

Name: \_\_\_\_\_

## EMOTIONAL DISTURBANCE

Date: \_\_\_\_\_

**KAR 91-40-1: 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:

- 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 or depression; or
- 5) A tendency to develop physical symptoms or fears associated with personal or school problems; including schizophrenia, but shall not apply to children who are socially maladjusted; unless it is determined that they have an emotional disturbance.

**INDICATORS:** (KEY: RR=record review; I=interview; O=observation; T=test)

Opportunities to Learn	Gen Ed	RR	I	O	T
▪ The student received additional interventions and resources aimed at promoting learning.					
▪ Academic skill instruction does not appear to alleviate behavioral, social, and emotional concerns.					
▪ The student appears to be resistant to general education interventions designed to improve the student’s academic engagement behaviors, learning, social skills, and behavior.					

Critical Indicators	Gen Ed	RR	I	O	T
▪ The student’s internalizing and/or externalizing behaviors, poor relationships with peers and/or teachers, feelings, moods, physical symptoms, and/or fears are significantly different from peers of similar age, sex, and culture.					
▪ The student exhibits internalizing and/or externalizing behaviors, poor relationships with peers and/or teachers, feelings, moods, physical symptoms, and/or fears to a marked degree.					
▪ The student has exhibited the characteristics of an emotional disturbance over an extended period of time.					
▪ The student’s internalizing and/or externalizing behaviors, poor relationships with peers and/or teachers, feelings, moods, physical symptoms, and/or fears continue to adversely affect the student’s educational performance.					

**EMOTIONAL DISTURBANCE (page 2)**

Name: \_\_\_\_\_

<b>Critical Indicators (continued)</b>	<b>Gen Ed</b>	<b>RR</b>	<b>I</b>	<b>O</b>	<b>T</b>
▪ <b>The student meets one or more of the following:</b>					
1. <b>The student demonstrates an inability to learn that cannot be explained by intellectual, sensory, or health factors;</b>					
2. <b>The student demonstrates an inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers;</b>					
3. <b>The student displays inappropriate feelings or behaviors under normal circumstances;</b>					
4. <b>The student displays a general pervasive mood of unhappiness or depression that adversely affects educational performance; or</b>					
5. <b>The student has a tendency to develop physical symptoms or fears associated with personal or school problems;</b>					
6. <b>The student has received a diagnosis of schizophrenia.</b>					

<b>Supporting Indicators</b>	<b>Gen Ed</b>	<b>RR</b>	<b>I</b>	<b>O</b>	<b>T</b>
▪ <b>The student has a history of academic failure in school curricula.</b>					
▪ <b>The student’s academic skill levels are significantly lower than peers on benchmark assessments, curricula objectives, or state assessments.</b>					
▪ <b>The student’s academic skill levels are significantly below similar aged peers despite academic and/or behavioral modifications.</b>					
▪ <b>DSM-IV diagnoses substantiates one or more of the following:</b>					
1. <b>An inability to learn that cannot be explained by intellectual, sensory, or health factors;</b>					
2. <b>An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;</b>					
3. <b>Inappropriate types of behavior or feelings under normal circumstances;</b>					
4. <b>A general pervasive mood of unhappiness or depression; or</b>					
5. <b>A tendency to develop physical symptoms or fears associated with personal or school problems;</b>					
6. <b>Including schizophrenia.</b>					

**EMOTIONAL DISTURBANCE (page 3)**

Name: \_\_\_\_\_

<b>Requires Special Education Services</b>	<b>Gen Ed</b>	<b>RR</b>	<b>I</b>	<b>O</b>	<b>T</b>
▪ <b>The student’s performance indicates the need for specially designed instruction beyond what is available in the general education curriculum.</b>					
▪ <b>The student’s performance indicates the need for intensive social and behavioral interventions in order to demonstrate academic success.</b>					
▪ <b>The student’s performance indicates intense resources are needed to demonstrate academic, social, and behavioral progress in school.</b>					
▪ <b>Less intense interventions have not been successful in modifying the student’s internalizing and/or externalizing behaviors, relationships with peers and/or teachers, moods, feelings, fears, or physical symptoms.</b>					

<b>Eligibility Determination Questions</b>	<b>Yes</b>	<b>No</b>
• <b>Does the child exhibit an exceptionality?</b>		
• <b>Does the child need special education?</b>		