



**INSTRUCTIONS:** This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment under Chapter 115, Wis. Stats., and the eligibility criteria established in PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document determination of eligibility for special education services and attach it to model form ER-1, Evaluation Report.

*This form is provided for local use only.*

Student Name	Date of Eligibility Determination
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All questions must be checked Yes for documentation of an impairment of emotional behavioral disability per s. PI 11.36 (7), Wis. Admin.Code.

**DOCUMENTATION OF ELIGIBILITY**

Yes     No    The student exhibits social, emotional, behavioral functioning that so departs from generally accepted age appropriate, ethnic or cultural norms that it adversely affects the child in at least one (1) of the following areas. *Check all that apply.*

<input type="checkbox"/> Academic progress <input type="checkbox"/> Social relationships <input type="checkbox"/> Personal adjustment	<input type="checkbox"/> Classroom adjustment <input type="checkbox"/> Self care <input type="checkbox"/> Vocational skills
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Comments/examples:

Yes     No    Behaviors are severe, chronic, and frequent.

Yes     No    Behaviors occur at school and at least one (1) other setting. *Check all that apply.*

<input type="checkbox"/> Home	<input type="checkbox"/> Community
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Yes     No    The student displays any of the following. *Check all that apply.*

- Inability to develop or maintain satisfactory interpersonal relationships;
- Inappropriate affective or behavior response to a normal situation;
- Pervasive unhappiness, depression or anxiety;
- Physical symptoms, pains or fears associated with personal or school problems;
- Inability to learn that cannot be explained by intellectual, sensory or health factors;
- Extreme withdrawal from social interaction;
- Extreme aggressiveness for long periods of time;
- Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

Comments/examples:

*Check box to confirm.*

The IEP team has done a full and individual evaluation, including using a variety of sources of information, systematic observations in a variety of educational settings, reviewing prior documented interventions, and including the cause of the disability if it is known.

AND

The IEP team did not identify or refuse to identify the student as EBD solely on the basis of another disability, social maladjustment, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.