



# Pandemics, Trauma, and Emotional Disturbance

## **Questions & Answers**

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## Q: Will you provide a link to the presentation?

**A:** Yes. You will receive a link to access the presentation in a follow-up email.

## Q: Will this recording be available later? How long will it be available?

**A:** Yes, a recording of this webinar is available on the [PAR Training Portal](#), and it will be available indefinitely. Once logged in, go to the "Find a Training Course" section and click Behavior/Health. Scroll down and click on "Recorded Webinar: Pandemics, Trauma, and Emotional Disturbance." You can also find supplemental materials, such as the handouts and Administration Guidelines.

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## Q: Will I still get credits if I watch the recording later?

**A:** Unfortunately, no. To receive NASP CEUs, you need to attend a live session.

## Q: Is there a Spanish version of the EDDT?

**A:** Yes, both the [EDDT-PF](#) and [EDDT-SR](#) Response Booklets and Reusable Item Booklets have been translated into U.S. Spanish.

## Q: The all-black handout makes it very expensive and time intensive to copy.

**A:** We will look into this situation and see if we can adjust the handouts to make them more printer-friendly.



## Q: Does the EDDT have online scoring?

**A:** Yes. Administration and scoring for the EDDT [Teacher](#), [Parent](#), and [Self-Report](#) forms are available through [PARiConnect](#). A multi-rater report option is also available

## Q: Does the online administration of the EDDT flag missing responses?

**A:** Yes, PARiConnect will flag any missed items.

## Q: Does the EDDT Self-Report Form provide validity scale scores?

**A:** Yes. The self-report form includes two validity indices, an inconsistency score, and an infrequency score.

## Q: How can I use the EDDT to differentiate between ED and autism?

**A:** The EDDT was not designed to assess autism or to differentiate between ED and autism. As stated in the webinar, sometimes there are overlapping characteristics between ED and autism. In these situations, we suggest additional evaluation using an autism-specific measure like the [PDD Behavior Inventory \(PDDBI\)](#) to help parse out the characteristics that may fit better into autism criteria than ED.

## Q: Are there any consumer reviews on the EDDT or the PASS-12?

**A:** The [BUROS Center for Testing](#), in conjunction with the University of Nebraska Lincoln, publishes a litany of assessment reviews, including one on the EDDT. They are independent and not affiliated with any assessment publisher. Most test reviews cost \$15.



## Q: What about administering teacher forms to teachers who only see students in distance learning?

**A:** The EDDT teacher forms were standardized on students receiving in-person instruction. Some items on these forms may be specific to an in-person learning experience. Check the manual and review the standardization information for each rating scale prior to use. Results will need to be interpreted with this in mind for teachers who only see students in a distance learning environment.

## Q: I am interested in teaching about the EDDT and the PASS-12 in my social-emotional graduate course. Do you offer training discounts and/or reduced-cost access to these materials for training purposes?

**A:** We do! Our [University Partnership Program](#) offers training resources, free products, discounts, and more.

## Q: Is there an equivalent assessment that can test those above age 18 years? I think it would be great to use for my future clients who might have ED?

**A:** Since ED is an educational classification, it only applies to the school-age population. For adults, consider a personality measure such as the [Personality Assessment Inventory \(PAI\)](#).

## Q: Can this information be applied to other groups, such as older adults?

**A:** Information about the pandemic and trauma shared today can be applicable across the life span. However, the specific instruments discussed today (the EDDT and the PASS-12) only apply to the child and adolescent population.



**Q: Would the PASS-12 be appropriate as a general screening tool for the general education population (for parents who agree to complete it and provide consent), or is it better suited for specific special education referrals?**

**A:** Yes. The [PASS-12](#) can be used as a general screener if the parent provides consent. You can use percentile scores to determine if scores are elevated. If so, the student may need further evaluation or intervention. If not used as a general screener, the PASS-12 can still be administered and considered as part of a comprehensive evaluation.

**Q: How do we best determine whether a student with a clinical diagnosis (*DSM-5*) should be found eligible for special education under an emotional disturbance or an other health impairment?**

**A:** Remember, this takes a two-pronged approach: One, are they eligible? And two, are they in need of special education services? For example, if a child has a diagnosis of depression, they could be eligible but not in need of services. Examine the criteria closely as it relates to ED vs. OHI. If the child meets the ED criteria, identify them as eligible as ED. If it's unclear, use the OHI classification.

**Q: What if the social maladjustment and ED scores are both clinically significant?**

**A:** This is part of the inherent difficulty in ED evaluations. As stated in the webinar, SM isn't defined in the ED criteria. But we do know that SM and ED **CAN** co-exist. First, it may depend on the areas of elevation specific to ED. It would be completely feasible for a student to be very high in SM due to significant behavior/conduct issues and very high in ED due to "Inappropriate Behaviors/Feelings." In this case, there could be a strong possibility that SM could explain the behavioral/conduct issues. However, there are several additional ED criteria one has to consider: An inability to build or maintain satisfactory interpersonal relationships, a general



pervasive mood of unhappiness or depression, and a tendency to develop physical symptoms or fears associated with personal or school problem. One must proceed through the entirety of the ED criteria to determine if the student could be both SM and ED. Also, remember that we should be using multiple informants, and EDDT results are only one part of the evaluation. Additional assessment measures and qualitative data may also help add context to the EDDT ratings.

### **Q: Are students with SM (CD, ODD) not SEN-D eligible?**

**A:** I assume the term SEN-D is the UK equivalent to the U.S.'s special education programs. I can't specifically answer your question based on lack of knowledge of UK eligibility criteria. That said, in the U.S., a student with a conduct disorder or oppositional defiant disorder can certainly still be found eligible for special education services. As noted in the webinar, a student CAN have both SM and ED. However, if a student is determined to have only SM but not ED, they wouldn't be deemed eligible. Further, ED is only one avenue of special education eligibility. Depending on the referral question and scope of the evaluation, we could also examine for the presence of a specific learning disability, traumatic brain injury, autism, other health impairment, etc.

### **Q: The case law for SM is dated at latest 2011. Are there more recent cases that you can cite?**

**A:** [Sullivan, A. L., & Sadeh, S. S. \(2014\). Differentiating social maladjustment from emotional disturbance: An analysis of case law. \*School Psychology Review\*, 43\(4\), 450–47.](#)

[Cardoso, N. \(2020\). An overview of emotional disturbance and case law \(Publication No. 28022962\) \[Doctoral dissertation, Alliant International University\]. ProQuest Dissertations Publishing.](#)



**Q: How do you account for the impact of the student's response to the pandemic to their eligibility for ED? Do you consider behavioral responses to the pandemic to be an exclusionary factor?**

**A:** Remember, there is a general increase in emotional symptoms in children as a result of the pandemic. Past research from other similar situations, like natural disasters and pandemics experienced in other countries, has shown that psychological effects can be experienced for several months after the event. The PASS-12 screening can be used to rule out the effects of the pandemic. You can then use the percentile scores to determine if they are within normal limits or if their scores are elevated. If elevated, the student may need further evaluation or intervention. If the symptoms last over a long period of time (such as 6 months to a marked degree) then you would consider it an ED. It's not an exclusionary factor if the pandemic caused trauma. There's nothing in the criteria that indicates a need to determine the cause of ED, just whether or not the student presents with the characteristics.

**Q: If the student has a formal *DSM-V* diagnosis of CD or ODD, would we consider their behaviors purposeful or deliberately non-compliant?**

**A:** This question is best answered on a case-by-case basis through a comprehensive evaluation and a careful review of the *DSM-V* diagnostic criteria and the IDEA eligibility criteria.

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