

The Howard County Public School System
Department of Special Education
10910 Clarksville Pike
Ellicott City, 42 21042

Evaluation Report Emotional Disability (ED) Supplement

This ED supplement shall be completed for a student suspected of having an educational disability of Emotional Disability (ED).

Student:

Date:

Complete each item in Sections I and II by indicating Yes or No and providing additional information as appropriate.

I. Criteria

A student with an educational disability of Emotional Disability who requires special education must meet **ALL** the following criteria listed in sections A and B.

CONDITION

A. The school psychologist shall determine the following criteria and present documentation to the IEP team:

Documentation that a condition is present (includes schizophrenia) in an assessment report by a certified school psychologist, licensed psychologist, or a licensed psychiatrist. (If reports are submitted from non-school personnel, they shall be reviewed by the school psychologist to determine whether additional assessment data is necessary to consider evidence of the condition.) Yes No

B. The IEP team shall determine the following criteria:

CHARACTERISTICS

1. The student exhibits one or more of the following characteristics:

- Inability to learn which cannot be explained by intellectual, sensory, or health factors
- Inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems

2. The characteristics selected above are not a result of social maladjustment. Yes No

LIMITING CRITERIA

3. The selected characteristics are exhibited over a long period of time. Yes No

4. The selected characteristics are exhibited to a marked degree. Yes No

5. Documentation from qualified personnel indicates that the selected characteristics adversely affect educational performance in one or more instructional areas. Yes No

Documentation of IEP Team discussion: (include a description of accommodations and interventions that have been implemented)

3. Because of the condition, the selected characteristics, and the adverse impact on educational performance as identified above, the student requires specially designed instruction that cannot reasonably be provided solely through general education. Yes No

II. Determination of Disability by IEP Team

Based on assessment reports and the above documentation, the student displays an educational disability of Emotional Disability that requires special education. Yes No

Revised August 2016

Attach to complete set of assessment reports

Parent