

Kentucky Determination Criteria Checklist for Severe Emotional Disability (SED)

Relates to KRS 200.503(3) and 907 KAR 15:060, 15:065, 15:050, and 15:055, and 908 KAR 2:260. Per KRS 200:501 – Children with a SED who are receiving institutional care or are at risk of institutional placement shall be given priority for services pursuant to KRS 200:501–200.509.

Individual's Name _____

Identification Number _____

Diagnostic Code(s) _____

The following table illustrates the criteria that shall be met for an individual to be designated as SED. In order to make an SED designation, Sections 1, 2 and 4 are required and at least two of five in Section 3.

Yes	No	Criteria
		<p>Section 1: Age Is a person under age 18 or under age 21 who was receiving services prior to eighteenth birthday and that must be continued for therapeutic benefit.</p>
		<p>Section 2: Diagnosis</p> <ul style="list-style-type: none"> ◆ Individual with a clinically significant disorder of thought, mood, perception, orientation, memory or behavior that is listed in the current edition of the APA's Diagnostic and Statistical Manual of Mental Disorders. ◆ Excludes those children who are singularly diagnosed an intellectual disability.
		AND
		<p>Section 3: Limitations Presents substantial limitations in at least 2 of the following 5 areas that have persisted for at least 1 year or are judged by a behavioral health professional to be at high risk of continuing for 1 year without professional intervention:</p> <ul style="list-style-type: none"> a) <u>Functioning in Self-Care</u>: Impairment in self-care is manifested by a person's consistent inability to provide, sustain and protect his or herself at a level appropriate to his or her age. (e.g., significant basic hygiene or self-care needs, pattern of self-injurious behavior, pattern of physically reckless decision-making, eating disorders, failure to address serious health, nutrition, safety, or medical needs, threatens or attempts suicide) b) <u>Functioning in Interpersonal Relationships</u>: Impairment of interpersonal relationships (including community relationships) is manifested by the consistent inability to develop and maintain satisfactory relationships with peers and adults. Children and adolescents exhibit constrictions in their capacities for shared attention, engagement, initiation of two-way effective communication, and shared social problem solving. Inability to maintain safety without assistance; a consistent lack of age-appropriate behavioral controls, decision-making, judgment and value systems which result in potential out-of-home placement. (e.g., repeated or serious aggressive interactions with peers or adults in the community, isolated or withdrawn much of the time, behavior which consistently alienates peers.) c) <u>Functioning in Family Life</u>: Impairment in family function is manifested by the inability to live in a family or family type environment. This can include a pattern of emotional or disruptive behavior exemplified by repeated and/or unprovoked aggravating or violent behaviors aimed at others in the home (siblings and/or parents and/or other caretakers such as relative caregivers, foster parents) and seriously disrupts the home; disregard for safety and welfare of self or others in the home (e.g., fire setting, serious and chronic destructiveness, self-injurious behavior, inability to conform to reasonable expectations that may result in removal from the family or its equivalent). Child-caregiver and family characteristics do not include developmentally based adaptive patterns that support social-emotional well-being. d) <u>Functioning at School/Work</u>: Impairment in school/work function is manifested by an inability to pursue

