# Deaf-Blind Child Count Change Log

Documented summary of changes made to the Deaf-Blind Child Count each year.

| **Child Count Year** | **Changes Made** |
| --- | --- |
| 2018 | No Changes |
| 2017 | No Changes |
| 2016 | **Column 27 - Participation in Statewide Assessments** - Slight modification to Participation in State Assessments: This year there are fewer options for participation in State Assessments. Modified assessments (4) are no longer an option and Alternative Assessments are by definition alternative standards. To recognize this change we have modified response option (3) to read Alternative Assessment and indicated that response options 4 and 5 are no longer used. In addition, a new response option (7) has been added for Parents opting out of state assessments. |
| 2015 | **Column 35 – Intervener Services** - Intervener category fully implemented. |
| 2014 | **Column 35 – Intervener Services** - Intervener Services category added on a pilot bases. |
| 2013 | No Changes |
| 2012 | No Changes |
| 2011 | No Changes |
| 2010 | **Column 9- Race/Ethnicity –** Starting with the Dec. 1, 2010 Child Count, there is one change that is needed to be consistent with new Section 618 requirements in IDEA 2004 as defined in the *Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education in the Federal Register (Vol. 72, No. 202*, available at http://www.gpoaccess.gov/fr/search.html, referred to in these instructions as the *Final Guidance*.) This change affects the race/ethnicity category, which now has seven response categories rather than five. Essentially, “Pacific Islander” has been separated from “Asian” and given its own category code. There is also now a category to report if a child is “Two or more races.” In addition, there is more clarification of classifying “Hispanic/Latino.” Any child that has any portion of Hispanic/Latino ethnicity must be classified solely as “Hispanic/Latino.” All states are required to use these categories starting this year. |
| 2009 | **Column 23 - Part C Category Code -**To be fully consistent with Section 618 requirements, infants reported as “At-risk” should only be those who are at-risk for developmental delays, if this is an allowable category in your particular state. Responses previously used: Part C categories include:1. At-risk2. Developmentally Delayed Revised response options: 1. At-risk for developmental delays (as defined by the state’s Part C Lead Agency)2. Developmentally Delayed**Column 30 – Deaf-Blind Project Exiting Status**To clarify, please report all individuals eligible to receive services.Responses previously used:0. Receiving services from the deaf-blind project1. No longer receiving services from the deaf-blind projectRevised response options: 0. Eligible to receive services from the deaf-blind project1. No longer eligible to receive services from the deaf-blind project |
| 2008 | Three minor changes were implemented in 2008. * First, clarifications around participation in statewide assessments were made.
* Second, Deaf-Blind Project status was removed from the Part C and Part B Exiting data elements.
* Finally, Deaf-Blind Project status was added as a separate data element.
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In 2007 there were significant changes to the Child Count. They are detailed below.

## **Changes in the 2007 Child Count**

NCDB implemented a comprehensive revision of its child count reporting elements. These changes were piloted with the 12/1/06 count and became mandatory for the 12/1/07 count. Based on an ongoing dialogue with state deaf-blind project staff and other deaf-blind community members, four specific issues were addressed:

* + Easing the data collection burden of the projects
	+ Increasing the efficiency of data collection activities
	+ Increasing the accuracy of the data collected and reported, and
	+ Increasing cost efficiency

Activities initiated to ameliorate these identified issues included:

* + Definitional changes to increase consistency across states
	+ Realignment of data elements with IDEA, section 618 data reporting requirements, and
	+ Changes in documentation procedures consistent with IDEA classification and reclassification regulatory changes

Definitional changes to increase consistency across states

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 now 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 Census. This definition was also adapted to provide a consistent definition of infants and toddlers with deaf-blindness served in Part C early intervention programs across the country.

Realignment of data elements with Section 618 data reporting requirements

All data elements have been revised to reflect current section 618 IDEA data requirements. Existing data elements have been broken out into specific Part B and Part C elements using 618 language. Data elements which are consistent with the IDEA mandated child counts include:

* + Race/Ethnicity
	+ Part B and C Category Codes
	+ Early Intervention Setting (Birth through 2)
	+ Educational Setting (3-5 and 6-21), and
	+ Part C Exiting Status (Birth through 2) and Part B Exiting Status (3-21)

Data elements identified for assisting projects to meet their Priority b requirements (e.g., collection of demographic and needs assessment information) include:

* + Gender
	+ Etiology
	+ Documented Vision Loss
	+ Cortical Vision Impairment
	+ Documented Hearing Loss; Central Auditory Processing Disorder
	+ Auditory Neuropathy
	+ Other Impairments or Conditions
	+ Living Setting; and
	+ The use of corrective lenses, listening devices and/or assistive technology

 Changes in documentation procedures

Identifying and maintaining current information related to dates of assessment has been difficult and costly for projects. This difficulty was exacerbated with the legislative and regulatory changes to IDEA 97 and maintained in IDEA 2004, which allow a student’s IEP team to use existing data in the reclassification process rather than requiring a new tri-annual re-evaluation. Consistent with the IDEA classification/reclassification process, revisions reflect a team decision to verify a student’s Degree of Documented Loss, rather than relying upon ongoing assessments.

