**Vermilion Association for Special Education**

**Emotional Disability Entrance Criteria**



**State/Cooperative Definition**

Emotional Disability (includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance) means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

* An inability to learn that cannot be explained by intellectual, sensory, or health factors;
* An inability 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.

**Cooperative Eligibility Criteria**

**Step 1: Identification of a Disability**

Y N There is documentation that the student exhibits one or more of the following five characteristics:

\_\_\_\_\_ 1) An inability to learn that cannot be explained by intellectual, sensory, or health factors;

\_\_\_\_\_ 2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers:

\_\_\_\_\_ 3) Inappropriate types of behavior or feelings under normal circumstances

\_\_\_\_\_ 4) A general pervasive mood of unhappiness, depression or anxiety; or

\_\_\_\_\_ 5) A tendency to develop physical symptoms or fears associated with personal or school problems.

Y N There is documentation that the student continues to demonstrate one or more of the above characteristics:

a) over an extended period of time **AND**

b) occurs across settings.

Y N There is documentation that the behaviors/feelings

a) are severe **AND**

b) are significantly different from the generally accepted norms for the student’s chronological age group, gender, and culture (ethnic, racial, or environmental).

Y N The behaviors/feelings persist despite the consistent implementation of at least 3 appropriate evidence-based interventions.

Y N There is documentation that these behaviors/feelings are not due to any of the factors below (while these factors may be of influence, they do not represent the PRIMARY cause of the child’s deficits):

Intellectual factors Differing cultural expectations

Sensory factors Health factors

Social maladjustment Linguistic Factors

Recent situational emotional trauma A history of substance abuse

Numerous school transfers/absences

**Step 2: Determination of Adverse Effect**

Y N Documentation of adverse effect on educational performance

**Step 3: Determination of Need of Special Education Services**

Y N The student requires specialized instruction to address the adverse effect of the delays on educational performance.

**Step 4: Eligibility**

Y N The student is entitled to special education services.

**DEFINITIONS AND EXAMPLES**

**Inclusionary Factors**

1. ***An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.***

Some examples might include, but are not limited to the following:

* Negative attitude toward authority
* Significant difficulty coping with conflict
* Unsuccessful attempts to interact with others
* Avoids interactions with others or demonstrates inappropriate responses or reactions to others’ interaction attempts
* Difficulty making or keeping friends
* Unsatisfactory or unrewarding relationships with others at school resulting in interpersonal conflicts with adults or peers
* Decreased or absent social skills or difficulty in understanding cause/effect relationships resulting in interpersonal conflicts or disciplinary difficulties

1. ***Inappropriate types of behavior or feelings under normal circumstances.***

Some examples might include, but are not limited to the following:

* Does not conform to expected patterns of behavior in the educational setting
* Responds to naturally occurring situations with unusual/extreme behavior of affect
* Demonstrates sudden or dramatic mood changes
* Student demonstrate an inability to modify behavior in different situations
* Behaviors can range from passivity to aggressiveness
* Increased frequency of inappropriate or unacceptable behavior resulting in disciplinary difficulties
* Increased predisposition to acting out resulting in safety issues
* Reduced self-control resulting in safety issues or disciplinary actions

1. ***A general pervasive mood of unhappiness, depression or anxiety; or***

Some examples may include, but are not limited to the following:

* Demonstrates/expresses feelings of dissatisfaction with school, home, self, or relationships
* Displays flat affect or is emotionally unresponsive (not better explained by an Autism Spectrum Disorder)
* Student has excessive worries and concerns
* Extreme passivity
* Loss of interest/engagement in previous activities, reduced motivation to attend school, to do academic work, and to participate in extracurricular activities

1. ***A tendency to develop physical symptoms or fears associated with personal or school problems.***

Some examples might include, but are not limited to the following:

* Display/reports physical symptoms, chronic complaints that have no physical basis (such as headaches, stomachaches, vomiting, etc.)
* Reports fears/phobias (such as scared of storms, talking to others/specific person, riding the bus, being called on, etc.)
* Excessive absences or tardiness may occur

***Over an extended period of time:***

* Characteristics have existed for at least approximately six months
* If duration is not met, justification can be made in special circumstances, such as a move-in student with significant concerns

***Across Settings:*** The behavior consistently demonstrated in two or more settings, at least one of which is school related.

***Severe:*** The student’s problems in school are judged to be extreme when compared to behavior of same-aged peers. Behavior rating scales indicate the behavior deviates from the norm (age, gender, cultural, racial, etc.). Scores are supports by anecdotal information and functional assessment data. Severe refers to a significant level of frequency, intensity, and/or duration.

**Exclusionary Factors**

***Intellectual Factors:*** Low cognitive ability is not the primary factor affecting the student’s ability to make appropriate behavioral decisions which affect learning.

***Sensory Factors:***  Student does not have a hearing or vision impairment or other sensory impairment that is the primary factor affecting his/her behavior. This includes sensitivity to noise, touch, temperature extremes, lighting, etc.

***Health Factors:*** Student does not have a medical condition that is the primary factor affecting their behavior.

***Social Maladjustment*:**  Student displays problems with community antisocial and delinquent activity.

***Differing Cultural Expectations:*** When considering children with significant differences from the school culture, such as language difference/barriers, different cultural expectations regarding communication, a culture of poverty, or different perspectives regarding the value of education, those differences cannot account for the primary reason of concern.

