

# OPERATING PROCEDURES

## EMOTIONAL DISTURBANCE

GREGORY-PORTLAND ISD

205902

Template update May 2020

Legal Framework: EMOTIONAL DISTURBANCE

[Related Resources](#)

Broad Category: EVALUATION

---

### PROCEDURES:

- Evaluation personnel follow the Texas state guidelines for determining eligibility for emotional disturbance.
- The following evaluation personnel are members of the multi-disciplinary team when evaluating for emotional disturbance:
  - Licensed Specialist in School Psychology;
  - Educational Diagnostician;
  - Other staff, if necessary.
- Evaluation staff will review referral information to develop a plan of assessment. The assessment plan should determine members of the team, team leader, roles and responsibilities, a recommended order of assessment and timeline for completion. The Full Individual and Initial Evaluation must address communication, health, sociological, emotional/behavioral, cognitive/adaptive, achievement, and assistive technology, either through formal or informal methods.
- For reevaluations, the ARD committee will complete a REED to plan the evaluation. Best practice includes a minimum of two cohesive evaluations to be completed prior to the review of existing evaluation data as a substitute for formal/informal assessment. A Licensed Specialist in School Psychology must provide input when reviewing data for a child identified with Emotional Disturbance. If further assessment is needed, G-PISD will provide notice of FIE and obtain written consent for the evaluation.
- In all but the most severe cases, interventions should be implemented at the campus level and documented with fidelity prior to referral for an FBA. A functional behavioral assessment will be completed to address emotional/behavioral needs that have a significant impact on a student's progress in the educational setting. Once the evaluation has been completed, the Licensed Specialist in School Psychology (LSSP) will discuss recommendations for intervention with the student's ARD Committee.
- The LSSP will draft the BIP if done in conjunction with a FIIE/FIE. The behavior teacher will draft the BIP if not done in conjunction with a FIIE/FIE.
- PBIS is outlined in the G-PISD MTSS/RtI Manual as a tier 1 schoolwide strategy. Positive behavior supports are designed and implemented by the campus behavior teams with support from the Licensed Specialist in School Psychology.

## OPERATING PROCEDURES

### EMOTIONAL DISTURBANCE

GREGORY-PORTLAND ISD

205902

- Evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures in order to prevent inappropriate evaluations for specific cultural groups. A variety of evaluation instruments and strategies are utilized to gather relevant functional and developmental information about the student, including information provided by the parent.

#### STAFF RESPONSIBLE:

**District Level:** Director of Special Education

**Campus Level:** Evaluation personnel,

#### TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Initial evaluations
- Reevaluations

#### EVIDENCE OF PRACTICE:

- Forms or checklists used
- Training artifacts (sign-in sheets, agendas, etc.)
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations