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

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

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:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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.*