

SAMPLE ADVERSE EDUCATIONAL IMPACT STATEMENTS

Adverse educational impact statements should reference 1) the level of material being taught at the student's grade placement in the general education curriculum, and 2) the specific deficit skills and degree of deficit that prevent the student from experiencing success in the regular curriculum without specially designed instruction (SDI).

Academic examples might include something like the following:

- Student is unable to compute subtraction problems with regrouping or compute multiplication or division problems that are a part of the student's general education curriculum in the fifth grade.
- Student is unable to reading multi-syllabic words and sight words typically required at the fourth grade level.
- Student is unable to write paragraphs with supporting details and correct writing conventions required in his sixth grade class.
- Student is unable to maintain focus and organizational skills to complete grade level assignment completion expectations for passing grades in subjects requiring independent work skills.
- Student is unable to do multi-digit division, add mixed fractions, multiply decimals, reduce fractions, or add/subtract fractions with different denominators. Mastery of these math calculation skills is required to successfully compute math problems at the 9th-grade level.
- Student is unable to solve problems involving percents, express decimals as common fractions, determine elapsed time, find the area of a square, or work with exponents. Mastery of these math reasoning skills is required to successfully compute math problems at the 9th-grade level.
- Student is able to read words up to about a fourth grade level. After that, his basic reading skills are inconsistent through about seventh grade. Beyond that level, he has significant difficulty reading any individually-presented words, regardless of whether or not the word is phonetically spelled.
- Student's capitalization and punctuation is around grade level. However, he has significant difficulty expressing, developing, and organizing his ideas, using proper transitions and correct grammar, and using a variety of sentence structures at the level required for ninth grade.

Communication examples might include something like the following:

- The articulation disability results in student frustration, withdrawal, undesired attention and/or teacher and peer difficulty in understanding the student.
- The receptive language disability causes difficulty with the student's understanding of subject content; with their ability to follow directions; and with the learning of new concepts.
- Limited vocabulary affects comprehension in the academic content areas.
- The expressive language disability causes the student to appear inappropriate in conversations, to have difficulty expressing ideas or asking questions, and makes it difficult for teachers and peers to understand.
- The student is be unable to adequately communicate his/her intent or needs which inhibits him/her from requesting help or information
- The student's inability to adequately express him/herself inhibits conversation with others.
- Inappropriate or illogical use of vocabulary, syntax or grammar sometimes causes listener confusion.
- The voice (vocal abuse) disability results in impaired classroom communication, reluctance to participate in oral activities and may eventually result in permanent vocal impairment.
- The voice disorder limits the amount of oral information presented in speaking or reading tasks.
- The speech fluency disability causes the student: to become reluctant to enter conversation; to have difficulty expressing ideas and asking questions; and to be misunderstood by teachers and peers at times.
- The student's reaction or attitude toward the disorder limits his/her oral interaction in the classroom or at home.
- Listener discomfort with the disorder limits interactions with the student at times.
- The disorder calls attention to the manner of speaking rather than to the content of the student's communication.

Complete Sample adverse impact statement for a developmentally delayed student:

STUDENT has a diagnosis of Autism and mental retardation. The Autism adversely impacts his ability to socially communicate with peers/adults and to learn within a social context. In addition, he experiences difficulty with remaining within assigned areas and understanding and complying with an instructional process. The mental retardation adversely affects his learning rate, ability to understanding abstract concepts and to independently take care of self-help needs. **ACADEMICS:** *Student* is at the emerging level in all academics, and, because of inability to read or write words, to calculate math problems at the 10th grade level, *Student* is unable to complete any tasks, even with assistance, in the general education curriculum at the 10th grade level; therefore, requiring specially designed instruction in written expression, broad reading, and broad math. **ADAPTIVE BEHAVIOR:** Because most 10th graders can toilet, change their clothes, and transition independently between activities and *Student* is not yet toilet-trained, able to independently change and dress himself or transition between activities independently, he requires specially designed instruction in adaptive behavior/life skills. **MOTOR:** Because most 10th graders have the hand strength to communicate their knowledge through writing, and because *Student* decreased hand strength which impacts his ability to write even his name, he requires specially designed instruction in motor skills. **COMMUNICATION:** Compared to most 10th graders who are able to express extensive abstract ideas and follow multi-step directions, \ *Student* can only communicate basic needs and desires and thus requires specially designed instruction in communication skills. **1:1 Assistance:** Because *Student* puts non-food items in his mouth and runs from settings, he requires continuous 1:1 assistance for safety reasons.