Minnesota Department of Education

Emotional or Behavioral Disorders

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ____Yes ____ No

____ Evaluation⇨ (Must meet initial criteria)

____ Reevaluation⇨ (Must address criteria components)

Based on information in the Evaluation Report and in the student file, K-12 students must meet the criteria in A through D below. Pre-kindergarten students must meet the requirements outlined in A, B, E and F. A pupil must demonstrate an established pattern of emotional or behavioral responses that represents a significant difference from peers.

A. Significantly Different Behaviors

____ The student must exhibit withdrawn or anxious behaviors, pervasive unhappiness, depression, severe problems with mood or feelings of self-worth as defined by behaviors, such as:

____isolating self from peers

____overly perfectionistic

____displaying intense fears or school refusal

____failing to express emotion

____displaying pervasive sad disposition

____changes in eating or sleeping patterns

____developing physical symptoms related to worry or stress

____other_____

OR

____ The student must exhibit disordered thought processes manifested by unusual behavior patterns, atypical communication styles or distorted interpersonal relationships, such as:

____reality distortion beyond normal developmental fantasy and play or talk

____inappropriate laughter, crying, sounds, or language

____self-mutilation

____developmentally inappropriate sexual acting out or developmentally inappropriate self-stimulation

____rigid, ritualistic patterning

____perseveration or obsession with specific objects

____overly affectionate behavior towards unfamiliar persons

____hallucinating or delusions of grandeur

____other_____

OR

____ The student must exhibit aggressive, hyperactive, or impulsive behaviors that are developmentally inappropriate, such as:

____physically or verbally abusive behaviors

____impulsive or violent, destructive, or intimidating behavior

____behaviors that are threatening to others or excessively antagonistic

____other_____

B. Adverse Effects on Educational Performance

The student's pattern of emotional or behavioral responses must adversely affect education performance and result in **at least ONE** of the following:

____ Inability to demonstrate satisfactory social competence that is significantly different from appropriate age, cultural or ethnic norms;

OR

____ A pattern of unsatisfactory educational progress that is not primarily a result of intellectual, sensory, physical health, cultural or linguistic factors; illegal chemical use; autism spectrum disorders; or inconsistent educational programming.

C. Areas of Impact K-12

Documentation of prior interventions and the evaluation data for K-12 students must establish significant impairments in **at least ONE** of the following areas:

___ intrapersonal ___ academic ___ vocational ___ social skills

The impaired area identified above must meet ALL of the following criteria:

____ Severely interferes with the pupil's or other students' educational performance

____ Is consistently exhibited by occurrences in at least three different settings: two educational settings, one of which is the classroom, and a setting in either home, child care, or community

____ Has been occurring throughout a minimum of six months, or results from the well-documented, sudden onset of a serious mental health disorder diagnosed by a licensed mental health professional

D. Evaluation Requirements K-12

The evaluation may include data from vocational skills measures; personality measures; self-report scales; adaptive behavior rating scales; communication measures; diagnostic assessment and mental health evaluation reviews; environmental, socio-cultural and ethnic information reviews; gross and fine motor and sensory motor measures; or chemical health assessments.

K-12 evaluation must be supported by current or existing data from ALL of the following:

____clinically significant scores on standardized, nationally normed behavior rating scales

____individually administered, standardized, nationally normed tests of intellectual ability and academic achievement

____record review

____mental health screening

____interviews with parent, pupil and teacher

____three systematic observations in the classroom or other learning environments

____health history review procedures

____functional behavioral assessment

FOR PRE-KINDERGARTEN STUDENTS: The student must meet criteria in areas A and B above. Additionally, the student must meet requirements for E and F.

E. Areas of Impact Pre-K

Evaluation data must establish and define developmentally significant impairments in **at least ONE** of the following areas for pre-kindergarten students:

____ self-care ____ social relations ____ social or emotional growth

The area(s) identified above must meet ALL of the following criteria:

____ data must document that emotional or behavioral responses are exhibited in at least one setting including either in the home, at childcare, or in the community

____ has been occurring throughout a minimum of six months, or results from the well-documented, sudden onset of a serious mental health disorder diagnosed by a licensed mental health professional

F. Evaluation of Pre-K

Pre-K evaluations must be supported by current or existing data from each of the following areas:

____ two or more systematic observations, including one in the home

____ a case history, including medical, cultural and developmental information

____ information on the student's cognitive ability, social skills and communication abilities

____ standardized and informal interviews, including parent, teacher, caregiver and childcare provider

____ standardized adaptive behavior scales

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following MUST be checked.

____ The documentation supports the team decision.

____ The documentation does not support the team decision.