

Planning and Placement Team Worksheet to Determine Eligibility for Special Education Due to an Emotional Disability

This summary of assessment findings is to be completed by the Planning and Placement Team (PPT) in accordance with procedures defined in the “ED Definition Criteria” section of the *Guidelines for Identifying and Educating Students with Emotional Disability*. Attach this completed form to the assessment records.

1. Alternative Strategies Prior to Referral

Document practices, strategies, supports and interventions implemented at each level as appropriate:

UNIVERSAL: _____

TARGETED: _____

INTENSIVE: _____

Sources of Evidence for the characteristic(s) and limiting criteria :

Have alternative strategies been attempted and found inadequate to address the student’s areas of need? Yes No

2. Characteristics and Limiting Criteria

Limiting Criteria

Characteristic has been exhibited over a long period of time (duration) Yes No

Characteristic has been exhibited to a marked degree (i.e., significantly greater frequency and/or intensity than seen in peer group) Yes No

Characteristic has an adverse effect on educational performance Yes No

Characteristics	Limiting Criteria		
	Long Time	Marked Degree	Adverse Effect on Educational Performance
Check all that apply (student must manifest at least one characteristic)			
a. Inability to learn, which cannot be explained by intellectual, sensory or other health factors			
b. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers			
c. Inappropriate types of behavior or feelings under normal circumstances			
d. A general pervasive mood of unhappiness or depression			
e. A tendency to develop physical symptoms or fears associated with personal or school problems			

Characteristics

At least one characteristic has been checked. Yes No

All three limiting criteria have been checked for at least one characteristic Yes No

All three limiting criteria must be checked for at least one characteristic in order to qualify for special education eligibility as a student with ED.

Sources of evidence for the characteristic(s) and limiting criteria:

Social Maladjustment and Emotional Disability

If the student exhibits social maladjustment, does he or she also demonstrate the condition of emotional disability? (Refer to section 2, page 25, “A Note Regarding Students with Social Maladjustment” in the *Guidelines for Identifying and Educating Students with Emotional Disability* [2011]) Yes No*

N/A

**If “No,” the student does not meet the requirements for this criterion.*

3. Elimination of Other Possible Causes

Are any of the following considered primary causes of educational and behavioral problems?

- temporary situational stressors ___ Yes ___ No
- intellectual impairment ___ Yes ___ No
- learning disabilities ___ Yes ___ No
- medical problems ___ Yes ___ No
- environmental stressors ___ Yes ___ No

If all other possible causes are checked "No," the student meets the requirements for this criterion.

4. Social, Cultural and Linguistic Considerations

Has the team considered the following in the analysis and interpretation of data, and determined that each factor does not have a significant influence on the emotional and behavioral functioning of the student?

- social characteristics and influences ___ Yes ___ No
- cultural characteristics and influences ___ Yes ___ No
- linguistic characteristics and influences ___ Yes ___ No

"Yes" must be checked for each to indicate that the above factors do not significantly influence the student's behavior or emotional status.

Sources of Evidence:

Conclusion

Does the PPT conclude that the student meets the criteria for having an emotional disability as defined in Connecticut statutes? ___ Yes ___ No

Note: Best practice suggests that dissenting opinions be documented in the IEP, Prior Written Notice and may be indicated in notes or minutes of the PPT meeting..