



Form for the Determination of Adverse Effect on Educational Performance

Maine Unified Special Education Regulations (MUSER VII.3)

Date of Meeting:			SAU:	
Child's Name:			School:	
Date of Birth:		Grade:	School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian City, State Zip:			School Contact:	

Reason for use of form: Initial Eligibility Continuing Eligibility/Dismissal

Document reason for use of form

This form is to be used to consider eligibility for all disability categories except Specific Learning Disability, Speech or Language Impairment, and Deaf-Blindness.

Adverse effect/Adversely affects definition (MUSER II.3)

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.

I.A. The IEP Team has reviewed the following assessment(s) or data source(s) to determine adverse effect resulting from the child's disability [check one of the boxes in each category and provide verification by describing the data that supports the determination as to whether or not adverse effect is demonstrated]:

* N/A=not available

Entire Form

- Must fill; no blank boxes/areas**
- Check the correct box (Yes, No or N/A)**

All Verification

- Must include data source (evaluation/assessment) and data (scores)**
- Needed if question is checked Yes or No**

	Yes	No	N/A*
<p>1. Do 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), demonstrate adverse effect?</p> <p>Verification: Examples of data sources: <u>3-5 yo:</u> WPPSI, ADOS <u>K-12:</u> WJ, WIAT, OWLS, GORT, Test of Word Reading Efficiency</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Do standard or percentile scores on nationally-normed, group-administered achievement test(s), including nationally-normed, curriculum- based measures, demonstrate adverse effect?</p> <p>Verification: Examples of data sources: NWEA, PSAT, SAT</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Do any reports prepared by the SAU or presented by the parent/guardian that reflect academic or functional performance document adverse effect?</p> <p>Verification: Examples of data sources: <u>3-5 yo:</u> ABAS, CDS Eligibility Observation Summary <u>K-12:</u> Vinland scores, ABAS scores, academic grades, reports by parents or outside providers, reports of whether the child meets standards in standards-based system</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Does the child's 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, demonstrate adverse effect?</p> <p>Verification: Examples of data sources: <u>3-5 yo:</u> AEPS, HighScope Child Observation Record <u>K-12:</u> Maine Through Year Assessment, NWEAs, writing prompts, curriculum-based measures (DRA, DIBELS, Everyday Math, AIMSweb, curriculum unit tests)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>5. Do criterion-referenced assessments of academic or functional performance demonstrate adverse effect?</p> <p>Verification: Examples of data sources: VB-MAPP, ABLLS, Brigance Inventory of Early Development, School Function Assessment, NWEAs, Maine Through Year Assessment, classroom test scores</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>	<p>N/A*</p> <input type="checkbox"/>
<p>6. Do child work products, language samples, or portfolios demonstrate adverse effect?</p> <p>Verification: Examples of data sources: Writing prompts, handwriting samples, portfolios of work, classroom work samples</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>	<p>N/A*</p> <input type="checkbox"/>
<p>7. Does disciplinary evidence, or rating scales based on systemic observations in more than one setting (whenever possible) by professionals or parents/guardians, demonstrate adverse effect?</p> <p>Verification: Examples of data sources: Disciplinary reports/office referrals, FBA, BASC Rating Scales, BRIEF, behavior data sheets/logs, classroom observation(s)</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>	<p>N/A*</p> <input type="checkbox"/>
<p>8. Do the child's attendance patterns demonstrate adverse effect?</p> <p>Verification: Examples of data sources: Attendance records (school, program and/or class)</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>	<p>N/A*</p> <input type="checkbox"/>

Child's Name: _____

Date: _____

<p>9. Do the child's social or emotional deficits (if any), as observed by professionals or parents/guardians in multiple settings (whenever possible), on clinical rating scales or in clinical interviews, demonstrate adverse effect?</p> <p>Verification: Examples of data sources: BASC, BRIEF, Achenbach, Connors Rating Scales, Multidimensional Anxiety Scale for Children, Piers-Harris Self-Concept Scale, Autism Rating Scales, observation</p>	<p>Yes</p> <p><input type="checkbox"/></p>	<p>No</p> <p><input type="checkbox"/></p>	<p>N/A*</p> <p><input type="checkbox"/></p>
<p>10. Other (add any other data sources)</p> <p>Verification:</p>	<p>Yes</p> <p><input type="checkbox"/></p>	<p>No</p> <p><input type="checkbox"/></p>	<p>N/A*</p> <p><input type="checkbox"/></p>

1.B. Was only one assessment/data source considered?

<p>Yes</p> <p><input type="checkbox"/></p>	<p>No</p> <p><input type="checkbox"/></p>
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Check the correct box (Yes, No)

If the answer to the question is "Yes", state the IEP Team's rationale for the determination that the single assessment/data source is adequate for the determination of adverse effect on educational performance:

If "Yes", explain why that was adequate

II. Has the IEP Team determined that there is an adverse effect on educational performance resulting from the child's disability?

<p>Yes</p> <p><input type="checkbox"/></p>	<p>No</p> <p><input type="checkbox"/></p>
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Check the correct box (Yes, No)

If the answer to this question is "Yes", proceed to section III

If the answer to this question is "No", the child does not qualify as a child with a disability under Maine Unified Special Education Regulations (MUSER) and is not entitled to an Individualized Education Program

Child's Name: _____

Date: _____

III. The adverse effect that results from the child's disability is, (check one)

- of such a degree or kind that the child requires special education in order to benefit from his/her education program.
- correctible through accommodations in the child's regular education program.

Check the correct box

Summarize the basis for the determination as to whether the child requires special education in order to benefit from his/her education program **OR** the adverse effect is correctible through accommodations in the child's regular education program.

Must include a summary

If the first box was checked, the child qualifies as a child with a disability under the Maine Unified Special Education Regulations and is entitled to an Individualized Education Program. If the second box was checked, the child does not qualify as a child with a disability under Maine Unified Special Education Regulations and is not entitled to an Individualized Education Program.