

Impact Statement

How is the child's disability affecting (impacting) their involvement and progress in the general education curriculum?

Discuss the learner characteristics and how they affect student learning

1. What's the area of difficulty? (articulation, language, fluency, voice, fine motor, sensory, balance, motor coordination, visual perceptual, etc.)
2. What is the medical diagnosis? (see ICD-10 code ex. apraxia, expressive-receptive language disorder, cerebral palsy, Down's Syndrome, etc.)
3. What are the specific skill deficits – relating back to what is written in the present levels)

IMPACT STATEMENTS:

(General Components Framework) Speech Therapy: Student's speech-language impairment in the area of--- (*which area*) as a result of their diagnosis (*which medical diagnosis*) impacts their ability to ---- (*student's specific skill deficits -relating to goals and present levels*) in order to (*general adverse educational impact*)

Speech Therapy: Student's speech-language impairment in the area of *speech sound disorder* as a result of their diagnosis of *phonological disorder* impacts their ability to *produce intelligible speech at the sentence level for phonemes including several vowel controlled /r/ in order to effectively make their needs and wants known as well as participate in classroom conversations and discussions at a rate commensurate with peers in the general education setting.*

Speech Therapy: Student's speech-language impairment in the area of *language* as a result of their *diagnosis of expressive-receptive language disorder* impacts their ability to *use and understand vocabulary and morphemes* in both spoken and written language including *participation in classroom conversations, assignments, and discussions at a rate commensurate with peers in the general education setting.*

(General Components Framework) Occupational therapy: Student's delays in --- --- (*which area: self-help skills, adaptive behavior, fine/gross motor, visual, sensory motor, postural and emotional development*) that have been limited by --- (*which medical diagnosis: physical injury, illness or other dysfunctional condition*) impact their ability to --- (*student's specific skill deficits -relating to goals and present levels*) which negatively impacts (*general adverse educational impact*).

Occupational therapy: Student's delays in *fine motor and visual motor skills* have been limited due to their *diagnosis of Down's Syndrome* impact their ability to *write legibly, use scissors to cut and manage clothes fasteners during toileting* which negatively impacts their *participation in the general education setting in comparison to peers*.

Occupational therapy: Student's delays in *postural control and feeding skills* have been limited due to their *diagnosis of Cerebral Palsy* which impacts their ability to *sit upright in class as well as eat meals and snacks* which negatively impacts their *safety, independence, and participation in the general education setting in comparison to peers*.

(General Components Framework) Physical therapy: Student's delays in --- (*which area; coordination, movement dysfunction, gross motor, related functional problems*) that have been limited by --- (*which medical diagnosis: physical injury, illness or other dysfunctional condition*) impact their ability to --- (*student's specific skill deficits -relating to goals and present levels*) which negatively impacts (*general adverse educational impact*).

Physical therapy: Student's delays in *motor coordination and gross motor skills* are limited because of their *diagnosis of hemiplegia* which impacts their *balance and safety* when participating in physical education class with same aged peers which negatively impacts their *participation in the general education setting in comparison to peers*.

Physical therapy: Student's delays in *gross motor skills and balance* that have been limited by their *diagnosis of traumatic brain injury* impact their ability to *walk safely within the classroom and school environment and manage uneven surfaces outside* without falling which negatively impacts their *safety, independence and participation in the general education setting in comparison to peers*.