

EMOTIONAL DISTURBANCE

ALIEF MONTESSORI COMMUNITY SCHOOL

101815

Template update May 2020

Legal Framework: EMOTIONAL DISTURBANCE

[Related Resources](#)

Broad Category: EVALUATION

POLICIES AND PROCEDURES:

Positive Behavioral Interventions and Supports (PBIS)

Each campus implements tiered interventions and supports contingent upon student emotional and behavioral needs. Should a student not respond to Tier 3 (individualized) emotional/behavioral support provided, an FI IE may be recommended on the student's behalf.

Multidisciplinary Team

When evaluating for suspected Emotional Disturbance, the trained multidisciplinary team (MDT) includes an Educational Diagnostician (Evaluation and ARD Specialist) and Licensed Specialist in School Psychology (LSSP). Unless special circumstances arise, the MDT will consist of professionals from the student's campus of instruction. Special circumstances could include the need for a bilingual examiner or a temporary staff vacancy.

Evaluation Procedures

Just like all FIEs in this charter school, when evaluating for suspected Emotional Disturbance, each multidisciplinary team member determines the degree of evaluation needed in each area. Prior to selecting evaluation instruments, the student's language proficiency is considered (either informally or via formal Language Dominance evaluation). Subsequently, chosen evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures to prevent inappropriate evaluations for certain cultural groups. A variety of evaluation instruments and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent. All data is reviewed, interpreted, and compiled into a Full Individual Initial Evaluation (FIIE) report. Each FIIE includes consideration of the student's functioning in the following areas: communication, health, motor abilities, emotional/behavioral functioning, sociological status, cognitive and adaptive behavior functioning, academic performance, and need for assistive technology.

Initial Evaluation

An initial evaluation for suspected Emotional Disturbance includes a psychological evaluation, conducted by the LSSP, which includes a variety of data sources to determine the student's present levels of emotional, behavioral, and social functioning

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across settings (school, home, community). Should referral data indicate that the student's behavior impacts their learning or the learning of others, the scope of this psychological evaluation may include a Functional Behavioral Assessment (FBA). This FBA, conducted by the LSSP, will assist the ARDc in determining whether or not the student may benefit from the provision of a Behavior Intervention Plan (BIP). Should a BIP be recommended as a result of the FBA, the LSSP will draft and propose said BIP to the ARDc.

An initial evaluation for suspected Emotional Disturbance includes a variety of data sources collected by the Educational Diagnostician. The Educational Diagnostician will examine cognitive and academic strengths/needs using measures deemed appropriate to the student's linguistic and developmental functioning.

Re-Evaluation

A re-evaluation for a student with established eligibility in Emotional Disturbance will include the same multidisciplinary team members that participate in the initial evaluation, with the addition of any other professional that provides services to the student (such as occupational therapy provider). To determine the nature and scope of the re-evaluation, the multidisciplinary team will conduct a review of existing evaluation data and accordingly propose assessment that will assist the ARDc in making decisions regarding the student's placement and programming.

STAFF RESPONSIBLE:

District Level: Special Education Director, LSSP, Diagnostician, Related Service Personnel
Campus Level: Administrators, Campus Referral Committee, Teachers, Parents

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Child -Centered Special Education Process
- Legal Framework

EVIDENCE OF PRACTICE:

- Forms or checklists
- Training artifacts (sign-in sheets, agendas, etc.)
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations