

A School District's Perspective On Determining Eligibility For ED

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Criteria For Emotional Disturbance

ED Eligibility Is Ruled Out If Behavior Is Due To Other Causes

- ❖ Social Maladjusted/Conduct Disorder
- ❖ Medication and/or Medical Issues
- ❖ Drug and/or Alcohol Use

Social Maladjusted/Conduct Disorder

Medication and/or Medical Issues

Drug and/or Alcohol Use

**GEER MATRIX for EMOTIONAL
DISTURBANCE
(G-MED)**

**Variables to Consider
(add points)**

Social/Developmental History

- Parent concerns at home.
- Concerns at home at least six months in duration.
- Major changes/crises/traumas within last two years.
- Delayed developmental milestones.
- Low APGAR scores.
- Hospitalizations in mental health facilities.
- DSM IV-TR diagnoses.
- Current use of medications for DSM diagnoses.
- Sleep difficulties.
- Enuresis/encopresis history.
- Other physical health issues.
- Frequent changes of schools attended.
- Familial/hereditary factors (alcoholism, drug use, developmental delays, diagnosed mental health issues) with parents, parents' siblings, grandparents, grandparents' siblings.

Social/Developmental History Continued

- Repeated grade.
- Poor relationships with family members.
- No consistent success with home discipline techniques.
- Delayed self-help skills.
- Absence of home chores/responsibilities carried out successfully.
- Lack of friends in neighborhood.
- Lack of friends in school.
- Poor general adult relationships.
- Use of profanity.
- Nervous displays.
- Easily upset.
- Displays of temper.
- Short attention span.

Client Interview

- Poor level of happiness.
- Anger/madness.
- Presence of sadness.
- Nervousness.
- Not in control of own behavior.
- Multiple reasons for getting in trouble at school.

SCHOOL REPORT INFORMATION

- Suspensions/expulsions.
- Office referrals.
- Discrepancy between ability and achievement.
- Level of grades.

INFORMAL SENTENCE COMPLETION

- Description of poor family relationships.
- Poor regard for self.
- Lack of recognition of relationship between bad behavior and punishment.
- Lack of capability of remorse.
- Lack of future thinking/aspirations.
- Poor attitude toward learning.

SCALE FOR ASSESSING EMOTIONAL DISTURBANCE

- Significant Total Test Quotient.
- Significant Inability to Learn subscale.
- Significant Relationship Problems subscale.
- Significant Inappropriate Behavior subscale.
- Significant Physical Symptoms or Fears subscale.
- Subtract significant Socially Maladjusted subscale.

DEVEREUX BEHAVIOR RATING SCALE (parent raters)

- Significant Total Scale Quotient.
- Significant Interpersonal Problems subscale.
- Significant Inappropriate Behaviors/Feelings subscale.
- Significant Depression subscale.
- Significant Physical Symptoms/Fears subscale.

DEVEREUX BEHAVIOR RATING SCALE (teacher raters, if administered)

- Significant Total Scale Quotient.
- Significant Interpersonal Problems subscale.
- Significant Inappropriate Behaviors/Feelings subscale.
- Significant Depression subscale.
- Significant Physical Symptoms/Fears subscale.

BECK YOUTH INVENTORIES – SECOND EDITION

- Lower than average level of Self-Concept.
- Elevated level of Anxiety.
- Elevated level of Depression.
- Elevated level of Anger.
- Elevated level of Disruptive Behavior.

Variables to Consider (subtract points)

CONDUCT DISORDER SCALE

- Significant Conduct Disorder Quotient.
- Significant Aggressive Conduct subscale.
- Significant Deceitfulness/Theft subscale.
- Significant Rule Violations subscale.

SCALE FOR ASSESSING EMOTIONAL DISTURBANCE

- Significant Socially Maladjusted subscale.

Wrap Around Services

Effective Teachers
Can Teach All Students

Effective Practices
Are Beneficial For All Students

Belton Ozanam Southland Cooperative (BOSCO)