

Developmental Delay vs. Categorical Disability Comparison: Birth to Age 7

Developmental Delay (DD) vs. Physically Impaired (PI), Other Health Disabilities (OHD), Traumatic Brain Injury (TBI), And Severely Multiply Impaired (SMI)

Revised 1/19/07

Areas	Developmental Delay	Physically Impaired	Other Health Disabilities	Traumatic Brain Injury	Severely Multiply Impaired
Designation	Identification consists of multiple needs which are more global in nature	Medically diagnosed physical impairment, congenital or acquired	Diagnosis of a chronic or acute health disability	Traumatic injury to the brain caused by an external physical force	Severe multiple impaired has severe learning and developmental problems resulting from 2 or more of the following disability conditions: D/HH, PI, VI, EBD, ASD, and DCD (severe/profound)
Presenting Problem	Condition is known to hinder normal development	Physical Impairment is the primary presenting problem	Health condition is the PRIMARY presenting problem Learning is primarily impacted by the health condition	TBI is the primary presenting problem	Primary presenting problem is multiple in nature and fall within 2 or more of the above categorical areas
Cognitive Impact	Cognitive delay and missed learning milestones	Physical Impairment tends to demonstrate disability in motor rather than cognition Although, cognition issues can be present	Often normal cognition, learning problems linked to absences, specialized health procedures, medication, strength and endurance, diminished attention and focus to play/task	Depth and intensity of TBI will determine level of cognition and function	Significant delays in learning and functioning based on components of 2 or more categorical areas
Eligibility	DD must demonstrate deficits within 2 areas of identified need: Identified areas are: Language; Motor; Cognition; Self-Help; or Social/Emotional	Difficulties in mobility, motor function, independence, and completion of tasks within normal timelines using typical tools	Demonstrated need linked to health condition	TBI may demonstrate needs in one or more of the areas of: Function, behavior, communication, thinking, memory, motor, judgment, sensory, or executive function	Difficulties linked to multiple needs as opposed to a single categorical need
Certification	In an ECSE setting: Requires licensed ECSE teacher on the team.	Physically Impaired requires a teacher license; P/HD requires teacher license with ECSE component. In an ECSE setting: Requires licensed ECSE teacher on the team.	No specific OHD teacher license – competencies and certification available to develop knowledge and skills. In an ECSE setting: Requires licensed ECSE teacher on the team.	No specific TBI teacher license – competencies and certification available to develop knowledge and skills. In an ECSE setting: Requires licensed ECSE teacher on the team.	Licensure - required within categorical areas requiring Minnesota teacher license In an ECSE setting: Requires licensed ECSE teacher on the team.