policies expressed by this publication do not necessarily reflect those of The Teaching Research Institute, or the U.S. Department of Education. Federal Project Officer, JoAnn McCann.



2015 National Deaf-Blind Child Count: Instructions and Definitions

The National Center on Deaf-Blindness (NCDB) and State/Multi-State Deaf-Blind Projects are federally required to conduct and submit an annual child count of children and youth who are deaf-blind on December 1st of each year. Consistent with the priorities under which *The Center* and the *State/Multi-State Projects* are funded, this National Child Count is used to identify national and state technical assistance needs for children and youth who are deaf-blind, their families and the service providers and systems which serve them. Child Count information is also used to identify research needs, in developing personnel preparation programs, and in targeting national and state product development and dissemination activities.

Please remember:

- The count is a point-in-time snapshot and should reflect those individuals identified and eligible for services from state deaf-blind projects on December 1st of the current reporting period. (*Reporting period is December 2nd 2014- December 1st 2015.*)
- In accordance with Act 1181 of 2015, you are not required to complete the grayed out areas in the IDEA section. We will obtain that data from the December 1 child count.
- The language and reporting elements used in the Child Count are consistent with those found in Section 618 of IDEA and revised based on changes to IDEA 2004.
- Individuals with Further Testing Needed identified under the documentation of hearing and/or vision loss may only be included for that year's report. While testing should be completed prior to the next reporting date for the individual to be included in the subsequent year's national child count, please submit all individuals regardless of testing status.

Definition of Deaf-Blindness

Although each state deaf-blind project has the discretion of establishing the criteria for their project services, the IDEA 2004 definition of deaf-blindness must be used for defining students in early childhood special education (3-5) and school age special education (6-21) programs and for their inclusion on the Child Count.

“Deaf blindness means concomitant hearing and vision impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.” (IDEA, 2004)

For infants and toddlers receiving Part C early intervention services, deaf-blindness is defined as:

“Concomitant hearing and vision impairments or delays, the combination of which causes such severe communication and other developmental and intervention needs that specialized early intervention services are needed.”

Documented Vision and Hearing Loss

Consistent with prior amendments to IDEA, the Child Count does not require ongoing three year reevaluations of individuals initially identified as deaf-blind, nor does it necessitate the reporting of the dates of the most current assessment. As such, projects should rely on the most recent information used by the student's team in initially documenting the student's degree of loss and in subsequent reporting on the Deafblind Child Count.

WHAT'S NEW FOR 2015

Intervener Services was added to the December 1, 2014 count on a pilot basis to be fully implemented for the December 1, 2015 count.

See the instructions and definition on page 14.

Contact Information

Please call or email Jana Villemez for any additional information or clarifications related to the Child Count reporting process.

Jana Villemez

Jana.villemez@arkansas.gov

Phone: 501.682.4289

Instructions and Definitions

The following instructions and definitions are to be used for reporting the National Deaf-Blind Child Count for children and youth, birth through age 22. Please complete the Census Reporting Form and mail to Jana Villemez, CAYSI/ADE/Special Ed Unit, 1401 W. Capitol, Suite 450, Little Rock, AR 72201

Race/Ethnicity

Enter the one race/ethnicity code from the list that best describes the individual. A child or student may only be reported in one race/ethnicity category.

Possible selections include:

1. American Indian or Alaska Native
2. Asian
3. Black
4. Hispanic
5. White
6. Native Hawaiian /Pacific Islander
7. Two or more races

The following definitions of the seven categories of race/ethnicity have been adapted from definitions appearing in the U.S. Department of Education *Final Guidance on Maintaining*,

Collecting and Reporting Racial and Ethnic Data in Federal Register Doc E7-20613:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)
Black or African American	A person having origins in any of the Black racial groups of Africa. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Refers to Hispanic and/or Latino.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or the Pacific Islands. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)
Two or more races	A person having origins in <u>two or more</u> of the <u>race</u> categories listed above. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)

Living Setting

Indicate the living setting in which the individual resides the majority of the year. Living settings include:

1. Home: Parents
2. Home: Extended family
3. Home: Foster parents
4. State residential facility
5. Private residential facility
6. Group home (less than 6 residents)
7. Group home (6 or more residents)
8. Apartment (with non-family person(s))
9. Pediatric nursing home

555. Other

Parent/Guardian Name(s)

Please provide the most current address and phone number(s) for the student.

Documented Vision Loss

Indicate the code that best describes the individual's: a) *documented* degree of vision loss with correction, or b) indicates that *further testing is needed* (this testing should be completed prior to the next child count submission date for continued inclusion in the count), or c) indicate that the student has a *documented functional vision loss*.

Please note: Items 5 and 8 are intentionally not used or available as an option.

Possible selections include:

1. Low Vision (visual acuity of 20/70 to 20/200>)
2. Legally Blind (visual acuity of 20/200 or less or a field restriction of 20 degrees)
3. Light Perception Only
4. Totally Blind
5. *Intentionally not used*
6. Diagnosed Progressive Loss, or
7. Further Testing Needed, or
8. *Intentionally not used*
9. Documented Functional Vision Loss

A Functional Vision Assessment is defined as “*a non-clinical assessment, carried out by a trained vision specialist using commonly accepted assessment tools, checklists and measures for making educated judgments about the functional use of vision.*”

Cortical Vision Impairment

Please indicate whether the child/student has cortical vision impairment by coding as:

0. No
1. Yes
2. Unknown

Documented Hearing Loss

Indicate the code that best describes the individual's: a) *documented* degree of hearing loss with correction, or b) indicates that *further testing is needed* (this testing should be completed prior to the next child count submission date for continued inclusion in the count), or c) indicate that the student has a *documented functional hearing loss*.

Please note: Item 8 is intentionally not used or available as an option.

Possible selections include:

1. Mild (26-40 dB loss)
2. Moderate (41-55 dB loss)
3. Moderately Severe (56-70 dB loss)
4. Severe (71-90 dB loss)
5. Profound (91+ dB loss)
6. Diagnosed Progressive Loss, or
7. Further Testing Needed, or
8. *Intentionally not used*
9. Documented Functional Hearing Loss

A Functional Hearing Assessment is defined as “a non-clinical assessment carried out by a trained hearing specialist using commonly accepted assessment tools, checklists and measures for making educated judgments about the functional use of hearing.”

Central Auditory Processing Disorder

Please indicate whether the child/student has a central auditory processing disorder by coding as:

0. No
1. Yes
2. Unknown

Auditory Neuropathy

Please indicate whether the child/student has auditory neuropathy by coding as:

0. No
1. Yes
2. Unknown

Cochlear Implants

Please indicate whether the child/student has a cochlear implant by coding as:

0. No
1. Yes
2. Unknown

Other Impairments or Conditions

Please indicate any additional impairment or condition, which has a significant impact on the individual’s developmental or educational progress. Other impairments and conditions include:

- Orthopedic/Physical Impairments

- Cognitive Impairments
- Behavioral Disorders
- Complex Health Care Needs
- Communication/Speech/Language Impairments
- Other

For each, please indicate as:

0. No
1. Yes
2. Unknown

Etiology

Select the one etiology code from the list that best describes the primary etiology of the individual's primary disability. Etiologies fall under one of four main sub headings:

- Hereditary/chromosomal syndromes and disorders
- Pre-natal/congenital complications
- Post-natal/non-congenital complications
- Related to prematurity

If "other" (e.g., 199, 299 or 399) is selected, please specify the etiology.

IDEA Funding Category

In accordance with Act 1181 of 2015, you are not required to complete the grayed out areas in the IDEA section. We will obtain the data from the December 1 child count.

Also, children do not have to be identified as deafblind on your December 1 Child Count in order for them to be determined as having dual sensory impairments for purposes of this Project.

