A. Impact of Disability:

Purpose:

* Identifies, in part, why the student needs special education services.
* Addresses the student’s “unique” needs.
* Addresses the student’s difficulties.
* Provides basis for determining goals and accommodations

Must include, “How the child’s disability affects his/her involvement and progress in the general curriculum…” For preschool children, “. . . How the disability affects participation in appropriate activities and for age 14 and older, the student’s current knowledge, skills, and abilities in relation to targeted post-school areas.

B. Considerations for Impact of Disability:

1. Autism Spectrum Disorders:

IMPACT OF ASD ON CURRICULUM AND INSTRUCTION

* May perseverate on a topic
* May appear not to be paying attention
* May call out answers
* May have difficulty attending
* May have very limited interests
* May have interfering behaviors

IMPACT OF ASD ON SOCIAL/EMOTIONAL BEHAVIOR

* May have difficulty sharing items
* May be distracted by background noise, or visual details
* May not understand the “big picture”
* May have difficulty with transitions
* May have difficulty filtering noises
* May focus on wrong piece of information/instruction
* May hear selectively
* May fidget, bounce, rock, flap
* May run away from a stressful situation

IMPACT OF ASD ON INDEPENDENT FUNCTIONING

* Limitations in accessing printed materials, including computers.
* Specialized training, such as Orientation & Mobility may be required to foster independence
* Degree of vision loss may impact what types of visual tasks an individual can perform.
* May be unusually resistant to change
* Routines may develop quickly
* May not understand importance of the abstract (money, eating a well balanced meal)
* May have limited special interests that are highly developed
* May not like light touch, certain clothing
* May seek deep pressure
* May have difficulty changing clothing for the weather
* May be fascinated with touching certain textures

IMPACT OF ASD ON COMMUNICATION

* May lack communicative reciprocity
* May have difficulty perceiving, understanding or using non-verbal cues
* May use jargon or gibberish when speaking
* May be very concrete or literal
* May not understand abstract language
* May not understand the use of language
* May have difficulty in volume control, cadence, intonation
* May use echolalia or rote phrases, scripts
* May have large vocabulary but not know what they’ve said
* May be non-verbal

IMPACT OF ASD ON EMPLOYMENT

* Inability to filter input/instructions
* Difficulty deciphering what is relevant
* May not be able to generalize between supervisors
* May be compulsive (often overdo a task or job)
* May have difficulty taking breaks
* May have difficulty organizing work space
* May not be able to make judgment decisions
* May not understand the social rules of the workplace
* May not ask for assistance

2. Deaf and Hard of Hearing:

IMPACT OF DHH ON CURRICULUM AND LEARNING

* May develop vocabulary slowly
* May have difficulty with multiple meaning words
* May have difficulty understanding and writing complex sentences
* May have difficulty decoding
* May have difficulty with phonemic awareness
* May lack background knowledge
* May have difficulty with reading comprehension
* May have difficulty with fluency in reading
* May need more time to process information
* May have difficulty with word problems in math

IMPACT OF DHH SOCIAL/EMOTIONAL BEHAVIOR

* May have delayed development of social skills
* May appear to have “selective” hearing
* May appear to be inattentive
* May be overly blunt in remarks to teachers and peers
* May be “caught” demonstrating misbehaviors more than hearing peers
* May be fatigued
* May feel isolated or misunderstood and display inappropriate behaviors
* May feel uncomfortable around hearing peers
* May reject hearing aids or FM devices
* May not accept hearing loss

IMPACT OF DHH ON INDEPENDENT FUNCTIONING

* May appear to understand, but is actually having difficulty
* May miss information during class activities and conversations
* May misunderstand information presented
* May have difficulty identifying who is speaking
* May have difficulty in noisy environments

IMPACT OF DHH ON COMMUNICATION

* May have language delays which affect understanding of new concepts
* May be difficult to understand when speaking.
* May miss information during class activities and conversations
* May misunderstand information presented
* May be uncomfortable communicating with peers or in class
* May have difficulty hearing word endings (“s" or "ed“)
* May misunderstand or misuse verb tense, plurals, subject-verb agreement, and possessives
* May have significant articulation errors
* May sound “flat”

IMPACT OF DHH ON EMPLOYMENT

* May have difficulty with social skills
* May have difficulty following directions
* May have difficulty asking for help
* May have difficulty managing hearing aids or cochlear implant
* May have difficulty using self advocacy skills to manage hearing loss

3. Social Emotional Disability

IMPACT OF SED ON CURRICULUM AND LEARNING

* May appear anxious and/or worried and unable to concentrate
* May have difficulty attending
* May be obsessive about a task
* May appear sad and show no interest in activities
* May elope, (run or walk away) from a stressful situation
* May display noncompliant behaviors
* May display verbal and/or physical aggression
* May display manyother behaviors that are an impact of ***their*** disability and interfere with learning

