

## Areas of Disability Quick Reference Chart

DISABILITY	DESCRIPTION
AUTISM SPECTRUM DISORDER	A developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a student’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Essential features are typically, but not necessarily, manifested before age three. Autism may include autism spectrum disorders such as, but not limited to, autistic disorder; pervasive developmental disorder not otherwise specified; and Asperger’s syndrome. The term does not apply if a student’s educational performance is adversely affected primarily because the student has an emotional disturbance.
DEAFNESS	A hearing loss or deficit so severe that it impairs a student’s ability to process linguistic information through hearing, with or without amplification, and affects the student’s educational performance adversely.
DEAF-BLINDNESS	A combination of hearing and visual impairments causing such severe communication, developmental, and educational needs that the student cannot be accommodated in programs specifically for student with deafness or student with blindness.
DEVELOPMENTAL DELAY	A significant discrepancy, as defined and measured in accordance with this Enclosure 3 of this Manual and confirmed by clinical observation and judgment, in the actual functioning of a student, birth through age seven, or any subset of that age range including ages three through five, when compared with the functioning of a non-disabled student of the same chronological age in any of the following developmental areas: physical, cognitive, communication, social or emotional, or adaptive development. A student determined to have a developmental delay before the age of seven may maintain that eligibility through age nine.
EMOTIONAL DISTURBANCE	A condition confirmed by clinical evaluation and diagnosis and that, over a long period of time and to a marked degree, adversely affects educational performance and exhibits one or more of the following characteristics: (a). Inability to learn that cannot be explained by intellectual, sensory, or health factors; (b). Inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c). Inappropriate types of behavior or feelings under normal circumstances; (d). A tendency to develop physical symptoms or fears associated with personal or school problems; (e). A general pervasive mood of unhappiness or depression. Includes students who are schizophrenic, but does not include students who are socially maladjusted, unless it is determined they are emotionally disturbed.
HEARING IMPAIRMENT	An impairment in hearing, whether permanent or fluctuating, that adversely affects a student’s educational performance, but is not included under the definition of deafness.
INTELLECTUAL DISABILITY	Significantly below-average general intellectual functioning, existing concurrently with deficits in adaptive behavior. This type of disability is manifested during the developmental period and adversely affects a student’s educational performance.
ORTHOPEdic IMPAIRMENT	A severe orthopedic impairment that adversely affects a student’s educational performance. That term includes congenital impairments such as club foot or absence of some member; impairments caused by disease, such as poliomyelitis and bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations, and fractures or burns causing contractures.
OTHER HEALTH IMPAIRMENTS	Limited strength, vitality, or alertness including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems and that adversely affects a student’s educational performance. Such impairments may include, but are not necessarily limited to, attention deficit disorder, attention deficit hyperactivity disorder, heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, seizure disorder, lead poisoning, leukemia, or diabetes.

<p><b>SPECIFIC LEARNING DISABILITY</b></p>	<p>A disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language that may manifest itself as an imperfect ability to listen, think, speak, read, write, spell, remember, or do mathematical calculations. This term includes such conditions as, recognizing that they may have been otherwise labeled with terms such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; intellectual disability; emotional disturbance; or environmental, cultural, or economic differences.</p>										
<p><b>SPEECH OR LANGUAGE IMPAIRMENTS</b></p>	<p>Speech or Language impairments include the following:</p> <table border="1" data-bbox="418 510 1430 1325"> <tr> <td data-bbox="418 510 656 669"> <p><b>Communication Disorder</b></p> </td> <td data-bbox="660 510 1430 669"> <p>Communication disorder is characterized by stuttering, impaired articulation, voice impairment, or a disorder in the receptive or expressive areas of language that adversely affects a student’s educational performance.</p> </td> </tr> <tr> <td data-bbox="418 676 656 835"> <p><b>Articulation Disorder</b></p> </td> <td data-bbox="660 676 1430 835"> <p>Articulation disorder is characterized by substitutions, distortions, and/or omissions of phonemes that are not commensurate with expected developmental age norms, that are not the result of limited English proficiency or dialect difference, and that may cause unintelligible conversational speech.</p> </td> </tr> <tr> <td data-bbox="418 842 656 1001"> <p><b>Fluency Disorder</b></p> </td> <td data-bbox="660 842 1430 1001"> <p>Fluency disorder is characterized by atypical rate, rhythm, repetitions, and/or secondary behaviors that interfere with communication are inconsistent with age or development.</p> </td> </tr> <tr> <td data-bbox="418 1008 656 1167"> <p><b>Language and Phonological Disorder</b></p> </td> <td data-bbox="660 1008 1430 1167"> <p>Language and phonological disorders are characterized by an impairment or delay in receptive or expressive language, including semantics, morphology and syntax, phonology, or pragmatics. This impairment does not include students whose language problems are due to English being their second language or dialect differences.</p> </td> </tr> <tr> <td data-bbox="418 1173 656 1325"> <p><b>Voice Disorder</b></p> </td> <td data-bbox="660 1173 1430 1325"> <p>Voice disorder is characterized by abnormal pitch, intensity, resonance, duration, or quality inappropriate for chronological age or gender.</p> </td> </tr> </table>	<p><b>Communication Disorder</b></p>	<p>Communication disorder is characterized by stuttering, impaired articulation, voice impairment, or a disorder in the receptive or expressive areas of language that adversely affects a student’s educational performance.</p>	<p><b>Articulation Disorder</b></p>	<p>Articulation disorder is characterized by substitutions, distortions, and/or omissions of phonemes that are not commensurate with expected developmental age norms, that are not the result of limited English proficiency or dialect difference, and that may cause unintelligible conversational speech.</p>	<p><b>Fluency Disorder</b></p>	<p>Fluency disorder is characterized by atypical rate, rhythm, repetitions, and/or secondary behaviors that interfere with communication are inconsistent with age or development.</p>	<p><b>Language and Phonological Disorder</b></p>	<p>Language and phonological disorders are characterized by an impairment or delay in receptive or expressive language, including semantics, morphology and syntax, phonology, or pragmatics. This impairment does not include students whose language problems are due to English being their second language or dialect differences.</p>	<p><b>Voice Disorder</b></p>	<p>Voice disorder is characterized by abnormal pitch, intensity, resonance, duration, or quality inappropriate for chronological age or gender.</p>
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<p><b>TRAUMATIC BRAIN INJURY</b></p>	<p>An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment (or both) that adversely affects educational performance. Includes open or closed head injuries resulting in impairments in one or more areas including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical function, information processing, and speech. The term does not include brain injuries that are congenital or degenerative or brain injuries that are induced by birth trauma.</p>										
<p><b>VISUAL IMPAIRMENT, INCLUDING BLINDNESS</b></p>	<p>An impairment of vision that, even with correction, adversely affects a student’s educational performance. Term includes both partial sight and blindness.</p>										
<p><b>MULTIPLE DISABILITIES</b></p>	<p>Concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness, which is set forth as its own type of disability.</p>										