

Associated Deficit Areas Grid by Disability Category

Below are deficits commonly associated with Tennessee's disability criteria. This table is not meant to be exhaustive and does not reflect the needs of all students with an identified disability; rather it is meant to be used as a resource by IEP teams as they develop Instructionally Appropriate IEPs.

Disability	Definition	Associated Deficits
Autism	Autism is a developmental disability, which significantly affects verbal and nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child'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 experience. The term does not apply if a child's educational performance is adversely affected primarily because the child has an Emotional Disturbance, as defined in this section	<ul style="list-style-type: none"> Academics Social-emotional Language Adaptive Behavior Pre-Vocational Communication Fine/Gross Motor
Deaf-Blindness	Deaf-Blindness is concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs by addressing any one of the impairments	<ul style="list-style-type: none"> Academics Communication Pre-vocational Adaptive
Deafness	Deafness is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.	<ul style="list-style-type: none"> Academics Communication Pre-vocational Adaptive
Developmental Delay	Developmental Delay refers to children aged three (3) through nine (9) who are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical, cognitive, communication, social or emotional, or adaptive development that adversely affects a child's educational performance.	<ul style="list-style-type: none"> Specific to area(s) of delay: <ul style="list-style-type: none"> ..Communication ..Social-emotional ..Adaptive ..Fine/Gross Motor Social-emotional
Emotional Disturbance	Emotional Disturbance is a disability exhibiting one or more of the following characteristics to a marked degree and over an extended period of time (during which time documentation of informal assessments and interventions are occurring) that adversely affects a child's educational performance: 1) inability to learn which cannot be	<ul style="list-style-type: none"> Adaptive behavior

explained by limited school experience, cultural differences, or intellectual, sensory, or health factors; 2) inability to build or maintain satisfactory interpersonal relationships with peers and school personnel; 3) inappropriate types of behavior or feelings when no major or unusual stressors are evident; 4) general pervasive mood of unhappiness or depression; 5) tendency to develop physical symptoms or fears associated with personal or school problems.	Functional Delay*	Functional Delay is a continuing significant disability in intellectual functioning and achievement which adversely affects the student's ability to progress in the general school program, but adaptive behavior in the home or community is not significantly impaired and is at or near a level appropriate to the student's chronological age.	Pre-vocational	Pre-vocational
			Academics	Academics
Hearing Impairment is impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but does not include Deafness.	Hearing Impairment	Hearing Impairment is impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but does not include Deafness.	Communication	Communication
			Pre-vocational	Pre-vocational
Intellectual Disability is characterized by significantly impaired intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance	Intellectual Disability	Intellectual Disability is characterized by significantly impaired intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance	Adaptive	Adaptive
			All areas of academics	All areas of academics
Intellectually Gifted* refers to a child whose intellectual abilities and potential for achievement are so outstanding the child's educational performance is adversely affected. "Adverse effect" means the general curriculum alone is inadequate to appropriately meet the student's educational needs.	Intellectually Gifted*	Intellectually Gifted refers to a child whose intellectual abilities and potential for achievement are so outstanding the child's educational performance is adversely affected. "Adverse effect" means the general curriculum alone is inadequate to appropriately meet the student's educational needs.	Adaptive behavior	Adaptive behavior
			Pre-vocational	Pre-vocational
Multiple Disabilities are concomitant impairments (such as Intellectual Disability-Deafness, Intellectual Disability-Orthopedic Impairment), the combination of which causes such severe educational needs that they cannot be accommodated by addressing only one of the impairments. The term does not include Deaf-Blindness.	Multiple Disabilities	Multiple Disabilities are concomitant impairments (such as Intellectual Disability-Deafness, Intellectual Disability-Orthopedic Impairment), the combination of which causes such severe educational needs that they cannot be accommodated by addressing only one of the impairments. The term does not include Deaf-Blindness.	Communication	Communication
			Adaptive behavior	Adaptive behavior
Orthopedic Impairment is a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g. club foot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).	Orthopedic Impairment	Orthopedic Impairment is a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g. club foot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).	Mobility	Mobility
			Fine/Gross Motor	Fine/Gross Motor
Other - Health Impaired	Other - Health Impaired	Other Health Impairment is having limited strength, vitality or alertness, including a heightened alertness to	Academics	Academics

