

Eligibility Record Review Document Emotional-Behavioral Disability (EBD)

[707 KAR 1:002 Section 1\(5\)](#) and [707 KAR 1:310](#)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
EBD 1	<p>The ARC documented evidence showing the student was provided with interventions to meet instructional and social-emotional needs and continued to exhibit <u>one or more</u> of the following, when compared to the student's peer and cultural reference groups across settings, over a long period of time and to a marked degree.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Severe deficits in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers; <input type="checkbox"/> Severe deficits in academic performance, which are not commensurate with the student's ability level and are not solely a result of intellectual, sensory or other health factors but are related to the student's social-emotional problems; <input type="checkbox"/> A general pervasive mood of unhappiness or depression; or, <input type="checkbox"/> A tendency to develop physical symptoms or fears associated with personal or school problems. <input type="checkbox"/> <p>NOTE:</p> <ul style="list-style-type: none"> • ARC documentation includes a summary of the discussion pertaining to the review and analysis of intervention data. • For purposes of reevaluation, documentation of interventions includes evidence of IEP implementation. This includes, but is not limited to, Specially Designed Instruction (SDI), Supplementary Aids and Services (SAS), Behavior Intervention Plan (BIP), provided for the student. Progress for each measurable annual goal shows the student continues to exhibit one or more of the above criteria. 		
EBD 2	The ARC documented in the discussion that the student's deficits are not the result of isolated inappropriate behaviors that are the result of willful, intentional or wanton actions unless it is determined through the evaluation process that the child does have an emotional-behavioral disability.		
EBD 3	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> • showed <i>how</i> the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability • described the unique differences of the student that warrant specially designed instruction (SDI) 		

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	<ul style="list-style-type: none"> drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>		
EBD 4	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> instruction provided by qualified personnel intervention data based on the student's response to instruction setting of instruction attendance records work samples disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>		
EBD 5	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> social-developmental history <i>Summary of Past and Present Support</i> in Conference Summary 		
EBD 6	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. 34 CFR 300.306</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p>		

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	<input type="checkbox"/> Yes <input type="checkbox"/> No		
EBD 7	<p>ARC membership includes all of the following as defined in 707 KAR 1:320 Section 3 (1):</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>		