

APPENDIX E

DRAFT July '03

Kansas Criteria for Serious Emotional Disturbance (SED)

The term serious emotional disturbance refers to a diagnosed mental health condition that substantially disrupts a child's ability to function socially, academically, and/or emotionally.

Complete the following checklist to determine if the youth has SED.

_____	_____
Name of Youth	Name of Agency
_____	_____
Evaluator Signature	Date

Check yes or no on #1 - 3 to determine if the youth has SED:

- YES NO 1. AGE:
- ___ ___ The youth is under age 18, or under the age of 22 and has been receiving mental health services prior to the age of 18 that must be continued for optimal benefit.
- YES NO 2. DURATION and DIAGNOSIS:
- ___ ___ The youth currently has a diagnosable mental, behavioral, or emotional disorder of sufficient duration to meet the diagnostic criteria specified within the most current DSM.
- Disorders include those listed in the most current DSM or the ICD - 9 equivalent with the exception of DSM - IV "V" codes, substance abuse or dependence, and developmental disorders, unless they co-occur with another diagnosable disorder that is accepted within this definition.
- Diagnosis _____

YES NO

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3. FUNCTIONAL IMPAIRMENT

The disorder must have resulted in functional impairment which substantially interferes with or limits the youth's role or functioning in family, school, or community activities.

Functional impairment is defined as difficulties (internalizing and externalizing) that substantially interfere with or limit a youth from achieving or maintaining one or more developmentally-appropriate social, behavioral, cognitive, communicative, or adaptive skills. Functional impairments of episodic, recurrent, and continuous duration are included.

Youth that would have met functional impairment criteria without the benefit of treatment or other support services are included in this definition.

Which of the following functional areas has been disrupted as a direct result of the child's mental health condition? (**Examples are not intended to be all inclusive, and more than one can be marked**).

- School (for example: exhibiting behaviors that interfere with the child's ability to perform such as inattentive in class, unable to sit in one place, unable to concentrate, withdrawn at school to the point that the child's ability to function at school is impacted, accumulating sick days as a result of being overwhelmed/depressed which places the student at risk for truancy, in-school suspension, out-of-school suspension)
Describe _____

- Family (for example: at-risk of out-of-home placement, physical aggression at home, suicidal, isolative and withdrawn to the point that youth is not engaging in day to day family activities)
Describe _____

(2)

- Community (for example: impairment necessitates law enforcement contact such as youth is running away due to delusional symptoms;

unable to or serious difficulty participating in regular community and/or peer activities due to behavior, isolating from peers)

Describe _____

EXCLUSIONS: Functional impairment does not qualify if it is a temporary response to stressful events in the youth's environment. Functional impairment also does not qualify if it can be attributed solely to intellectual, physical, or sensory deficits.

Youth meets the criteria for SED:

YES _____

NO _____