

Vermilion Association for Special Education Criteria for Placement in Social-Emotional Program

A student may be found eligible to receive support within the Social-Emotional Program (SEP) by an IEP team who determines that the intensity of the students' needs in the area of behavior management cannot be addressed within less restrictive environments in a productive and positive way.

SOCIAL-EMOTIONAL PROGRAM

Students considered for this program are from five through twenty-one years of age who qualify for special education under the one or more following disability categories:

1. Emotional Disability
2. Other Health Impairment
3. Autism

Individual teams can use their discretion for determining placement in this program to include children from other eligibility areas for special education services.

The program is designed for students who consistently demonstrate the need to work on managing disruptive, aggressive, internalizing and/or externalizing behaviors and learn in a structured, therapeutic setting that minimizes distractions.

Students considered for this program exhibits one or more of the following characteristics:

1. An inability to learn which cannot be explained by intellectual, sensory, health cultural or linguistic factors
2. An inability to develop or maintain satisfactory interpersonal relationships with peers and adults
3. An inability to develop self-management skills and manage one's emotions and behaviors
4. An inability to fulfill academic potential due to impeding behaviors

This program would be appropriate for students requiring a highly structured program with modifications in curricula as needed to support the following long-term educational/transitional goals:

1. Develop self-awareness and self-management skills to achieve school and life success. Identify and manage one's emotions and behaviors.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.
4. Function within a less restrictive environment in a productive and positive way.

Placement in the SEP Program will be considered on the basis of:

1. Characteristics are exhibited over an extended period of time and to a marked degree
2. Adverse effects on educational performance even after interventions has been provided
3. Failure to make progress after the IEP having conducted a functional behavior assessment and implemented a behavior intervention plan over a 4-6 week timeframe.
4. Having met the criteria listed in the above statements.

Social-Emotional Program Placement Progression Chart

