

## Overview of the Comprehensive Evaluation Process Initial Stages of Decision Making for Emotional Disturbance (ED)

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This is an overview of the process teams should follow when considering students for special education who have behavioral and/or emotional difficulties

**Identify problematic behaviors at all levels (e.g., school-wide, class-wide, individual) through observations**  
**Who is this a problem for? Is the problem validated by school staff, student, parent, community members (as appropriate)?**  
*Below is a series of questions and actions to consider*



Are there clearly defined procedures and consistent consequences for behaviors? Is classroom management and physical arrangement conducive to learning for the student(s)? Consider teacher, parent, and staff expectations & perceptions.

No

**Develop Action Plan** to address levels at which the behavior(s) occur (school-wide, class-wide, individual). **Complete—Analysis & Action Plan**



**Student**

- Has behavior occurred for at least 6 months?
- Are there ecological factors that impede behavior and learning at individual level (e.g., attendance, health, home environment)?
- Have personal, cultural and language factors been considered?
- Has team utilized site resources to address issue(s)?

**Instructional**

- Has the student's previous and current learning environment been considered?
- Is the teacher-student match conducive to learning?
- Is appropriate curriculum in place to meet the student's needs?
- Has team considered sequencing, engagement and re-teaching of academic skills?
- Has team considered the explicit teaching and re-teaching of behavioral expectations and skills?

No

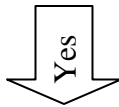
**Review Analysis & Action Plan & consider RtI Problem Solving Meeting for further intervention.**  
Implement for 6-12 wks.

**Student**

- Consider utilizing community resources, Race/Human Relations, parental involvement, cultural norms and dynamics that may contribute to behavior.
- Consider issues of mobility, health and attendance that may contribute to behavior.
- Consider implementation of social skills groups, behavior support plan and/or counseling to address individual needs.
- Consider consultation/collaboration of on-site resources (e.g., teacher buddy) to support classroom.
- Consider consultation/collaboration of district resources (e.g., counseling or psychology department, behavior support resources) to support classroom.

**Instructional**

- Teacher/school collaboration, professional development, teaching style, expectations, classroom management, cultural responsiveness.
- Consider acculturation variables and *appropriate* opportunities for learning.
- Opportunities for learning and appropriate instruction.
- Consider accommodations for student input/output in demonstrating mastery of skills.
- Explicit teaching for academic and behavioral skills.
- Consider language of instruction, use primary language or ELD strategies, if appropriate, insuring instruction is comprehensible.



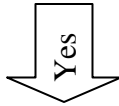
Has a problem-solving team met more than once over a reasonable period of time in order to:

- Identify and systematically address concerns?
- Collect data for student progress?
- Evaluate the effectiveness of plan?

No

**Team Reconvene** to review plan, actions and implementation effectiveness

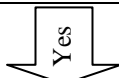
- Intensify and/or modify the plan
- Re-evaluate in 6-12 weeks



Is there overwhelming evidence of minimal progress across all settings *despite* interventions?

No

Continue, modify or expand intervention, adjust time frame and monitor progress.



**Adjust/intensify intervention plan AND/OR Consider a referral for special education**