## *Crosswalk*

The table below illustrates the crosswalk used for converting the old-to-new reporting codes.

| **Column/Variable** | **New Codes Used Beginning 12/1/2007** | **Prior Year Codes** |
| --- | --- | --- |
| State | No Change | Two-letter state abbreviation |
| ID | No Change | Four-digit alpha-character code |
| Code | No Change | Unique identifying number |
| Gender | No Change | 0 = Male1 = Female |
| DOB | No Change | Month, date and year |
| Etiology | No Change | Primary etiology code |
| Race/Ethnicity | 1 = American Indian or Alaska Native2 = Asian or Pacific Islander3 = Black (not Hispanic)4 = Hispanic5 = White (not Hispanic) | 1 = American Indian or Alaska Native 2 = Asian or Pacific Islander3= Black or African American (not Hispanic)4 = Hispanic or Latino 5 = White (not Hispanic) |
| Documented Vision Loss | 1 = Low Vision2 = Legally Blind3 = Light Perception Only4 = Totally Blind6 = Diagnosed Progressive Loss7 = Further Testing Needed (1 year only) 9 = Documented Functional Vision Loss | 1 = Low Vision2 = Legally Blind3 = Light Perception Only4 = Totally Blind5 = CVI moved to next column and replaced with Further Testing needed (7)6 = Diagnosed Progressive Loss7 = Further Testing Needed8 = Tested/Results Non-conclusive was subsumed into Further Testing Needed |
| Note: Codes 5 and 8 were intentionally not used to maintain longitudinal data integrity. |
| CVI | 0 = No 1 = Yes2 = Unknown | NA-Refer to Documented Vision Loss Code 5 |
| Documented Hearing Loss | 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 Loss7 = Further Testing Needed, (1 year only)9 = Documented Functional Hearing Loss | 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 Loss7 = Further Testing Needed8 = Tested/Results Non-conclusive was subsumed into Further Testing Needed |
| Note: Code 8 was intentionally not used to maintain longitudinal data integrity |
| CAPD | 0 = No 1 = Yes2 = Unknown | 0 = No1 = Yes5 = Not tested |
| Auditory Neuropathy | 0 = No 1 = Yes2 = Unknown | NA |
| CI | 0 = No 1 = Yes2 = Unknown | 0 = No 1 = Yes |
| Other: Physical | 0 = No 1 = Yes2 = Unknown | 0 = No 1 = Yes |
| Other: Cognitive | 0 = No 1 = Yes2 = Unknown | 0 = No 1 = Yes |
| Other Behavioral | 0 = No 1 = Yes2 = Unknown | 0 = No 1 = Yes |
| Other: Complex Health | 0 = No 1 = Yes2 = Unknown | 0 = No 1 = Yes |
| Other: Communication | 0 = No 1 = Yes2 = Unknown | N/ARefer to Part B Disability Code 10 |
| Other: Other | 0 = No 1 = Yes2 = Unknown | 0 = No 1 = Yes |
| Funding (Blank) | No longer collected | 1 = IDEA Part B2 = IDEA Part C3 = Not reported under Part B or C |
| Part C Disability | 1 = At-risk2 = Developmentally Delayed3 = Not Reported under Part C of IDEA | NA-Refer to Part B Disability Code 0 |
| Part B Disability | 1 = Mental Retardation (previously 4)2 = Hearing Impairment-includes deafness3 = Speech or Language Impairment (previously 10)4 = Visual Impairment-includes blindness (previously 12)5 = Emotional Disturbance (previously 8)6 = Orthopedic Impairment (previously 7)7 = Other Health Impairment (previously 6)8 = Specific Learning Disability (previously 9)9 = Deaf-blindness (previously 3)10 = Multiple Disabilities (previously 5)11 = Autism (previously 1)12 = Traumatic Brain Injury (previously 11)13 = Developmentally Delayed-age 3 -9 Non-Categorical888 = Not Reported under Part B of IDEA | 0 = Not applicable – Individual under 31 = Autism Spectrum Disorder2 = HI3 = DB4 = MR5 = Multi-disabled6 = OHI7 = OI8 = ED9 = SLD10 = SLP11 = TBI12 = VI13 = DD14 = Non-Categorical888 = Not reported under Part B |
| Part C Setting | 1 = Home (previously 102)2 = Community-based settings (previously 103, 105, 108)3 = Other settings (previously 101, 104, 106, 109, 155) | 101 = Program designed for children w/DD or disabilities102 = Home103 = Combination of center and home based104 = Service provider location105 = Daycare/childcare106 = Hospital107 = Not receiving EI108 = Program designed for typically developing children109 = Residential facility 155 =Other |
