**Associated Deficits of Autism (For full IEP, refer to Appendix Example A)**

Gina currently struggles with her *emotional regulation* when stressed or frustrated. Her escalation requires removal from the general education classroom until calm. Additionally, Gina is not currently independent in transitions between activities, following two or more step directions, completing a task to completion, or asking for assistance. She often does not understand the instruction without visual and tactile supports. This negatively impacts her ability to participate in the classroom for extended periods of time, particularly when stressful, or to understand the core instruction at grade level.

**Associated Deficits of Deafness (For full IEP, refer to Appendix Example B)**

Donna’s significant hearing loss and subsequent deficits in the areas of speech and language negatively impact her progress in the general education curriculum. She has difficulty expressing her knowledge and understanding as well as articulation to make needs known.

**Associated Deficits of Developmental Delay (For full IEP, refer to Appendix Example C)**

Tony is significantly delayed in basic reading skills. Although he has made progress, he is significantly behind his peers. He is still working on letter identification and most common letter sounds, and this negatively impacts his access to the core instruction on *decoding*, using multiple cues to read and comprehend text, and *reading comprehension*.

**Associated Deficits of Emotional Disturbance (For full IEP, refer to Appendix Example D)**

Cam's disability negatively impacts his access to general curriculum as he will do whatever he has to in an effort to escape a social setting. In an effort to escape, he is not available for instruction within a classroom setting for large portions of the day. Once escalated, he is removed from the setting and then requires a slow re-entry, as he is embarrassed and easily escalates again in concern that his peers will comment on his escalated state.

**Associated Deficits of Intellectual Disability (For full IEP, refer to Appendix Example E)**

Delia's ability to master regular classroom academic objectives is markedly delayed. She requires small group intervention and repetition to learn skills. She tries to complete various assignments, but struggles doing basic tasks. She is significantly below grade level in her academics. This negatively impacts her performance and participation in the general education classroom.

**Associated Deficits of Intellectually Gifted (For full IEP, refer to Appendix Example F)**

Larry Sample demonstrates mastery of grade level academic curriculum and superior *reading comprehension* skills, but he becomes disengaged in the classroom when not presented with challenging material and opportunities for *enrichment*. This disengagement negatively impacts Larry's participation within the classroom instruction.

**Associated Deficits of Orthopedic Impairment (For full IEP, refer to Appendix Example G)**

Marna presents with motoric challenges. These challenges include a delayed verbal response time easily
misconstrued as inattentiveness; delayed motorical written response affecting handwriting speed, and potential access issues related to her wheelchair mobility. This adversely affects her participation within the general education classroom.

**Associated Deficits of Other - Health Impairments (For full IEP, refer to Appendix Example H)**

Piper struggles with organizational skills and math reasoning. In many ways these are related. Although Piper understands the calculation required to reason through complex math simulations, she loses track of the information and where she is in the process. Her data are written haphazardly throughout with some portions completed and some not. Piper does require a completed agenda for homework that she accesses online with her parents. For longer projects, her teachers and parents work with her to create a plan. She often comes to class with the wrong materials or incomplete materials. Additionally, she is not able to take notes that she can then read in order to learn new information. These are all factors that negatively impact her participation and performance within the general education classroom.

**Associated Deficits of Specific Learning Disability in Reading (For full IEP, refer to Appendix Example I)**

Susan's deficits in the areas of basic reading skills, specifically phonics and decoding, and fluency, adversely affect her progress in the general education curriculum. She is unable to independently read information in academic areas which interferes with comprehension.

**Associated Deficits of Specific Learning Disability in Math (For full IEP, refer to Appendix Example J)**

Matt is struggling in the area of math. He is able to compute numbers 1-5 using manipulatives. Larger numbers become a challenge for him, even though he can count using one-to-one correspondence up to 20. Additionally, he does not yet understand the concept of "0." He is just beginning to work on subtraction for numbers 1-5. This negatively impacts the participation within the general education math instruction, as he is significantly behind his peers and requires extensive accommodations.

**Associated Deficits of Specific Learning Disability in Writing (For full IEP, refer to Appendix Example K)**

David struggles to complete any writing assignment across all academic areas. Assignments that are completed are a compilation of random sentences, and some are off topic rather than a cohesive paragraph. This negatively impacts his performance and grades within the general education classroom.

**Associated Deficits of Speech Impairments (For full IEP, refer to Appendix Example L)**

Jaxson's speech makes it difficult to understand what he is trying to say. This negatively impacts answering questions and/or oral participation, read aloud or reading fluency tasks, and social activities. Jaxson also makes some of the same speech substitutions in his phonetic spelling, so his writing is difficult to decipher at times.

**Associated Deficits of Language Impairments (For full IEP, refer to Appendix Example M)**

Lisa's expressive language impairment prevents her from expressing herself effectively in conversations and in her written expression in the general education class in the following ways: completing tasks involving word structure, sentence structure/grammar, and phonological/phonemic awareness.
Associated Deficits of Traumatic Brain Injury (For full IEP, refer to Appendix Example N)

Janin's disability negatively impacts her involvement and progress in the general education curriculum since she requires additional time on assignments, length reduction on assignments, additional supports during independent work, visual and verbal prompts, schedules modification and self-monitoring skills being infused throughout her classes. Janin is quick to fatigue after 25 minutes of direct instruction. She is fully included within the general education setting with supports and services to support her as well as address the current areas of deficit.

Associated Deficits of Visual Impairment (For full IEP, refer to Appendix Example O)

Kimberly's blindness negatively impacts her access to the general education curriculum without the provision of direct instruction and professional collaboration from a specialist in Braille instruction, orientation and mobility skills, and access to assistive technology. In addition, at this time, the general education class is learning the alphabet as it relates to reading and writing. Kimberly needs to learn the Braille alphabet, rules for Braille, and how to operate a Braille writer.