

Manchester Public Schools

Individualized Education Program Team Worksheet to Determine Eligibility for Special Education Due to an Emotional Disturbance

Student: _____ DOB: _____ Date: _____

This summary of assessment findings is to be completed by the Planning and Placement Team (PPT) in accordance with procedures defined in the "ED Definition Criteria" section of the *Guidelines for Identifying and Educating Students with Emotional Disturbance*. Attach this completed form to the assessment records.

1. Alternative Strategies Prior to Referral

Document practices, strategies, supports and interventions implemented at each level as appropriate:

UNIVERSAL:

TARGETED:

INTENSIVE:

SOURCES OF EVIDENCE:

Have alternative strategies been attempted and found inadequate to address the student's areas of need?

___Yes ___No

2. and Limiting Criteria

Limiting Criteria

- Characteristic has been exhibited over a long period of time (duration) ___Yes ___No
- Characteristic has been exhibited to a marked degree (i.e., significantly greater frequency and/or intensity than seen in peer group). ___Yes ___No
- Characteristic has an adverse effect on educational performance. ___Yes ___No

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Characteristics	Limiting Criteria		
Check all that apply (student must manifest at least one characteristic).	Long Time	Marked Degree	Adverse Effect on Educational Performance
a. Inability to learn which cannot be explained by intellectual, sensory or other health factors.			
b. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers.			
c. Inappropriate types of behavior or feelings under normal circumstances.			
d. A general pervasive mood of unhappiness or depression.			
e. A tendency to develop physical symptoms or fears associated with personal or school problems.			

Characteristics:

At least one characteristic has been checked.

☐ Yes ☐ No

All three limiting criteria have been checked for at least one characteristic.

☐ Yes ☐ No

All three limiting criteria must be checked for at least one characteristic to qualify for special education eligibility as a student with ED.

Sources of evidence for the Characteristic(s) and Limiting Criteria:

3. Social Maladjustment and Emotional Disturbance

If the student exhibits social maladjustment, does he or she also demonstrate the condition of emotional disturbance? (Refer to the Guidelines section, "A Note Regarding Students with Social Maladjustment.")

☐ Yes ☐ No* ☐ N/A

****If "No," the student does not meet the requirements for this criterion.***

4. Elimination of Other Possible Causes

Are any of the following considered primary causes of educational and behavioral problems?

- temporary situational stressors ☐ Yes ☐ No
- intellectual impairment ☐ Yes ☐ No
- learning disabilities ☐ Yes ☐ No
- medical problems ☐ Yes ☐ No
- environmental stressors ☐ Yes ☐ No

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If all other possible causes are checked “No,” the student meets the requirements for this criterion.

5. Social, Cultural and Linguistic Considerations

Has the team considered the following in the analysis and interpretation of data and ruled out each factor as having a significant influence on the emotional and behavioral functioning of the student?

- | | |
|---|--------------|
| • social characteristics and influences | ___Yes ___No |
| • cultural characteristics and influences | ___Yes ___No |
| • linguistic characteristics and influences | ___Yes ___No |

“Yes” must be checked for each to rule out the possibility that other factors are affecting the student’s behavior or emotional status.

Sources of Evidence:

Conclusion

Does the PPT conclude that the student meets the criteria for having an emotional disturbance as defined in Connecticut statutes? ___Yes ___No

***Note:** Best practice suggests that dissenting opinions be documented in the IEP, Prior Written Notice, and may also be indicated in notes or minutes of the meeting recorded in the PPT minute.*