



TABLE 14.4 Impact on School Performance: Psychosocial and Environmental Factors

Psychosocial and Environmental Factors	Examples of How School Performance Can Be Affected
1. Motivation	Lack of motivation may be present due to other priorities over health issues or degenerative changes. Students may also lack motivation due to learned helplessness. These would all affect school performance.
2. Self-Concept	A poor self-concept may occur due to difficulty mastering tasks from the effects of a physical disability or due to the way others treat the student. This may interfere with school performance.
3. Self-Advocacy	Students who do not operate/act as advocates for themselves in the classroom may not have adequate access to material to succeed in school (for example, student with a severe physical impairment can't see the board due to poor wheelchair positioning and does not ask to be repositioned). Lack of self-advocacy skills can also be life-threatening (for example, student with diabetes does not tell substitute teacher she has to have a snack).
4. Behavior and Emotional Functioning	A negative impact on school performance often occurs with students who have difficulty coping with their disability and who exhibit such emotional problems as depression, anger, or hopelessness.
5. Social Environment and Social Competence	Students may have difficulty socializing due to misunderstandings about their disability or due to delayed or maladaptive social functioning. A poor social environment may impact the student's performance in school.
6. Physical and Technological Environments	If proper accommodations and assistive technology are not in place for students with physical disabilities, their ability to succeed in the school environment will be negatively impacted.
7. Learning and Attitudinal Environments	Performance may be affected if there are negative attitudes toward the student or if proper educational supports and adaptations are not in place.