***Linguistic Factors:*** Linguistic factors include articulation, language processing, English as a second language, etc., are not the primary factors affecting behavior.

***Recent Situational Emotional Trauma:*** A personal or family crisis (e.g. death of a family member, parental divorce or separation, moving to a new city, victim or violence or abuse, etc.) within the last six months as the primary cause affecting behavior.

***A History of Substance Abuse:*** Though there may be a history or use or abuse, this is not the primary cause.

***Numerous School Transfers/Absences:*** Absences or transfers related to the suspected disability are inclusionary criteria. Absences or transfers not related to suspected disability may be considered as exclusionary.

**Adverse Effect of Education:** Educational performance is defined as the level of achievement, productivity, quality of work, organization skills, use of resources, and classroom participation. The emotional deficits must negatively impact the student’s educational performance.

**Evaluation Requirements for Initial Emotional Disability Services**

Initial evaluation should *consider* the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DOMAIN** | **RELEVANT** | | **EXISTING INFORMATION ABOUT THE CHILD** | **ADDITIONAL EVALUATION PROCEDURES TO CONSIDER** | **SOURCES FROM WHICH DATA WILL BE OBTAINED** |
| **Yes** | **No** |
| **Academic Achievement**  Current or past academic achievement data pertinent to current educational performance. |  |  |  | * \*Review of data of academic skills (district assessment, state assessment, classroom performance products) * Teacher interviews * Student interviews * Play-based assessment * Standardized achievement testing (WIAT, KTEA, Bracken, YCAT, WJ) * Curriculum-based measurement (STAR, AIMSweb, DIBELS, FISH) | School Psychologist |
| **Functional Performance**  Current or past functional performance data pertinent to current functional performance. |  |  |  | * **\*Functional Behavior Assessment** * \*School observations (Social interactions, play skills, repetitive patterns of behavior, interests, or activities) * \*Standardized Social/Emotional Assessment (SAED, RADS, RCMAS, CDI, BAI, BASC, SMALSI, BRIEF) * Record review (grades, attendance, discipline, special education records, early intervention reports, etc.) * Teacher interview * Student interview * Transition assessments * Adaptive behavior assessments (Vineland-II, ABAS-II, DP-3) * Play-based assessment | School Social Worker, School Psychologist |
| **Cognitive Functioning**  Data regarding cognitive ability, how the child takes in information, understands information and expresses information. |  |  |  | * Review of records * Standardized cognitive testing (verbal, nonverbal, or play-based assessment, WISC, WPPSI, WAIS, WNV, DAS, WJ, SB, C-TONI) to assess thinking/cognitive integration skills * Assessment of memory (WRAML) | School Psychologist |
| **Communication Status**  Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance. |  |  |  | * \*Observations (social communication, nonverbal communicative behaviors, stereotyped or repetitive speech, rigid or concrete thinking) * Teacher interview * Pragmatic language assessment (Test of Pragmatic Language, CASL, Functional Communication Profile, Rossetti) * Receptive/Expressive Language Assessment (CASL, CEFL, Clinical Evaluation of Language Fundamentals, EOWPVT/ROWPVT, Functional Communication Profile, OWLS, PPVT, PLS, TELD, TOLD, Test of Auditry Comprehension of Language, Test of Semantic Skills, Primary, Rossetti) * Play-based assessment * Assistive Technology Assessment (Test of Aided Communication Symbol Performance) | Speech/Language Pathologist |
| **Health**  Current or past medical difficulties affecting educational performance. |  |  |  | * \*Parent interview to obtain health history, including current health status (diagnosis, medications, therapies) * \*Medical review by school nurse as needed * Medical consultation with outside providers | School Nurse, School Social Worker |
| **Hearing/Vision**  Auditory/visual problems that would interfere with testing or education performance. Dates and results of last hearing/visual test. |  |  |  | * \*Vision screening * \*Hearing screening * Audiological evaluation if needed | School Nurse, Audiologist,  Visual Impairment Instructor, Deaf/Hard of Hearing Instructor |
| **Motor/Sensory Abilities**  Fine and gross motor coordination difficulties, functional mobility, or strength and endurance issues affecting educational performance. |  |  |  | * Teacher interview * Parent interview * School observation * Consultation with outside providers * Motor assessment (fine and gross motor) * Sensory assessment (Sensory Profile) * Play-based assessment * Assistive technology assessment | Occupational Therapist, Physical Therapist |
| **Social/Emotional Status**  Information regarding how the environment affects educational performance (life history, adaptive behavior, independent function, personal and social responsibility, cultural background). |  |  |  | * **\*Functional Behavior Assessment** * \*Social Developmental Study * \*Standardized Assessment (SAED, RADS, RCMAS, CKI, BAI, BASC, SMALSI, BRIEF) * \*Observation in multiple environments * Record review (grades, attendance, discipline) * Teacher interview * Student interview * Consultation with outside providers * Adaptive behavior assessments (Vineland, ABAS-II, DP-3) * Play-based assessment | School Social Worker, School Psychologist |