

SPECIAL EDUCATION PROCEDURE	
District Name	Warren Woods Public Schools
Subject/Topic of This Procedure	IDENTIFICATION: EMOTIONAL IMPAIRMENT AND SOCIAL MALADJUSTMENT
Date Procedure was Adopted or Revised	06/19/2023

Legal Requirement with Citation	<p>Rule 340.1706 of the Michigan Administrative Rules for Special Education provides a definition of a student with an emotional impairment. Emotional impairment is determined through manifestation of behavioral problems primarily in the affective domain, over an extended period of time, which adversely affect the student’s education to the extent that the student cannot profit from learning experiences without special education support.</p> <p>The problems result in behaviors manifested by one or more of the following characteristics:</p> <ul style="list-style-type: none"> • Inability to build or maintain satisfactory interpersonal relationships within the school environment. • Inappropriate types of behavior or feelings under normal circumstances. • General pervasive mood of unhappiness or depression. • Tendency to develop physical symptoms or fears associated with personal or school problems. <p>Emotional impairment also includes students who, in addition to the characteristics specified above, exhibit maladaptive behaviors related to schizophrenia or similar disorders.</p> <p>The term “emotional impairment” does not include students who are socially maladjusted, unless it is determined that the students have an emotional impairment.</p>
Under what circumstances will this procedure be used?	<p>This procedure will be used when evaluating students who may be eligible for special education under the category of emotional impairment.</p>

<p>Who will implement this procedure?</p>	<p>Special education service providers and evaluative staff</p>
<p>Describe the steps in this procedure.</p>	<p>1. When evaluating a student suspected of having an emotional impairment, the multidisciplinary evaluation team report (which includes evaluations by a psychologist and a school social worker) will include documentation of all the following:</p> <ul style="list-style-type: none"> • The student’s performance in the educational setting and in other settings, such as adaptive behavior within the broader community. • Systematic observation of the behaviors of primary concern which interfere with educational and social needs. • Intervention strategies used to improve the behaviors and the length of time those strategies were utilized. • Relevant medical information, if any. <p>If the documentation does not include all the above, the student will not be determined eligible under the category of emotional impairment.</p> <p>2. The determination of eligibility under the category of emotional impairment hinges on whether the student demonstrates one of four established qualifying characteristics:</p> <ul style="list-style-type: none"> • Inability to build or maintain satisfactory interpersonal relationships within the school environment. • Inappropriate types of behavior or feelings under normal circumstances. • General pervasive mood of unhappiness or depression. • Tendency to develop physical symptoms or fears associated with personal or school problems. <p>In addition to the characteristics above, the student also might exhibit other maladaptive behaviors related to schizophrenia or similar disorders.</p> <p>If it cannot be documented that the student demonstrates one of the established qualifying characteristics, the student will not be found eligible under the category of emotional impairment.</p>

3. If the student demonstrates one or more of the qualifying characteristics above, a related consideration is whether the behaviors of concern:
- Are primarily in the affective domain.
 - Have been present over an extended period; and
 - Adversely affect the student's education to the extent that the student cannot profit from learning experiences without special education support (i.e., such that the student requires special education and related services.)

If it cannot be documented that the behaviors of concern meet all three of these three criteria, the student will not be found eligible under the category of emotional impairment.

4. A student will not be found eligible under the category of emotional impairment if the behaviors of concern are primarily the result of intellectual, sensory, or health factors.

When responding to the prompt on the PSSP MET form which states "The presenting characteristics are primarily the result of intellectual, sensory or health factors" the following logic applies:

- Checking YES indicates that the behaviors of concern ARE primarily the result of intellectual, sensory or health factors. These students will not be found eligible under the category of emotional impairment.
- Checking NO indicates that the behaviors of concern ARE NOT primarily the result of intellectual, sensory or health factors. These students may be found eligible under the category of emotional impairment.

5. As with any determination of eligibility, a student will not be determined eligible under the category of emotional impairment if the determinant factor is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA); lack of appropriate instruction in math; or limited English proficiency.

6. If the behaviors of concern meet the criteria in items 2, 3, 4, and 5 above, the student may be determined eligible for special education under the category of emotional impairment.

	<p>7. In accordance with the REED/evaluation plan, an evaluation for an emotional impairment may (but is not required to) consider whether the student demonstrates characteristics associated with social maladjustment. If social maladjustment is considered as part of the evaluation, the following caveats apply:</p> <ul style="list-style-type: none"> • The presence of characteristics associated with social maladjustment does not preclude identification as a student with an emotional impairment. • A student may have an emotional impairment as well as the characteristics of social maladjustment. These students may be found eligible under the category of emotional impairment. • Students who <u>only</u> have characteristics associated with social maladjustment and not the behaviors that indicate an emotional impairment will not be found eligible under the category of emotional impairment. <p>When responding to the prompt on the PSSP MET form which states "The term does not apply to students who are socially maladjusted, unless it is determined they have an emotional impairment" the following logic applies:</p> <ul style="list-style-type: none"> • Checking YES indicates that, even though the student has characteristics associated with social maladjustment, the student also has an emotional impairment and may be found eligible under that category. • Checking NO indicates that the student has <u>only</u> the characteristics associated with social maladjustment and <u>not</u> the behaviors that indicate emotional impairment. If NO is checked, the student will not be found eligible under the category of emotional impairment.
<p>What forms are necessary to implement this procedure?</p>	<ul style="list-style-type: none"> • Review of Existing Evaluation Data (REED) and Notice of Evaluation Plan form from PowerSchool Special Programs. (This form includes the Consent for Evaluation form.) • MET form(s) from PowerSchool Special Programs • IEP Form from PowerSchool Special Programs (including the page entitled Notice of Offer of FAPE)

<p>How, when and by whom will this procedure be consistently documented?</p>	<p>Compliance with this procedure is maintained and reviewed by each local district office of special education. MET reports and IEPs are maintained electronically. Reports and state reporting fields (i.e., initial component of special education, IEP timeliness, etc.) are available for each student in PowerSchool Special Programs (PSSP). The district PSSP Liaison will maintain the data entries and verify accuracy for state reporting.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Documentation of eligibility decisions will be supervised by the Special education administrator.</p> <p>The schedule for review of documentation of this procedure will be monthly based on a random sample.</p>
<p>How, when and by whom will changes to this procedure be communicated?</p>	<p>Changes to this procedure will be communicated by the Special education administrator.</p> <p>Changes to this procedure will be communicated annually and as a result of MDE guidance.</p> <p>Changes will be communicated using the district website, hard copies to staff and during scheduled professional development.</p>