The Adverse Effects of a Language Disorder

IDEA regulations have not defined adverse effect. It is the responsibility of the state and local agencies to describe an adverse educational effect for each student for whom an IEP is written.   However, IDEA does stipulate that the IEP team look to the general education curriculum in determining both the student's present levels of performance and adverse effects in accessing the curriculum as a result of a disability. Nelson (1993) suggests that there are an additional five curricula that exist as a part of, and separate from, the general education curriculum. The inability to access these curricula can be just as disabling to the student as the struggle to achieve in the "official" curriculum.

Official Curriculum/General Education Curriculum . . .

- reflects both the content and grade level performance statements taken from the standards.
- guides the teacher in what to teach.
- contains the goals and objectives of a specific grade and content area.
- is academics and use of specific textbooks.

Cultural Curriculum . . .

- refers to the student's knowledge and use of the mainstream culture so that the student can use it as a backdrop in understanding the official curriculum.
- includes the background knowledge and experiences a student brings to school.

De Facto Curriculum . . .

- can be considered "teacher manual teaching" curriculum.
- reflects the variations in the *use* of the textbook and teacher's manual by different teachers; therefore, what is taught in each classroom and how it's taught.

School Culture Curriculum . . .

- is described as both the spoken and unspoken rules of behavior and communication involving classroom interactions.
- includes, for example, an understanding of how to gain attention in the classroom by raising a hand, sitting in a chair while working, or respecting the space of others.

Hidden Curriculum . . .

- describes the subtle indicators a teacher demonstrates within the classroom that categorize students as either "good" or "problem" students.
- is based on the teacher's individual value system; therefore can change from teacher to teacher.

Underground Curriculum . . .

- includes the rules of social interaction among peers that determines who is part of a specific peer group.
- reflects pragmatic skills.

Create Your Own Curriculum Checklist: What contexts would you investigate for each curricula? How will you investigate them?

Official Curriculum/General Education Curriculum
Cultural Curriculum
De Facto Curriculum
School Culture Curriculum
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Underground Curriculum

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