



## Emotional Impairment

### MOISD Guidance for Determining Extent of Adverse Impact on Educational Performance

Area	Typical Functioning	Mild Impact Indicators	Moderate Impact Indicators	Severe Impact Indicators
<b>Moderate or Severe impact required in the following areas:</b>				
<b>Manifestation of Behavioral Problems Primarily in the Affective Domain as documented by rating scales or outside evaluations.</b>	Behaviors are in the typical range or problem behaviors are due to situational factors	At-risk (T-score 60-69) range evidence on checklists in at least one of the following areas: Aggression, Conduct Problems, Depression, Anxiety, Atypicality, Adaptability, and/or Social Skills	Clinically Significant (T-score 70-79) range evidence on checklists in at least one of the following areas: Aggression, Conduct Problems, Depression, Anxiety, Atypicality, Adaptability, and/or Social Skills	Clinically Significant (T-score 80 or above) range evidence on checklists in at least one of the following areas: Aggression, Conduct Problems, Depression, Anxiety, Atypicality, Adaptability, and/or Social Skills
<b>Behaviors over an Extended Period of Time</b>	Behaviors are managed within the general education classroom	Documented interventions within the general education classroom for at least 4-6 weeks that did not require additional supports. (Tier I or II supports are sufficient).	Development of a functional behavioral assessment and a positive behavior support plan as a team. Behaviors occur 2-3 times per month for at least 4-6 weeks.	Endangers the safety of others or requires interventions outside of the classroom (including documented use of seclusion or restraint) on an average of once per week or more for at least 4-6 weeks with a FBA/BIP in use.
<b>Adverse effect on Educational Performance: (social, emotional, academic, and vocational) and ability to access the general education curriculum</b>	<ul style="list-style-type: none"> <li>-All Grades: A, B, C, satisfactory or secure</li> <li>-Testing: 25th %ile or above</li> <li>-Adaptive Behavior Scale: Social and Communication: 25th %ile or above</li> <li>-0-1 discipline referrals</li> <li>-0-10 Absences per school yr</li> </ul>	<ul style="list-style-type: none"> <li>-All Grades: D or better, progressing or developing</li> <li>-Testing: 10th to 24th %ile</li> <li>-Adapt. Behave. - 10th to 24th %ile</li> <li>-2-4 minor office referrals</li> <li>-10-20 absences per year</li> </ul>	<ul style="list-style-type: none"> <li>-Passing some classes but 1 -or 2 E, needs improvement</li> <li>-Testing: 6th to 9th %ile</li> <li>-Adapt. Behave - 6th to 9th %ile</li> <li>-1-2 major office referrals</li> <li>-10% of days enrolled are missed.</li> </ul>	<ul style="list-style-type: none"> <li>-Mostly D, E, needs improvement, unsatisfactory</li> <li>-Testing: 6th %ile or below</li> <li>-Adapt. Behave. - 6th %ile or below</li> <li>-3+ major office referrals</li> <li>-20% of days enrolled are missed.</li> </ul>



<b>Moderate or Severe Impact Required in one of the following areas:</b>				
<b>Inability to Build or maintain Interpersonal relationships within the school environment</b>	Evidence of ongoing personal relationships	Evidence of improvement in social skills and/or conflict resolution with minor intervention (student appears to have the ability to respond to interventions)	Student's negative interactions and/or absence of interactions remains stagnant over time, despite interventions	Student's negative interactions and/or absence of interactions is increasing over time, despite interventions
<b>Inappropriate Types of Behaviors or Feelings under Normal Circumstances</b>	Based on observations and Adaptive Rating Scales: For the situation, behavior or expression of feelings are within the range of expectations	For the situation, behavior or expression of feelings are a MILD over reaction OR under reaction	For the situation, behavior or expression of feelings are a MODERATE over reaction OR under reaction	For the situation, behavior or expression of feelings are a SEVERE over reaction OR under reaction
<b>General Pervasive (over time) Mood of Unhappiness or Depression</b>	Student does not exhibit behaviors associated with unhappiness or depression except for normal circumstances.	-Standardized Rating Scales in the low risk range -Systematic and Direct observations <50% difference from same age peers	-Standardized Rating Scales in the moderate risk range -Systematic and Direct observations 50% difference from same age peers	-Standardized Rating Scales in the High/Clinical risk range -Systematic and Direct observations >75% from same age peers
<b>Tendency to Develop Physical Symptoms or Fears Associated with Personal or School Problems</b>	Absence of or physical symptoms are related to medical conditions. Fears are rational for development and circumstances.	Occasionally exhibits physical symptoms without a known medical cause or anxiety/panic associated with school or personal life 1-2 times per month.	Physical symptoms and anxiety/panic occur 2-4 times per month and do not improve despite systematic interventions implemented for at least 4 weeks as documented in a behavior plan. Standardized scales in moderate risk range.	Physical symptoms and anxiety/panic occur 2 or times per week and do not improve despite systematic interventions implemented for at least 4 weeks as documented in a behavior plan. Standardized scales in clinical range.

***Is the student excluded for behavior that is solely due to social maladjustment? YES or NO***

***Can the behavior(s) in question be better accounted for by intellectual, sensory or health factors? YES or NO***

***Is the behavior in question situationally based? YES or NO***



**A recommendation for special education eligibility may be considered only when the adverse impact on education performance is moderate or severe. Typically three or more boxes would be checked in the moderate and/or severe categories. Professional judgment is required.**