Part C Exiting Status (Birth through 2)

For children served in *Part C early intervention* programs enter the single early intervention code relevant for the child on Dec. 1st .

Note: Preschoolers who turned three years of age during the reporting period and who have transitioned to Part B services may also be reported under Part B Exiting Status.

Potential EI exiting codes include:

0. In a Part C early intervention program
1. Completion of IFSP *prior to reaching maximum age* for Part C
2. Eligible for IDEA, Part B
3. Not eligible for Part B, exit with referrals to other programs
4. Not eligible for Part B, exit with no referrals

5. Part B eligibility not determined
6. Deceased
7. Moved out of state
8. Withdrawal by parent (or guardian)
9. Attempts to contact the parent and/or child were unsuccessful

Early intervention exiting status for infants and children, from birth through age 2, are defined as:

- In a Part C early intervention program: This includes infants and toddlers (birth through age 2) with a current IFSP and who are served by a state or local part early intervention program.
- Completion of IFSP prior to reaching maximum age for Part C: Children who have *not reached maximum age* for Part C, have completed their IFSP, and no longer require services under IDEA, Part C.
- Eligible for IDEA, Part B: Children served in Part C who exited Part C and were determined to be eligible for Part B during the reporting period. This includes children who receive Part B services in conjunction with Head Start.
- Not eligible for Part B, exit with referrals to other programs: Children *who reached maximum age* for Part C, were determined not eligible for Part B, and were referred to other programs, which may include preschool learning centers, Head Start (but not receiving Part B services), and child care centers, and/or were referred for other services, which may include health and nutrition services, such as WIC.
- Not eligible for Part B, exit with no referrals: Children *who reached maximum age* for Part C and were determined not eligible for Part B services, but were not referred to other programs.
- Part B eligibility not determined: Children for whom Part B eligibility has not been made. This category includes children who were referred for Part B evaluation, but for whom the eligibility determination has not yet been made or reported and children for whom parents did not consent to transition planning. This category includes any child *who reached maximum age* for Part C, and who has not been counted in categories 2 through 4 above.
- Deceased: Children who died during the reporting period, even if their death occurred at the age of exit.
- Moved out of state: Children who moved out of State during the reporting period. Do not report a child who moved within State (i.e., from one program to another) if services are known to be continuing.
- Withdrawal by parent (or guardian): Children whose parents declined all services after an IFSP was in place, as well as children whose parents declined to consent to IFSP services and provided written or verbal indication of withdrawal from services.

- Attempts to contact the parent and/or child were unsuccessful: Children who have not reached the maximum age of service under Part C, who had an active IFSP, and for whom Part C personnel have been unable to contact or locate the family or child after repeated, documented attempts. This category includes any child who did not complete an IFSP and exited Part C before reaching maximum age and who has not been counted in categories 6 through 8 above.

Part C Category Code

Enter the primary category code under which the child was reported on the state's Lead Agency, IDEA Part C Child Count.

Part C categories include:

1. At-risk for developmental delays (as defined by the state's Part C Lead Agency)
2. Developmentally Delayed

Also included for *Child Count reporting purposes* is:

888. Not Reported under Part C of IDEA

Part B Exiting Status

For students in ECSE or school-aged special education, please indicate the code that best describes the student's status on Dec. 1st.

Note: Preschoolers who turned three years of age during the reporting period and who have transitioned from Part C early intervention services may also be reported under Part C Exiting Status.

Part B exit codes include:

0. In ECSE or school-aged special education program
1. Transferred to regular education
2. Graduated with regular high school diploma
3. Received a certificate
4. Reached maximum age
5. Died
6. Moved, known to be continuing
7. ***Intentionally not used***
8. Dropped out

Exiting status categories are defined as follows:

- In ECSE or school-aged special education program: This includes students in an early childhood special education (ages 3 - 5) or school-aged special education (ages 6 - 21) program.

- Transferred to regular education: (Note: this category was previously labeled “No longer receives special education.”) Students who were served in special education at the start of the reporting period, but at some time in that 12-month period, returned to regular education. These students no longer have an IEP and are receiving all of their educational services from a regular education program.
- Graduated with regular high school diploma: Students who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those students without disabilities.
- Received a certificate: Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.
- Reached maximum age: Students who exited special education because of reaching the maximum age for receipt of special education services, including those students with disabilities who reached the maximum age and did not receive a diploma. Maximum age for services varies by state.
- Died: Students who died.
- Moved, known to be continuing: Students who moved out of the catchment area or otherwise transferred to another district and are *KNOWN* to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he or she is continuing in an education program. This includes students in residential drug/alcohol rehabilitation centers, correctional facilities or charter schools if those facilities operate as separate districts, excluding normal matriculation.
- Dropped out: Students who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis described some point in the preceding 12 months, are not currently enrolled, and did not exit through any of the other options described. This includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education.

Part B Category Code

Enter the primary category code under which the student was reported on the State Department of Education Part B, IDEA Child Count, or indicate that the student was not reported.

The Part B Category Codes are:

1. Intellectual Disability
2. Hearing Impairment (includes deafness)
3. Speech or Language Impairment
4. Visual Impairment (includes blindness)

5. Emotional Disturbance
6. Orthopedic Impairment
7. Other Health Impairment
8. Specific Learning Disability
9. Deaf-blindness
10. Multiple Disabilities
11. Autism
12. Traumatic Brain Injury
13. Developmentally Delayed-age 3 through 9

Also included for *Child Count reporting purposes* are:

14. Non-Categorical
888. Not Reported under Part B of IDEA

Deaf-Blind Project Exiting Status

To be reviewed and completed by CAYSI staff.

Participation in Statewide Assessments

Select the option which best describes the student's participation in *their last* statewide assessment activities.

1. Regular grade-level state assessment
2. Regular grade-level state assessment with accommodations
3. Alternate assessments aligned with grade-level achievement standards
4. Alternate assessments based on alternate achievement standards
5. Modified achievement standards
6. Not yet required

Early Intervention Setting (Birth through 2)

For children served in *Part C early intervention* programs enter the early intervention setting code under which the individual was reported on the state's Lead Agency, IDEA Part C Child Count. ***Please enter only one code.***

Potential EI settings for infants and toddlers (Birth through 2) include:

1. Home
2. Community-based settings
3. Other settings

Early intervention settings for infants and children, from birth through age 2, are federally defined as:

- Home: Early intervention services are provided primarily in the principal residence of the child's family or caregivers.
- Community-based settings: Early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child care centers (including family day care), preschools, regular nursery schools, early childhood center, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).
- Other settings: Early intervention services are provided primarily in a setting that is not home or community-based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and EI center/class for children with disabilities. If "other" is selected, please specify under Column 25 on the Child Count Supplemental Form.

Educational Setting (3-5 and 6-21)

Enter the setting code under which the individual was reported on the State Department of Education Part B, IDEA Child Count. Please note that settings are different for children in early childhood special education programs (3-5), than for school-aged students (6-21). ***Again, please enter only one code.***

For children ***in early childhood special education*** (3-5) settings include: (Please note that these will change next year)

1. Attending a regular early childhood program at least 80% of the time
2. Attending a regular early childhood program 40% to 79% of the time
3. Attending a regular early childhood program less than 40% of the time
4. Attending a separate class
5. Attending a separate school
6. Attending a residential facility
7. Service provider location
8. Home

For ***school-aged students*** (6-21) settings include:

9. Inside the regular class 80% or more of day
10. Inside the regular class 40% to 79% of day
11. Inside the regular class less than 40% of day
12. Separate school
13. Residential facility
14. Homebound/Hospital
15. Correctional facilities

16. Parentally placed in private schools

Early childhood special education program settings (aged 3 through 5) are federally defined as follows:

- Regular early childhood program at least 80% of the time: Children who attended an early childhood program and were in the early childhood program for at least 80% of time.
- Regular early childhood program 40% to 79% of the time: Children who attended an early childhood program and were in the early childhood program for no more than 79% but no less than 40% of time.
- Regular early childhood program less than 40 % of the time: Children who attended an early childhood program and were in the early childhood program for less than 40% of time
- Separate class: Children in a class with less than 50% nondisabled children. Do not include children who also attended a regular early childhood program.
- Separate school: Children who received education programs in public or private day schools designed specifically for children with disabilities.
- Residential facility: Children who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.
- Service provider location: Children who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility.

