

03.04.04 Emotional or Behavioral Disorders (EBD)

Before you begin...

The information included in the check boxes below is taken from a state rule. Consult [MN Rule 3525.1329](#) for complete details on the requirements of this disability category.

Definition

"Emotional or behavioral disorders" (EBD) means an established pattern of one or more of the following emotional or behavioral responses:

- A. withdrawal or anxiety, depression, problems with mood, or feelings of self-worth;
- B. disordered thought processes with unusual behavior patterns and atypical communication styles; or
- C. aggression, hyperactivity, or impulsivity.

The established pattern of emotional or behavioral responses must adversely affect educational or developmental performance, including intrapersonal, academic, vocational, or social skills; be significantly different from appropriate age, cultural, or ethnic norms; and be more than temporary, expected responses to stressful events in the environment. The emotional or behavioral responses must be consistently exhibited in at least three different settings, two of which must be educational settings, and one other setting in either the home, child care, or community. The responses must not be primarily the result of intellectual, sensory, or acute or chronic physical health conditions.

Disability Category Criteria

Based on information in the Evaluation Report and the student file, K-12 students must meet the requirements in **boxes 1 through 4 below**. Pre-kindergarten students must meet the requirements outlined in **boxes 1 2, 5 and 6**. Determinations must be made by a multidisciplinary team and supported by information collected from multiple settings and sources and represent a significant difference from peers. The "Eligibility Determination" must have one of the buttons selected for the checklist to be considered complete.

1. Behaviors

The student must exhibit withdrawn or anxious behaviors, pervasive unhappiness, depression, severe problems with mood or feelings of self-worth as defined by at least ONE of the following:

- Isolating self from peers
- Displaying intense fears or school refusal
- Overly perfectionistic
- Failing to express emotion
- Displaying pervasive sad disposition
- Changes in eating or sleeping patterns
- Developing physical symptoms related to worry or stress
- Other

OR

The student must exhibit disordered thought processes manifested by unusual behavior patterns, atypical communication styles or distorted interpersonal relationships as defined by at least ONE of the following:

- Reality distortion beyond normal developmental fantasy and play or talk
- Inappropriate laughter, crying sounds, or language
- Self-mutilation
- Developmentally inappropriate sexual acting out or developmentally inappropriate self-stimulation
- Rigid, ritualistic patterning
- Perseveration or obsession with specific objects
- Overly affectionate behavior towards unfamiliar persons

Hallucinating or delusions of grandeur

Other:

OR

The student must exhibit aggressive, hyperactive, or impulsive behaviors that are developmentally inappropriate as defined by at least ONE of the following:

Physically or verbally abusive behaviors

Impulsive or violent, destructive, or intimidating behavior

Behaviors that are threatening to others or excessively antagonistic

Other:

2. Patterns

The student must exhibit at least ONE of the following patterns of behavior

Emotional or behavioral responses that adversely affects educational performance

Inability to demonstrate satisfactory social competence that is significantly different from age, cultural or ethnic norms;

OR

- Unsatisfactory educational progress that is not primarily a result of intellectual, sensory, physical, health, cultural or linguistic factors, illegal chemical use, autism spectrum disorders, or inconsistent educational programming.

3. Areas of Impact K - 12

Documentation of prior interventions and evaluation data for K – 12 students must establish significant impairments in at least ONE of the following areas:

- Intrapersonal
- Academic
- Vocational
- Social skills

The area(s) identified above must meet ALL of the following criteria:

- Severely interferes with the pupil's or other students' educational performance,
- Consistently occurs in at least three different settings, including 2 educational (1 must be classroom), and either in the home, at child care or in the community,
- Occurs throughout a minimum of six months, or results from the well-documented, sudden onset of a serious mental health disorder diagnosed by a licensed mental health professional.

4. Evaluation Requirements K - 12

The evaluation may include data from vocational skills measures; personality measures; self-report scales; adaptive behavior rating scales; communication measures; diagnostic assessment and mental health evaluation reviews; environmental, socio-cultural, and ethnic information reviews; gross and fine motor and sensory motor measures; or chemical health assessments.

K-12 evaluations must be supported by current or existing data from ALL of the following:

- Clinically significant scores on standardized, nationally normed behavior rating scales
- Individually administered, standardized, nationally normed tests of intellectual ability and academic achievement
- Interviews with parent, pupil and teacher
- Three systematic observations in the classroom or other learning environments
- Record review
- Mental health screening
- Health history review procedures
- Functional behavioral assessment

5. Areas of Impact Pre-K

Evaluation data must establish and define developmentally significant impairments in at least ONE of the following areas for pre-kindergarten students:

- Self-care
- Social relations

- Social or emotional growth

The area(s) identified above must meet ALL of the following criteria:

- Data must document that the emotional or behavioral responses are exhibited in at least one setting, including either in the home, at child care, or in the community.
- Occurs throughout a minimum of six months, or results from the well-documented, sudden onset of a serious mental health disorder diagnosed by a licensed mental health professional.

6. Evaluation Pre-K

Pre-K evaluations must be supported by current or existing data from EACH of the following sources:

- Two or more systematic observations, including one in the home
- A case history, including medical, cultural and developmental information
- Information on the pupil's cognitive ability, social skills, and communication abilities
- Standardized and informal interviews, including parent, teacher, caregiver, and childcare provider
- Standardized adaptive behavior scales

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Eligibility Determination

To determine eligibility, one of the following MUST be checked.

- The documentation supports the team decision that the student is eligible.
- The documentation supports the team decision that the student is ineligible.
- The documentation does not support the team decision that the student is eligible.