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

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

1. Identify problematic behaviors at all levels (e.g., school-wide, class-wide, individual) through observations.
2. 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.

  **Thinking**

  - Yes
  - No

  **Actions**

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

  - Implement for 6-12 wks.

- 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?

- 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?

- Team Reconvene to review plan, actions and implementation effectiveness
  - Intensify and/or modify the plan
  - Re-evaluate in 6-12 weeks

- Review Analysis & Action Plan & consider RtI Problem Solving Meeting

Yes

No

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

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

  **Thinking**

  - Yes
  - No

  **Actions**

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

Comprehensive Evaluation Process-ED