

Early Childhood Education
Family Workshop Series

Educating your Deaf child in California

IEPs for Deaf students

Consideration of Special Factors (from IDEA-2004)

For deaf or hard-of-hearing students, state law requires the IEP team to specifically discuss the communication needs of the pupil, including:

1. Student's primary language mode (e.g., spoken language, sign language, or a combination);
opportunities for direct communication with peers
2. Availability of language peers which may be achieved by consolidating services into an area-wide program;
3. Ongoing language access to teachers and specialists proficient in the pupil's language mode; and
opportunities for direct instruction in the child's language
4. Services necessary to ensure community accessible academic instruction and **extracurricular activities**.

[34 C.F. R. Sec. 300.324(a)(2)(iv); Cal. Ed. Code Sec. 56345(d).]

Bring your family's Language Plan

Least Restrictive Environment (LRE)

The IDEA has a strong predisposition for the education of students with disabilities with their non-disabled peers, in general education classrooms, whenever possible

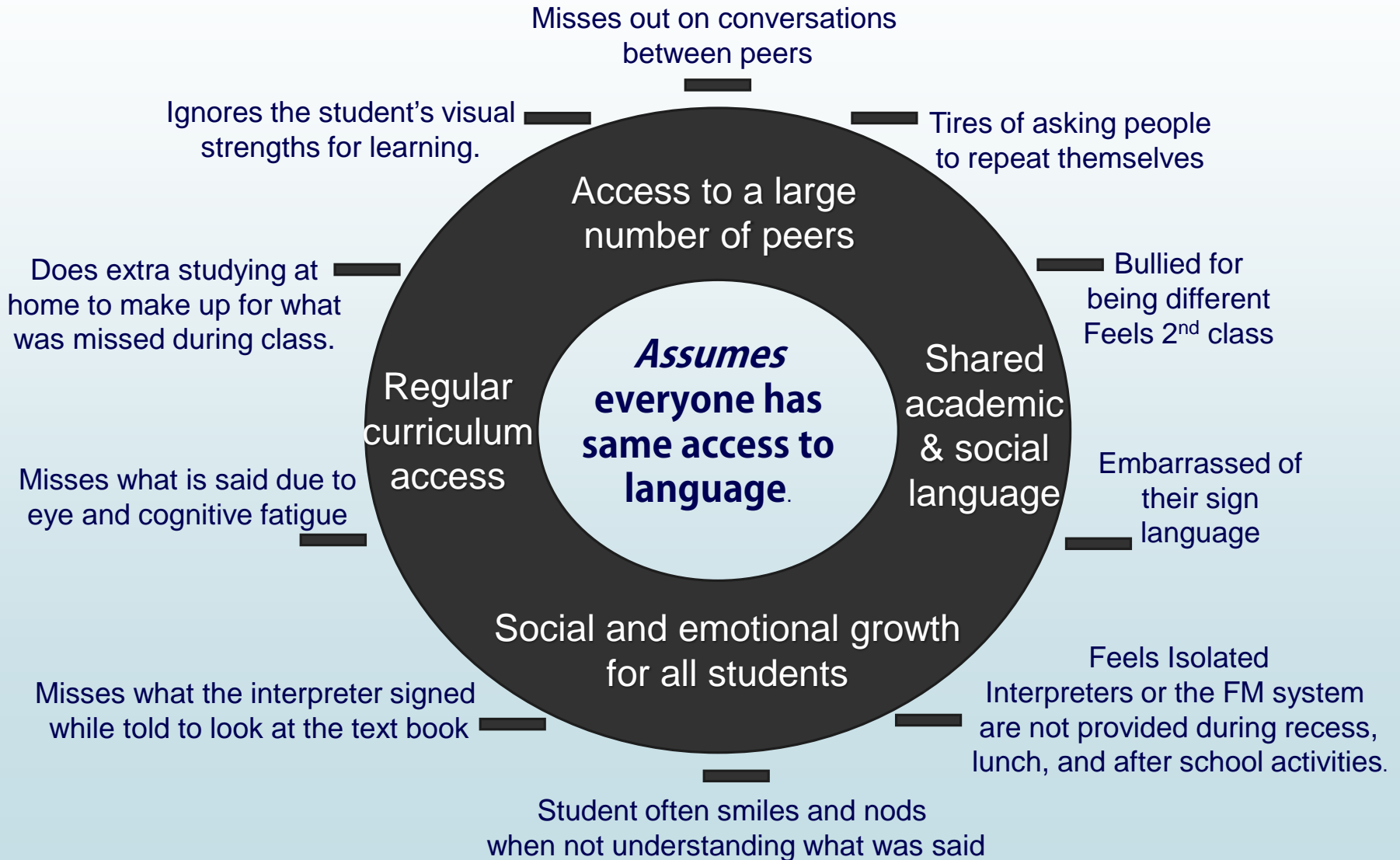
The IDEA was written for all children with disabilities. They did not consider the **unique language access needs for Deaf children**.

Districts often consider the Least Restrictive Environment inclusion in the local school, with an FM system, CART, an ASL interpreter. All of these do not allow equal access.

Deaf children need a **Language Rich Environment** where they can access language easily. A signing school environment with signing peers, teachers and opportunities in class and after class for a child to express themselves fluently is the Least Restrictive Environment.

Language Rich Environment = Lest Restrictive Environment

Mainstreamed Classes for a Deaf Child



Deaf Schools & Self-Contained Classes

