



Form for the Determination of Adverse Effect on Educational Performance

Child Information Cover Page

SAU/CDS Placement:	
School:	
Grade:	
Date of birth:	
Child's first name:	
Child's last name:	
Parent/guardian first name:	
Parent/guardian last name:	
Parent/guardian address:	
Parent/guardian telephone:	
Parent/guardian first name:	
Parent/guardian last name:	
Parent/guardian address:	
Parent/guardian telephone:	

Child's name:
Date:

This procedure applies only to the following eligibility categories: autism, deafness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, orthopedic impairment, other health impairment, speech and language impairment, traumatic brain injury, and visual impairment, including blindness. This form will be used whenever there is a determination of eligibility or consideration of a change in eligibility. The IEP Team will need to follow the steps in MUSER Section VII(4) Criteria for change in Eligibility in the latter case.

Definition: **Adverse effect/Adversely affects.** *The word "adverse" commonly means "harmful, impeding, obstructing, or detrimental." To "adversely affect" means to have a negative impact that is more than a minor or transient hindrance, evidenced by findings and observations based on data sources and objective assessments with replicable results. An adverse effect on educational performance does not include a developmentally appropriate characteristic of age/grade peers in the general population.*

Procedure for Determination.

The IEP Team's determination of adverse effect shall be based upon the results of assessments and/or data sources determined by the Team to be necessary to validate the effect of the disability on educational performance. In most situations, the IEP Team shall consider multiple assessments/data sources for determination of adverse effect. If the IEP Team determines that a single assessment/data source is adequate for determination of adverse effect, the Team will document the rationale on this form.

NOTE: This procedure for determination of adverse effect on educational performance does not replace the requirements for evaluation specified in Section V Evaluation and Reevaluation of Chapter 101.

The IEP Team has reviewed the following assessment(s) or data source(s) to determine adverse effect:

	Yes	No
1.) Standard or percentile scores on nationally-normed, individually-administered achievement test(s); or for children ages 3 to 5, appropriate multi-domain nationally-normed test(s) or rating scale(s). Verification:	<input type="checkbox"/>	<input type="checkbox"/>
2.) Standard or percentile scores on nationally-normed, group-administered achievement test(s), including nationally-normed, curriculum-based measures. Verification:	<input type="checkbox"/>	<input type="checkbox"/>

Child's name:
Date:

<p>3.) Any report prepared by the SAU or presented by the parent/guardian that reflects academic or functional performance. Verification:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4.) Performance on comprehensive assessments based on a system of learning results, or the Common Core as of 2014, or measurements of indicators within the Early Childhood Learning Guidelines. Verification:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5.) Criterion-referenced assessment(s) of academic or functional performance. Verification:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6.) Student work products, language samples, or portfolios. Verification:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7.) Disciplinary evidence or rating scales based on systemic observations in more than one setting by professionals or parents/guardians. Verification:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8.) Attendance patterns. Verification:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9.) Social or emotional deficits as observed by professionals or parents/guardians in multiple settings, on clinical rating scales or in clinical interviews. Verification:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10.) Other (add any other data sources) Verification:</p>	<input type="checkbox"/>	<input type="checkbox"/>

If the IEP Team determines that a single assessment/data source is adequate for the determination of adverse effect on educational performance, the Team will state its rationale below:

Child's name:
Date:

The data sources reviewed and the specific findings associated with the determination of adverse effect shall be documented in the Written Notice. This form will be attached and included with the Written Notice.

The IEP Team has determined that there is an adverse effect on educational performance:

Yes No

Updated 8/01/2012