

# Significant Identifiable Emotional Disability

---

## **Definition:**

---

A child/student with a significant identifiable emotional disability shall have emotional or social functioning, which prevents the child/student from receiving reasonable benefit from general education.

## **Criteria:**

---

The child/student meets one or both of the following criteria:

- Academic functioning: an inability to receive reasonable educational benefit from general education which is not primarily the result of intellectual, sensory or other health factors, but due to the identified emotional condition
- Social/emotional functioning: an inability to build or maintain interpersonal relationships which significantly interferes with the child's/student's social development. Social development involves those adaptive behaviors and social skills which enable a child/student to meet environmental demands and assume responsibility for his/her own and others' welfare.

All four of the following qualifiers shall be documented for either of the above criteria demonstrated:

- A variety of instructional and/or behavioral interventions were implemented within general education and the child/student remains unable to receive reasonable educational benefit from general education or his/her presence continues to be detrimental to the education of others.
- Indicators of social/emotional dysfunction exist to a marked degree; that is, at a rate and intensity above the child's/student's peers and outside of his/her ethnic and cultural norms and outside the range of normal development expectations.
- Indicators of social/emotional dysfunction are pervasive, and are observable in at least two different settings within the child's/student's environment, one of which shall be school.
- Indicators of social/emotional dysfunction have existed over a period of time and are not isolated incidents or transient, situational responses to stressors in the child's/student's environment.

Emotional or social functioning shall mean one or more of the following:

- Exhibits pervasive sad affect, depression and feelings of worthlessness; cries suddenly or frequently
- Displays unexpected and atypical affect for the situation
- Excessive fear and anxiety
- Persistent physical complaints not due to a medical condition
- Exhibits withdrawal, avoidance of social interaction and/or lack of personal care to an extent that maintenance of satisfactory interpersonal relationships is prevented
- Out of touch with reality; has auditory and visual hallucinations, thought disorders, disorientation or delusions
- Cannot get mind off certain thoughts or ideas; cannot keep self from engaging in repetitive and/or useless actions
- Displays consistent pattern of aggression toward objects or persons to an extent that development or maintenance of satisfactory interpersonal relationships is prevented
- Pervasive oppositional, defiant or noncompliant responses
- Significantly limited self-control, including an impaired ability to pay attention
- Exhibits persistent pattern of stealing, lying or cheating
- Persistent pattern of bizarre and/or exaggerated behavior reactions to routine environments

## **CDE Resources and Information:**

---

<http://www.cde.state.co.us/cdesped/SD-SIED.asp>

## **Additional Resources and Information:**

---

<http://www.centerforsafeschools.org>

The Center for Safe Schools and Communities has taken leadership in developing The Peace4Kids model that is highly effective with aggressive youth. This model took its roots from the original Aggression Replacement Training program developed by the late Arnold P. Goldstein from Syracuse University. His program is well researched, and effective and is used world-wide with delinquent youths. The Center offers trainings in the Peace4Kids model. Other trainings we offer include character education, K-12 Model Guidance programs, Restorative Justice, Parent Empowerment, conflict mediation, peer helping, effective discipline programs, grant writing, alternative school development and school-wide character education. We are a non-profit organization and our staff is working toward creating a "family" of individuals that improve the way we build social skills and character with children and families.

<http://www.pbis.org>

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

<http://www.interventioncentral.com>

Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. The site was created by Jim Wright, a school psychologist and school administrator from Central New York. Visit to check out newly posted academic and behavioral intervention strategies, download publications on effective teaching practices, and use tools that streamline classroom assessment and intervention.

<http://www.whytry.org>

The WhyTry Program was created to provide simple, hands-on solutions for:

- Dropout Prevention
- Violence Prevention
- Drug and Alcohol Prevention
- Truancy Reduction
- Increasing Academic Success

The WhyTry Organization was founded by Christian Moore, LCSW, who is now recognized internationally as a leading advocate for at-risk youth.

<http://www.peakparent.org>

The mission of PEAK Parent Center is to provide training, information and technical assistance to equip families of children birth through twenty-six including all disability conditions with strategies to advocate successfully for their children. As a result of PEAK's services to families and professionals, children and adults with disabilities will live rich, active lives participating as full members of their schools and communities.