

Disability Profiles

This table contains a brief summary of information from section §300.8 of the Individuals with Disabilities Education Act (2004), the website for the Center for Parent Information and Resources (CPIR; <https://parentcenterhub.org>), and the Council for Exceptional Children (CEC; <https://exceptionalchildren.org>).

Disability Profile	Potential Adverse Effects	Best Practice Accommodations and Supports
Autism (ASD)	<ul style="list-style-type: none"> • Difficulty with communication, social interaction, and repetitive behaviors • Sensory sensitivities, executive function challenges, and anxiety • Difficulty with transitions and changes in routine 	<ul style="list-style-type: none"> • Visual schedules, social stories, and task analysis • Structured, predictable environments with clear routines • Communication supports (such as Augmentative and Alternative Communication [AAC] system, Picture Exchange Communication System [PECS], and speech therapy) • Sensory breaks and noise-reducing tools • Explicit social skills instruction
Deaf-Blindness	<ul style="list-style-type: none"> • Severe communication and developmental delays • Limited access to information, leading to isolation • Challenges with mobility and orientation 	<ul style="list-style-type: none"> • Tactile communication systems (such as Braille and tactile sign language) • Assistive technology • Orientation and mobility training • Highly individualized instructional approaches
Deafness	<ul style="list-style-type: none"> • Delays in language development and literacy • Limited access to auditory-based learning activities • Social isolation in mainstream environments 	<ul style="list-style-type: none"> • Sign language interpretation or captioning • Hearing assistive technology (such as FM systems and cochlear implants) • Visual supports and direct instruction in language • Accessible learning materials (captions, written transcripts)
Emotional Disturbance (ED)	<ul style="list-style-type: none"> • Challenges with behavior regulation, social interactions, and academics • Anxiety, depression, or conduct disorders may impact school performance • Increased suspensions or exclusionary discipline 	<ul style="list-style-type: none"> • Positive Behavioral Interventions and Supports (PBIS) • Access to counseling or mental health support • Clear behavior intervention plans (BIPs) with structured supports • Check-in and checkout systems and emotional regulation strategies
Hearing Impairment	<ul style="list-style-type: none"> • Difficulty following spoken instructions or group discussions • Speech and language delays • Social challenges due to communication barriers 	<ul style="list-style-type: none"> • Hearing assistive devices and amplification systems • Preferential seating and visual cues • Written instructions and note-taking assistance • Speech-language pathology (SLP) services
Intellectual Disability (ID)	<ul style="list-style-type: none"> • Delays in cognitive functioning, problem-solving, and adaptive skills • Difficulty generalizing learned skills to new settings • Limited independence in life and academic skills 	<ul style="list-style-type: none"> • Task analysis and scaffolded instruction • Life skills and functional academics • Repetition, visuals, and hands-on activities • Individualized pacing and prompting (verbal and visual)

Multiple Disabilities	<ul style="list-style-type: none"> • Significant limitations in mobility, communication, and self-care • Difficulty accessing general education curriculum • Complex medical needs impacting attendance and stamina 	<ul style="list-style-type: none"> • AAC systems • Adaptive equipment for mobility and positioning • Functional life skills instruction • Collaboration with specialists (occupational therapy [OT], physical therapy [PT], SLP, medical team)
Orthopedic Impairment	<ul style="list-style-type: none"> • Physical limitations impacting mobility, access to materials, and participation • Fatigue and coordination challenges 	<ul style="list-style-type: none"> • Assistive technology for writing, mobility, and positioning • Adaptive physical education and modified physical activities • Accessible classroom environments • Extended time for tasks
Other Health Impairment (OHI)	<ul style="list-style-type: none"> • Fatigue, inattention, and inconsistent school attendance • Chronic health conditions (such as ADHD, asthma, and epilepsy) • Impact on focus and stamina in learning 	<ul style="list-style-type: none"> • Scheduled breaks and modified workload • Health care plans with staff training for medical needs • Preferential seating and visual supports • Organizational supports (timers, checklists)
Specific Learning Disability (SLD)	<ul style="list-style-type: none"> • Difficulty with reading, writing, mathematics, or processing information • Challenges with organization and memory • Frustration leading to avoidance of learning tasks 	<ul style="list-style-type: none"> • Structured, explicit instruction (such as Orton-Gillingham for dyslexia) • Graphic organizers, audiobooks, and speech-to-text tools • Extended time and small-group testing • Multisensory learning approaches
Speech or Language Impairment (SLI)	<ul style="list-style-type: none"> • Difficulty with articulation, fluency, or expressive or receptive language • Social communication barriers and low self-esteem 	<ul style="list-style-type: none"> • SLP services • Visual aids and preteaching vocabulary • Simplified or chunked instructions • Communication supports (visuals, AAC, and so on)
Traumatic Brain Injury (TBI)	<ul style="list-style-type: none"> • Cognitive challenges (memory, attention, processing speed) • Fatigue, behavior changes, and executive function deficits • Physical impairments or speech challenges 	<ul style="list-style-type: none"> • Individualized supports and gradual workload increases • Cognitive supports (timers, checklists, reminders) • Health care and behavior plans • Collaboration with specialists (OT, SLP, PT)
Visual Impairment (Including Blindness)	<ul style="list-style-type: none"> • Limited access to print materials and visual media • Mobility challenges in navigating environments • Delays in literacy and social development 	<ul style="list-style-type: none"> • Braille instruction, tactile materials, and assistive technology (screen readers) • Orientation and mobility training • Enlarged print, high-contrast visuals, and audio supports • Preferential seating and accessible learning materials

References

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004).