

Adverse Effect Statements

Academic Performance:

Reading:

_____ performance within content areas is adversely affected when the reading and comprehension level of text read within the general curriculum is above her current independent and functional level. Also, _____ will have difficulty completing assignments when the material is above her independent reading level.

_____ fluency level, difficulty identifying new vocabulary, and comprehension level will impact her ability to read and comprehend on grade level core content material.

His emerging literacy skills will impact his ability to independently participate in on grade level core content activities that require reading. (Elementary example)

Written Expression:

These deficits in the area of written expression will adversely affect _____ performance in the areas of writing to demonstrate understanding of concepts, responding to open ended/essay questions, portfolio completion, assignment completion, and transference of skills to real-world situations.

The deficits in written expression will adversely affect his ability to respond to assignments independently in writing.

Math:

_____ deficits in the areas of basic math and math comprehension will adversely affect his/her ability to complete and comprehend material within the curriculum requiring multiple steps, reasoning, and problem solving. He/She will also experience difficulty completing assignments and using math skills for real-world situations such as banking, computing discounts, and budgeting.

Alternate Assessment:

_____ current performance level will require significant modification of the core content material. He will need the presentation modified for so he can participate and communicate his responses since he does not have the ability to give spontaneous verbal or written response. He will need community based instruction and life skill instruction in order to assist him in obtaining his postsecondary goals.

Health, Vision, Hearing, Motor Abilities:

_____ motor challenges will impact his ability to access his educational environment.

_____ inability to stay focused in class, difficulty with following directions, and trouble with organization will adversely impact his academic performance across settings.

His in- ability to stay focused in class, difficulty with following directions, and trouble with organization will impact his academic performance. His difficulty accepting redirection and issues with personal space will impact his success across school settings and his ability to interact appropriately with both peers and adults

Social and Emotional Status

_____ lack of social interaction skills and ability to recognize the inappropriateness of some of her verbalizations will adversely affect her ability to self-advocate and to participate appropriately in a real-world group activity with her peers.

_____ difficulty utilizing appropriate coping skills when he/she is frustrated or angry will impact his ability to interact with peers and adults and will impact his academic performance. Time spent refusing to work or outside the classroom will impact his/her time on task and his performance in all core content areas.

_____ delay in social skills and difficulty with social skills will impact his ability to interact appropriately with nondisabled peers. His difficulty with organization will impact his performance across core content classes. (Good for MMD)

_____ difficulty picking up on social cues and knowing the correct way to gain the attention of peers will impact her ability to make and maintain friendships. Her difficulty taking redirection and deescalating in the classroom will impact her ability to be successful following the classroom management plan without some accommodations.

_____ need for a high level of structure, support and reinforcement will require significant supports in order to access the general education classroom. Her preference for solitary play will impact her ability to make and sustain friendships. (Elementary example)

Her difficulty taking redirection and deescalating in the classroom will impact her ability to be successful following the classroom management plan without some accommodations.

_____ delays in social skills and difficulty utilizing coping skills will impact her ability to interact appropriately with peers, deal with frustration appropriately across school settings and impact her ability to stay focused in the classroom. In addition, it may cause her to lose time away from instruction.

General Intelligence:

_____ struggles with abstract reasoning/problem solving which affects his ability to process information at the same pace (speech and accuracy) and quantity as his similar age peers and in real-life situations that requires a quick decision (ex. Recall and respond).

Since _____ has difficulty with problem solving, he will require the general education curriculum presented visually with multiple opportunities for practice (Good for MMD)

Transition Needs:

_____’s deficits in _____ will adversely affect her ability to perform college level academics

_____’s deficits in (specific behaviors) will adversely affect his ability to secure and maintain employment in the future.

These deficits will adversely affect _____’s ability to live independently, interact with peers within the community, follow job related instructions and be successful in a real-world job situation.

_____’s reading deficits will adversely affect her ability to (read job related instructions in order to follow directions and to complete tasks at her work site)

_____’s writing deficits will adversely affect her ability to communicate in writing with co-workers and the public she may serve.

(These deficits) will adversely affect the degree to which she will be able to live and work in an unsupported environment.

Without assistance and accommodations in job placement and training, these skill deficits will adversely affect _____’s ability to secure and retain employment.

Developed by Bourbon County, KY School District

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