

## QUICK GUIDE OF EDUCATIONAL DISABILITIES

Official Disability Name	May also be known as:	Definition	Strategies	Program Options in 196
Autism Spectrum Disorder	<ul style="list-style-type: none"> <li>• Asperger's Disorder</li> <li>• Pervasive Developmental Disorder (PDD)</li> <li>• Rett's Disorder</li> </ul>	<ul style="list-style-type: none"> <li>• An uneven developmental profile and a pattern of qualitative impairments in 2 or 3 areas of development: social interaction, communication and/or restricted, repetitive or stereotyped patterns of behavior, interests, and activities, with onset in childhood</li> <li>• Ranges from mild to severe</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive program with structured and predictable routines incorporating strategies such as:                             <ul style="list-style-type: none"> <li>• Communication building</li> <li>• Structured teaching</li> <li>• Social Stories</li> <li>• Visual Schedules</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Special education support in home schools</li> <li>• Early Childhood Autism Program                             <ul style="list-style-type: none"> <li><i>Center-based</i></li> </ul> </li> <li>• Communication Interaction Program (CIP)                             <ul style="list-style-type: none"> <li>▪ Northview</li> <li>▪ Oak Ridge</li> <li>▪ Shannon Park</li> <li>▪ Thomas Lake</li> <li>▪ Westview</li> <li>▪ Black Hawk</li> <li>▪ Dakota Hills</li> <li>▪ Falcon Ridge</li> <li>▪ Rosemount Middle</li> <li>▪ Scott Highlands</li> <li>▪ Valley Middle</li> <li>▪ Apple Valley</li> <li>▪ Eagan</li> <li>▪ Eastview</li> <li>▪ Rosemount High</li> <li>▪ Dakota Ridge</li> </ul> </li> <li>• Communication Interaction Disorders (CID)                             <ul style="list-style-type: none"> <li>▪ Highland</li> <li>▪ Northview</li> <li>▪ Rosemount Elem</li> <li>▪ Falcon Ridge</li> <li>▪ Scott Highlands</li> <li>▪ Apple Valley</li> <li>▪ Eagan</li> </ul> </li> </ul>

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Deaf/Hard of Hearing	<ul style="list-style-type: none"> <li>• D/HH</li> <li>• DHOH</li> </ul>	A diminished sensitivity to sound, or hearing loss, that is expressed in terms of standard audiological measures.	<ul style="list-style-type: none"> <li>• Interpreters</li> <li>• Surround sound system</li> <li>• Personal FM system</li> <li>• Social opportunities</li> <li>• Staff inservice/orientation</li> <li>• D/HH teacher on IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Special education support in home schools</li> <li>• Homebased and pre-school services</li> </ul>
Specific Learning Disability	<ul style="list-style-type: none"> <li>• SLD</li> <li>• LD</li> </ul>	<ul style="list-style-type: none"> <li>• A condition within the individual affecting learning, relative to potential</li> <li>• A significant discrepancy between a pupil's general intellectual ability and academic achievement</li> <li>• Information processing difficulties</li> <li>• Does not learn at an adequate rate when provided with the usual developmental opportunities and instruction from a regular school environment</li> <li>• May have sensory processing issues</li> </ul>	<ul style="list-style-type: none"> <li>• Specific instruction in reading, written language, and/or math</li> <li>• Adaptations for curriculum and graduation standards</li> <li>• Organizational support</li> <li>• Social opportunities</li> <li>• Assistive technology for reading or written language</li> </ul>	<ul style="list-style-type: none"> <li>• Special education support in home schools</li> </ul>
Visually Impaired	VI	A medically-verified visual impairment accompanied by limitation in sight that interferes with acquiring information or interaction with the environment	<ul style="list-style-type: none"> <li>• Orientation training</li> <li>• Braille Instruction</li> <li>• Modification of materials ( Braille, large print, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Special education support in home schools</li> </ul>

