

## Ohio Disability Categories

(Directly from [education.ohio.gov](http://education.ohio.gov))

<http://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities>

Category	Definition
<a href="#">Autism</a>	“Autism” means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, 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 experiences.
<a href="#">Deaf-blindness</a>	“Deaf-blindness” means 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 solely for children with deafness or children with blindness.”
<a href="#">Deafness</a>	“Deafness” means 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
Developmental Delay	<p>“Developmental delay” means a child of three to five years who is experiencing a delay as determined by an evaluation team, IEP team, and other qualified professionals in one or more of the following areas of development:</p> <ol style="list-style-type: none"> <li>1. Physical development;</li> <li>2. Cognitive development;</li> <li>3. Communication development;</li> <li>4. Social or emotional development; or</li> <li>5. Adaptive development.</li> </ol>
<a href="#">Emotional Disturbance</a>	<p>“Emotional disturbance” means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:</p> <ol style="list-style-type: none"> <li>1. An inability to learn that cannot be explained by intellectual, sensory, or health factors.</li> <li>2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.</li> <li>3. Inappropriate types of behavior or feelings under normal circumstances.</li> <li>4. A general pervasive mood of unhappiness or depression.</li> <li>5. A tendency to develop physical symptoms or fears associated with personal or school problems.”</li> </ol> <p>As defined by IDEA, emotional disturbance includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.</p>
Hearing Impairment	“Hearing impairment” means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this rule

<p><a href="#">Intellectual Disability</a></p>	<p>“Intellectual disability” means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.</p> <ul style="list-style-type: none"> <li>• “Significantly subaverage general intellectual functioning” refers to an intelligence quotient of seventy or below as determined through a measure of cognitive functioning administered by a school psychologist or a qualified psychologist using a test designed for individual administration. Based on a standard error of measurement and clinical judgment, a child may be determined to have significantly subaverage general intellectual functioning with an intelligence quotient not to exceed seventy-five.</li> <li>• “Deficits in adaptive behavior” means deficits in two or more applicable skill areas occurring within the context of the child’s environments and typical of the child’s chronological age peers.</li> <li>• A child who was identified by an Ohio school district as having a developmental handicap prior to July 1, 2002 shall be considered a child with a disability if the child continues to meet the definition of “developmentally handicapped” in paragraph “N.” of former rule 3301-51-01 of the Administrative Code and the eligibility requirements of paragraph “F.1” of former rule 3301-51-04 of the Administrative Code that are both contained in the “Rules for the Education of Handicapped Children,” which were effective July 1, 1982 and were rescinded July 1, 2002. A child who meets these provisions shall be eligible to receive special education and related services in accordance with the “Operating Standards for Ohio’s Schools Serving Children with Disabilities” effective July 1, 2008.</li> </ul>
<p><a href="#">Multiple Disabilities</a></p>	<p>“Multiple disabilities” means concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.</p> <p>A group of qualified professionals and the parents of the child may determine the child has multiple disabilities if the child exhibits:</p> <ol style="list-style-type: none"> <li>1. A combination of two or more areas of disability as defined in rule 3301-51-01 of the Administrative Code, except for a combination that includes a specific learning disability; and</li> <li>2. A severe or profound deficit in communication or adaptive behavior documented through the use of individually administered standardized instruments which have been validated for the specific purpose of measuring communication or adaptive behavior.</li> </ol>
<p><a href="#">Orthopedic Impairment</a></p>	<p>Orthopedic impairment is defined as a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).</p>
<p><a href="#">Other Health Impairments</a></p>	<p>Other health impairment means having 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 such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and Adversely affects a child’s educational performance.</p>

<a href="#">Specific Learning Disability</a>	<p>Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.</p>
<a href="#">Speech or Language Impairment</a>	<p>“Speech or language impairment” means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.”</p> <ul style="list-style-type: none"> <li>● A communication disorder such as stuttering provides an example of a fluency disorder; other fluency issues include unusual word repetition and hesitant speech.</li> <li>● Impaired articulation indicates impairments in which a child experiences challenges in pronouncing specific sounds.</li> <li>● A language impairment can entail difficulty comprehending words properly, expressing oneself and listening to others.</li> <li>● A voice impairment involves difficulty voicing words; for instance, throat issues may cause an abnormally soft voice.</li> </ul>
<a href="#">Traumatic Brain Injury</a>	<p>“Traumatic brain injury” means an acquired injury to the brain caused by an external physical force or by other medical conditions, including but not limited to stroke, anoxia, infectious disease, aneurysm, brain tumors and neurological insults resulting from medical or surgical treatments. The injury results in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance.</p> <p>The term applies to open or closed head injuries, as well as to other medical conditions that result in acquired brain injuries. The injuries result 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.</p>
Visual Impairment	<p>“Visual impairment” including blindness means an impairment in vision that, even with correction, adversely affects a child’s educational performance.</p> <ul style="list-style-type: none"> <li>● The term “visual impairment” includes both partial sight and blindness.</li> <li>● The term “visual impairment” does not include a disorder in one or more of the basic psychological processes, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.</li> </ul>