

# [School District]

## Emotional Disturbance Eligibility Report

A student must have a condition that meets **AT LEAST ONE OF THE FIVE CRITERIA** noted in Part A, as seen **over a long period of time**, and to a **marked degree**. The student’s condition must also adversely affect educational performance and must require special education for the child to **benefit educationally** from school.

Student's Last Name, First Name	Date
Student's Date of Birth	Grade/School

### **Part A: Characteristics of Emotional Disturbance:**

1.	<b>Does the student exhibit an inability to learn that cannot be explained by intellectual, sensory, or health factors?</b> An inability is often described as the student is unable, he/she cannot do it. Inability does not mean the student is delayed or has difficulty.	ÿ yes	ÿ no
2.	<b>Does the student exhibit an inability to build or maintain satisfactory interpersonal relationships with peers and teachers?</b> An inability is often described as the student is unable, he/she cannot do it. Inability does not mean the student is delayed or has difficulty.	ÿ yes	ÿ no
3.	<b>Does the student exhibit inappropriate types of behaviors or feelings under normal circumstances?</b> Often defined as misbehaviors that are well out of the ordinary for that age or grade and are not commonly observed.	ÿ yes	ÿ no
4.	<b>Does the student exhibit a general pervasive mood of unhappiness, depression or anxiety?</b> Pervasive is often described as seen in most aspects of the student’s life, over a long period of time and to a marked degree.	ÿ yes	ÿ no
5.	<b>Does the student exhibit a tendency to develop physical symptoms or fears associated with personal or school problems?</b> These symptoms are often excessive, irrational or neurotic fears that occur over a long period of time and to a marked degree.	ÿ yes	ÿ no
	Verification: (for numbers 1-5)		
If at least <b>one</b> question in <b>1-5</b> has been answered <b>“yes,”</b> proceed to Part B. If all have been answered <b>“no,”</b> the student <b>does not qualify</b> for special services with the exceptionality of emotional disturbance. Proceed to “Conclusions.”			

### **Part B: Guidelines for Chronicity, Severity and Pervasiveness**

6.	Have the behaviors identified above been observed for approximately six months or are likely to continue approximately six months?	ÿ yes	ÿ no
7.	Have the behaviors identified above been displayed to a marked degree, well beyond the range of average for that age or grade, and to an extent that is negatively impacting school performance?	ÿ yes	ÿ no
If question <b>6 AND 7</b> have been answered <b>“yes,”</b> proceed to Part C. If at least one has been answered <b>“no,”</b> the student <b>does not qualify</b> for special services with the exceptionality of emotional disturbance. Proceed to “Conclusions.”			

### **Part C: Adverse Impact**

8.	Have the behaviors adversely affected the student’s educational performance?	ÿ yes	ÿ no
If question <b>8</b> has been answered <b>“yes,”</b> proceed to Part D. If answered <b>“no,”</b> the student <b>does not qualify</b> for special services with the exceptionality of emotional disturbance. Proceed to “Conclusions.”			

**Part D: Guidelines for Rule Out of other Factors**

9.	<p>Does the student exhibit social maladjustment as the primary explanation for the educational difficulties identified above? “Social maladjustment” is regularly defined by courts as a “persistent pattern of violating social norms with lots of truancy, substance and sexual abuse, i.e. a perpetual struggle with authority easily frustrated, impulsive, and manipulative.” Socially maladjusted behaviors are often under the student’s control and understood by the student.</p> <p><b>Do not check “yes” if the student has other significant emotional issues noted above that are not due to social maladjustment but have adversely affected the student’s performance. You would then check “no” and verify the significant emotional issues here:</b></p>	ÿ yes	ÿ no
10.	<p>Does the student exhibit visual, hearing, or motor handicaps; physical or health factors; mental retardation; learning disability; or environmental, cultural, or economic disadvantage as the primary explanation for the student’s educational difficulties?</p>	ÿ yes	ÿ no
<p>If question <b>9 AND 10</b> have been answered “no,” proceed to Part E. If either has been answered “yes,” the student <b>does not qualify</b> for special services with the exceptionality of emotional disturbance. Proceed to “Conclusions.”</p>			

**Part E: Specialized Instruction**

11.	<p>Because of the problems identified above, does the student require specialized instruction in order to benefit educationally from school?</p>	ÿ yes	ÿ no
<p>If question <b>11</b> has been answered “yes,” proceed to “Conclusions.” If answered “no,” the student <b>does not qualify</b> for special services with the exceptionality of emotional disturbance. Proceed to “Conclusions.”</p>			

**CONCLUSIONS**

	ÿ yes	ÿ no
<p><b>Does the student exhibit the above characteristics of emotional disturbance?</b></p> <p>If “yes” is checked, the student <b>is eligible for special services under the exceptionality of Emotional Disturbance.</b> If “no” is checked, the student <b>is not eligible.</b></p>		

**ELIGIBILITY DECISION:** It is the conclusion of the IEP team that this Student **IS / IS NOT** eligible for special education as a student with emotional disturbance.

I certify this report reflects my conclusions.

_____ Name/Title	_____ Name/Title
_____ Name/Title	_____ Name/Title
_____ Name/Title	_____ Name/Title

I certify this report does not reflect my conclusions.

_____ Name/Title	_____ Name/Title
_____ Name/Title	_____ Name/Title
_____ Name/Title	_____ Name/Title

**Dissenting members may submit a separate statement.**

As parents of a student with a disability you have protections under the procedural safeguards, which are enclosed, of the Maine Special Education Regulations. Sources for parents to contact to obtain assistance in understanding the provisions of these regulations call: [Name of School District and Director, plus phone number] or the Maine Department of Education, Division of Special Services (207-624-5950, fax 207-624-5900 or <http://www.state.me.us/education/speced/specserv.htm>), or Special Needs Parent Information Network at 1800-870-SPIN.