For example, speech instruction provided in:

- private clinicians' offices
- clinicians' offices located in school buildings
- hospital facilities on an outpatient basis
- libraries and other public locations

Do not include children who also received special education at home. Children who received special education both in a service provider location and at home should be reported in the home category.

- Home: Children who received special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location.

School-aged (aged 6 through 21) special education program settings are federally describes as follows:

- Inside the regular class 80 percent or more of the day: Students who were inside the regular classroom for 80 percent or more of the school day. This may include children with disabilities placed in:
 - regular class with special education/related services provided within regular classes
 - regular class with special education/related services provided outside regular classes
 - regular class with special education services provided in resource rooms
- Inside regular class no more than 79% of day and no less than 40% percent of the day: Students were inside the regular classroom between 40 and 79% of the day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
 - resource rooms with special education/related services provided within the resource room
 - resource rooms with part-time instruction in a regular class
- Inside regular class less than 40 percent of the day: Students who were inside the regular classroom less than 40 percent of the day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:
 - self-contained special classrooms with part-time instruction in a regular class
 - self-contained special classrooms with full-time special education instruction on a regular school campus
- Separate school. Students who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:
 - public and private day schools for students with disabilities
 - public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day
 - public and private residential facilities if the student does not live at the facility
- Residential facility: Students who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:
 - public and private residential schools for students with disabilities

- public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day

Do not include students who received education programs at the facility, but do not live there.

- Homebound/Hospital: Students who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:
 - hospital programs
 - homebound programs

Do not include children with disabilities whose parents have opted to home school them and who receive special education at the public expense.

- Correctional facilities: Students who received special education in correctional facilities. These data are intended to be a count of all children receiving special education in:
 - short-term detention facilities (community-based or residential)
 - correctional facilities
- Parentally placed in private schools: Students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.

Corrective Lenses

Please indicate whether the child/student wears glasses or contact lenses by coding as:

0. No
1. Yes
2. Unknown

Assistive Listening Devices

Please indicate whether the child/student wears hearing aids or uses an FM system or other assistive listening device by coding as:

0. No
1. Yes
2. Unknown

Additional Assistive Technology

Please indicate whether the child/student uses any additional assistive technology (other than corrective lenses or assistive listening devices) by coding as:

0. No
1. Yes
2. Unknown

Intervener Services OR 1:1 Paraprofessional

Please indicate whether the child/student in ECSE or school-aged special education receives Intervener Services or 1on 1 paraprofessional services.

0. No
1. Yes
2. Unknown

Intervener Services are defined as follows:

Intervener services provide access to information and communication and facilitate the development of social and emotional well-being for children who are deaf-blind. In educational environments, intervener services are provided by an individual, typically a paraeducator, who has received ***specialized training in deaf-blindness and the process of intervention***. An intervener provides consistent one-to-one support to a student who is deaf-blind (age 3 through 21) throughout the instructional day.

Working under the guidance and direction of a student's classroom teacher or another individual responsible for ensuring the implementation of the student's IEP, an intervener's primary roles are to:

- provide consistent access to instruction and environmental information that is usually gained by typical students through vision and hearing, but that is unavailable or incomplete to an individual who is deaf-blind;
- provide access to and/or assist in the development and use of receptive and expressive communication skills;
- facilitate the development and maintenance of trusting, interactive relationships that promote social and emotional well-being; and,
- provide support to help a student form relationships with others and increase social connections and participation in activities.