

# Planning and Placement Team Worksheet to Determine Eligibility for Special Education Due to an Emotional Disturbance

This summary of assessment findings is to be completed by the Planning and Placement Team (PPT) in accordance with procedures defined in the “ED Definition Criteria” section of the *Guidelines for Identifying and Educating Students with Emotional Disturbance*. Attach this completed form to the assessment records.

## 1. Alternative Strategies Prior to Referral

Document practices, strategies, supports and interventions implemented at each level as appropriate:

UNIVERSAL: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TARGETED: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INTENSIVE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sources of Evidence for the characteristic(s) and limiting criteria :

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have alternative strategies been attempted and found inadequate to address the student’s areas of need?  Yes  No

## 2. Characteristics and Limiting Criteria

### Limiting Criteria

Characteristic has been exhibited over a long period of time (duration)  Yes  No

Characteristic has been exhibited to a marked degree (i.e., significantly greater frequency and/or intensity than seen in peer group)  Yes  No

Characteristic has an adverse effect on educational performance  Yes  No

Characteristics	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			

**Characteristics**

At least one characteristic has been checked.  Yes  No

All three limiting criteria have been checked for at least one characteristic  Yes  No

***All three limiting criteria must be checked for at least one characteristic in order to qualify for special education eligibility as a student with ED.***

Sources of evidence for the characteristic(s) and limiting criteria:

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**Social Maladjustment and Emotional Disturbance**

If the student exhibits social maladjustment, does he or she also demonstrate the condition of emotional disturbance? (Refer to section 2, page 25, “A Note Regarding Students with Social Maladjustment” in the *Guidelines for Identifying and Educating Students with Emotional Disturbance* [2011])  Yes  No\*

N/A

***\*If “No,” the student does not meet the requirements for this criterion.***

**3. Elimination of Other Possible Causes**

Are any of the following considered primary causes of educational and behavioral problems?

- temporary situational stressors                     Yes    No
- intellectual impairment                             Yes    No
- learning disabilities                                 Yes    No
- medical problems                                     Yes    No
- environmental stressors                            Yes    No

*If all other possible causes are checked "No," the student meets the requirements for this criterion.*

**4. Social, Cultural and Linguistic Considerations**

Has the team considered the following in the analysis and interpretation of data, and determined that each factor does not have a significant influence on the emotional and behavioral functioning of the student?

- social characteristics and influences            Yes    No
- cultural characteristics and influences         Yes    No
- linguistic characteristics and influences      Yes    No

*"Yes" must be checked for each to indicate that the above factors do not significantly influence the student's behavior or emotional status.*

Sources of Evidence:

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**Conclusion**

Does the PPT conclude that the student meets the criteria for having an emotional disturbance as defined in Connecticut statutes?                     Yes    No

*Note: Best practice suggests that dissenting opinions be documented in the IEP, Prior Written Notice and may be indicated in notes or minutes of the PPT meeting..*