Legal Name of Child	DOB	State Child ID (SASID)	Date

DETERMINATION OF ELIGIBILITY: SERIOUS EMOTIONAL DISABILITY

Definition: A child with a Serious Emotional Disability shall have emotional or social functioning which prevents the child from receiving reasonable benefit from general education. **ECEA 2.08(3)**

The team has addressed each of the following statements and has determined: **IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b), ECEA 2.08(3)**

☐ Yes ☐ No 1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)

☐ Yes ☐ No 2. The child ***can*** receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)

3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)
   - ☐ **is** ☐ **is not** due to a lack of appropriate instruction in reading, including the essential components of reading instruction
   - ☐ **is** ☐ **is not** due to a lack of appropriate instruction in math; and
   - ☐ **is** ☐ **is not** due to limited English proficiency.

To be eligible as a child with Serious Emotional Disability, there must be evidence that the child's emotional or social functioning meets one or more of the following criteria: *(check all that apply)* **ECEA 2.08(3)(a)**

☐ Yes ☐ No An inability to learn that is not primarily the result of intellectual, sensory, or other health factors; **and/or**

☐ Yes ☐ No An inability to build or maintain interpersonal relationships, which significantly interfere with the child's social development; **and/or**

☐ Yes ☐ No Inappropriate types of behavior or feelings under normal circumstances; **and/or**

☐ Yes ☐ No A general pervasive mood of unhappiness or depression; **and/or**

☐ Yes ☐ No A tendency to develop physical symptoms or fears associated with personal or school problems

The Serious Emotional Disability, as described above, prevents the child from receiving reasonable educational benefit from general education, as evidenced by one or both of the following criteria: *(check all that apply)* **ECEA 2.08(3)(b)**

☐ Yes ☐ No Academic functioning: an inability to receive reasonable educational benefit from general education which is not primarily the result of intellectual, sensory or other health factors, but due to the identified serious emotional disability; **and/or**

☐ Yes ☐ No Social/emotional functioning: an inability to build or maintain interpersonal relationships, which significantly interferes with the child's social development. Social development involves those adaptive behaviors and social skills which enable a child to meet environmental demands and assume responsibility for his or her welfare.

All four of the following qualifiers shall be documented for either of the above criteria demonstrated: **ECEA 2.08(3)(c)**

☐ Yes ☐ No A variety of instructional and/or behavioral interventions were implemented within general education and the child remains unable to receive reasonable educational benefit from general education; **and**

☐ Yes ☐ No Indicators of social/emotional dysfunction exist to a marked degree; that is, at a rate and intensity above the child's peers and outside of his or her cultural norms and the range of normal development expectations; **and**

☐ Yes ☐ No Indicators of social/emotional dysfunction are pervasive, and are observable in at least two different settings within the child's environment. For children who are attending school, one of the environments shall be school; **and**

☐ Yes ☐ No Indicators of social/emotional dysfunction have existed over a period of time and are not isolated incidents, or transient, situational responses to stressors in the child's environment.

The term "serious emotional disability" does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disability in addition to social maladjustment. **ECEA 2.08(3)(d)**

☐ Yes ☐ No The multidisciplinary team has determined that this child is not a child whose sole area of identified concern is social maladjustment. *The answer must be yes in order to continue with the determination of SED eligibility.*

☐ Yes ☐ No **The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.**

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DETERMINATION OF ELIGIBILITY: SERIOUS EMOTIONAL DISABILITY

Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	**Title**

☐ A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 34 C.F.R. § 300.306(a)(2)**