

OPERATING PROCEDURES

EMOTIONAL DISTURBANCE

Goose Creek CISD

101911

Template update May 2020

Legal Framework: EMOTIONAL DISTURBANCE

[Related Resources](#)

Broad Category: EVALUATION

PROCEDURES:

EMOTIONAL DISTURBANCE (ED)

34 CFR § 300.8(c) (4); 19 TAC 89.1040(c) (4); 22 TAC § 465.38(1) (C); TX Occupations Code § 501.503

Emotional disturbance 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.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under 34 CFR § 300.8(c) (4) (i).

Admission, Review, and Dismissal Committee (ARDC)

The assessment of emotional or behavioral disturbance, for educational purposes, using

OPERATING PROCEDURES

EMOTIONAL DISTURBANCE

Goose Creek CISD

101911

psychological techniques and procedures is considered the practice of psychology. A person commits an offense if the person engages in the practice of psychology or represents that the person is a psychologist in violation of the Occupations Code.

Evaluation Procedures

A student with an emotional disturbance is one who has been determined to meet the criteria for emotional disturbance as stated in 34 CFR § 300.8(c) (4).

The written report of evaluation shall include specific recommendations for behavioral supports and interventions. The written report of evaluation should also include:

1. The type and severity of the emotional disturbance;
2. The functional implications of the disability for situations involving instruction; and
The degree to which in-school and out-of-school behavior reflects symptoms consistent with the diagnosis and identification of behavior considered to be a direct result of the emotional disability.

STAFF RESPONSIBLE:

District Level: Coordinator for Evaluation and Initial Evaluation Team

Campus Level: Campus Based Evaluators

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Initial evaluation timelines apply
- Reevaluations – REED meeting should be held no earlier than 60-75 days prior to the three-year re-evaluation due date.

EVIDENCE OF PRACTICE:

- eSped Forms
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations