

# Emotional/Behavioral Disorders Summary Worksheet

Minnesota Department of Education

Learner's Name: ..... Date of Staffing: .....

School: ..... Grade: .....

Assessment Team Members: .....

**Instructions:** This worksheet must be completed on all assessments for possible E/BD placements. The Assessment Team Members are the individuals specified on the *Notice of An Educational Assessment/Reassessment Plan*. This summary is to be completed only after those individuals have finished their assessments. Refer to this form when completing the *Assessment Team Summary Report*. Please note Minnesota Rules state that in order for a learner to be eligible for special education and related services under the label of E/BD, the following criteria must be met in the four areas described in the following sections. For more detailed information, please refer to the state rule which outlines the four criteria areas.

## AREA 1

Indicate sources of information used for Area 1:

**An established pattern must exist that is characterized by one or more of the following behavior clusters and is not due to cultural, language or socioeconomic differences:**

### Severely Aggressive

- Kicking, biting, hitting, spitting, pinching
- Developmentally inappropriate-hurtful
- Physically or verbally abusive
  - Impulsive or violent
- Destructive of property
- Intimidating
- Becoming hysterical or extremely angry when things do not go their way
- Threatening to others or excessively antagonistic
- Being cruel to animals

### Impulsive Behaviors

- Easily distractible, unable to pay attention
- Difficulty staying with one task
- Difficulty staying in one place or position
- Difficulty waiting

### Anxious Behaviors

- Intense fears of school-school phobia
- Overly perfectionistic
- Developing physical symptoms related to stress
- Frequent crying for no obvious reasons
- Adjustment disorders
- Child acts very happy, then very sad, in a very short period of time
- Toileting, sleeping or eating problems
- Fearful to try new things-fearful of failure
- Difficulties separating from caregivers
- Excessive physical complaints

### Severely Disordered Thought Processes and Atypical Communication

- Atypical communication styles such as lacking meaningful language or the use of abstract languages
- Frequently talking out loud to self
- Reality distortion beyond normal developmental play and fantasy
- Situationally inappropriate laughter, crying, sounds or language
- Hallucinations or delusions of grandeur
- Schizophrenia

### Severely Withdrawn

- Pervasive unhappiness or a sad disposition
- Depression
- Wide mood swings
- Isolation from peers
- Consistently prefers solitary activities
- Loss of interest in activities
- Feelings of worthlessness
- Not liked by others
- Changes in sleeping and/or eating patterns
- Difficulties attaching to others
- Affective disorders

### Unusual Behavior Patterns

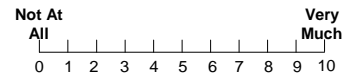
- Continual self-stimulation
- Overly affectionate behaviors towards unfamiliar persons
- Self-mutilation such as pinching one self, biting oneself, or head banging
- Rigid or ritualistic patterns
- Perseveration or obsession with specific objects
- Stereotypical movements such as spinning, tapping or rubbing

## AREA 2

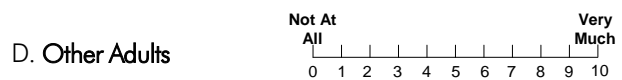
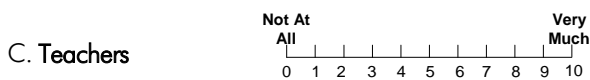
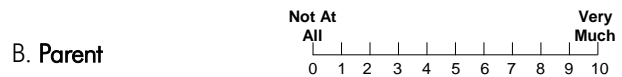
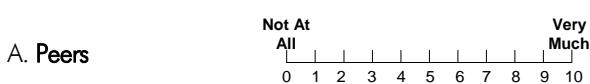
### Indicate sources of information used for Area 2:

1. The established pattern(s) that have been targeted from Area 1 must be supported by multiple data sources to show that it adversely affects educational performance. There must be a demonstrable causal relationship between the student's behavior and a decrease in his/her educational performance.

- A. Is the student's educational performance within a reasonable range of chronological age and ability level?  Yes  No
- B. If the student is performing below reasonable academic expectations, does the search for a cause point strongly to an emotional or behavioral disorder?  Yes  No
- C. Does the behavior impact student's pattern of school attendance?  Yes  No
- D. Has the behavior impacted student's pattern of school performance in the past?  Yes  No
- E. Mark the extent to which the established pattern(s) from Area 1 interferes with a successful level of educational functioning.

