

Individualized Education Program Team Worksheet to Determine Eligibility for Special Education Due to Serious Emotional Disturbance

This summary of assessment findings is to be completed by the Individualized Education Program Team (IEP Team) in accordance with procedures defined in the “SED Definition Criteria” section of the *Guidelines for Identifying and Educating Students with Serious Emotional Disturbance*. Attach this completed form to the assessment records.

1. Alternative Strategies Prior to Referral

Have alternative strategies been attempted and found inadequate to address the student’s problems and needs? _____ yes _____ no

Sources of Evidence

2. Characteristics and Limiting Criteria

All three limiting criteria must be checked for at least one characteristic in order to qualify for SED eligibility.

Limiting Criteria

- Characteristic has been exhibited over a long period of time (duration).
- Characteristic has been exhibited to a marked degree (i.e., significantly greater frequency and/or intensity than seen in peer group).
- Characteristic has an adverse effect on educational performance.

Characteristic	Limiting Criteria		
	Long Time	Marked Degree	Adverse Effect on Educational Performance
Check all that apply (student must manifest at least one characteristic).			
a. Inability to learn which cannot be explained by intellectual, sensory or other health factors.			
b. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers.			
c. Inappropriate types of behavior or feelings under normal circumstances.			
d. A general pervasive mood of unhappiness or depression.			
e. A tendency to develop physical symptoms or fears associated with personal or school problems.			

Sources of Evidence for the Characteristic(s) and the Limiting Criteria

3. Social Maladjustment and Serious Emotional Disturbance

If the student exhibits social maladjustment, he or she also demonstrates the condition of serious emotional disturbance. (Refer to the *Guidelines* section, “A Note Regarding Students with Social Maladjustment.”)

_____ yes _____ no _____ N/A

4. Elimination of Other Possible Causes

Are temporary situational stressors, intellectual impairment, learning disabilities, medical problems and sociocultural differences ruled out as the primary cause(s) of the student’s educational and behavioral problems?

_____ yes _____ no

Sources of Evidence

Conclusion

- Do the members of the IEP Team conclude that the student meets the criteria for having a serious emotional disturbance as defined in Connecticut statutes?

_____ yes _____ no

Note: Best practice suggests that dissenting opinions be recorded in the IEP Team minutes.