

**GUIDELINES TO HELP DETERMINE
 THE NEED FOR A PSYCHIATRIC REFERRAL**

A school-based psychiatric evaluation addresses the extent to which a student's social-emotional status is affecting the student's functioning in school. The psychiatrist will review student/family histories and, through interviews, evaluate the student's current mental status (affect, mood, orientation, judgment, insight). Based on an assessment of the student's mental status, the psychiatrist will make a diagnosis, if appropriate, using criteria from the DSM IV (Diagnostic and Statistical Manual of Mental Disorders). Resulting recommendations should address the need for medical intervention (i.e., medication, therapy, hospitalization). The psychiatric evaluation does not directly address classroom interventions, educational needs and/or appropriate IEP goals and objectives.

A psychiatric evaluation is appropriate to consider when your team believes that identifying the existence of a possible psychiatric disorder is necessary in order to appropriately plan an educational program. The following questions should be helpful when trying to determine whether or not a psychiatric evaluation is necessary:

I. Identify any known factor(s) which may interfere with development and educational performance:

Specify: (Include Age at onset)

- | | | |
|--------------------------|-------------------|----------------------|
| <input type="checkbox"/> | Medical Diagnosis | <input type="text"/> |
| <input type="checkbox"/> | Seizures | <input type="text"/> |
| <input type="checkbox"/> | Hearing Loss | <input type="text"/> |
| <input type="checkbox"/> | Visual Defect | <input type="text"/> |
| <input type="checkbox"/> | Social | <input type="text"/> |
| <input type="checkbox"/> | other | <input type="text"/> |

II. Areas in which the student exhibits difficulties that interfere with the student's ability to complete educational tasks:

- Unusual behaviors (i.e., stereotypic, ritualistic, auditory or visual hallucinations etc).
- Significant behavioral concerns (i.e., destructive behavior to self or others).

Areas student exhibits difficulties continued:

_____ Consistent and persistent refusal to attend school.

_____ Consistent and persistent running away.

_____ Major mood swings/inappropriate affect.

_____ Inappropriate social interactions.

_____ Inappropriate emotional responses to situations.

_____ other _____

Additional Comments: _____

III. How do the problems checked above significantly interfere with such things as classroom activities, routines, and school work?

IV. What methods have been tried to remediate the problems listed? To what extent have they been successful?

V. What additional information do you hope to gain from a psychiatric evaluation that is pertinent in order for you to develop an educational plan for this student? (The response to this question should be used to generate referral questions.)

****Note: Please include this information with your referral if your team determines that a Psychiatric Evaluation is appropriate.***