

Choosing the Impact Statement for Transition Students

In the IEP Wizard Strengths and Needs Page when you Add/Edit the Demonstrated Needs and go to select your impact statement you will notice each area includes Transition/Post-Secondary impact statements. Please select those for your transition students to fulfill the SPP-13 Indicator for the state.

Some examples of what this looks like:

What is the impact of this need? (eg. This will impact the student's ability to...)

Reading Fluency/Decoding

- Reading Fluency/Decoding - The deficits impact the student's ability to read grade level text
- Reading Fluency/Decoding - These deficits interfere with the student's ability to decode.
- Reading Fluency/Decoding - These deficits make it difficult for the student to complete any task in the general curriculum at his/her grade level involving sound blending and decoding of words.
- Reading Fluency/Decoding - The student's English Language Arts (ELA) progress is impacted when the student is not able to spell using either alphabet signs or traditional written letters.
- Reading Fluency/Decoding - This will make it difficult for the student to complete some tasks in the general curriculum at his/her grade level involving reading.
- Reading Fluency/Decoding - **Transition/Post-Secondary** - The deficits impact the student's ability to read grade level text and achieve his/her post-secondary goals

What is the impact of this need? (eg. This will impact the student's ability to...)

Written Expression

- Written Expression - These deficits impact the student's ability to perform written expression assignments.
- Written Expression - These deficits impact the student's ability to write comprehensive pieces at grade level.
- Written Expression - This inability to put ideas on paper hinders his/her success in general education writing assignments.
- Written Expression - **Transition/Post-Secondary** - These deficits impact the student's ability to effectively communicate through writing at grade level and to achieve his/her post secondary goals.

What is the impact of this need? (eg. This will impact the student's ability to...)

Math Calculations/Reasoning

- Math Calculations/Reasoning - These deficits impact the student's ability to read grade level math problems
- Math Calculations/Reasoning - These deficits impact the student's ability to successfully solve grade level math problems
- Math Calculations/Reasoning - These deficits impair the student's ability to perform math calculations at grade level.
- Math Calculations/Reasoning - These deficits make it difficult for the student to complete any task in the general curriculum at his/her grade level involving numeration or number order.
- Math Calculations/Reasoning - The student's deficits make it difficult for the student to complete any task at his/her grade level involving counting money.
- Math Calculations/Reasoning - The student's inability to tell time impacts his/her participation in following the routine of his/her day.
- Math Calculations/Reasoning - This will make it difficult for the student to complete any task in the general curriculum at his grade level involving number recognition.
- Math Calculations/Reasoning - This will make it difficult for the student to complete some tasks in the general curriculum at his/her grade level involving addition and subtraction with regrouping.
- Math Calculations/Reasoning - This will negatively impact the student's ability to perform math calculations at grade level.
- Math Calculations/Reasoning - **Transition/Post-Secondary** - These deficits impact the student's ability to successfully perform math calculations, reasoning and money tasks and to achieve his/her post-secondary goals.
- Math Calculations/Reasoning - **Transition/Post-Secondary** - The student's inability to tell time impacts her/her participatin in following the routine of his/her day and achievement of his/her post-secondary goals.

What is the impact of this need? (eg. This will impact the student's ability to...)

Behavior

- Behavior - These behaviors impact the student's ability to function independently in the general education setting
- Behavior - These social difficulties impact the student's ability to build and maintain relationships.
- Behavior - The student's general pervasive mood of unhappiness or depression impacts the student's ability to fully participate academically, socially and emotionally in school activities/instruction.
- Behavior - The student's inability to follow directions impacts the learning environment of the student and his/her peers.
- Behavior - The tendency to develop physical symptoms or fear in association with personal or school problems impacts the student's ability to fully participate academically, socially and emotionally in school activities/instruction.
- Behavior - This is impacting the student's academic progress and his/her peer and adult relationships in the school setting.
- Behavior - **Transition/Post-Secondary** - These behaviors impact the student's ability to function independently in the general education setting, community, work-experience setting and achieve his/her post-secondary goals.

What is the impact of this need? (eg. This will impact the student's ability to...)

Life Skills

- Life Skills - These deficits impact the student's ability to function independently in the general education setting, community, and work-experience setting.
- Life Skills - The student's deficits make it difficult for the student to complete any task at his/her grade level without supervision or prompts.
- Life Skills - This impacts the student's ability to independently care for their needs throughout the school day.
- Life Skills - **Transition/Post-Secondary** - These deficits impact the student's ability to navigate the school or community and to achieve his/her post-secondary goals.
- Life Skills - **Transition/Post-Secondary** - The student's deficits make it difficult for the student to complete any task at her/her grade level without supervision or prompts and to achieve his/her post-secondary goals.

What is the impact of this need? (eg. This will impact the student's ability to...)

Language/Communication

- Language/Communication - The deficits in this area impair the student's ability to effectively and clearly communicate in his/her classroom and community settings.
- Language/Communication - These deficits impact the student's ability to effectively communicate in his/her educational environment.
- Language/Communication - These errors distort and decrease intelligibility and impair communication in all settings
- Language/Communication - These errors interfere with the student's ability to effectively and efficiently communicate in his/her classroom setting.
- Language/Communication - These language difficulties affect the student's ability to understand and use the language of the classroom
- Language/Communication - This impacts the student's ability to communicate and participate in small group activities.
- Language/Communication - **Transition/Post-Secondary** - The deficits in this area impair the student's ability to effectively and clearly communicate in his/her classroom and community settings as well as achieve his/her post-secondary goals

What is the impact of this need? (eg. This will impact the student's ability to...)

Reading comprehension

- Reading comprehension - These deficits impact the student ability to understand (comprehend) written text at grade level.
- Reading comprehension - These deficits impact the student's ability to identify key points in grade level text
- Reading comprehension - This makes it difficult for the student to comprehend text that he/she is reading at his/her grade level in the general curriculum.
- Reading comprehension - **Transition/Post-Secondary** - These deficits impact the student's ability to understand (comprehend) written text at grade level and to achieve their post-secondary goals.

What is the impact of this need? (eg. This will impact the student's ability to...)

Other

- Other - These deficits impact the student's ability to complete daily assignments.
- Other - The student's difficulty in utilizing her locker adversely impacts her ability to follow school procedures.
- Other - The student's inability to follow teacher directions impacts the student's time on task and his/her academic progress.
- Other - The student's limited skills in this area impedes his/her success in the general ed classroom.
- Other - This will impact the student's ability to access the curriculum at his/her grade level.
- Other - **Transition/Post-Secondary** - These deficits impact the student's ability to complete daily assignments/task and to achieve his/her post-secondary goals.

What is the impact of this need? (eg. This will impact the student's ability to...)

Mobility/Travel

- Mobility/Travel - These deficits impact the student's ability to navigate the school or community environment.
- Mobility/Travel - **Transition/Post-Secondary** - These deficits impact the student's ability to navigate the school or community and to achieve his/her post-secondary goals.

What is the impact of this need? (eg. This will impact the student's ability to...)

Transition/Post-Secondary

- Transition/Post-Secondary** - The student's inability to follow directions from a teacher and/or employer impacts the student's time on task, his/her academic progress and achievement of his/her post-secondary goals.
- Transition/Post-Secondary** - This deficit impacts the student's ability to be independent in their adult life.