

EXCEPTIONAL STUDENT EDUCATION

State Codes for Program Eligibilities

- W CHANGED TO INTELLECTUAL DISABILITY -- EDUCABLE MENTALLY HANDICAPPED (EMH)**
Significant cognitive disabilities; mildly mentally impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning; generally able to learn basic academic and employment skills and ultimately will be able to function fairly independently as adults
- W CHANGED TO INTELLECTUAL DISABILITY -- TRAINABLE MENTALLY HANDICAPPED (TMH)**
Significant cognitive disabilities; moderately or severely impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning; generally able to learn basic daily living skills but will require ongoing support and supervision throughout their lives
- C ORTHOPEDICALLY IMPAIRED (OI)**
Severe skeletal, muscular, or neuromuscular impairment which adversely affects a child's educational performance; includes impairments resulting from congenital anomaly, disease, and other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures)
- D OCCUPATIONAL THERAPY (OT)**
Treatment designed to minimize the disabling effects of functional motor or neurological problems which interfere with the student's ability to attain expected educational goals
- E PHYSICAL THERAPY (PT)**
Treatment designed to minimize the disabling effects of motor, muscular, and/or skeletal deficits which significantly impair the student's ability to attain expected educational goals
- F SPEECH IMPAIRED (SI)**
Disorders of articulation (distortion, omission, or substitution of sounds), fluency (flow of speech with appropriate rate and rhythm), or voice (pitch, loudness, resonance, duration) that interfere with communication
- G LANGUAGE IMPAIRED (LI)**
Significant language delay or discrepancy between language performance and nonverbal performance, receptive and expressive language abilities, impaired ability in some components of language system; these students may have difficulty saying what they mean and understanding what has been said; for some students, impairments also may affect their ability to read and write

- H DEAF and HARD OF HEARING (DHH)**
Hearing loss which is mild to profound with or without amplification; its most important goal is the acquisition, comprehension, and use of language; may require use of sign language or other technological communication system (amplifiers, hearing aids, etc.)
- I VISUALLY IMPAIRED (VI)**
Reduced visual field or a visual impairment resulting in reduced visual acuity that cannot be corrected; includes students who are blind or partially sighted
- J CHANGED TO EMOTIONAL/BEHAVIORAL DISABILITY -- EMOTIONALLY HANDICAPPED (EH)**
Significant behavior and emotional dysfunction; often normal intelligence but lack of self-control or poor mental health inhibits their success in an academic environment; consistently inappropriate behavior in many situations (e.g., aggressive, withdrawn, unusual, unresponsive); students must also meet specified criteria
- K SPECIFIC LEARNING DISABILITIES (SLD)**
By definition, students who have specific learning disabilities often have normal intelligence. As a result of their difficulties with psychological or information processing, however, they may have significant problems in learning basic skills. These students may be quite capable in some academic or skill areas but have significant deficiencies in others. Academic performance is significantly below ability level; student may demonstrate a significant deficit in processing information; difficulty is not associated with the presence of mental retardation, emotional handicaps, or any sensory or motor impairment
- L GIFTED (G)**
Superior intellectual development and capability of high performance
- M HOSPITAL/HOMEBOUND (H/H)**
Medically diagnosed physical or mental condition which confines them to home or hospital and whose activities are restricted for an extended period of time
- N PROFOUNDLY MENTALLY HANDICAPPED (PMH)**
Severe cognitive deficits; able to participate in life's activities but will require extensive assistance and support throughout their lives
- P CHANGED TO AUTISM SPECTRUM DISORDER -- AUTISTIC**
Generally exhibit impaired social interaction skills and impaired communication skills; often engage in activities, behaviors, and interests that are repetitive, restricted, and stereotyped; often experience unusual reactions to sensory stimuli; some students also exhibit significant cognitive disabilities (mental handicaps),

although others have normal or above normal intelligence; these difficulties become evident in early childhood; visual structure, systematic teaching, and positive behavioral interventions are appropriate strategies to use

Q SEVERELY EMOTIONALLY DISTURBED (SED)

For emotionally handicapped students, the severity of which results in the need for a more intensive program at a center placement which offers lower student/teacher ration, clinical and/or therapeutic services, individual/group counseling, parent education and counseling

S TRAUMATIC BRAIN INJURED (TBI)

Acquired injury to the brain caused by an external physical force resulting in total or partial functional disability of psychosocial impairment, or both; includes open or closed head injuries; does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma

V OTHER HEALTH IMPAIRED (OHI)

Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness to the educational environment because of chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, epilepsy, lead poisoning, leukemia, Tourette's Syndrome, diabetes, or Attention Deficit Disorder (ADD) or Attention Deficit with Hyperactivity Disorder (ADHD).