

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.					

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

Supporting Indicators	Gen Ed	RR	I	O	T
▪ The student has a history of academic failure in school curricula.					
▪ The student's academic skill levels are significantly lower than peers on benchmark assessments, curricula objectives, or state assessments.					
▪ The student's academic skill levels are significantly below similar aged peers despite academic and/or behavioral modifications.					
▪ DSM-IV diagnoses substantiates one or more of the following:					
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;					
6. Including schizophrenia.					

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Requires Special Education Services	Gen Ed	RR	I	O	T
▪ The student’s performance indicates the need for specially designed instruction beyond what is available in the general education curriculum.					
▪ The student’s performance indicates the need for intensive social and behavioral interventions in order to demonstrate academic success.					
▪ The student’s performance indicates intense resources are needed to demonstrate academic, social, and behavioral progress in school.					
▪ 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.					

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