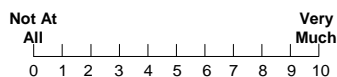


2. There is a pattern of inability to build or maintain satisfactory or interpersonal relations with peers, parent, teachers, and other significant adults necessary to the learning process. This means that the behavior must exist at unacceptable levels across settings. Mark the extent to which a pattern of inability to build or maintain satisfactory interpersonal relations interferes with successful school functioning:

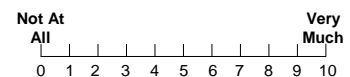


3. A pattern of failure to attain or maintain a satisfactory rate of educational progress refers to a difference between the student's potential to learn, and how much is being learned. There must be documentation of an established significant impairment in personal, social, vocational or academic skills that is not due to an inconsistent education. Appropriate data sources to establish these factors are imperative. The team must verify if a significant impairment exists in any of the following:

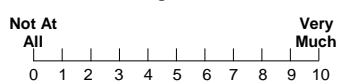
A. **Academic Skills:** The skills to apply information to age and ability appropriate tasks, to meet expectations for processing information and learning.



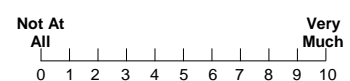
B. **Social Skills:** The skills to engage with peers and adults in both formal and informal manners. The skills to initiate and build relationships. The ability to manage one's behavior in a variety of environments.



C. **Vocational Skills:** The skills to arrive on time and prepared to follow directions and complete assigned tasks. The ability to manage personal needs in a work setting.



D. **Personal Skills:** The skills to effectively manage personal care skills, personal hygiene skills, communication change, and stress without verbal or physical harm to self or others.



## AREA 3

### Indicate sources of information used for Area 3:

The data must establish that the impairment affects items 1 and 2 and 3 or 4 listed below:

1. Severely interferes with the student's or others educational performance exhibited by:

Extremely negative attitudes toward learning .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Demonstrating difficulties with abstract or logical thinking .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Behavior which severely disrupts learning climate of others .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No

AND

2. Is pervasive as evidenced by occurrences across educational settings, the home, or in community settings; the condition is pervasive and is evidenced in the following settings:

More than one teacher's class, recess or lunch .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
With parents, relatives or guardians .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
With neighbors, at church, social gatherings or while shopping .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No

AND

3. Duration; evidence must show that:

The impairment has been in evidence for six months .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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OR

4. A crisis of such intensity that the student is considered a danger to self and others; evidence much show that:

The behavior places the student or others in imminent danger* .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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\* The team may use this criteria in place of item three (i.e., six-month duration)

## AREA 4

### Indicate sources of information used for Area 4:

The assessment team is responsible for verifying a large amount of information. Specifically, there are five major areas.

1. The behavior may occur with, but is not primarily the result of, intellectual, sensory, health, cultural, linguistic factors; the team concludes the following:

A. The behavior is <i>not</i> primarily due to these factors .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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2. The team must verify that the behavior is not primarily the result of a mismatch between the teacher, curriculum, classroom or learning environment and when suspected, interventions were tried but were unsuccessful.

A. The behavior is <i>not</i> primarily due to educational factors .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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3. The team must verify that the behavior is not primarily the result of stressors such as transient medical or psychosocial events, chemical use and/or drug addiction.

A. There is evidence or anecdotal records of a transient event.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
B. The transient event has led to an intense disruption of behavior .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
C. The behavior is <i>not</i> primarily the result of chemical use or abuse.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No

4. The established behavioral pattern may occur with but is not primarily the result of a history of an inconsistent educational program. The whole student must be looked at, not as a single factor in isolation. Items which are checked "Yes" warrant further investigation.

A. The student has attended more than three schools in one year .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
B. The family's primary income source is seasonal or very inconsistent .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
C. The child has not completed an entire year at a single school.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No

5. The team must verify that identification is not based solely on a conflict between the individual and political governmental entity or that it is the result of a disciplinary action. This verification is necessary to provide clear documentation that an eligibility decision was not reached because the student may have had a conflict with authority systems or for disciplinary actions. The team must verify the following:

- A. The eligibility decision was not based on a conflict with the system .....  Yes  No
- B. The eligibility decision was not the result of a disciplinary action .....  Yes  No
- C. The child has not completed an entire year at a single school .....  Yes  No

<p><b>Sociocultural Factors</b></p> <p>Impact of diversity on student school performance:</p> <p><i>Race and Culture</i></p> <p><i>Communication</i></p> <p><i>Socioeconomic Status</i></p> <p><i>Other</i></p>	<p>Data Sources:</p> <p><input type="checkbox"/> <i>Sociocultural Checklist</i></p> <p><input type="checkbox"/> <i>Home and Family Interview</i></p> <p><input type="checkbox"/> Other</p>	
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According to IDEA '97, a student is **NOT** eligible for special education services if one of the following is the determinant (primary) cause for the learning problem. Place a check in the appropriate box below:

*Is the primary cause due to a lack of instruction in reading or math ?*  Yes  No

**OR**

*Is the primary cause due to Limited English Proficiency ?*  Yes  No

Based on the assessment data and other sources of information collected for this student, the team has concluded that:

*The student meets criteria.*  Yes  No

*The student is in need of special education and related services.*  Yes  No

**Notes:**

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