

# INSTRUCTIONS TO COMPLETE 2018 DEAF-BLIND CENSUS

The Deaf-Blind Census link is: [https://ncdpi.az1.qualtrics.com/jfe/form/SV\\_2sPfkUc7xUaByct](https://ncdpi.az1.qualtrics.com/jfe/form/SV_2sPfkUc7xUaByct)

Additional information can be found on the NCDPI website:

<https://ec.ncpublicschools.gov/disability-resources/deaf-blind/census>

Submissions are due by March 18, 2019.

## Introduction

The National Center on Deaf-Blindness (NCDB) and State/Multi-State Deaf-Blind Projects are federally required to collect information on the needs related to children and youth who are deaf-blind. Consistent with the priorities under which *The Center* and the *State/Multi-State Projects* are funded, this data is summarized into a National Deaf-Blind Child Count (also referred to as DB Child Count). The DB 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. It is also used to identify research needs, in developing personnel preparation programs, and in targeting national and state product development and dissemination activities.

- 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 1<sup>st</sup> of the current reporting period. (*Reporting period is December 2<sup>nd</sup> 2017- December 1<sup>st</sup> 2018.*)
- The language and reporting elements used in the DB 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.

## Definition of Deaf-Blindness

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 in the DB 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 DB Child Count does not require ongoing three-year re-evaluations of individuals initially identified as deaf-blind, nor does it necessitate the reporting of the dates of the most current assessment. As such, the NCDBP relies on the most recent information used by the student's team in initially documenting the student's degree of loss.

### **Has this child been reported on the census prior to the 2018 submission?**

If the child has previously been included, check "Yes"

If the child is new to your program or LEA check "No"

If you are unsure, check "No"

### **Name of Person Completing the Survey**

Phone Number

E-Mail

### **LEA**

Use the drop-down menus to select your LEA or School

If your school is not listed, please select the LEA in which it is located

### **Child ID Code**

Use uppercase letters to create a 4-digit *alpha-character* code using the first two characters of the first name and the first two characters of the last name of the individual. Example: Jane Doe would be entered as JADO

For names that are hyphenated, use the first 2 characters of the beginning name of the hyphenated name. For example, John Doe-Rey would be coded as JODO.

### **PowerSchool ID**

Use the state assigned student code

If the student has not been assigned a number (Part C, private school, or home schooled enter the year the child was born)

### **Child First Name**

Enter the child's given name

### **Child Last Name**

### **Date of Birth**

Using the drop-down menu select the month, date, and year of the child's birth.

### **Gender**

Indicate the individual's gender

### **Race/Ethnicity**

Using the drop-down menu, select 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

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. (*Does not include persons of Hispanic/Latino ethnicity.*)
- **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. (*Does not include persons of Hispanic/Latino ethnicity.*)
- **Black or African American**: A person having origins in any of the Black racial groups of Africa. (*Does not include persons of Hispanic/Latino ethnicity.*)
- **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. (*Does not include persons of Hispanic/Latino ethnicity.*)
- **Native Hawaiian or Other Pacific Islander**: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or the Pacific Islands. (*Does not include persons of Hispanic/Latino ethnicity.*)
- **Two or more races**: A person having origins in two or more of the race categories listed above. (*Does not include persons of Hispanic/Latino ethnicity.*)

### **Child's Home Address**

List the address where the child resides. If the child attends a residential school but is with parents on weekends and holidays, list the parents address.

### **School Name**

### **Teacher Name**

### **Teacher Email**

### **Grade**

Use the drop-down menu to select the child's grade or service level. For students' who have completed 12<sup>th</sup> grade but are continuing, choose 12+

### **Parent/Guardia Name**

### **Parent/Guardian Phone**

## **Parent/Guardian Email**

### **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 the etiology is unknown. Indicate at the bottom of the sub heading

### **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*.

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**

Indicate whether the child/student has cortical vision impairment

### **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*.

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.*”

Results from an informal Hearing Assessment may be used to determine a functional hearing loss

### **Central Auditory Processing Disorder**

Indicate whether the child/student has a central auditory processing disorder

### **Auditory Neuropathy**

Indicate whether the child/student has auditory neuropathy

### **Cochlear Implants**

Indicate whether the child/student has cochlear implants

### **Other Impairments or Conditions**

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 – Please indicate any other impairments or conditions

### **Part C Category Code – For infants and toddlers aged 0 – 2 ONLY**

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 DB Child Count reporting purposes* is:

888. Not Reported under Part C of IDEA – All children who are 3 – 21 years of age

### **Part B Category Code – Children aged 3-21 years old**

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:

- Intellectual Disability
- Hearing Impairment (includes deafness)
- Speech or Language Impairment
- Visual Impairment (includes blindness)
- Emotional Disturbance
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Deaf-blindness
  - Multiple Disabilities
  - Autism
  - Traumatic Brain Injury
  - Developmentally Delayed-age 3 through 9

**Also included for *DB Child Count reporting purposes* are:**

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

**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. ***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.

### **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). ***Enter only one code.***

For children ***in early childhood special education*** (3-5) settings include:

- |   |                                     |
|---|-------------------------------------|
| 1. In a regular EC program 10+ hours/week with services                 | 5. Attending a separate class       |
| 2. In a regular EC program 10+ hours/week –services elsewhere           | 6. Attending a separate school      |
| 3. In a regular EC program less than 10 hours/week with services        | 7. Attending a residential facility |
| 4. In a regular EC program less than 10 hours/week – services elsewhere | 8. Service provider location        |
|   | 9. Home                             |

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

- |   |  |
|---|--|
| 10. Inside the regular class 80% or more of day   | 17. Parentally placed in private schools |
| 11. Inside the regular class 40% to 79% of day    |  |
| 12. Inside the regular class less than 40% of day |  |
| 13. Separate school                               |  |
| 14. Residential facility                          |  |
| 15. Homebound/Hospital                            |  |
| 16. Correctional facilities                       |  |

*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. **This includes students who are home-schooled.**

### **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 assessment

4. *No longer used*
5. *No longer used*
6. Not required at age or grade level
7. Parent opt out

### **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. 1<sup>st</sup>.

***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 Column 29 - Part B Exiting Status.***

Acceptable Codes:

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 B Exiting Status**

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

***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 Column 28 - Part C Exiting Status.***

Acceptable Codes:

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.

## Deaf-Blind Project Exiting Status

Select the response which describes the student's status as of December 1st of the current reporting period.

Acceptable Codes:

0. Eligible to receive services from the deaf-blind project
1. No longer eligible to receive services from the deaf-blind project

Deaf-Blind Exiting Status categories are defined as follows:

- Eligible to receive services from the deaf-blind project: These individuals are *eligible to receive services* from the deaf-blind project, *regardless of their Part C or Part B status*.
- No longer eligible to receive services from the deaf-blind project: These individuals are *no longer eligible to receive services* from the deaf-blind project, *regardless of their Part C or Part B status*.

## Living Setting

Indicate the living setting in which the individual resides the majority of the year.

Acceptable Codes:

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

### **Corrective Lenses**

Indicate whether the child/student wears glasses or contact lenses.

Acceptable Codes:

0. No
1. Yes
2. Unknown

### **Assistive Listening Devices**

Indicate whether the child/student wears hearing aids or uses an FM system or other assistive listening device.

Acceptable Codes:

0. No
1. Yes
2. Unknown

### **Additional Assistive Technology**

Indicate whether the child/student uses any additional assistive technology (other than corrective lenses or assistive listening devices).

Acceptable Codes:

0. No
1. Yes
2. Unknown

### **Intervener Services**

Indicate whether the child/student in ECSE or school-aged special education receives Intervener Services.

Codes:

0. No
1. Yes (from an individual with the title and function of an intervener **OR** from an individual with the function of an intervener working under a different title)
2. Unknown



Intervener Services are defined as follows:

Intervener Services: 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.

#### Communication Choices

Please indicate all methods of communication displayed by the child

#### Literacy Instruction

Please indicate level of literacy instruction provided

If you have any questions or require any assistance, please contact Dottie Snyder at [Dorothy.snyder@dpi.nc.gov](mailto:Dorothy.snyder@dpi.nc.gov) or 919. 807.3989