

Special Education and Inclusion: 2022-2023 Annual Report
Categories of Ontario Ministry of Education Exceptionalities

The following chart highlights information on each of the Ontario Ministry of Education’s category of exceptionality.

Category and Definition of Exceptionality	
Physical	
Blind and Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
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 development level.
Communication	
Autism	A severe learning disorder that is characterized by: <ul style="list-style-type: none"> • disturbances in rate of educational development; ability to relate to the environment; mobility; perception, speech, and language; • lack of the representational symbolic behaviour that precedes language.
Deaf & Hard of Hearing	An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

<p>Learning Disability</p>	<p>One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range and results in:</p> <ul style="list-style-type: none"> ● academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or ● academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support.
<p>Language Impairment</p>	<p>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:</p> <ul style="list-style-type: none"> ● involve one or more of the form, content, and function of language in communication; and ● include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.
<p>Speech Impairment</p>	<p>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.</p>
<p>Intellectual</p>	
<p>Developmental Disability</p>	<p>A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> ● an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; ● an ability to profit from a special education program that is designed to accommodate slow intellectual development; ● a limited potential for academic learning, independent social adjustment, and economic self-support.

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: <ul style="list-style-type: none"> ● an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services; ● an inability to profit educationally within a regular class because of slow intellectual development; ● a potential for academic learning, independent social adjustment, and economic self-support.
Behaviour	
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: <ul style="list-style-type: none"> ● an inability to build or to maintain interpersonal relationships; ● excessive fears or anxieties; ● a tendency to compulsive reaction; ● an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination.
Multiple Exceptionalities	
Multiple Exceptionalities	A combination of learning or other disorders, impairments, or physical disabilities that is of such a 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.

Retrieved from [Ministry of Education Categories of Exceptionality](#).