

**Hearing Impairment**  
**Montcalm Area Intermediate School District – Phone: 989-831-5261**  
**Multidisciplinary Evaluation Team (MET) Recommendation**

Student Name \_\_\_\_\_ MET Report Date \_\_\_\_\_

Birth Date \_\_\_\_\_ Grade \_\_\_\_\_ Attending District \_\_\_\_\_

**PURPOSE**

This form will be used by the Multidisciplinary Evaluation Team (MET) to recommend: *(Choose one)*

- Initial eligibility** for special education *(Attach a copy of all supporting data and documentation)*
- Ongoing eligibility** for special education *(Attach a copy of all supporting data and documentation)*

**EVALUATION FINDINGS AND DOCUMENTATION**

Attached to this MET coversheet are copies of supporting data and documentation sufficient to determine eligibility for special education as a student with a hearing impairment:

Required Information

- Ability/achievement level
- Relevant behavior observations
- Audiological information
- Educationally relevant medical information
- Information from parents and date(s)

Report Title and Date *(Attach report)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DIAGNOSTIC ASSURANCE STATEMENTS**

The Multidisciplinary Evaluation Team must consider the following assurance statements before making a recommendation regarding this student's eligibility: *(Check all that apply)*

- This student manifests a type or degree of hearing loss that interferes with development or adversely affects educational performance.
- The suspected disability is not due to the lack of appropriate instruction in reading, including in the essential components of reading instruction, lack of instruction in math, or limited English proficiency.

This student requires special education programs/services.    Yes    No

**PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

With enough detail to determine a starting point for instruction, describe this student's present level of academic achievement and functional performance, including a description of how the disability affects his/her progress in the general curriculum: *(For preschool age children, describe how the disability affects involvement in age-level activities.)* \_\_\_\_\_

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## ELIGIBILITY RECOMMENDATION

The Multidisciplinary Evaluation Team after reviewing all the pertinent information:

- 1) finds all of the diagnostic assurance statements to be true and
- 2) recommends, based on the evaluation findings, that this student be determined eligible for special education programs/services under the hearing impairment rule (R340.1707).

**Primary area of eligibility**

**Secondary area of eligibility**

### PARTICIPANT SIGNATURES

As a member of the Multidisciplinary Evaluation Team, my input is included in writing and I agree with the eligibility recommendation: *(Sign and check below)*

	Yes	No
*Audiologist _____	___	___
*Otolaryngologist/Otologist _____	___	___
Other/Role _____	___	___
Other/Role _____	___	___
Other/Role _____	___	___
Other/Role _____	___	___

## EXCLUSIONARY FACTORS WORKSHEET

Hearing Impaired

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Each factor must be ruled out as the <b>PRIMARY FACTOR</b> for the student's inability to progress in the general education curriculum, and for obtained cognitive, achievement, adaptive and hearing scores.	Yes	No
<b>1. Lack of appropriate instruction in essential components of reading and math</b>		
Does information obtained during assessment indicate lack of appropriate instruction in reading and math as the determinant factor in this student's inability to progress in the general education curriculum?		
<b>2. Limited English Proficiency</b>		
<ul style="list-style-type: none"> <li>• Is there a language other than English spoken by this student?</li> </ul>		
<ul style="list-style-type: none"> <li>• Is there a language other than English spoken by the student's home?</li> </ul>		
<ul style="list-style-type: none"> <li>• Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English?</li> </ul>		
<b>3. Cultural Background Differences</b>		
Document all information gathered in assessment that would exclude environmental or cultural disadvantage as the determinant factor for this student's inability to access general education curriculum or perform significantly below normal on measures of cognition, achievement, adaptive behavior and hearing.		
<ul style="list-style-type: none"> <li>• Is there compelling evidence from data gathered and information generated to indicate this student is unable to learn or perform on assessments due to cultural or background difference?</li> </ul>		
<b>4. Medical Conditions that Impact School Performance</b>		
Document all information gathered through assessment that would exclude medical or health reasons for this student's deficient performance on assessments of hearing.		
<ul style="list-style-type: none"> <li>• Does the student have a medical history and/or school history of other medical or health-related difficulties causing the student to have difficulty accessing the general education curriculum?</li> </ul>		
<ul style="list-style-type: none"> <li>• Are there school records of other illness or health-related conditions that would impact negatively on this student's ability to progress in the general education curriculum?</li> </ul>		
<b>5. Socioeconomic Status or Communication, Sensory or Motor Impairments</b>		
Document all information gathered through assessment that would exclude other impairments as a factor for this student's deficient performance.		
<ul style="list-style-type: none"> <li>• Does the assessment data indicate that lack of opportunity to learn due to socioeconomic circumstances is the cause or primary reason for the student's deficient scores obtained on hearing skills measured?</li> </ul>		
If any of the questions in sections 1-5 are YES, please document the reason a given exclusionary consideration is not the primary reason for the student's deficit cognitive, achievement, adaptive, and/or hearing scores:		
<b>6. Impairment Specific Considerations</b>		
<ul style="list-style-type: none"> <li>• Does the student's hearing impairment adversely affect educational performance, even with amplification?</li> </ul>		
<ul style="list-style-type: none"> <li>• Does the student's assessed hearing fluctuate, yet adversely affect educational performance?</li> </ul>		

**Present Level of Academic Achievement and Functional Performance:**