## Considerations for the Least Restrictive Environment

Continuous access to information and opportunities for both incidental learning and learning through peer interaction are important considerations when determining a DHHDB student's Least Restrictive Environment, or LRE.

## Factors to Consider When Developing the IEP & Determining LRE

Child's preferred mode of communication

Linguistic needs

Level & ability of hearing

Academic level

Emotional and social needs

Curriculum content & method of delivery

## **Educational Program Continuum for DHHDB Students**



- ASL instruction
- Peer to peer interaction in ASL
- Access to deaf adults
- Special day and residential programs



 Resource room (could be partial or all day)

## **Student Supports**

for all programs and placements

- Itinerant teacher
- Early language access
- Oualified staff
- Accommodations
- Modifications
- Professional support

- Hearing Assistive Technology
- Captions
- Educational Interpreting
- Self advocacy
- Family support



- Teacher of the Deaf
- Resource room (could be partial or all day)
- Total Communication program
- Speaking & listening program
  - ASL program





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