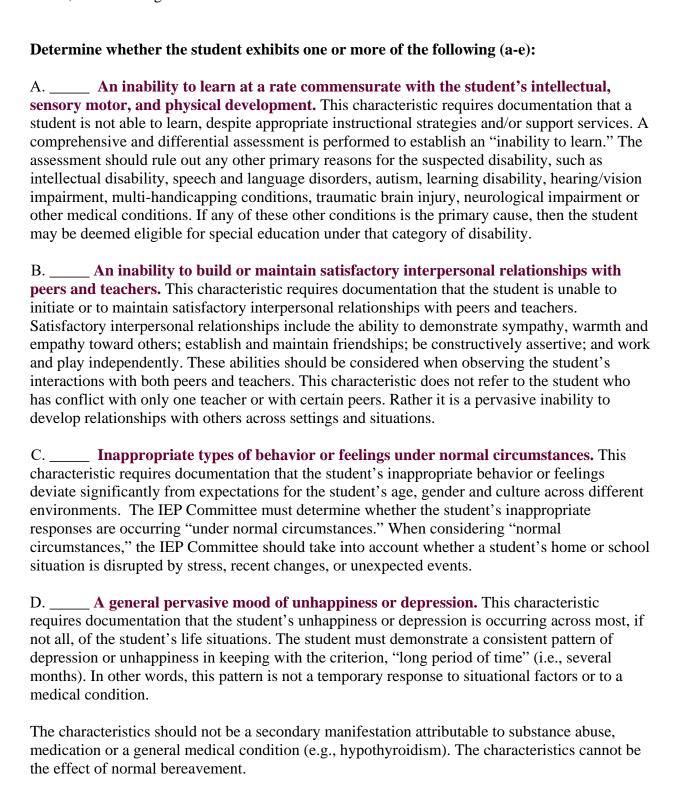
Eligibility Criteria Checklist for a Classification of an Emotional Disturbance

In order to be eligible for a classification as a student with an Emotional Disturbance under IDEA, the following standards should be met:



National Association of Special Education Teachers

E	Physical symptoms or fears associated with the student's personal or school life.
•	cal symptoms that qualify under the ED characteristic should adhere to the following four tions:
a findii	symptoms suggesting physical disorders are present with no demonstrable medical ngs.
	positive evidence or strong presumption exists that these symptoms are linked to nological factors/conflict.
c	the person is not conscious of intentionally producing the symptoms.
d	the symptoms are not a culturally sanctioned response pattern.
Indic and n samp stude appro the fo	rmine whether the student's educational performance is adversely affected ators of educational performance include present and past grades, achievement test scores neasures of ongoing classroom performance (e.g., curriculum-based assessment and work les). Adverse effect on educational performance implies a marked difference between the nt's academic performance and reasonable (not optimal) expectations of performance. The optiateness of the school district's educational goals, as reflected in the curriculum and in formal grading report, should be considered in determining whether the student's rmance meets reasonable expectations.
Detei	rmine that the student does NOT meet the criteria for a "socially maladjusted" student
truan thresl	cial maladjustment is a persistent pattern of violating societal norms, such as multiple acts of cy, or substance or sex abuse, and is marked by struggle with authority, low frustration hold, impulsivity, or manipulative behaviors. A social maladjustment unaccompanied by an ional disturbance is often indicated by some or all of the following:
	_ Unhappiness or depression that is not pervasive.
	Problem behaviors that are goal-directed, self-serving and manipulative.
behav	_ Actions that are based on perceived self-interest even though others may consider the vior to be self-defeating.
	_ General social conventions and behavioral standards are understood, but are not accepted.
	Negative counter-cultural standards or peers are accepted and followed.
	Problem behaviors have escalated during pre-adolescence or adolescence.
in scl	_ Inappropriate behaviors are displayed in selected settings or situations (e.g., only at home, nool or in selected classes), while other behavior is appropriately controlled.
inten	Problem behaviors are frequently the result of encouragement by a peer group, are tional, and the student understands the consequences of such behaviors.