| Part B Setting | **Ages 3-5**1 = Attending a regular early childhood program at least 80% of the time (previously 201)2 = Attending a regular early childhood program 40% to 79% of the time3 = Attending a regular early childhood program less than 40 % of the time (previously 203, 208)4 = Attending a separate class (previously 202)5 = Attending a separate school (previously 206)6 = Attending a residential facility (previously 205)7 = Service provider location (previously 207,255)8 = Home (previously 204)**Ages 6-21** 9 = Inside the regular class 80% or more of day (previously 301, 312)10 = Inside the regular class 40% to 79% of day11 = Inside the regular class less than 40% of day (previously 302, 303)12 = Separate school (previously 304)13 = Residential facility (previously 306, 307)14 = Homebound/Hospital (previously 308)15 = Correctional facilities16 = Parentally placed in private schools (previously 305, 310)17 = (313,355,401) | 201 = EC Setting202 = ECSE setting203 = Part EC & part ECSE setting 204 = Home205 = Residential facility 206 = Separate school207 = Itinerant services outside of home 208 = Reverse mainstreaming setting 255 = Other301 = Regular classroom302 = Resource Room303 = Separate Class304 = Public Separate School305 = Private Separate School 306 = Public residential307 = Private residential308 = Homebound/Hospital310 = Home school program311 = Post-secondary program 312 = Vocational program313 = Not in educational setting 355 = Other401 = Individual is age 22-28 |
| Assessment | 1 = Regular grade-level state assessment2 = Regular grade-level state assessment with accommodations3 = Alternate assessments aligned with grade-level achievement standards4 = Alternate assessments based on alternate achievement standards5 = Modified achievement standards Not required at age or grade level | NA |
| Part C Exiting | 0 = In a Part C early intervention program1 = Completion of IFSP *prior to reaching maximum age* for Part C2 = Eligible for IDEA, Part B3 = Not eligible for Part B, exit with referrals to other programs4 = Not eligible for Part B, exit with no referrals5 = Part B eligibility not determined6 = Deceased7 = Moved out of state8 = Withdrawal by parent (or guardian)9 = Attempts to contact the parent and/or child were unsuccessful10 = No longer receives early intervention, but still receiving state deaf-blind project services11 = No longer meets the deaf-blind project’s criteria for services | NA |
| Part B Exiting | 0 = In ECSE or school-aged special education program1 = Transferred to regular education2 = Graduated - regular high school diploma3 = Received a certificate4 = Reached maximum age5 = Died6 = Moved, known to be continuing***7 = Intentionally not used***8 = Dropped out9 = No longer receives special education, but still receiving state deaf-blind project services***10 = Intentionally not used***11 = No longer meets the deaf-blind project’s criteria for services | 0 = In special education1 = No longer received Sp Ed/returned to regular education2 = Graduated with regular high school diploma3 = Received a certificate4 = Reached maximum age5 = Deceased6 = Moved, known to be continuing7 = Moved, not known to be continuing=88 = Dropped out9 = No longer receives special education, but still receiving state deaf-blind project services10 = Received a modified diploma = 311 = No longer meets criteria as DB |
| Living | 1 = Home: Parents2 = Home: Extended family3 = Home: Foster parents4 = State residential facility5 = Private residential facility6 = Group home (less than 6 residents)7 = Group home (6 or more residents)8 = Apartment (with non-family person(s))9 = Pediatric nursing home555 = Other | 1 = Home: Birth/Adoptive Parents2 = Home: Extended family3 = Home: Foster parents4 = State residential facility5 = Private residential facility6 = Group home (less than 6 residents)7 = Group home (6 or more residents)8 = Apartment (with non-family person(s))9 = Pediatric nursing home555 = Other |
| Corrective Lenses | 0 = No1 = Yes2 = Unknown | NA |
| Assistive Listening Device | 0 = No1 = Yes2 = Unknown | NA |
| Additional Assistive Technology | 0 = No1 = Yes2 = Unknown | NA |

***Table 1: Old-to-New Reporting Crosswalk***

Contact Robbin Bull, bullr@wou.edu with any question regarding the Change Log.

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