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Developmentally Cognitively Delayed	<ul style="list-style-type: none"> <li>• DCD</li> <li>• Cognitively Impaired (CI)</li> <li>• Mildly Mentally Impaired (MMMI)</li> <li>• Mentally Handicapped (MSMI)</li> </ul>	<ul style="list-style-type: none"> <li>• Performance that falls at or below the 15<sup>th</sup> percentile in adaptive behavior domains</li> <li>• Significantly subaverage intellectual functioning as indicated by an intelligence quotient below 70</li> </ul>	<ul style="list-style-type: none"> <li>• Modified/functional curriculum</li> <li>• Basic literacy and math skills</li> <li>• Vocational/occupational opportunities</li> <li>• Opportunities for recreation and leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Special education support in home schools</li> <li style="text-align: center;"><i>Center-based</i></li> <li>• <b>Developmental Cognitive Disabilities (DCD)</b> <ul style="list-style-type: none"> <li>▪ Deerwood</li> <li>▪ Echo Park</li> <li>▪ Highland</li> <li>▪ Southview</li> <li>▪ Black Hawk</li> <li>▪ Dakota Hills</li> <li>▪ Falcon Ridge</li> <li>▪ Rosemount Middle</li> <li>▪ Scott Highlands</li> <li>▪ Valley Middle</li> <li>▪ Apple Valley</li> <li>▪ Eagan</li> <li>▪ Eastview</li> <li>▪ Rosemount</li> </ul> </li> </ul>
Emotional Behavioral Disability	EBD	<p>An established pattern characterized by one or more of the following behavior clusters:</p> <ol style="list-style-type: none"> <li>1. Severely aggressive or impulsive behaviors</li> <li>2. Severely withdrawn or anxious behaviors, general pervasive unhappiness, depression, or wide mood swings</li> <li>3. Severely disordered thought processes manifested by unusual behavior patterns, atypical</li> </ol>	<ul style="list-style-type: none"> <li>• Structured environment</li> <li>• Positive relationships</li> <li>• Social skills instruction</li> <li>• Conflict resolution skills</li> <li>• Individualized behavior management plans</li> <li>• Other agency involvement i.e. wraparound services</li> <li>• Specialized academic programming</li> <li>• May have sensory processing,</li> </ul>	<ul style="list-style-type: none"> <li>• Special education support in home schools</li> <li style="text-align: center;"><i>Center-based</i></li> <li>• <b>Elementary</b> <ul style="list-style-type: none"> <li>▪ Deerwood</li> <li>▪ Pinewood</li> <li>▪ Woodland</li> </ul> </li> <li>• <b>K-12</b> <ul style="list-style-type: none"> <li>▪ Dakota Ridge</li> </ul> </li> </ul>

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		communication styles, and distorted interpersonal relationships	language issues	
Developmental Delay (Birth to 7)	<ul style="list-style-type: none"> <li>• DD</li> <li>• Services provided by Early Childhood Special Education Program</li> </ul>	Birth to seven years of age who have a substantial delay/disorder in development or have an identifiable sensory, physical, mental, or social/emotional condition or impairment known to hinder normal development and need special education, or who meet eligibility criteria in a specific special education category	<ul style="list-style-type: none"> <li>• Specialized, developmentally appropriate instruction and related services</li> <li>• Parent communication and support</li> <li>• Coordinated services (3-6)</li> <li>• Service coordinator (B-3)</li> <li>• Other agency involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Home-based instruction</li> <li>• Community Preschools</li> <li>• Daycares</li> <li>• Center-based instruction</li> <li>• Headstart</li> </ul>
Physically Impaired	<ul style="list-style-type: none"> <li>• PI</li> <li>• POHI – combination of Physical and Other Health Impaired</li> <li>• PHD-Physical Health Disability</li> </ul>	<ul style="list-style-type: none"> <li>• A medically diagnosed, chronic physical impairment, either congenital or acquired, that adversely affects physical or academic functioning and results in the need for special education and related services.</li> <li>• An inability to manage or complete motoric portions of classroom tasks within time constraints.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication/consultation with medical providers</li> <li>• May have a health plan</li> <li>• Environmental/curriculum adaptations</li> <li>• Assistive Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Special education support in home schools</li> </ul>
Other Health Disability	<ul style="list-style-type: none"> <li>▪ OHD</li> <li>▪ POHI (Combination of physical and other health impaired)</li> <li>▪ PHD-Physical Health Disability</li> </ul>	A broad range of medically-diagnosed chronic/acute health conditions (which may include ADD, ADHD, seizure disorders) that adversely affects academic functioning and results in the need for special education instruction and related services. Whether a health condition qualifies OHD is determined by the impact of the condition on academic function rather than by the diagnostic label given the condition	<ul style="list-style-type: none"> <li>• Organizational skills</li> <li>• Structure</li> <li>• Positive reinforcement</li> <li>• Communication</li> <li>• Consultation with medical providers</li> <li>• May have a health plan</li> </ul>	<ul style="list-style-type: none"> <li>• Special education support in home schools</li> <li>• Center-based programs as appropriate</li> </ul>

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Traumatic Brain Injury	TBI	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 may adversely affect a child's educational performance	May include needs related to cognitive impairment, physical impairment, seizure disorder, learning disability, and/or ADD/ADHD	<ul style="list-style-type: none"> <li>• Special education support in home schools</li> </ul>
Severely Multiply Impaired	(New disability category) <ul style="list-style-type: none"> <li>• Multiply Handicapped</li> </ul>	A pupil who has severe learning and developmental problems resulting from two or more disability conditions	<ul style="list-style-type: none"> <li>• Specialized, developmentally appropriate instruction and related services</li> <li>• Other supports as defined by the specific disability conditions</li> </ul>	<i>Center-based</i> <ul style="list-style-type: none"> <li>• <b>Severe-Profound Mentally Impaired (SPMI)</b> <ul style="list-style-type: none"> <li>▪ Glacier Hills</li> <li>▪ Black Hawk</li> <li>▪ Eastview</li> </ul> </li> </ul>
Speech/Language Impaired	SLP	<ul style="list-style-type: none"> <li>• Fluency disorder</li> <li>• Voice disorder</li> <li>• Articulation disorder</li> <li>• Language disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction for articulation, language and social communication</li> <li>• Assistive technology: augmentative communication</li> <li>• Modifications to simplify language for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Special education support in home schools</li> </ul>

❖ Transition Plus and Pathway are programs for 18-21 year old students who continue to have educational needs as determined by their IEP teams.