

# Categories and Definitions of Exceptionalities

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## CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

### Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a) an inability to build or to maintain interpersonal relationship
- b) excessive fears or anxieties
- c) a tendency to compulsive reaction
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

### Communication

#### *Autism*

A severe learning disorder that is characterized by:

- a) disturbances in:
  - rate of educational development
  - ability to relate to the environment
  - mobility
  - perception, speech, and language
- b) lack of the representational symbolic behaviour that precedes language.

#### *Deaf and Hard-of-Hearing*

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound (i.e. hard of hearing, deaf). *This includes both permanent hearing loss in one or both ears ranging from mild to profound, and/or chronic temporary hearing loss in one or both ears.*

#### *Language Impairment*

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of the following:
  - language delay
  - dysfluency
  - voice and articulation development, which may or may not be organically or functionally based

## *Speech Impairment*

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

## *Learning Disability*

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- a) is not primarily the result of
  - impairment of vision
  - impairment of hearing
  - physical disability
  - developmental disability
  - primary emotional disturbance
  - cultural difference
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
  - receptive language (listening, reading)
  - language processing (thinking, conceptualizing, integrating)
  - expressive language (talking, spelling, writing)
  - mathematical computations
- c) may be associated with one or more conditions diagnosed as:
  - a perceptual handicap
  - a brain injury
  - minimal brain dysfunction
  - dyslexia
  - developmental aphasia

## **Intellectual**

### *Giftedness*

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

## *Mild Intellectual Disability*

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
- b) an inability to profit educationally within a regular class because of slow intellectual development
- c) a potential for academic learning, independent social adjustment, and economic self-support

## *Developmental Disability*

A severe learning disorder characterized by:

- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development
- c) a limited potential for academic learning, independent social adjustment, and economic self- support

## **Physical**

### *Physical Disability*

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.

### *Blind and Low Vision*

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

## **Multiple**

### *Multiple Exceptionalities*

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

## I.P.R.C. Statement of Decision

# Categories and Definitions of Exceptionalities

Exceptionality	Definition	Placement Decision**	Criteria for Admission
<i>Learning Disabled</i>	<p>A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:</p> <p>(a) Is not primarily the result of</p> <ul style="list-style-type: none"> <li>➤ impairment of vision or hearing</li> <li>➤ physical handicap</li> <li>➤ mental retardation</li> <li>➤ primary emotional disturbance</li> <li>➤ cultural difference</li> </ul> <p>(b) Results in a significant discrepancy between academic achievement and assessed intellectual ability, with defects in one or more of the following:</p> <ul style="list-style-type: none"> <li>➤ receptive language(i.e., listening, reading)</li> <li>➤ language processing (i.e., thinking, conceptualizing, integrating)</li> <li>➤ expressive language (i.e., talking, spelling, writing)</li> <li>➤ mathematical computations</li> </ul> <p>(c) May be associated with one or more conditions diagnosed as:</p> <ul style="list-style-type: none"> <li>➤ a perceptual handicap</li> <li>➤ a brain injury</li> <li>➤ minimal brain dysfunction</li> <li>➤ dyslexia</li> <li>➤ developmental aphasia</li> </ul>	<p>Regular Class Monitoring Resource/Withdrawal</p> <p>Special Class/Part Time</p>	<p>IPRC or SE5</p> <ul style="list-style-type: none"> <li>• diagnosis of LD</li> <li>• degree of severity</li> <li>• IPRC</li> <li>• classroom performance</li> </ul>
<i>Gifted</i>	<p>An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.</p>	<p>Special Class, Full Time (Elementary) Special Class, Part time (Secondary)</p>	<p>IPRC</p>
<i>Mild Intellectual</i>	<p>A learning disorder characterized by:</p> <p>(a) An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services, or an inability to profit educationally within a regular class because of slow intellectual development.</p> <p>(b) A potential for academic learning, independent social adjustment, and economic self-support.</p>	<p>Resource/Withdrawal</p>	<p>IPRC</p>
<i>Developmentally Delayed</i>	<p>A severe learning disorder characterized by:</p> <p>(a) An inability to profit from a special education program for students with mild intellectual disabilities;</p> <p>(b) An ability to profit from a special education program that is designed to accommodate students with developmental disabilities.</p>	<p>Resource/Withdrawal</p>	<ul style="list-style-type: none"> <li>• diagnosis of DD</li> <li>• level of severity</li> <li>• level of adaptive skills</li> </ul>

# Categories and Definitions of Exceptionalities

Exceptionality	Definition	Placement Decision**	Criteria for Admission
<i>Autism/P.D.D.</i>	<p>A severe learning disorder that is characterized by:</p> <p>(a) Disturbances in (i) rate of educational development; (ii) ability to relate to the environment; (iii) mobility; (iv) perception, speech, and language;</p> <p>(b) Lack of the representational-symbolic behaviour that precedes language</p>	Resource/Withdrawal Special Class	<p>Diagnosis of ASD</p> <ul style="list-style-type: none"> <li>• IPRC</li> <li>• primary exceptionalality</li> <li>• severity of social, communication and behavioural needs</li> <li>• cognitive level</li> </ul>
<i>Language Impairment</i>	<p>A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication which may be associated with neurological, psychological, physical or sensory factors, and which may:</p> <p>(a) involve one or more of the form, content, and function of language in communication;</p> <p>(b) Include one or more of: (i) language delay; (ii) dysfluency; (iii) voice and articulation development, which may or may not be organically or functionally based.</p>	Special Class, Part Time	<ul style="list-style-type: none"> <li>• IPRC and diagnosis</li> <li>• degree of severity</li> <li>• Learning Disability and/or Language Impairment</li> </ul>
<i>Deaf and Hard of Hearing</i>	An impairment characterized by deficits in language and speech development because of a diminished or nonexistent auditory response to sound (i.e., hard of hearing, deaf).	<ul style="list-style-type: none"> <li>• Resource/Withdrawal is based on documented hearing loss and student's language and educational needs</li> <li>• Special Class, Part Time is based on documented hearing loss and student's language and educational needs</li> </ul>	<ul style="list-style-type: none"> <li>• IPRC current audiological assessment indicating permanent hearing loss/and/or chronic temporary hearing loss ranging from mild to profound academic performance</li> </ul>
<i>Blind and Low Vision</i>	A condition of partial or total impairment of sight or vision that even with correction adversely affects educational performance (i.e., limited vision, blind).	<ul style="list-style-type: none"> <li>• Resource/Withdrawal</li> <li>• Primary and Junior grades, in congregated setting for students who require Braille to access the curriculum (ISA 8.3 claim)</li> </ul>	IPRC and the degree of impairment as indicated by report from Ophthalmologist
<i>Deaf and Hard of Hearing/Blind and Low Vision</i>	Both the above.	Resource/Withdrawal	Determined by W. Ross McDonald in conjunction with parents

\*Resource/withdrawal placement decision acknowledges that the student is integrated in a regular class with supports put in place to meet the individual needs

*\*An additional placement decision may be Home Instruction:  
The program will be delivered within a modified day with individual instruction that may be carried out in a location other than school. The Board recommends such a placement when a student displays behaviour(s) which interfere with the ability of the school to provide him/her with an educational service.*