IMPACT OF SED ON SOCIAL/EMOTIONAL BEHAVIOR

* May withdraw or isolate from others; not interact with peers and adults
* May appear sad and/or cry easily
* May display social skills that are immature; not age-appropriate
* May often over or under react to situations
* May avoid interaction with others due to fears or phobia’s
* May elope; run or walk away from an ‘uncomfortable’ social situation
* May display verbal and/or physical aggression

IMPACT OF SED ON INDEPENDENT FUNCTIONING

* May be disorganized
* May not complete or turn in assignments
* May become overwhelmed by a task
* May appear fearful
* May have phobia’s
* May ‘shut down’
* May elope; run or walk away
* May display self-injurious behaviors
* May display verbal and/or physical aggression

IMPACT OF SED ON COMMUNICATION

Students with SED often have difficulty communicating and expressing themselves ‘appropriately’. They often display the

behaviors that are an impact of ***their*** disability rather than communicating ‘appropriately’.

* May withdraw, cry, ‘shut down’, elope
* May appear anxious, worried, fearful
* May perseverate on or ‘not let go of’ an issue (particularly issues related to fairness, may seem paranoid)
* May process information based on thoughts and feelings that are inconsistent with actual events or circumstances
* May display verbal and/or physical aggression toward others
* May display self-injurious behaviors

IMPACT OF SED ON EMPLOYMENT

* May not understand and/or apply the social rules

 of the workplace

* May be disorganized
* May become overwhelmed by a task
* May over react to situations
* May be compulsive
* May not ask for assistance
* May not generalize between supervisors
* May lack self advocacy skills

4. Intellectual Disability

IMPACT OF ID ON CURRICULUM AND LEARNING

* Develop at below-average rate
* Experience difficulty in learning and social adjustment
* Vary in their ability to learn and in their ability to be independent and socially responsible
* Short attention span
* Difficulty retaining information
* Need frequent feedback and reinforcement
* Benefit from verbal cues, prompts, modeling

IMPACT OF ID ON SOCIAL EMOTIONAL BEHAVIORS

* May display temper tantrums, self-injurious behaviors, self-stimulations
* May have difficulty demonstrating age-appropriate social interactions with peers
* Difficulty following rules

IMPACT OF ID ON INDEPENDENT FUNCTIONING

* May need assistance with organizing and completing tasks
* May require assistance with daily living skills
* May be medically involved
* May require assistive technology for ambulation and self-care

IMPACT OF ID ON EMPLOYMENT

* Difficulty with following directions
* Short attention span
* May benefit from supported employment and preparation for vocation and community living

IMPACT OF ID ON COMMUNICATION

* Difficulty expressing needs and wants
* Very limited communication (participatory level)
* May require assistive technology and communication training (participatory level)

5. Speech or Language Impairment

IMPACT OF SLI ON CURRICULUM AND LEARNING

* Multiple articulation errors and/or phonological disorder may impact phonological awareness and reading.
* May have difficulty decoding.

IMPACT OF SLI ON SOCIAL/EMOTIONAL BEHAVIOR

* The student may be hesitant to speak in front of a group or class of peers.
* The student may feel isolated or shy away from participating in social interactions.

IMPACT OF SLI ON INDEPENDENT FUNCTIONING

* Significant speech problems may cause the student to refrain from asking for assistance when needed.

IMPACT OF SLI ON COMMUNICATION

* May reduce intelligibility of speech.
* The listener may not understand the message.
* The voice may be too loud or too soft for effective communication.
* Pitch breaks and/or loss of voice impacts the ability to effectively communicate with others.
* The interruptions in flow of speech and sound repetitions may be distracting to the listener.
* The errors may distract the listener from the intended message.

IMPACT OF SLI ON EMPLOYMENT

* May be hesitant to ask questions or speak with supervisors and/or co-workers
* May feel isolated or shy away from participating in work related interactions.
* May impact ability to perform certain duties that involve speaking to the public.
* May avoid saying certain words due to anticipated mis-articulation or stuttering.
* May not be able to speak loud enough for others to hear

6. Traumatic Brain Injury

IMPACT OF TBI ON CURRICULUM AND LEARNING

* May have difficulty remembering facts and names.
* May have difficulty with reasoning skills.
* May have difficulty with abstract thinking.
* May need extra time for processing.
* May need extra time for responding.
* May have difficulty finding specific information in text or auditorily.
* May have difficulty remembering previously learned information and retaining new information.

