

LRE Considerations for Children who are DHHDB

Any setting, including a regular classroom, that prevents a child who is deaf, from receiving an appropriate education that meets his/her needs, including communication needs, is not the LRE for that individual child.



Communication needs and the child & family's preferred mode of communication.



Linguistic needs of the student. Do they have a foundational language?



Severity of hearing loss & potential for using residual hearing.



The student's academic level.



Social, emotional and cultural needs, with opportunities for peer interaction and communication.



Considerations of curriculum content and method of delivery.