

**Federal Disability Codes Under the Individuals with Disabilities Education Act (IDEA)**

<b>1</b>	<b>*Intellectual Disabilities (ID)</b>	<b>Significantly sub-average general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.</b>
<b>2</b>	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.”
<b>3</b>	Deafness	A hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child’s educational performance.
<b>4</b>	Speech or Language Impairment (SLI)	A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.
<b>5</b>	Visual Impairment Including Blindness	An impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.
<b>6</b>	Emotional Disturbance (ED)	<p>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> <p>(a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.</p> <p>(b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.</p> <p>(c) Inappropriate types of behavior or feelings under normal circumstances.</p> <p>(d) A general pervasive mood of unhappiness or depression.</p> <p>(e) A tendency to develop physical symptoms or fears associated with personal or school problems.</p> <p>The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.</p>
<b>7</b>	Orthopedic Impairment (OI)	A severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by a 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).

8	Other Health Impairment (OHI)	<p>Presenting with limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—</p> <p>(a) 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</p> <p>(b) adversely affects a child’s educational performance</p>
9	Specific Learning Disability (SLD)	<p>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 an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term 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>
10	Multiple Disabilities	<p>Concomitant [simultaneous] impairments (such as mental retardation-blindness, mental retardation-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>
12	Deaf-Blindness	<p>Concomitant [simultaneous] 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.</p>
13	Traumatic Brain Injury	<p>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 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. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.</p>
14	Autism	<p>Developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects educational performance. Characteristics often associated with autism are engaging in repetitive</p>

		activities and stereotyped movements, resistance to changes in daily routines or the environment, and unusual responses to sensory experiences. <i>(The term autism does not apply if the child's educational performance is adversely affected primarily because the child has emotional disturbance.)</i>
<b>15</b>	Developmental Delay (DD)	For children from birth to age three (under IDEA Part C) and children from ages three through nine (under IDEA Part B), the term developmental delay, as defined by each State, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development.

\*In 2008, community stakeholders and parents, in conjunction with the American Association on Intellectual and Developmental Disabilities (AAIDD) (formerly the American Association on Mental Retardation, AAMR) recommended use of the term “Intellectual Disability” in lieu of “Mental Retardation.” In 2010, President Barack Obama signed Rosa’s Law (PL 111-256). This new law, named for a young lady named Rosa Marcellino, who has Down syndrome, replaces all instances of “Mental Retardation” with “Intellectual Disability.” Despite these gains, IDEA has not been reauthorized since 2000; thus, the outdated term still appears in the IDEA Code of Federal Regulations.