

ADVERSE IMPACT STATEMENT GUIDANCE DOCUMENT

An adverse impact statement describes how a student's skill deficit area(s) are impacting the student's ability to access grade-level content. It should answer the questions, "What is keeping this student from independently accessing core content?"

Every student with one of the deficits located in the left column will not experience every impact of learning area located in the right column. **ALL ADVERSE IMPACT STATEMENTS SHOULD BE INDIVIDUALIZED TO THE STUDENT AND HIS/HER SPECIFIC NEEDS.**

Adverse Impact Statement Guidance Remember to relate the adverse impact statements back to the area of deficits identified in the PLEPs. Also, include each area of eligibility.	
Deficit Areas	How the deficit areas impact learning
Language Impairment	Hope's expressive language impairment impacts her ability to answer questions, use subject-specific vocabulary, and express herself clearly in class. This impacts her ability to demonstrate her knowledge and skills in academic areas. • Interferes with ability to understand and follow directions and routines • Negatively impacts student's ability to follow a series of instructions • Results in extended student response times • Interferes with acquisition of new content • Interferes with student's ability to recognize and respond to social cues and boundaries • Answering "wh" questions • Avoidance of certain tasks in areas requiring quick language • ESL/ELL - knowledge of language itself • Impacts ability to organize thoughts for written responses • Impacts decisions and interactions with peers and staff • (Behavior) • Impacts social interactions

	• Inability to orally express themselves • listening comprehension in lectures/oral instructions • More time for processing oral responses • Non-verbal, hearing impaired (inability to communicate)
Poor memory/ lack of retention Attention span/lack of attention to detail	Jack's deficit in remembering information interferes with his acquisition of new skills/content. His difficulty with retention affects his ability to complete work within age-appropriate time limits. This also negatively impacts his rate of learning. •
Incomplete mastery of basic facts Lack of understanding of basic concepts	• Interferes with acquisition and/or completion of higher-level content • Interferes with completion of work within age-appropriate time limits • Behavior • Behavior issues • Being prepared for class (assignments, materials) • Careless mistakes • Decreases focus on instruction • Difficulty keeping a journal • Difficulty keeping an assignment notebook • Distracts others during learning • Failure to complete assignments or missing assignments • Focus • Following directions • Forgets what's been learned • Impacts small group, one-on-one, and group work tasks • Impulse control • Inability to complete classroom activities, assignments, assessments • Inability to take detailed notes • Increased amounts of off task, self-injurious, or distracting

- | | |
|--|---|
| | <ul style="list-style-type: none">• behavior• Increased need for teacher attention• Increased risk of safety concerns in science or gym• Interferes with individual learning and learning of others• Language based communication could be disorganized,• jumbled, or incomplete• Miss instructions and activities• Missed instruction• Misses details in work• Misses Recognition in class• Missing foundational skills for specific lessons/subjects• Off task behavior• Organization• Easily frustrated• Failing grades• Following classroom procedures• Inability to complete assignments/classroom activities• Inability to keep up with pace of lesson• Inability to follow multi-step directions• Inability to complete multi-step math problems• Inability to follow classroom rules/procedures• Inability to function in a large group setting• Inability to interact with peers• Inability to perform steps in regrouping of addition and subtraction• Inability to work independently• Incomplete/incorrect work, tasks, tests, etc.• Interrupting instruction• lost in class• Misses academic learning opportunity• Missed instruction creates added frustration• Off task behavior |
|--|---|

	• Oral presentation of verbal instructions • Peer interactions: group work • Student frustration: self-esteem • Supplies ready • Task completion • Time allotted to finish a task • Transitions from one activity/class to another
Inability to understand abstract concepts/materials	Interferes with acquisition and comprehension of grade level content.
Poor attention span Or Lack of attention to details	• Interferes with acquisition and retention of new skills/content • Interferes with ability to retain, retrieve, generate and manipulate information for use in completing tasks • Negatively impacts incidental learning • Affects student's ability to follow directions, follow classroom routines • Interferes with ability to complete assignments within assigned time limits • Interferes with ability to recognize and correct mistakes • Negatively impacts quality of completed work • Interferes with ability to analyze social situations and recognize social cues • Interferes with ability to recognize impact of behavior on others • Interferes with ability to focus on relevant details
Poor vocabulary	• Interferes with developing understanding of concepts and grade-level content • Negatively impacts acquisition of new content • Interferes with ability to follow directions

	• Negatively impacts reading comprehension • Negatively impacts listening comprehension
Poor comprehension	• Interferes with ability to follow oral directions • Negatively impacts the ability to acquire information through auditory channels • Getting materials to school/home to study and be able to • complete tasks and assignments • Grades not a true reflection of ability • Inability to transition between classes with all materials • Inability to sort through information and determine key facts • Multi-step processes • Not prepared for class (materials, homework) • Off task • Preventing the retention of information presented in • classroom • Progressing on long-term assignments • Sequencing • Specific details • Thoughts in writing a story and completing tasks, • assignments, and activities • Time management • Turning in homework • Using agendas • Writing -note taking-academics requiring organization • Written and verbal expression-organizing thoughts
Poor fine motor skills	• Interferes with ability to independently perform self-help tasks in school setting • Negatively impacts written performance tasks

