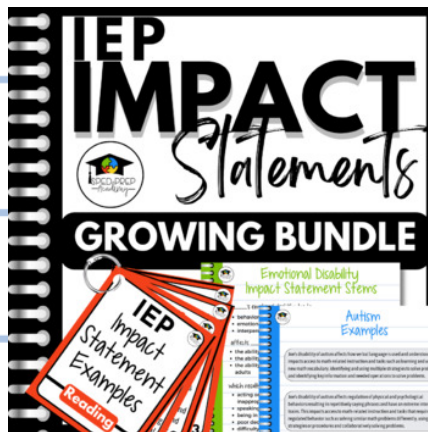


# Thank You!

Thank you so much for downloading this Sped Prep Academy© Impact Statement freebie. If you have any questions you can email me at [jennifer@spedprepacademy.com](mailto:jennifer@spedprepacademy.com).

If you like this product, you're going to ❤️ the whole bundle with new sets that have yet to be added.



Also, please give it a rating! You can earn credits toward a free TPT product when you share your feedback. Plus...I'd love to hear how this product has helped you as a teacher!



# How to Use...

1. Use the table of contents to select the disability area for your student.
2. Use the options to fill in the blanks for each part of the impact statement stem.
3. Use the statement stem & examples to write strong, individualized impact statements for each of your students.



# Specific Learning Disability Impact Statements

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# Specific Learning Disability Impact Statement Stems

\_\_\_\_\_ 's specific learning disability due to \_\_\_\_\_

- auditory processing
- visual processing
- visual motor processing
- processing speed/attention
- fluid reasoning
- crystalized intelligence

affects \_\_\_\_\_ and \_\_\_\_\_

- how sounds are heard and interpreted (auditory processing)
- how information taken in through the eyes is recognized and interpreted (visual processing)
- the ability to recognize familiar objects, identifying shapes or letters or only seeing part of a whole (visual processing)
- coordination of visual information with the physical movement of writing (visual/motor processing)
- the ability to focus on relevant information (processing speed/attention)
- how new concepts are learned (fluid reasoning)
- how verbal and non-verbal language is used to reason and solve problems (fluid reasoning)
- storage, retrieval and usage of short-term or long-term information (crystalized intelligence)
- the production of meaningful communication of ideas (cognitive expression)

This impacts access to writing-related instruction and tasks such as \_\_\_\_\_ (choose the activities the student struggles with the most)

- matching or recalling letters with sounds
- spelling
- learning new written vocabulary
- comprehending or writing complex sentence structure
- quickly processing and explaining thoughts
- writing letters/words quickly
- accurate letter placement on lined paper
- appropriate spacing and size of letters/words
- copying off the board
- using writing utensils
- note-taking
- using vocabulary correctly in writing
- planning and organizing extended writing tasks
- staying on-topic in written responses
- self-correcting errors
- recalling and using vocabulary
- applying grammar and conventions
- comparing/contrasting in written form
- making inferences in written form
- creative writing tasks
- applying previously learned skills
- writing in sequence
- using details in a story
- timed writing tasks
- writing about abstract ideas/themes



# Specific Learning Disability Examples

Janett's specific learning disability due to auditory processing affects how sounds are heard, recognized, and interpreted, resulting in difficulty with recognizing differences in sounds, or remembering information taken in through the ears. This impacts access to writing-related instruction, and tasks such as matching and recalling letters with their sounds, spelling and writing simple sentences.

Janett's specific learning disability affects storage, retrieval, and usage of information in both long-term and short-term memory. This impacts access to writing-related instruction and tasks such as applying previously learned grammar and conventions to new writing tasks, writing a story using the correct sequence, adding details to a writing assignment and timed writing tasks.

Janett's specific learning disability due in written language is due to visual processing which affects how information that is taken in through the eyes is recognized and interpreted, resulting in difficulty with recognizing familiar objects, identifying differences in shapes, letters, and objects, seeing only parts of a whole. This impacts access to writing-related instruction and tasks such as writing letters/words quickly and accurately, spelling, accurate placement of writing on lined paper, and appropriate spacing between letters and words.

Janett's specific learning disability due to attention/ processing speed affects the ability to filter out distractions, resulting in an inability to focus and/or identify relevant information. This impacts access to writing-related instruction, and tasks such as planning, organizing and executing an extended writing task, staying on-topic in written responses, self-correcting spelling errors, and recalling and using vocabulary.



# Specific Learning Disability Impact Statement Stems

\_\_\_\_\_ 's specific learning disability due to \_\_\_\_\_

- auditory processing
- visual processing
- visual motor processing
- processing speed
- fluid reasoning
- crystalized intelligence

affects \_\_\_\_\_ and \_\_\_\_\_.

- how new concepts are learned (fluid reasoning)
- how verbal and non-verbal language is used to reason, generalize & solve problems (fluid reasoning)
- how language is used to solve problems (fluid reasoning)
- how information is stored, retrieved and used (crystalized intelligence)
- how sounds are heard, recognized and interpreted (auditory processing)
- how visual information is recognized and interpreted (visual perception processing)
- how information is transferred from one source to another (visual motor processing)
- the ability to filter how irrelevant stimuli and focus on a task (processing speed)

This impacts access to math-related instruction and tasks such as \_\_\_\_\_ (choose the activities the student struggles with the most)

- recognizing differences in sounds of numbers or words
- storing or recalling word problems read aloud
- working accurately with multi-digit numbers spoken aloud without visual cues
- identifying and differentiating sizes, shapes, colors
- memorizing math facts
- sequentially recalling problem solving steps
- identifying patterns
- applying rules and laws
- demonstrating previously learned skills
- graphing, lining up numbers
- imagining objects in space
- identifying key terms and operations in word problems
- copying off the board
- using math tools
- writing numbers/shapes/equations
- independent work for a sustained time
- remembering key steps, details or operations in word problems
- explaining math
- understanding abstract problems using math vocabulary



# Specific Learning Disability Examples

Mark's specific learning disability due to processing speed affects how sounds are heard, recognized and interpreted and remembering information taken in through the ears. This impacts access to math-related instruction and tasks such as working accurately with multi-digit numbers spoken aloud and storing and recalling word problems without visual cues.

