

There are 13 categories of special education as defined by Individuals with Disabilities Education Act (IDEA). In order to qualify for special education, the evaluation team must determine one of the following categories:

Autism

- Developmental disability significantly affecting verbal and nonverbal communication and social interaction
- Adversely affects a child's educational performance
- Other characteristics often associated are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences.
- A child who manifests the characteristics of autism after age 3 could be identified as having autism if the criteria in this rule are satisfied.

Intellectual Disability

- Significantly subaverage general intellectual functioning, existing with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.
- "Significantly subaverage general intellectual functioning" refers to an intelligence quotient of 70 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 75.
- "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.

Emotional Disturbance

- 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:
 - An inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - Inappropriate types of behavior or feelings under normal circumstances.
 - A general pervasive mood of unhappiness or depression.
 - A tendency to develop physical symptoms or fears associated with personal or school problems.
 - Includes schizophrenia.

Multiple Disabilities

- Coexisting 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.
- Does not include deaf-blindness.

Other Health Impairment

- 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.

Orthopedic Impairment

- A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (for example, poliomyelitis, bone tuberculosis) and impairments from other causes (for example, cerebral palsy, amputations and fractures or burns that cause contractures).

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 do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.
- 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 disadvantage.

Speech or Language Impairment

- A communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a child's educational performance.

Traumatic Brain Injury

- 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.
- 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.
- Does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Hearing Impairment

- An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of deafness in this rule.

Deafness

- A hearing impairment that is so severe the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Visual Impairment

- An impairment in vision (including blindness) that, even with correction, adversely affects a child's educational performance.
- Includes both partial sight and blindness.
- 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.

Deaf-blindness

- Both 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.

For more information please see [Ohio Operating Standards for the Education of Children with Disabilities](#).