

Emotional or Behavioral Disorders: K-12 Assessment Planning Requirements

Emotional or Behavioral Disorders (EBD) means an established pattern of one or more of the following emotional or behavioral responses: (1) withdrawal or anxiety, depression, problems with mood, or feelings of self-worth; (2) disordered thought processes with unusual behavior patterns and atypical communication styles; (3) aggression, hyperactivity, or impulsivity.

The established pattern of emotional or behavioral responses must adversely affect educational or developmental performance, including intrapersonal, academic, vocational, or social skills; be significantly different from appropriate age, cultural, or ethnic norms; and be more than temporary, expected responses to stressful events in the environment. The emotional or behavioral responses must be consistently exhibited in at least three different settings, two of which must be educational settings, and one other setting in the home, child care, or community. The responses must not be primarily the result of intellectual, sensory, or acute or chronic physical health conditions.

	Initial Evaluation	Reevaluation
Intellectual Functioning	IS REQUIRED for EBD initial eligibility determination. The test must be an individually administered, nationally normed test of intellectual ability.	IS NOT required for EBD reevaluation eligibility determination. Although retesting is not required for reevaluation, a review of previous results <u>must</u> be completed. Considering re-administering this type of test if individual student concerns indicate a need.
Academic Performance	<p>Standardized Testing: IS REQUIRED for EBD initial eligibility determination. The test must be an individually administered, nationally normed test of achievement.</p> <p>Record Review: A review of the student’s educational record IS REQUIRED for EBD initial eligibility determination. The data can be collected through a review of records including:</p> <ul style="list-style-type: none"> · Previous testing (e.g., NWEA, MCA, AIMSWeb). · Classroom work samples · Current and previous grades, etc. · Any information needed for educational programming · Attendance · Previous referral(s) · Results of prior interventions · Cumulative and special education files 	<p>Standardized Testing: IS NOT required for EBD reevaluation eligibility determination. Although retesting is not required for reevaluation, a review of previous results <u>must</u> be completed. Considering re-administering this type of test if individual student concerns indicate a need.</p> <p>Record Review: A review of the student’s educational record IS REQUIRED for EBD reevaluation eligibility determination. The data can be collected through a review of records including:</p> <ul style="list-style-type: none"> · Previous testing (e.g., NWEA, MCA, AIMSWeb). · Classroom work samples · Current and previous grades, etc. · Any information needed for educational programming · Attendance · Previous referral(s) · Results of prior interventions · Cumulative and special education files

	Initial Evaluation	Reevaluation
Communication Skills	NOT required for EBD initial eligibility determination. Address if there are individual student concerns.	NOT required for EBD reevaluation eligibility determination. Address if there are individual student concerns.
Social/ Emotional/ Behavioral Skills	<p>Interview: IS REQUIRED for EBD initial eligibility determination. Systematic interviews with the teacher(s), student, and parent/guardian <u>are</u> required. Interviews should focus on how the student's behaviors affect their educational performance (which includes intrapersonal, academic, vocational and/or social skills), as well as information related to prior interventions.</p> <p>Observation: IS REQUIRED for EBD initial eligibility determination. At least three systematic observations in the classroom or other learning environment <u>are</u> required. Observations should focus on how the student's behaviors affect their educational performance.</p> <p>Checklist: IS REQUIRED for EBD initial eligibility determination. All behavior rating scales <u>must</u> be standardized and nationally normed (e.g., BASC-3, CRS-2, BRIEF-2, etc.).</p> <p>Functional Behavioral Assessment (FBA): IS REQUIRED for EBD initial eligibility determination. If the team feels that additional information is needed to write a comprehensive FBA, those sources of data should be added to the evaluation plan, in the appropriate area.</p> <p>Mental Health Screening: IS REQUIRED for EBD initial eligibility determination using all sources of data available to the team.</p> <p>Record Review: A review of the student's educational record IS REQUIRED for EBD initial eligibility determination.</p>	<p>Interview: IS REQUIRED for EBD reevaluation eligibility determination. Systematic interviews with the teacher(s), student, and parent/guardian <u>are</u> required (total of 3 interviews, at a minimum). The team may summarize existing data, however, interview data should include information regarding the student's current behavioral patterns, and the effect of their behaviors on their educational performance (which includes intrapersonal academic, vocational and/or social skills).</p> <p>Observation: IS REQUIRED for EBD reevaluation eligibility determination. At least three systematic observations in the classroom or other learning environment <u>are</u> required. The team may summarize existing data. Observations should focus on how the student's behaviors affect their educational performance.</p> <p>Checklist: IS NOT required for EBD reevaluation eligibility determination. Re-administering standardized, nationally normed behavior checklists is not required for reevaluation, however; a review of previous results <u>must</u> be completed. Consider re-administering checklists if there are individual student concerns.</p> <p>Functional Behavioral Assessment (FBA): IS REQUIRED for EBD reevaluation eligibility determination. This can be written by the team using all the evaluation data collected as part of the initial EBD evaluation. If the team feels that additional information is needed to write a comprehensive FBA, those sources of data should be added to the evaluation plan, in the appropriate area.</p> <p>Mental Health Screening: IS REQUIRED for EBD reevaluation eligibility determination using all sources of data available to the team.</p> <p>Record Review: A review of the student's educational record IS REQUIRED for EBD reevaluation eligibility determination.</p>

	Initial Evaluation	Reevaluation
Functional Skills	NOT required for EBD initial eligibility determination. Address if there are individual student concerns.	NOT required for EBD reevaluation eligibility determination. Address if there are individual student concerns.
Motor Ability	NOT required for EBD initial eligibility determination. Address if there are individual student concerns.	NOT required for EBD reevaluation eligibility determination. Address if there are individual student concerns.
Sensory Status	Review and/or update the student's hearing and vision screening information is best practice. Sensory information is NOT required for EBD initial eligibility determination. Address if there are individual student concerns.	Review and/or update the student's hearing and vision screening information. Sensory information is NOT required for EBD reevaluation eligibility determination. Address if there are individual student concerns.
Health/Physical Status	A review of the student's health history IS REQUIRED for EBD initial eligibility criteria. This can be done through parent interview, review of medical information, school nurse's records, individualized healthcare plans, and/or the student's cumulative file.	A review of the student's health history IS REQUIRED for EBD reevaluation eligibility criteria. This can be done through parent interview, review of medical information, school nurse's records, individualized healthcare plans, and/or the student's cumulative file.
Transition	Transition planning MUST occur by grade 10. If completing transition planning, use at least 2 sources of data.	Transition planning MUST occur by grade 10. If completing transition planning, use at least 2 sources of data.