Mark's specific learning disability due to Fluid Reasoning affects how new concepts are learned and how language is used to reason, generalize and solve problems. This impacts access to math-related instruction and tasks that require deductive and inductive reasoning such as categorizing, identifying patterns, applying commutative, associative and distributive laws and applying previously learned material.

Mark's specific learning disability due to attention processing affects the ability to filter out irrelevant background stimuli and attend to a task. This impacts access to math-related instruction and tasks such as independently working for sustained amounts of time, remembering steps to problems, identifying key details and needed operations in word problems and equations.

Mark's specific learning disability due to visual-motor processing affects how information is transferred from one source to another such as copying notes off the board or alternating between texts. This impacts access to math-related instruction and tasks such as tracing and writing numbers, shapes and equations, using math tools like calculators, rulers and graph paper.





# Specific Learning Disability Impact Statement Stems

\_\_\_\_\_ 's specific learning disability due to \_\_\_\_\_

- auditory processing
- visual processing
- visual motor processing
- processing speed
- fluid reasoning
- crystalized intelligence

affects \_\_\_\_\_ and \_\_\_\_\_.

- how new concepts are learned (fluid reasoning)
- how language is used to solve problems (fluid reasoning)
- how information is stored, retrieved and used (crystalized intelligence)
- how sounds are heard, recognized and interpreted (auditory processing)
- how visual information is recognized and interpreted (visual perception processing)
- how information is transferred from one source to another (visual motor processing)
- the ability to filter how irrelevant stimuli and focus on a task (processing speed)

This impacts access to reading-related instruction and tasks such as \_\_\_\_\_ (choose the activities the student struggles with the most)

- recognizing differences in sounds of letters or words
- reconstructing the order of sounds
- recalling stories read aloud.
- recognizing familiar objects
- seeing only parts of a whole
- differentiating letters or words
- recognizing differences in sounds of letters
- tracing letters
- tracking while reading
- fluency
- recalling key details from a text
- summarizing a text
- learning and using new vocabulary
- whole group read alouds
- remembering what was read aloud
- determining the main idea
- comparing/contrasting
- retelling a story in sequential order





# Specific Learning Disability Examples

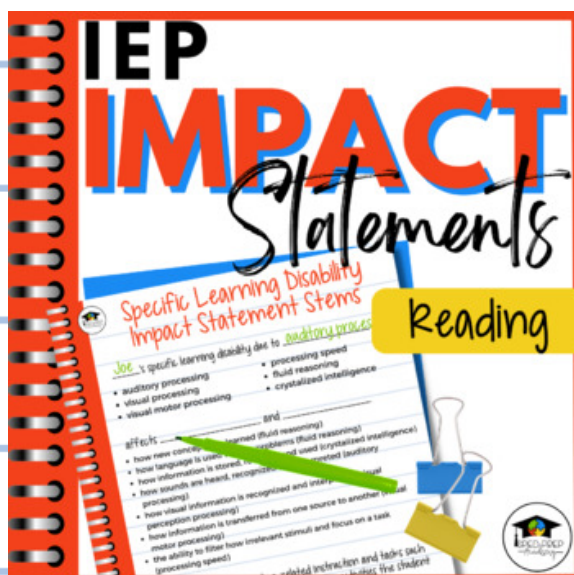
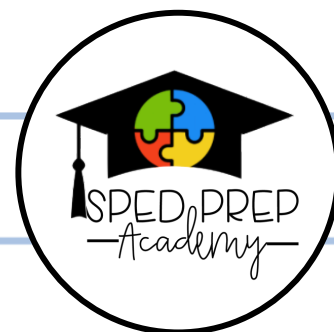
Joe's specific learning disability due to auditory processing affects how sounds are heard, recognized, and interpreted. This impacts access to reading-related instruction and tasks such as recognizing the differences in similar sounding letters or words, remembering and reconstructing the order of sounds in a word, and recalling stories read aloud.

Joe's specific learning disability due to Fluid Reasoning affects how new concepts are learned and how language is used to reason, generalize and solve problems. This impacts access to reading-related instruction and tasks that require deductive and inductive reasoning such as determining the main idea or theme, generalizing grammatical rules, comparing and contrasting.

Joe's specific learning disability due to attention processing affects the ability to filter out irrelevant background stimuli and attend to a task. This impacts access to reading-related instruction and tasks such as recalling key details from a text, summarizing, learning new vocabulary, paying attention during read alouds and reading independently for long periods of time.

Joe's specific learning disability due to visual-motor processing affects how information is transferred from one source to another such as copying notes off the board or alternating between texts. This impacts access to reading-related instruction and tasks such as tracing letters, tracking while reading, and fluency.

Check out  
these other  
Impact Statement  
Resources!!



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