

**Autism**

A student with autism has a developmental delay, generally evident before age three and significantly affecting verbal and non-verbal communication and social interaction that adversely affects educational performance. Characteristics of autism include irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not include students with characteristics of a behavioral impairment.

**Deaf/Blindness**

A student who is deaf/blind exhibits concomitant hearing and visual impairments, which cause severe social, communication, educational, and/or developmental deficits, which adversely affect the student's educational performance.

**Deafness**

A student who is deaf has a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing; with or without amplification that adversely affects the student's educational performance.

**Emotional Disability**

A student with an emotional disability has a condition, which exhibits one or more of the following characteristics over a long period of time, and to a degree that adversely affects the student's educational performance.

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

The term includes schizophrenia. The term does not apply to students who are "socially maladjusted."

**Hearing Impairment**

A student who has a hearing impairment has an impairment in hearing whether permanent or fluctuating and that adversely affects the student's educational performance but who is not included under the definition of deafness.

### **Mental Retardation**

A student with mental retardation exhibits significantly subaverage intellectual functioning concurrent with deficits in adaptive behaviors, which adversely affect the student's educational performance.

### **Multiple Disabilities**

A student with multiple disabilities exhibits concomitant impairments (such as mental retardation and behavioral impairments, orthopedic impairment, etc) resulting in severe social, communication, educational and/or developmental deficits which adversely affect the student's educational performance. The term does not include students who are deaf/blind.

### **Orthopedic Impairment**

A student with an orthopedic impairment exhibits a severe orthopedic impairment that adversely affects the student's educational performance.

### **Other Health Impairment**

A student with a health impairment exhibits limited strength, vitality or alertness due to chronic or acute health problems, which adversely affect the student's educational performance.

### **Specific Learning Disability**

A student with a learning disability exhibits a disorder in one or more of the basic psychological processes (such as auditory, visual, kinesthetic or other psychological process) involved in understanding or using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write or do mathematical calculations and the disorder adversely affects the student's educational performance.

The PET may determine that a student has a specific learning disability if the team finds a disorder in one or more of the basic psychological processes AND the student has a severe discrepancy between achievement and intellectual ability as determined by individualized assessment of intelligence and academic achievement in one or more of the following areas:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skills
- Reading comprehension
- Mathematical calculation
- Mathematic reasoning

The discrepancy cannot primarily be the result of visual, hearing or motor handicaps; mental retardation; emotional disturbance; or environmental, cultural or economic disadvantage.

**Speech and Language Impairment**

A student with a speech and language impairment exhibits impairment in speech and/or language such as impaired articulation, fluency, voice impairment or a receptive or expressive verbal language handicap that adversely affects the student's educational performance.

**Traumatic Brain Injury**

A student with a traumatic brain injury has received an injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurism, resulting in total or partial functional disability or psychosocial maladjustment that adversely affects education.

The term includes open or closed head injuries resulting in mild, moderate or severe impairments in one or more areas, including cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behaviors; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

**Visual Impairment including Blindness**

A student with a visual impairment has, after the best possible correction, a limitation of vision, which adversely affects the student's educational performance. The term includes both partially sighted and blind students.