

Emotional Disturbance

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DSM IV- TR

- The following are examples of emotional conditions used to classify children as emotionally disturbed:
- Autism Spectrum Disorder
- ADHD
- Obsessive Compulsive and Tic Disorders
- Anxiety Disorders
- Mood Disorders
- Psychosis and Psychotic Disorders
- Conduct Disorder
- Oppositional Defiant Disorder

Education Code: Entrance Criteria for Emotionally Disturbed Classification

- In order for a child to be classified ED, he/she must meet at least one of the five specific characteristics below
- As well, they need to meet all three of the limiting criteria:
 - Must exist over a long period of time
 - Must be to a marked degree
 - Must adversely effect the student's educational performance

ED Characteristics

1. An inability to learn which cannot be explained by intellectual, sensory or other health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Group Activity

- In small groups read over the case study you are given and try to identify which ED characteristic the child is exhibiting. For the purposes of this activity, please assume that each child is only exhibiting one characteristic.

RYAN

- An inability to learn which cannot be explained by intellectual, sensory or other health factors:
 - Fragmented thoughts
 - Incoherence
 - Poor reasoning/ Judgment
 - Long and short term memory loss

SARA

- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers:
 - Extremely fearful of teachers, adults and peers
 - Aggressive behavior if others intrude on his/her space
 - Regression (tantrums, wetting the pants)
 - Avoids communicating

HANS

- Inappropriate types of behavior or feelings under normal circumstances:
 - Delusions/ Hallucinations
 - Bizarre behaviors
 - Child dwells in fantasy life significantly more than his peers, and talks about seeing or hearing things

JACK

- A general pervasive mood of unhappiness or depression:
 - Predominately depressed, sad, blue, hopeless, low, down in the dumps, and irritable
 - Recurrent thoughts of death, suicidal ideation, wishes to be dead, and suicide attempts
 - Child is extremely fearful and apprehensive without really knowing why

KATE

- A tendency to develop physical symptoms or fears associated with personal or school problems:
 - Physical symptoms with no known organic findings
 - Child expresses his unfounded belief in any one of the following:
 - Some catastrophe will happen to the parent/adult
 - The parent/adult will leave home, never to return
 - Some catastrophe will happen to the student which will cause him/her to be removed or taken away from parent

Demographics

- Children with emotional disturbance are more likely to be male, African American and economically disadvantaged.
- More than three-fourths of secondary students with emotional disturbance are male.
- African Americans appear to be overrepresented amongst students with emotional disturbance, research suggests that this may be due to expectations regarding normative behavior.
- Children with emotional disturbance have an increased likelihood of living with one parent, being in foster care or in other various alternative living arrangements.

Demographics Cont...

- Emotional disturbance has a high co morbidity rate with substance abuse as well as increased risk for negative encounters with the juvenile justice system.
- Nationally, student identification rate for emotional disturbance is approximately 2 percent as estimated by the U.S. Department of Education's *Second Annual Report to Congress on the Implementation of P.L. 94-142*.

Demographics Cont...

- Identification rates for emotional disturbance are lower for girls and young women amongst students. This lower identification rate could be attributed to assessment and identification process of emotional disturbance as well as the likelihood of girls and women to exhibit internalizing problems such as depression.
- Usually children with emotional disturbance exhibit problems at an early age, although, identification usually happens later in life compared to other disabilities.

Percentage of Student's with Disabilities Identified as Having Emotional Disturbance 1995-96

Age (yrs)	6-7	8-9	10-11	12-13	14-15	16-17
Percentage	3.5 %	5.6%	7.3%	10.2%	13.1%	13%

Assessment Tools

- Projective, Tasks of Emotional Development, Draw A Person: Screening for Emotional Disturbance, Thematic Apperception Test, House-Tree-Person
- Rotten Incomplete Sentences, Protocol, Three Wishes, Guess Why?
- Standardized Rating Scales, Adolescent Psychopathology Scale
- Interview with Parents, Interview with Student, Review of Cumulative file,
- Review of Intervention History

THE END

