Checklist for Comprehensive Evaluation

In order to determine the presence of an emotional disturbance (ED), the evaluation should address each of the following domains. Suggested sources of data are listed under each domain.

☐ **Emotional/Behavioral**
__ Documentation of tiered interventions and the student's response to those interventions
__ Direct assessment of student
      Clinical interview with student
      Play-based assessment (as with preschool children)
      Social Emotional assessments (e.g., sentence completion, drawings and projective techniques)
      Student's self-report
__ Observable behavior in multiple settings
      Standardized report (e.g., rating scale, inventory, etc.) by teacher, parent, other observer
      Structured direct observation
      Documentation of observable target behavior and its function
      Documentation of specific behavior incidents (e.g., discipline reports)

☐ **Psychosocial/ Cultural History**
      Family background
      Environmental background
      Social background
      Cultural background
      Developmental history
      Educational history
      Special services
      Behavior/Psychosocial functioning
      File review
      In-depth, structured interview(s) with parent(s) or guardian(s)

☐ **Intellectual/Developmental**
      Standardized cognitive/developmental testing
      Documentation of previous cognitive assessment that is valid and still applicable
      Other documented evidence (e.g., group testing) that establishes a level of cognitive functioning
      In-depth, structured interview(s) with parent(s) or guardian(s)

☐ **Educational progress**
      Documentation of tiered interventions and the student's response to those interventions
      Curriculum-based measures
      Objective data on classroom performance (e.g., grades on assignments, tests)
      Standardized achievement testing
      Work samples/portfolios of student work

☐ **Health Assessment**
      Past and current health status reports
      In-depth, structured interview(s) with parent(s) or guardian(s)

☐ **Specialized assessments as recommended by the PPT, including the following:**
      Medical
      Psychiatric
      Psychomotor/Occupational Therapy
      Speech/Language/Communication
      In-depth, structured interview(s) with parent(s) or guardian(s)