

## LOW INCIDENCE ADDITIONAL IMPACT STATEMENT EXAMPLES

### ELA – Austin Autism

**IMPACT STATEMENT:** AA has social affective and/or restricted repetitive stereotypic behaviors with/without accompanying cognitive deficits that cause him/her to have difficulty functionally acquiring and socially appropriately applying grade-level concepts and skills within text, Reading, and English Language Arts content in the large group general curriculum without environmental/instructional support and adult assistance with cueing. This adversely affects his/her success and performance and/or generalization of skills in larger instructional settings. He/She benefits from provisions and conditions such as scaffolding the content of the material to focus on the relevant skills of the concept; purposeful generalization of target skills across various settings; environmental cues such as visual schedules, color-coding and highlighting material; smaller groups; use of appropriate technology; incentives and motivators built into the routine; positive affirming statements and redirection to targeted replacement skills; preferential seating; lessened verbal cueing; positive practice/preview/review of target skills; and strategies including social stories, positive peer modeling, behavioral modification; direct specialized instruction, etc.

### MATHEMATICS – Austin Autism

**IMPACT STATEMENT:** AA has social affective and/or restricted repetitive stereotypic behaviors with/without accompanying cognitive deficits that cause him/her to have difficulty functionally acquiring and socially appropriately applying grade-level mathematical concepts and skills in larger instructional settings without environmental/instructional support and adult assistance with cueing. This adversely affects his/her success and/or generalization of skills in larger instructional settings. He/She benefits from provisions and conditions such as scaffolding the content of the material to focus on the relevant skills of the concept; purposeful generalization of target skills across various settings; environmental cues such as visual schedules, color-coding and highlighting material; smaller groups; use of appropriate technology and manipulatives; incentives and motivators built into the routine; positive affirming statements and redirection to targeted replacement skills; preferential seating; lessened verbal cueing; positive practice/preview/review of target skills; and strategies including social stories, positive peer modeling, behavioral modification; direct specialized instruction, etc.

## LOW INCIDENCE TRANSITION IMPACT STATEMENT EXAMPLES

### ELA – Transition Tom

**IMPACT STATEMENT:** TT has Functional/Adaptive deficits that cause him/her to have difficulty functionally acquiring and applying grade-level Post-Secondary pre-employment concepts within English Language Arts content in the general curriculum without instructional support with some adult assistance. This adversely affects his/her success and performance in larger instructional or generalized settings. He/She benefits from provisions and conditions such as scaffolding the content of the material to focus on the Post-Secondary/Transition outcomes and goals, direct specialized functional instruction on vocabulary and specified concepts, positive practice, pre-view and review of information, and school/community experiences on the continuum of transition services.

### MATHEMATICS – Transition Tom

**IMPACT STATEMENT:** TT has Functional/Adaptive deficits that cause him/her to have difficulty functionally acquiring and applying grade-level Post-Secondary pre-employment concepts within Mathematics content in the general curriculum without instructional support with some adult assistance. This adversely affects his/her success and performance in larger instructional or generalized settings. He/She benefits from provisions and conditions such as scaffolding the content of the material to focus on the Post-Secondary/Transition outcomes and goals, direct specialized functional instruction on mathematical vocabulary and concepts, positive practice, pre-view and review of information, and school/community experiences on the continuum of transition services.

## LOW INCIDENCE ADAPTIVE IMPACT STATEMENT EXAMPLES

### ADAPTIVE – DAILY LIVING DAN

**IMPACT STATEMENT:** DD has Adaptive/Daily Living deficits that cause him/her to have difficulty acquiring and applying grade level skills when accessing the general curriculum without instructional support with some Personal Care Support. This adversely affects his/her adaptive success and performance in larger instructional or generalized settings. He/She benefits from provisions and conditions such as scaffolding the content of the material to focus on functionally engaging in activities and accomplishing goals, direct specialized functional instruction on vocabulary and specified concepts, positive practice, pre-view and review of information, and accessing a variety of school experiences across the continuum.

### ADAPTIVE – DAILY LIVING DAN

**IMPACT STATEMENT:** DD Adaptive/Daily Living deficits that cause him/her to have difficulty acquiring and applying grade-level concepts and skills within the general curriculum without instructional support with Personal Care Support. This adversely affects his/her adaptive success and performance in larger instructional or generalized settings. He/She benefits from provisions and conditions such as scaffolding the content of the material to focus on functionally engaging in activities and accomplishing goals, direct specialized functional instruction on mathematical vocabulary and concepts, positive practice, pre-view and review of information, and accessing a variety of school experiences across the continuum.