

**Eligibility Criteria for Emotional Disability (ED)**

**Multidisciplinary Team Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | School: |  |
| Birth date: |  | Grade: |  |
| Parent(s): |  | ID #: |  |
| Address: |  | Date of meeting: |  |
| Phone/cell#: |  | Psychologist: |  |

Emotional disability is an inability to learn or progress that cannot be explained by cognitive, sensory, or health factors. The student exhibits one or more characteristics/behaviors over a long period (sustained patterns for at least 6 months) of time and to a marked degree that adversely affects educational performance. Despite regular education interventions to modify behaviors, the student continues to exhibit behavioral or emotional responses in school programs so different from appropriate age, cultural or ethnic norms that the responses have a consistent and significant negative impact on the student’s academic achievement in relation to the continuum of the Indiana academic standards and/or functional performance including physical skills, personal care skills, social emotional adjustment, and independent living skills.

Eligibility for special education as a student with an emotional disability shall be determined by the student’s case conference committee (CCC).This determination shall be based on the multidisciplinary team’s educational evaluation report, which includes the following:

1. An assessment of current academic achievement.
2. An assessment of emotional and behavioral functioning.
3. A social and developmental history.
4. A functional behavioral assessment that includes an analysis of any interventions used to address the behaviors leading to the referral for the education evaluation.
5. Available medical and mental health information that is educationally relevant.
6. Any other assessment and information necessary to:
   1. Address exclusionary factors.
   2. Determine eligibility for special education services.
   3. Inform the student’s CCC of the student’s special education and related services needs.

Student does meet the criteria for emotional disability.

Student does not meet the criteria for emotional disability (attach action plan).

**Eligibility Procedures Documentation**

1. Cognitive, sensory, health factors, temporary situational stressors, socio-cultural differences, lack of appropriate instruction in reading or math, and limited English proficiency have been ruled out as the primary cause(s) of the student’s academic and behavioral problems.

Yes  No

1. Alternative strategies have been implemented with fidelity (see Fidelity Checklist) and found inadequate to address the student’s problem and needs.

Yes  No

|  |  |  |  |
| --- | --- | --- | --- |
| The student exhibits one (1) or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: | | | |
|  | **Long Period of Time**  (sustained pattern for at least 6 months) | **Marked**  **Degree**  (significant intensity, degree or duration in multiple settings) | **Educational**  **Performance**  (academic and functional) |
| A tendency to develop physical symptoms or fears associated with personal or school problems. Identified characteristics/behaviors: |  |  |  |
| A general pervasive mood of unhappiness or depression. Identified characteristics/behaviors: |  |  |  |
| An inability to build or maintain satisfactory interpersonal relationships. Identified characteristics/behaviors: |  |  |  |
| Inappropriate behaviors or feelings under normal circumstances. Identified characteristics/behaviors: |  |  |  |
| Episodes of psychosis. Identified characteristics/behaviors: |  |  |  |

Multidisciplinary team members:

|  |  |  |  |
| --- | --- | --- | --- |
| School psychologist: |  | Special education teacher: |  |
| General education teacher: |  | Behavior consultant: |  |
| Speech therapist: |  | Occupational therapist: |  |
| Other: |  | Other: |  |

**Eligibility Criteria for Emotional Disability (ED)**

**Characteristics/Behaviors**

**Physical Symptoms:**

* Makes persistent physical complaints that have a psychosomatic origin
* Chronic and not an acute reaction to a particularly stressful event

**Pervasive Mood:**

* Withdrawal from friends
* Frequent crying
* Marked diminished interest in activities
* Depressed or irritable mood
* Daily fatigue or diminished energy
* Anxiety
* Angry, aggressive, agitated behaviors
* Recurrent thoughts of death or suicidal ideation
* Obsessions with morbid themes
* Sleep disturbances
* Lack of personal care
* Occurring across most of the student’s life situations

**Interpersonal Relationships:**

* Extreme social withdrawal
* Inability to demonstrate sympathy, warmth, and empathy towards others
* Inability to establish and maintain friendships
* Disorganized, distorted emotions towards others
* Demands for attention
* Feelings of worthlessness or excessive or inappropriate guilt
* Lack of affect

**Inappropriate behaviors or feelings:**

* Persistent patterns of bizarre and/or exaggerated behavior reactions to routine environments
* Limited or excessive self-control
* Low frustration tolerance, emotional overreaction, impulsivity
* Limited premeditation or preplanning
* Limited ability to predict consequences of behavior
* Excessive dependence and over-closeness
* Rapid changes in behavior moods
* Inappropriate rebellion and defiance
* Low self-esteem, distorted self-concept
* Obsessive or compulsive behaviors
* Bizarre verbalization
* Inappropriate sexualized behaviors or fetishes
* If based on feelings alone, then should be documented evidence of persistent and significantly inappropriate feelings demonstrated by observed behaviors inappropriate for the particular context

**Psychosis:**

* Out of touch with reality
* Auditory or visual hallucinations
* Delusions and paranoia
* Disorientation