

Exhibit 18-Special Education Disability Codes (Screens 08, 09, 11, and 12)

<u>Code</u>	<u>Definition</u>
01	ID – Intellectual Disability. Refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period that adversely affects a child’s educational performance.
02	ED – Emotional Disturbance. Refers to 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: (a) Difficulties in learning that cannot be explained by cultural, intellectual, sensory, or other health factors; (b) Difficulties in building or maintaining satisfactory interpersonal relationships with peers, parents, and teachers; (c) General pervasive mood of unhappiness or depression; (d) A tendency to develop physical symptoms, pains or fears associated with personal or social problems; (e) Inappropriate types of behavior or feelings under normal circumstances.
04	OI – Orthopedic Impairment. Refers to a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., club foot, absence of some member, etc.), impairments caused by disease (poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).
06	VI – Visual Impairment. Refers to impairment in vision, including blindness, that even with correction adversely affects a child’s educational performance. The visual impairment involves partial sight, whereby visual acuity has been determined to be 20/70 to 20/200 in the better eye with best correction by glasses, or blindness, whereby visual acuity has been determined to be 20/200 or less in the better eye with best correction by glasses or the visual field measures 20 degrees or less.
08	HI – Hearing Impairment. Refers to impairment in hearing, including deafness, which adversely affects a child’s educational performance. The hearing impairment involves permanent or fluctuating impairments to hearing, or deafness, whereby the impairment is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.
09	LD – Specific Learning Disability. Refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does <u>not</u> include children who have learning problems, which are primarily the result of visual, hearing, or motor disabilities; intellectual disability; emotional disturbance; or environmental, cultural, or economic disadvantage.
10	OHI – Other Health Impairment. Refers to 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, and sickle cell anemia, and adversely affects a child’s educational performance.
11	DB – Deaf/Blindness. Refers to sensory impairments occurring in combination with each other. The combination of these visual and hearing impairments causes significant educational problems.

<u>Code</u>	<u>Definition</u>
12	MD – Multiple Disabilities. Refers to concomitant 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 special education programs solely for one of the impairments. The term does <u>not</u> include deaf/blindness.
13	AU – Autism. Refers to a developmental disability significantly affecting verbal or nonverbal communication and social interaction, generally evident before age 3, which 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. The term does <u>not</u> apply if a child's educational performance is adversely affected primarily because the child has an emotional disability as defined in the document.
14	TBI – Traumatic Brain Injury. Refers to 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. The term includes 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, psychological behavior, physical functions, information processing, and speech. The term does <u>not</u> include brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.
16	YCDD – Young Child with a Developmental Delay. Refers to a child initially identified ages 3 through 5 who is experiencing developmental delay as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who needs special education and related services.
17	LI - Language Impairment. A communication disorder consisting of inappropriate use in any of the structures of language (e.g., morphology, syntax, semantics, and pragmatics) which adversely affects educational performance.
18	SI – Speech Impairment. A sound system disorder which includes articulation and/or phonology exhibited as a delay of correct sound production which adversely affects educational performance. This category also includes fluency disorders that are exhibited through one or more symptomatic behaviors of dysfluency (repetitions, prolongations, blockages, or hesitations) which adversely affects educational performance, and voice disorders that are exhibited through deviations in one or more of the parameters of voice (pitch, quality, or volume) which adversely affects educational performance.

Note: For further information regarding these definitions, refer to the current copy of the *Missouri State Plan for Special Education – Regulations Implementing Part B of the IDEA*.