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ELIGIBILITY CRITERIA FOR EMOTIONAL DISABILITY

“EMOTIONAL DISABILITY” DEFINITION

Includes schizophrenia but does not apply to children who are socially maladjusted unless it is determined that they have an emotional disturbance.

A condition exhibiting one or more of the follow characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

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 anxiety or unhappiness or depression;
5. A tendency to develop physical symptoms of fears associated with personal or school problems.

In order to be considered for eligibility for Emotional Disability services, the behaviors of concern must be affective or adaptive behavior difficulties.

I. ADAPTIVE BEHAVIOR ELIGIBILITY CRITERIA:

(Depending upon the function of the behavior for the student, problem behaviors may be identified as either affective or adaptive.)

- A. **Interpersonal interaction:** The student demonstrates an inability to maintain appropriate interactions with peers and/or adults. Behaviors may include the following:
 1. Intimidating words and gestures
 2. Physical aggression towards peers and/or adults including inappropriate gestures
 3. Destruction of property
 4. Theft of property at school
 5. Non-compliance with authority
 6. Blaming other for one’s actions

B. **Classroom task-related difficulties:** The student demonstrates inappropriate or inconsistent behavior related to the instructional situation. (This behavior **MUST** appear in conjunction with **OTHER** eligibility criteria.) Some of these problem behaviors are as follows:

1. Time-off-task related behaviors: out-of-seat, not working, lack of task completion, inadequate effort, etc.
2. Organizational difficulties: no supplies, lost assignments, messy area/locker

C. **Inconsistent attendance patterns:** The student exhibits inconsistent attendance patterns. (These behaviors **MUST** appear in conjunction with **OTHER** eligibility criteria.) Some examples of such adaptive behavior problems might be as follows:

1. Excessive tardiness/class cuts
2. Variable attendance
3. Undocumented illness (Excused absences which do not appear to result from illness, e.g., pattern of Monday absences.)

II. AFFECTIVE BEHAVIORS ELIGIBILITY CRITERIA:

A. **Inter-personal relationships:** The student demonstrates an inability to establish and maintain satisfactory inter-personal relationships with peers and/or adults. Some examples of such affective behavior problems are as follows:

1. Chronic bullying or bossing peers during play activities
2. Ridiculing peers
3. Difficulty taking turns or sharing
4. Name-calling peers and/or adults

B. **Personal characteristics:** Under normal conditions, the student exhibits maladaptive responses. Some examples of such affective behavior problems might include:

1. Verbal and physical outbursts
2. Tantrums
3. Chronic over – or – under – reactivity
4. Pervasive moods of fearfulness, sadness, passivity, or withdrawal
5. Self-destructive behaviors and verbalizations
6. Somatic complaints which are not a result of physical bases including encopresis and daytime enuresis
7. Difficulty perceiving, distinguishing and/or interpreting real events in the environment as separate from fantasy events

EXIT CRITERIA:

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. A student is no longer eligible for special services as a student with Emotional Disability when:

1. He/she ceases to meet the cited criteria for Emotional Disability eligibility criteria in his/her normal academic environment, without direct ED services as documented by success in a non-ED classroom setting.
2. The student accepts a standard high school graduation diploma upon completion of required goals/objective and credits; or
3. The student completes the school year in which he/she reaches the day before 22 years of age.

The determination of continued eligibility or non-eligibility is made at the IEP meeting on the basis of the reevaluation.