

**ARLINGTON PUBLIC SCHOOLS
BASIS FOR ELIGIBILITY DETERMINATION**

Name:	School:	
ID#:	DOB:	Date of Eligibility:

EMOTIONAL DISABILITY

DEFINITION

Emotional disability 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.

Emotional disability includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability as defined in this section.

CRITERIA

A child with an emotional disability who requires special education and related services will meet ALL of the following criteria. In interpreting evaluation data, the committee must document and carefully consider information from a variety of sources. For each criterion indicate YES or NO and provide additional information as appropriate.

Yes No

1. Emotional condition

The child has a condition.

Describe:

Yes No

2. Characteristics

The child has exhibited one or more of the five following characteristics for a long period of time (**six months or more**) and to a marked degree (**significant for age and developmental level**). (*Check all that apply*)

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.

Describe:

- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

Describe characteristics and source of documentation:

- Inappropriate types of behaviors or feelings under normal circumstances.

Describe characteristics and source of documentation:

- A general pervasive mood of unhappiness or depression as documented in reports and information.

Describe characteristics and source of documentation:

- A tendency to develop physical symptoms or fears associated with personal or school problems.

Describe characteristics and source of documentation:

Yes No

3. Social maladjustment

Social maladjustment has been ruled out as the **primary** cause of the behavioral characteristics

If not ruled out, comment:

Yes No

4. Educational Impact

The disability adversely affects the child's educational performance. *Document the areas where the disability and not other factors negatively impacts a child's academic and/or functional performance as compared to average same-aged students.*

Describe the impacted academic/functional performance:

Yes No

5. Observation

The committee considered the relevant behavior noted during the classroom observation and the relationship of that behavior to the child's academic functioning. *Note relevant behavior, if any:*

Yes No

6. Medical Findings

The committee considered educationally relevant medical findings if any. *Note educationally relevant medical findings, if any:*

Yes No

7. Exclusionary Factors

A. Lack of appropriate instruction in reading including the essential components of reading instruction (phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies) has been ruled out as the determinant factor in the eligibility decision.

Yes No

B. Lack of appropriate instruction in math has been ruled out as the determinant factor in the eligibility decision.

Yes No

C. Limited English proficiency has been ruled out as the determinant factor in the eligibility decision.

Yes No

8. Need for Special Education

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from their disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within APS. Specify/Describe:

ELIGIBILITY DETERMINATION

The disability criteria for **emotional disability** have been met and the child needs special education and related services.

The disability criteria for **emotional disability** have NOT been met.