IMPACT OF TBI ON SOCIAL/EMOTIONAL BEHAVIOR

* May become depressed or anxious when unable to perform previously known skills after the injury.
* Social judgment may be impaired.
* Social interactions may be difficult due to changes in behavior.
* May have difficulty with problem solving and critical thinking skills.
* May have behavioral outbursts.

IMPACT OF TBI ON INDEPENDENT FUNCTIONING

* May have difficulty adapting to routine environments.
* May have short attention span.
* Perceptual/motor skills may be affected.
* May have difficulty participating in activities due to fatigue.
* May be disorganized and have trouble locating materials and books.
* May have poor balance and coordination.
* May have difficulty with time management.

IMPACT OF TBI ON COMMUNICAITON

* May have difficulty retrieving vocabulary.
* Speech intelligibility may be affected.
* May have pragmatic and social language delays.
* May have difficulty perceiving, understanding or using non-verbal cues.
* May be very concrete or literal.
* May have difficulty with concepts and abstract language.
* May have difficulty answering questions.

IMPACT OF TBI ON EMPLOYMENT

* May need extra time for processing and responding.
* May become depressed or anxious when unable to perform previously known skills.
* May have difficulty with problem solving and critical thinking skills.
* May have behavioral outbursts.
* May have vocabulary deficits and difficulty with comprehension.
* May be disorganized and have difficulty with time management.

7. Visual Impairment

IMPACT OF VI ON CURRICULUM AND LEARNING

* Limitations in accessing printed materials
* Difficulty accessing board work
* May require assistance/modification to access general education curriculum
* May need assistance/training to maneuver school

IMPACT OF VI ON SOCIAL/EMOTIONAL

* Students may not have skills to interact with their sighted peers
* Concepts of personal space and social norms may be missing or under developed
* Feelings of isolation, low self-esteem or self image may occur

IMPACT OF VI ON INDEPENDENT FUNCTIONIG

* May require alternative modes for reading and writing, such as Braille or magnification

 Of print

* Assistive technology may be needed for student to produce written materials
* Specialized training, such as Orientation & Mobility may be required to foster independence

IMPACT OF VI ON EMPLOYMENT

* Limitations in accessing printed materials, including computers.
* Specialized training, such as Orientation & Mobility may be required to foster independence
* Degree of vision loss may impact what types of visual tasks an individual can perform

EXAMPLES OF IMPACT OF DISABILITY STATEMENTS WRITTEN IN IEP’S

Impact of Disability:  His SLD impacts his ability to read with comprehension which impedes his access to the general education curriculum and ability to meet grade level standards.

Impact of Disability: Skill deficiencies and delays in Julia’s written expression in the areas of spelling, conventions, grammar and fluency; and mathematics in the areas of problem solving, computation (basic math levels) and calculation adversely affect Julia’s ability to complete 9th grade level assignments in the general education classroom.

**CURRICULUM AND INSTRUCTION**

* Samuel’s acquisition of reading skills is significantly lower than that of his general education peers due to his learning disability.
* Stacy has difficulty solving mathematical word problems because of her learning disability.
* Steve’s learning disability is limiting his ability to read words in context.

**SOCIAL/EMOTIONAL BEHAVIOR**

* Due to her emotional handicap, Shari does not independently initiate interactions with peers or adults.
* Shelby has difficulty establishing and maintaining interpersonal relationships because of his emotional handicap.

**INDEPENDENT FUNCTIONING**

* Sean has difficulty meeting timelines for assignments due to his attention deficit disorder.
* Sandy is unable to perform daily living skills independently due to her cognitive abilities.

**COMMUNICATION**

* Sierra’s fluency problem causes her difficulty in expressing frustration and seeking help.
* Sal’s language deficits make it difficult for him to express his wants and needs.
* Sample Impact of Disability Statements for Secondary

**CURRICULUM AND INSTRUCTION**

* Due to her visual impairment, Debbie is unable to read regular print.
* Caitlin’s limited reasoning skills make it difficult for her to understand abstract mathematical concepts.

**EMPLOYMENT**

* Sally sometimes misses oral directions when presented in large group settings due to her hearing impairment.
* John has difficulty meeting deadlines due to his autism.

**COMMUNITY EXPERIENCE**

* Barbie demonstrates inappropriate behavior when transitioning from one area to another due to her limited visual acuity.
* Cindy is reluctant to ask for directions when maneuvering around campus due to her hearing loss.
* Pat’s limited mobility inhibits his ability to drive a regular car.

**POST-SCHOOL ADULT LIVING**

* Bonnie has difficulty understanding real life situations due to her limited cognitive level.
* Due to Gary’s autism, he has difficulty expressing frustration and seeking help.