

ELIGIBILITY REPORT / BEHAVIORALLY-EMOTIONALLY DISABLED

Student: _____ School: _____ Grade: _____

I. A student **must show evidence of one or more** of the following characteristics of the definition of B-ED in order to be identified. The team should indicate which characteristic(s) the student exhibits by checking the appropriate response.

- A. Inability to achieve adequate academic progress (not due to a learning disability or mental disability).
 Yes No
- B. Inability to maintain satisfactory interpersonal relationships.
 Yes No
- C. Inappropriate or immature types of behavior or feelings under normal conditions.
 Yes No
- D. A general pervasive mood of unhappiness or depression.
 Yes No
- E. A tendency to develop physical symptoms, pains or fears associated with personal or school problems.
 Yes No

II. A student **must meet all of the five criteria** listed below in order to be identified B-ED. The behaviors must be long standing, occur regularly and often enough to consistently interfere with the student's own learning process.

- A. Is there evidence that the student, after receiving specifically designed support services and interventions /strategies in the general education program, still exhibits a behavioral-emotional disability consistent with the definition?
 Yes No

Documentation: _____

- B. Is there evidence that the disability is not the result of a physical, sensory, or intellectual deficit; lack of appropriate instruction or management of behavior; or social maladjustment?
 Yes No

Documentation: _____

- C. Is there evidence that the student's own learning process is consistently and significantly disrupted?
 Yes No

Documentation: _____

- D. Is there evidence that the patterns of behavior occur in more than one setting over an extended period of time?
 Yes No

Documentation: _____

- E. Is there evidence of a marked deviance from the student's peer group?
 Yes No

Documentation: _____