	• Interferes with ability to manipulate tasks and materials independently • Illegible handwriting • Writing Stamina • Handling lab materials • typing/keyboard control • swiping security cards • handle/counting out money
Poor organizational skills	• Interferes with ability to complete assignments with assigned time limits • Negatively impacts classroom performance due to missing assignments, lost notes, missing materials • Anxiety • Avoidance of work • Classroom procedures • Communication breakdown • Completing work • Frustration/anger/behavior issues • Difficulty solving multi-step equations (order of operations) • Difficulty with Area and perimeter • Hinders ability to make inferences and determine main idea • Inability to identify cause/effect • Interferes with ability to relate socially with peers • Organization • Perspective • Planning/reasoning • Read and understand math vocabulary • Struggles with breaking problems down step by step
Lack of study skills	Interferes with independent learning
Poor independent work skills	• Interferes with ability to complete assignments within time limits • Interferes with ability to handle new situations/instructions

Difficulty with generalization	• Negatively impacts rate of learning • Interferes with acquisition of new skills • Interferes with ability to recognize patterns • Interferes with ability to make connections across content areas
Poor processing skills	• Negatively impacts rate of learning • Interferes with comprehension of new material • Difficulty following/understanding directions • Deficits in note taking and applying verbal information • Hinders development of reading, spelling, and writing skills • Unable to process conversations with peers/adults • Inappropriate responses to conversations • Limited expressive/receptive abilities
Difficulty sequencing	• Interferes with completion of multi-step problems/tasks • Affects ability to complete multiple step tasks • Cause and effect • Cause and effect • Completion of science experiments • Comprehending grade level text • Counting one to one correspondence • Counting/order of operations • Difficulty with life skills that follow an order (bathing, washing hands, dressing, toileting, cooking) • Difficulty writing or orally producing rote activities (alphabet and numerical) • Graphic organizers • Impacts daily routine (following schedule, transitioning)

	• Inability to follow procedures/directions • Inability to retain details and information • Inability to follow steps of a math problem • Inability to order events in a story • Inability to paraphrase • Inability to process before and after • Inability to solve multiple step math equations • Increased frustration level • Interferes with self-help skills • Oral expression • Oral presentations • Ordering events • Ordering large to small or small to large • Overall organization skills • Patterning • Putting a story in sequential order • Reading comprehension and summarizing events • Sequencing steps to solve problems than involve multi steps • in math
Difficulty following directions	• Negatively impacts participation in classroom activities/routines • Interferes with completion of assigned tasks • Negatively impacts learning of new skills
Difficulty with reasoning/ problem-solving skills	• Negatively impacts ability to analyze situations and determine relevant details • Interferes with ability to generate possible solutions • interferes with ability to recognize effects and consequences of behavior • Negatively impacts ability to anticipate problems and plan ahead • Abstract reasoning (non-linear equations)

	• Academics • Basic arithmetic • Cause & Effect/Safety • Challenges relationship between decimals, percent, fractions • Connecting with real world experiences • Solve multi-step math problems as well as follow multi-step directions in the classroom • Story summarizing and retelling • Use of the scientific method • Writing a coherent passage • Writing-organization of thoughts and ideas, word order in sentences, sentence order in paragraphs, paragraph order in essays, graphic organizers
Poor social awareness	• Interferes with ability to read and understand social situations and boundaries • Interferes with ability to initiate and sustain appropriate social interaction with peers and/or adults • Interferes with recognition of and appropriate response to emotions of self and others • Aggressive behaviors • Anxiety/withdrawal/depression • Communication needs (Pragmatics) • Difficulty creating meaningful relationships • Difficulty developing peer/teacher relationships & age appropriate class participation • Difficulty understanding social cues • Family relationships • Impulsive • Inability participating in extracurricular activities • Inability to fit in • Inability to follow classroom/school rules • Inability to participate in group work

	• Inability to work in a group, share and take turns • lack of turn taking skills prevents participation in • collaborative discussion • lack of life experiences • Making friends • Maturity level • Off task behavior • Peer relationships • Poor recognition of personal space interferes with peer and • teacher relations in all settings • Teacher interactions
Abstract concepts	• Picking out key components or elements in word problems • Can't pull information to formulate an equation • Trouble making inferences/predictions • Difficulty understanding figurative language • Writing a cohesive paragraph • Trouble organizing thoughts • Doesn't understand social cues • Very literal • Difficulty with group work • Trouble understanding humor/sarcasm
Pragmatics	• Conversational skills are a challenge • Inability to master grammar skills • Inference skills • Problems using socially accepted language • White or black (no gray areas)
Reading Fluency	• Affects ability to complete assignments • Affects achievement across all subjects • Affects understanding of reading assignments

	• Assessments • Comprehension • Homework tasks
Writing	• Ability to work independently on writing assignments making it difficult to assess • Answer questions • Copying notes from the board or transferring information • Difficulty filling out applications for jobs or scholarships • Difficulty in other activities such as group activities and self esteem • Difficulty with life skills transitions • Doing grade level work • Expressing thoughts on paper • Inability to express thoughts, opinions, or ideas • Inability to fill out forms • Inability to form complete sentences/organized paragraphs
Mobility	• Ability to complete task in timely manner • Access classroom materials • Access the classroom independently • Accessing the bathroom • Accessing the common area • Experiential limitations • Getting to class on time • Limited in getting basic needs met • Pace of instruction; multistep • Participation in PE and extracurricular activities • Technology issues • Time • Transitions to various locations • Transportation • Unable to move from class to class independently • Use materials or participate in group activities • Writing or fine motor tasks and technology

Math calculation	• Addition • Decimals (money, making change) • Division • Fractions (recipes, cooking) • Multiplication • Multi-step equations • Subtraction • Vocational (measurements) • Word problems