Berrien Regional Education Service Agency, Berrien Springs, Michigan 49103

EVALUATION TEAM RECOMMENDATION

Emotional Impairment (EI)

EI

File #: _____ MET Date: _____

Student: _____ D.O.B: _____ Age: _____

District: _____ School: _____

Dom. Language: _____ Grade: _____

PURPOSE

☐ Initial eligibility, MET recommendation/summary. *(Attach all referenced material)*

☐ Change of eligibility for special education. *(Attach all referenced material)* Previous Eligibility: _____

EVALUATION FINDINGS AND DOCUMENTATION

The following information and documentation is required to recommend eligibility for special education as a student with an emotional impairment:

Required Information:	**Name and Date of Attached Report/Document**
Ability/Achievement level	
Performance in the school setting and adaptive behavior in the broader community	
Systematic observation of behaviors that interfere with educational and social needs	
Intervention strategies used to improve behavior (Include duration and results)	
Information from parents	
Educationally relevant medical information *(If none, write "NONE")*	

ASSURANCE STATEMENTS

The Evaluation Team must consider the following assurance statements before making a recommendation regarding this student's eligibility:

1. Over an extended period, this student has manifested problems primarily in the affective domain, which adversely affect the student's education to the extent that he/she cannot benefit from learning experiences without special education support.
2. The problems are characterized by one or more of the following behaviors: (Check all that apply)
   - ☐ (a) Inability to build or maintain satisfactory interpersonal relationships within the school environment
   - ☐ (b) Inappropriate types of behavior or feelings under normal circumstances
   - ☐ (c) General pervasive mood of unhappiness or depression
   - ☐ (d) Tendency to develop physical symptoms or fears in association with personal or school problems
3. If considered socially maladjusted, it is determined that he/she is also emotionally impaired.
4. The behaviors are not primarily the result of intellectual, sensory, or health factors.
5. The suspected disability is not due to the lack of appropriate instruction in the essential components of reading or math; or limited English proficiency.

RECOMMENDATION OF ELIGIBILITY

The Evaluation Team **1**) finds **all** the assurance statements to be true; **2**) has considered exclusionary factors; and **3**) recommends, based on the evaluation findings, that this student be considered eligible for special education programs/services under the emotional impairment rule (R340.1706). ☐ Yes* ☐ No

***** If recommending eligibility, state present levels of academic achievement and functional performance on the back of this form or attach documentation that addresses this issue

EVALUATION TEAM SIGNATURES

As a member of the Evaluation Team, I agree with the eligibility recommendation:

Psychologist _____ Other/Title _____

School Social Worker _____ Teacher Consultant _____

This Evaluation Summary **does not** reflect my/our opinion and a separate statement is attached:

Signature/Title _____

EXCLUSIONARY FACTORS WORKSHEET

Emotional Impairment

Each factor must be ruled out as the PRIMARY FACTOR for the student's inability to progress in the general education curriculum, and for obtained behavior performance scores.	**Yes**	**No**
1. Lack of appropriate instruction in essential components of reading and math		
Does information obtained during assessment indicate lack of appropriate instruction in reading and math as the determinant factor in this student's inability to progress in the general education curriculum?		
2. Limited English Proficiency		
• Is there a language other than English spoken by this student?		
• Is there a language other than English spoken by the student's home?		
• Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English?		
3. Cultural Background Differences		
Document all information gathered in assessment that would exclude environmental or cultural disadvantage as the determinant factor for this student's inability to access general education curriculum or perform significantly below normal on measures of behavior.		
• Is there compelling evidence from data gathered and information generated to indicate this student is unable to learn or perform on assessments due to cultural or background difference?		
4. Medical Conditions That Impact School Performance		
Document all information gathered through assessment that would exclude medical or health reasons for this student's deficient performance on both assessments of behavior.		
• Does the student have a medical history and/or school history of medical or health-related difficulties causing the student to have difficulty accessing the general education curriculum?		
• Are there school records of illness or health-related conditions that would impact negatively on this student's ability to progress in the general education curriculum?		
5. Socioeconomic Status, or Communication, Sensory or Motor Impairments		
Document all information gathered through assessment that would exclude sensory or motor impairments as a factor for this student's deficient performance on measures of behavior.		
• Does the assessment data indicate that lack of opportunity to learn due to socioeconomic circumstances is the cause or primary reason for the student's deficient scores obtained on behavioral skills measured?		
If any of the questions in sections 1-5 are YES, please document the reason a given exclusionary consideration is not the primary reason for the student's deficit cognitive, achievement, and/or adaptive scores:		
6. Impairment Specific Considerations		
• The student's performance in educational and other settings, such as adaptive behavior within the broader community, has been considered?		
• There are systematic observations of the behaviors of primary concern which interfere with educational and social needs?		
• There is documentation of intervention strategies (what, how long, results) used to improve the behaviors of concerns?		

Present Level of Academic Achievement and Functional Performance: