

Federal Census Codes Defining Disabilities

Intellectual Disability (Federal Census Code-01)

"Intellectual Disability" means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a student's educational performance.

Hearing Impairment (Federal Census Code - 02)

"Hearing Impairment" means an impairment in hearing, whether permanent or fluctuating, which adversely affects a student's educational performance, but which is not included under the definition of "deafness" in this section.

Deafness (Federal Census Code - 03)

"Deafness" means a hearing impairment, which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Speech or Language Impairment (Federal Census Code - 04)

"Speech or language impairment" means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a student's educational performance.

Visual Impairment (Federal Census Code - 05)

"Visual impairment" means an impairment in vision, which, even with correction, adversely affects a student's educational performance. The term includes partial sight and blindness.

Emotional Disability (Federal Census Code - 06)

A condition exhibiting one or more of the following characteristics over an extended period and to a marked degree, which adversely affects a student's educational performance: The term includes schizophrenia and does not apply to a student who is socially maladjusted unless it is determined that the student has an emotional disability.

- An inability to learn which cannot be explained by intellectual, sensory, or health factors;
- A failure 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; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Orthopedic Impairment (Federal Census Code - 07)

"Orthopedic impairment" means a severe orthopedic impairment, which adversely affects a student's educational performance. The term includes disabilities caused by congenital anomaly (such as, clubfoot, absence of some member), impairments caused by disease (such as, poliomyelitis, bone tuberculosis), and impairments from other causes (such as, cerebral palsy, amputations, and fractures or burns which cause contractures).

Other Health Impairment (Federal Census Code - 08)

"Other health impairment" means 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 adversely affecting a student's educational performance due to chronic or acute health problems such as a heart condition, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder, attention deficit hyperactivity disorder, or Tourette syndrome..

Specific Learning Disability (Federal Census Code - 09)

"Specific Learning Disability" means a disorder in one or more of the fundamental 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 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 students who have learning problems, which are primarily the result of visual, hearing, or motor impairments, intellectual disability, emotional disability, environmental, cultural, or economic disadvantage.

Multiple Disabilities (Federal Census Code - 10)

"Multiple Disabilities" means concomitant impairments (such as Intellectual Disability-blindness, Intellectual Disability-orthopedic impairment), the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the disabilities. The term does not include students with deaf-blindness.

Deaf-Blindness (Federal Census Code - 12)

"Deaf-blindness" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that the student cannot be accommodated solely as a student with deafness or a student with blindness.

Traumatic Brain Injury (Federal Census Code - 13)

"Traumatic brain injury" means an acquired injury to the brain caused by an external force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student'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; 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.

Autism (Federal Census Code - 14)

"Autism" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics, which may be 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 not apply if a student's educational performance is adversely affected primarily because the student has an emotional disability. www.teacch.com

Developmental Delay (Federal Census Code - 15)

"Developmental Delay" means a student from three (3) through seven (7) years old assessed and evaluated under IDEA and Code of Maryland Annotated Regulations (COMAR) regulations which meets one of the following criteria:

- A 25 percent or greater delay in adaptive, cognitive, communicative, emotional, physical, or social development, as measured and verified by appropriate diagnostic instruments and procedures; or,
- Atypical development or behavior, as defined in the Code of Maryland Annotated Regulations (COMAR) 13A.13.01.02B(21)(b); this can be demonstrated by abnormal quality of performance and function in one or more of the specified developmental areas, which interferes with current development, and is likely to result in subsequent delay, even when diagnostic instruments and procedures do not document a 25 percent delay; or,
- A diagnosed physical or mental condition, as defined in COMAR 13A.13.01.02B(21)(c), which has a high probability of resulting in a developmental delay, including, but not limited to students with sensory impairments, inborn errors of metabolism, microcephaly, fetal alcohol syndrome, epilepsy, and Down Syndrome, and other chromosomal abnormalities.