Pre-vocational

Academics

All areas of academics

Pre-vocational

Communication

Academics

Communication

Pre-vocational

Adaptive

All areas of academics

Adaptive behavior

Pre-vocational

Communication

Educational performance

Creativity/ characteristics of intellectual giftedness

See the other disability categories that make up his or her impairments

Adaptive behavior

Mobility

Fine/Gross Motor

Academics

Academic Descriptors of the Most Intensive Interventions

Area of Disability	Definition	Associated Deficits	Appropriate Intervention will include
Basic Reading	Basic reading skills include the ability to identify and manipulate individual sounds in language; to identify printed letters and their associated sounds; to decode written language.	Difficulty identifying letters and their corresponding sounds; recognizing words that rhyme, alliteration, manipulating phonemes; phonics/decoding, sight word recognition, encoding	Systematic, direct, and explicit phonological awareness and phonic instruction. Intervention should focus on the systematic development of letter-sound correspondence, word analysis skills, and sight word recognition
Reading Fluency	Reading fluency refers to the ability to read words accurately, quickly, and effortlessly. Moreover, fluency skills include the ability to read with appropriate expression and intonation (prosody).	Poor automaticity of sight word recognition, rate and accuracy of oral reading.	Guided oral reading to include repeated readings on instructional level; echo read, shadow reading, paired reading; explicit instruction in chunking or phrasing
Reading Comprehension	The ability to understand and make meaning of text.	Difficulty acquiring oral language and vocabulary; poor working memory; difficulty inferring, monitoring comprehension, drawing conclusions.	Explicit specific skills instruction: e.g. vocabulary, fact finding, making inferences; Explicit strategy instruction: e.g. activating prior knowledge, comprehension monitoring, and understanding how to read for different purposes.
Math Calculation	The knowledge and retrieval of facts and the application of procedural knowledge in calculation	Deficits in number sense and operations; one-to-one correspondence; learning and remembering basic facts	Explicit instruction that teaches in sequential stages: concrete-representational-abstract; strategies for learning basic facts (i.e. mnemonics, fact families, etc.)
Math Problem Solving	Involves using mathematical computation skills, language, reasoning, reading, and visual-spatial skills in solving problems; applying mathematical knowledge at the conceptual level	Difficulty identifying important information; filtering out unimportant information, and determining necessary steps in problem solving; deficits in math vocabulary and metacognition (i.e. the inability to monitor one's own learning)	Explicit instruction that teaches in sequential stages: concrete-representational-abstract; cognitive strategies, use of manipulatives, explicit instruction in math vocabulary
Written Expression	Involves basic writing skills (transcription) and generational skills (composition).	Transcription: difficulty producing letters, words, spelling. Composition: difficulty with word and text fluency, sentence construction, genre-specific discourse structures, planning processes, and reviewing and revising processes	Transcription: explicit, systematic instruction in letter formation and in associating the shape with the name of the letter. Composition: Explicit instruction in: mechanics (capitalization and punctuation); word (grammar, including more mature synonyms, antonyms for verbs, adjectives, and adverbs); sentence construction; paragraph construction; multi-paragraph essays.

Specific Learning Disability	environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette's Syndrome that adversely affects a child's educational performance.	Pre-vocational		
		Social-emotional		
		Adaptive behavior		
		Basic Reading		
		Reading Fluency		
		Reading Comprehension		
		Math Calculation		
		Math Problem Solving		
		Written Expression		
		Communication		
Speech/Language Impaired	Speech or Language Impairment is a communication disorder, such as stuttering, impaired articulation, a language impairment, or voice impairment that adversely affects a child's educational performance. Speech or Language Impairment includes demonstration of impairments in the areas of receptive and/or expressive language, articulation, pragmatics (social language), voice, or fluency.	Academics		
		Adaptive behavior		
		Gross/Fine motor		
		Communication		
		Pre-vocational		
		Adaptive		
		Pre-vocational		
		Academics		
		Traumatic Brain Disorder	Traumatic Brain Injury is 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 a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.	Academics
				Adaptive behavior
Gross/Fine motor				
Communication				
Pre-vocational				
Adaptive				
Pre-vocational				
Academics				
Visual Impairment	Visual Impairment including blindness is impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.			Academics
				Adaptive behavior
		Gross/Fine motor		
		Communication		
		Pre-vocational		
		Adaptive		
		Pre-vocational		
		Academics		

*= Disability categories not recognized by IDEA