

Disability Worksheet: Emotional Disability

Student Information	
Student: Local ID: State USI: Last Eligibility Meeting Date:	Date of Birth: Grade: Last IEP Annual Review Meeting Date:
LEA/ School Information	
LEA of Enrollment: School/ Site: School Address:	Case Manager: School Phone:

Teams should use the following checklist as a tool to facilitate discussion about the determination of eligibility for emotional disability. Teams are expected to use evidence including evaluation information and other existing data to confirm or deny each criterion in order to make a differential determination of eligibility.

Emotional Disability
<p>State definition: Emotional disability shall mean a condition exhibiting one (1) or more of the following characteristics over a minimum duration of three (3) months 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. Emotional disability includes schizophrenia.</p> <p>Federal and state regulations references: 34 CFR §300.8(c)(4); 5-A DCMR §3011.5</p>

Directions: Check the box below if the team has evidence to show that the student meets the following criteria. The student must meet all criteria to be eligible for emotional disability.

Eligibility Criteria											
	<p>1. The student exhibits one or more of the following characteristics over a minimum duration of three (3) months and to a marked degree: (Check all that apply)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 5%;"></td> <td>An inability to learn that cannot be explained by intellectual, sensory, or health factors.</td> </tr> <tr> <td></td> <td>An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.</td> </tr> <tr> <td></td> <td>Inappropriate types of behavior or feelings under normal circumstances.</td> </tr> <tr> <td></td> <td>A general pervasive mood of unhappiness or depression.</td> </tr> <tr> <td></td> <td>A tendency to develop physical symptoms or fears associated with personal or school problems.</td> </tr> </tbody> </table>		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.		A tendency to develop physical symptoms or fears associated with personal or school problems.
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	A general pervasive mood of unhappiness or depression.										
	A tendency to develop physical symptoms or fears associated with personal or school problems.										
	<p>2. The emotional disability adversely impacts the student's educational performance. Identify the source of current data used to make a determination regarding this criterion:</p> <p>_____.</p>										
	<p>3. The student's condition is not solely due to social maladjustment, the student's repeated violations of the LEA's code of conduct, or the student's involvement with a court or social service agency.</p>										

Decision
The team reviewed all relevant evaluation and other existing data and determined that:
_____The student meets all of the criteria for emotional disability.
_____The student does not meet all of the required criteria for emotional disability.
Date of Decision: _____