

## Program for Children with Serious Emotional Disturbance (CFDA 84.237)

### I. Legislation

Individuals with Disabilities Education Act (IDEA), Part C, Section 627, as amended, (20 U.S.C. 1426), expired September 30, 1995, operated under the authorization of the appropriations act in FY 1996.

### II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1991	\$1,952,000
1992	4,000,000
1993	4,146,560
1994	4,146,560
1995	4,147,000
1996	4,147,000

### III. Analysis of Program Performance

#### A. Goals and Objectives

This program supported grants to improve special education and related services to children and youth with, or at risk of, serious emotional disturbance (SED). Projects included demonstration of innovative approaches; facilitation of interagency and private sector resource pooling; and training or dissemination of information to parents, service providers, and other appropriate people.

#### B. Strategies to Achieve the Goals

##### Services Supported

Effectively serving and meeting the needs of children and youth with SED and their families is a national problem and concern.

During the 1994–95 school-year, approximately 428,000 children and youth with serious emotional disturbance, ages 6 to 21, were served under Part B (IDEA) programs. These students represented 8.7 percent of the total population of students with disabilities in 1994–95, up from 7.5 percent in 1976–77 (V.1 and 2). Despite this increase in population served, there is concern that students with serious emotional disturbance are underidentified because some characteristics of serious emotional disturbance, such as withdrawal or depression, may be easily overlooked in school settings. In addition, some parents and professionals may be reluctant to classify a child with the serious emotional disturbance label because they often view it as pejorative.

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This program funded multiple activities aimed at preventing the development of SED among children and youth with emotional and behavioral problems, collaborative demonstration models to improve services and prevention efforts, and research on effective practices for high-school age students with SED.

Types of projects supported under this program included research, development, and demonstration projects. Eligible applicants were state and local education agencies, and other appropriate public and private, nonprofit institutions or agencies. In FY 1996 the SED program funded 6 new and 12 continuing activities.

Two of the new awards were funded for nondiscriminatory, culturally competent, collaborative demonstration models to improve services for children with serious emotional disturbance, and prevention services for students with emotional and behavioral problems. Three new projects were funded for developing effective secondary school-based practices for youth with serious emotional disturbance. One new project was funded for a center to promote collaboration and communication of effective practices for children with, or at risk of serious emotional disturbance.

### **C. Program Performance—Indicators of Impact and Effectiveness**

None. Performance indicators are being developed for successor programs authorized by the IDEA Amendments of 1997.

### **IV. Planned Studies**

None.

### **V. Sources of Information**

1. Eighteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act (Washington, DC: U.S. Department of Education, 1996).
2. Program files.

### **VI. Contacts for Further Information**

Program Operations: Tom Hanley, (202) 205-8110

Program Studies: Daphne Hardcastle, (202) 401-7949