# Group Evaluation Summary Report and Prior Written Notice of Eligibility Determination: Emotional-Behavioral Disability

(USBE Rules II.J.5.; and IV.C.)

District/School: Date of Meeting:

Student Name: DOB: Grade:

**Definition:** A condition exhibiting one or more of the following characteristics over a long period of time (i.e., at least 45 school days) and to a marked degree (e.g., frequency, duration, or intensity of the student’s behavior in comparison to the behavior of peers) that adversely affects a student’s educational performance: (a) An inability to learn (e.g., insufficient progress towards meeting age or grade level academic standards) that cannot be explained by intellectual, sensory, or health factors; (b) An 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, depression, or anxiety; (e) A tendency to develop physical symptoms or fears associated with personal or school problems. *Emotional-behavioral disability* includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional-behavioral disability. A student may not be identified as having an emotional-behavioral disability if common disciplinary problem behaviors, such as truancy, smoking, or breaking school conduct rules, are the sole criteria for determining the existence of an emotional-behavioral disability. *Emotional-behavioral disability* is a term that covers the following two types of behavioral difficulties, which are not mutually exclusive, and which may adversely affect a student’s educational performance. (a) *Externalizing* refers to behavior problems that are directed outwardly by the student toward the social environment, and usually involve behavioral excesses. (b) *Internalizing* refers to a class of behavior problems that are directed inwardly, and often involve behavioral deficits.

## All Requirements of USBE Rules II.J.5. Must be Documented Below or Attached

### Assessment Information for Evaluation

#### Behavior Over Time

Indicate what documentation is in the student record which demonstrates the behavior that adversely affects the student’s educational performance has been exhibited over a long period (i.e., at least 45 school days) of time and to a marked degree (e.g., frequency, duration, or intensity of the student’s behavior in comparison to the behavior of peers):

#### Functional Behavior Assessment (FBA)

Is there a Functional Behavior Assessment (FBA) (Rules I.E.19.) that evaluates the observable behaviors leading to the referral for the education evaluation included in the student record?

Yes No

Multiple measures (formal and informal) must be used to assess behavioral, social, and academic areas and must include the following:

| **Area** | **Date** | **Measurement Tool/Method** | **Results** |
| --- | --- | --- | --- |
| Social and developmental history |  |  |  |
| Academic performance |  |  |  |
| Social/behavioral/ adaptive checklists or rating scales |  |  |  |

#### Referral Behaviors

Indicate what documentation is in the student record which provides information about the behaviors for which the student was referred:

Parent input:

### Observable Response Information for Eligibility

Describe the academic setting(s) in school and the nonacademic setting(s) in which the observable emotional and/or behavioral responses of concern occur (USBE Rules II.J.5.b.(5)(a)).

Academic Setting(s):

Nonacademic Setting(s):

Describe how the observable emotional and/or behavioral responses of concern are significantly different from same-age peers in terms of frequency, intensity, and/or setting:

Are the observable emotional and/or behavioral responses of concern primarily the result of any of the following external factors? ***NOTE:*** *If any of the following are Yes, the student cannot be found eligible for special education and related services under the category of emotional-behavioral disability.*

| **Factor** | **Yes or No** | **Basis for Decision** |
| --- | --- | --- |
| An intellectual disability? |  |  |
| A visual impairment, hearing loss, or other medical condition? |  |  |
| Inappropriate classroom management? |  |  |
| Cultural factors? |  |  |
| An environmental or economic disadvantage? |  |  |
| Limited English proficiency? |  |  |

### Intervention Information for Eligibility

Evidence-based instructional and/or behavioral interventions were implemented as described below, and the student remains unable to access education in a general education setting.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Evidence-Based Intervention** | **Type of Intervention** | **Intervention Start Date** | **Intervention End Date** | **Student Response** |
|  | InstructionalBehavioral |  |  |  |
|  | InstructionalBehavioral |  |  |  |
|  | InstructionalBehavioral |  |  |  |
|  | InstructionalBehavioral |  |  |  |
|  | InstructionalBehavioral |  |  |  |

## Prior Written Notice of Emotional-Behavioral Disability Eligibility Determination

1. Did the group determine the student meets the criteria for emotional-behavioral disability (USBE Rules II.J.5.b.(1))? Yes No
2. Did the group determine the emotional-behavioral disability adversely affects the student’s educational performance (USBE Rules II.J.5.b.(2))? Yes No
3. Did the group determine the student requires special education and related services (USBE Rules II.J.5.b.(3))? Yes No
4. Did the group determine a lack of appropriate instruction in reading is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(1))? Yes No
5. Did the group determine a lack of appropriate instruction in mathematics is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(2))? Yes No

All the above are “Yes.” The group determines the student ***is eligible*** for special education and related services under the categorical classification of emotional-behavioral disability.

At least one of the above is “No.” The group determines the student ***is not eligible*** for special education and related services under the categorical classification of emotional-behavioral disability.

The following options were considered and rejected for the following reasons:

Other factors that are relevant to this eligibility proposal:

Parents and students who are adults must be provided prior written notice (PWN) in language understandable to the general public in their native language or other mode of communication before the LEA proposes or refuses to initiate or change the identification, evaluation, or educational placement of your student/you, or the provision of a free appropriate public education (FAPE) to your student/you (USBE Rules IV.C.).

The Procedural Safeguards under Part B of the Individuals with Disabilities Education Act (IDEA) afford you protection. If you do not have a copy, you may request one from the special education teacher. If you have any questions regarding this notice or the Procedural Safeguards, contact the principal/director or special education teacher.

Was a translator/interpreter provided to enable the parent(s)/student who is an adult to participate in the eligibility meeting?

No, translator/interpreter not needed

Yes (translator/interpreter should sign below as a participant)

Your native language or other mode of communication is ***not*** a written language.

**Therefore:**

The notice was translated orally or by other means in your native language or other mode of communication on[date]: by[person]: **AND**

You verified with the translator/interpreter that you understand the content of this notice.

The student is not currently enrolled in the district/charter school. Under Child Find requirements this student’s eligibility determination entitles the student to a free appropriate public education (FAPE) if the student is enrolled in an LEA. Under Utah Special Education Rules VI.B., if the student is enrolled in a nonprofit private school, the student is eligible to receive equitable services, as determined through consultation between the district and the private school. The student may also be eligible for the Carson Smith Scholarship or the Special Needs Opportunity Scholarship Program. If the student receives a scholarship, the student continues to be eligible for equitable services.

## Signatures Below Denote Participation in Eligibility Determination and Acknowledge Receipt of Copy

Special Education Professional Date Parent/Student who is an Adult Date

Signature/Title Date Signature/Title Date

Signature/Title Date Signature/Title Date

**Note:** If signature of parent or student who is an adult is missing, then parent or student who is an adult:

Did not attend (document efforts to involve); **OR**

Participated via telephone, video conference, or other means; **AND**

Copy of this document was mailed to parent/student who is an adult on[date]: