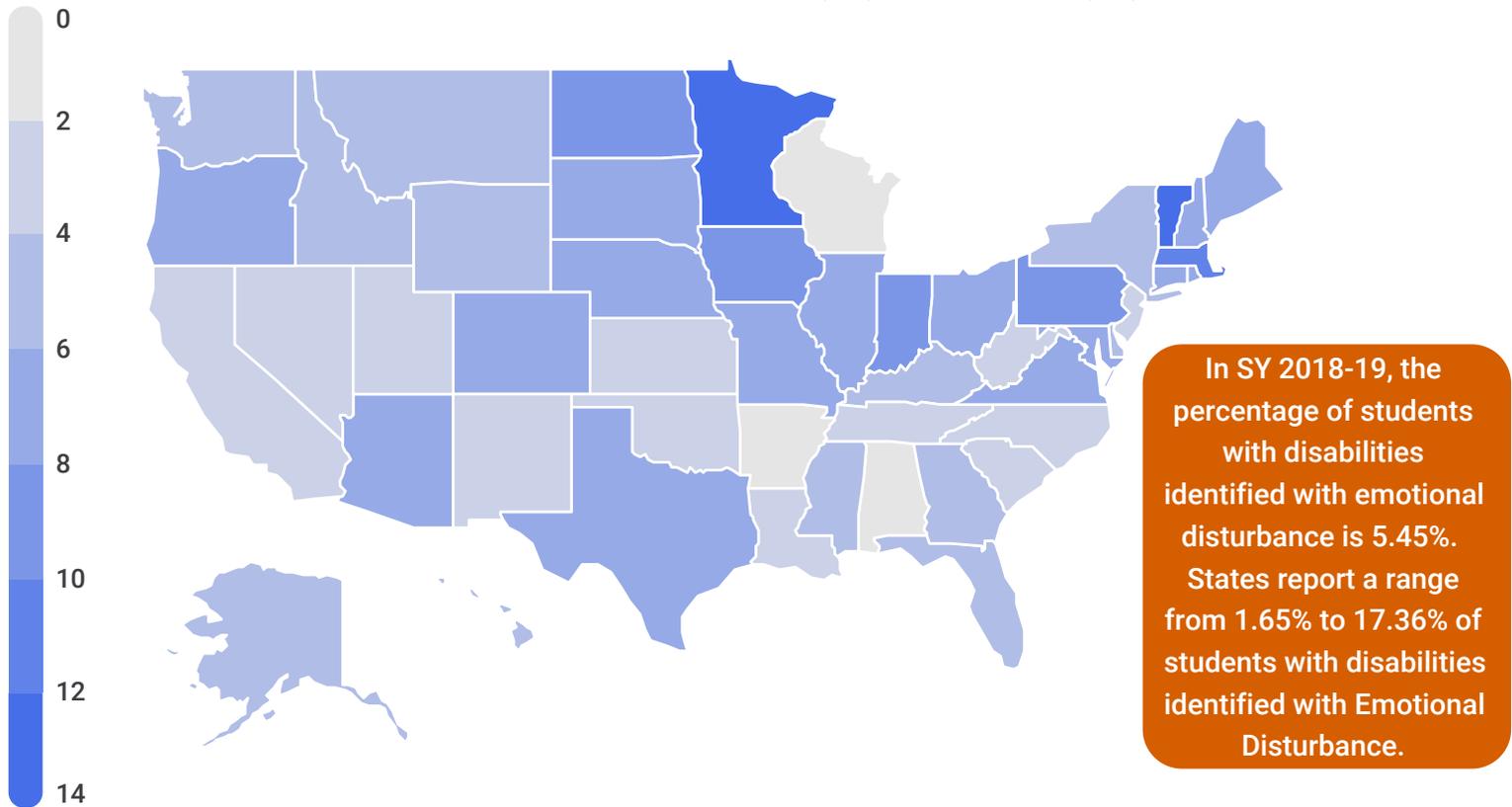




OSEP Fast Facts: Children Identified with Emotional Disturbance

A child or youth, who was evaluated in accordance with the Individuals with Disabilities Education Act (IDEA) §§300.304 through 300.311 as having an emotional disturbance, is eligible for special education and related services under the IDEA, Part B, and who, by reason thereof, needs special education and related services.

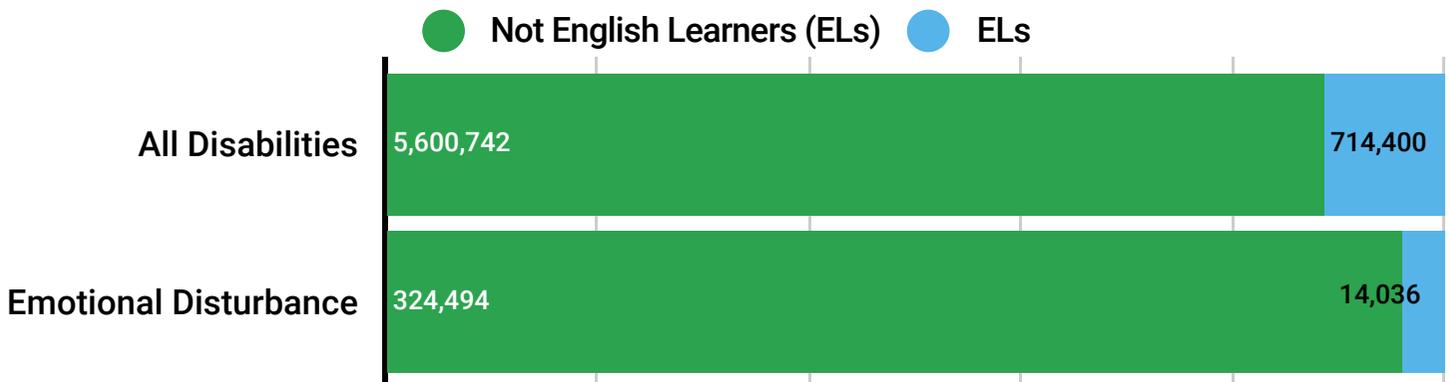
Percentage of Students with Disabilities Identified with Emotional Disturbance, Ages 6 to 21, Served Under IDEA, Part B, in the United States (US): School Year (SY) 2018-19



Source: U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2018-19. <https://go.usa.gov/xdp4T>

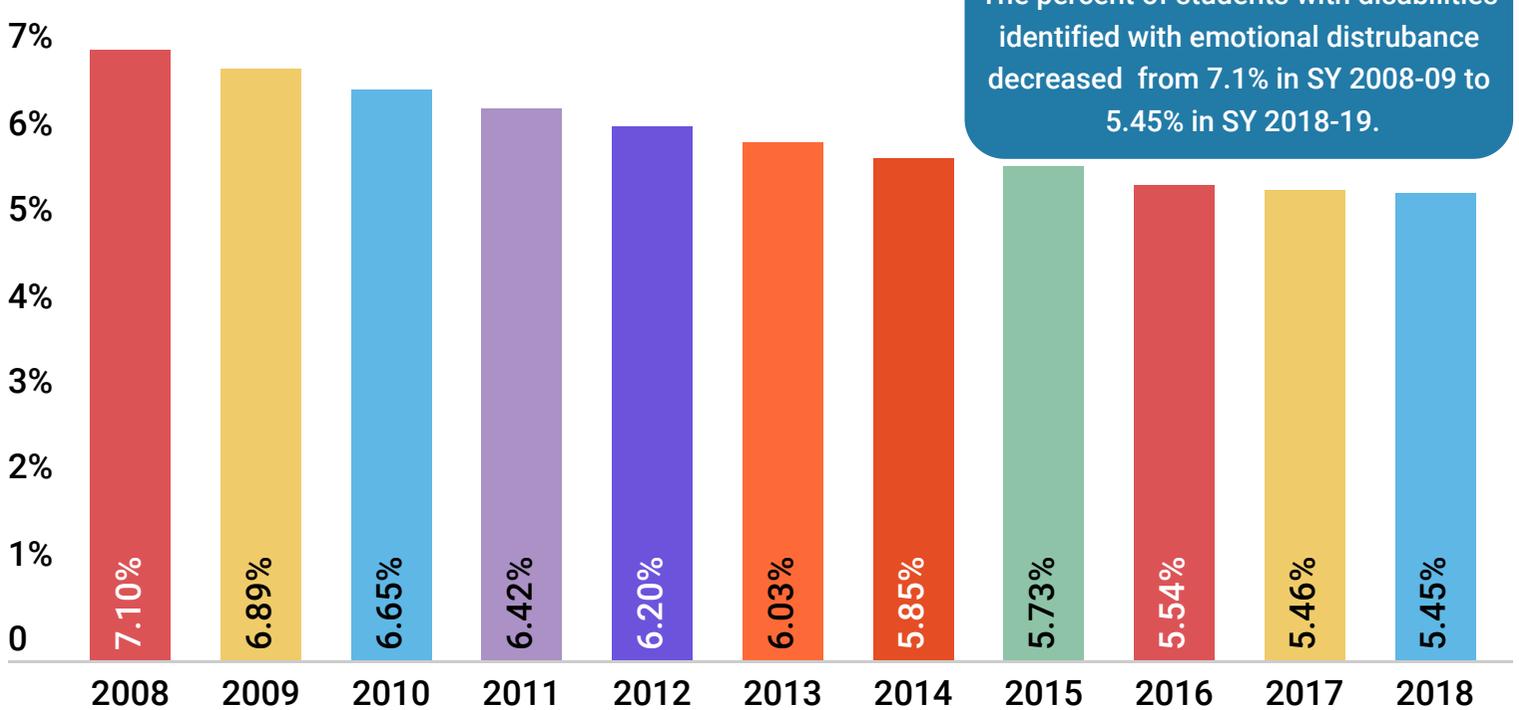
Data for Wisconsin was suppressed due to questionable data quality. Iowa does not use the specific disability categories when classifying a student as eligible for special education.

Number of Students with Disabilities, Ages 6 to 21, by English Language Proficiency, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2018-19



Source: U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2018-19. <https://go.usa.gov/xdp4T>

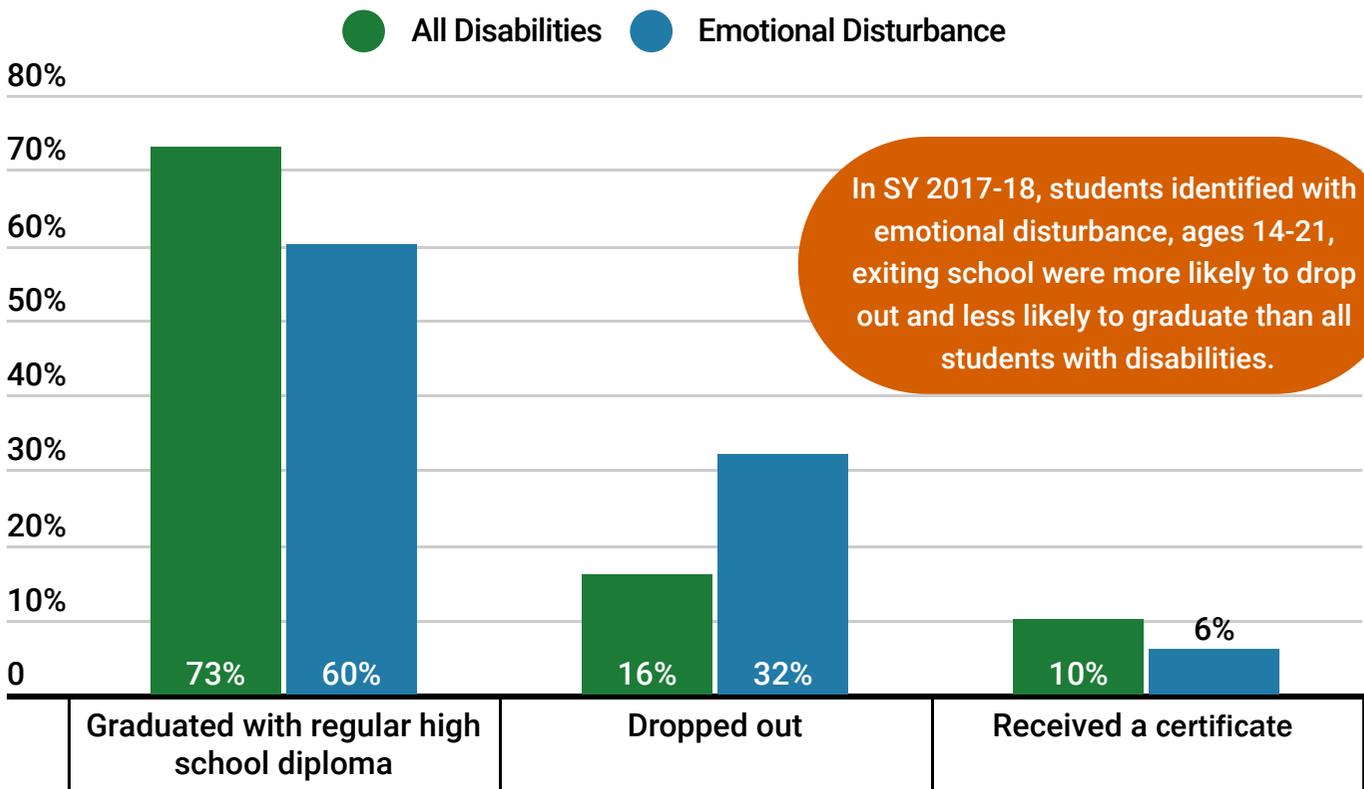
Percentage of Students with Disabilities Identified with Emotional Disturbance, Ages 6 to 21, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: Between SY 2008-09 and 2018-19



The percent of students with disabilities identified with emotional disturbance decreased from 7.1% in SY 2008-09 to 5.45% in SY 2018-19.

Source: U.S. Department of Education, EDData Data Warehouse (EDW): "IDEA Part B Child Count Collection" 2008-09 to 2009-10, "IDEA Part B Child Count and Educational Environments Collection" 2010-11 to 2018-19. <https://go.usa.gov/xdp4k>.
Data from 2008 - 2011 includes US and Outlying areas data from 2012 - 2018 includes the US, Outlying Areas, and Freely Associated States.

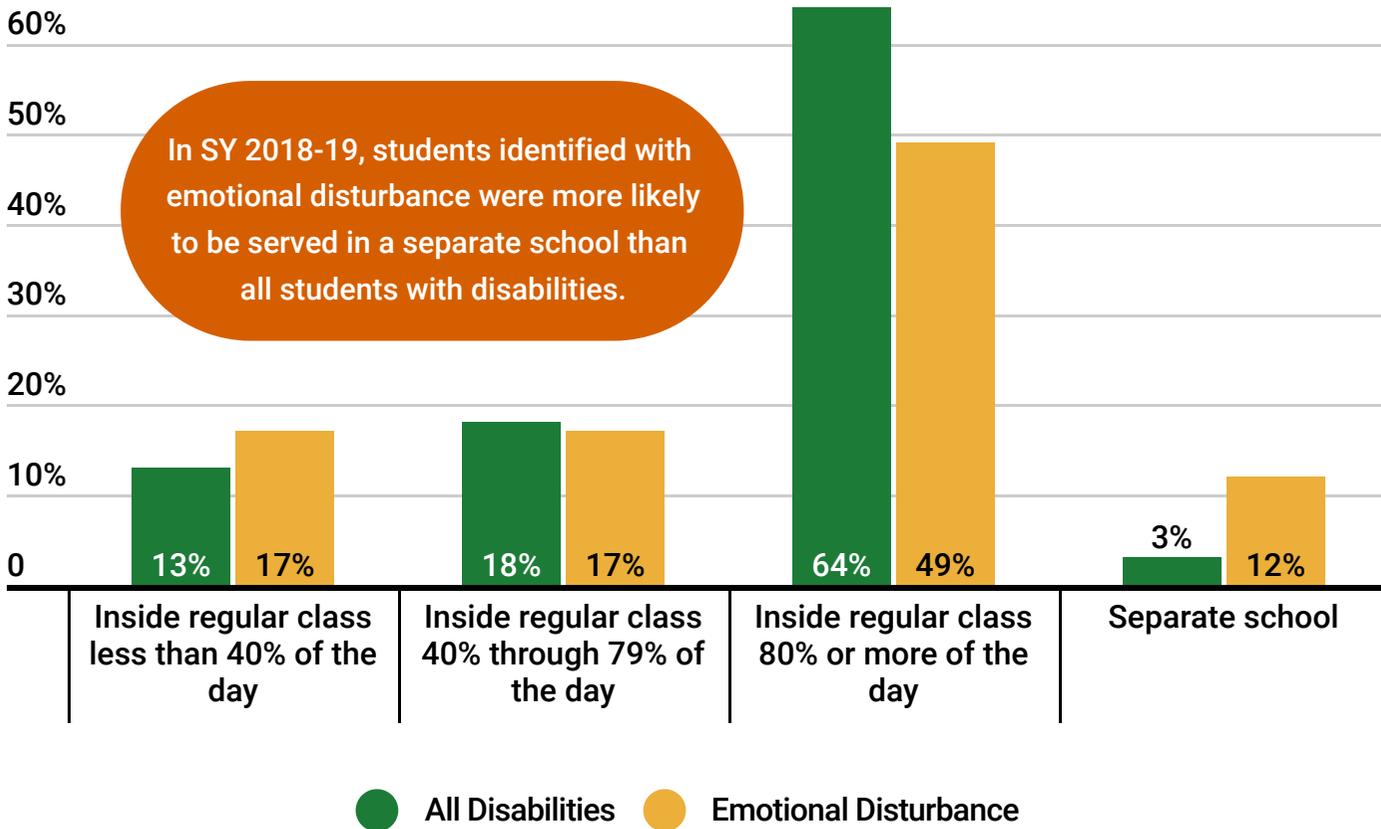
Percentage of Students with Disabilities Exiting School, Ages 14 to 21, By Basis of Exit, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2017-18



In SY 2017-18, students identified with emotional disturbance, ages 14-21, exiting school were more likely to drop out and less likely to graduate than all students with disabilities.

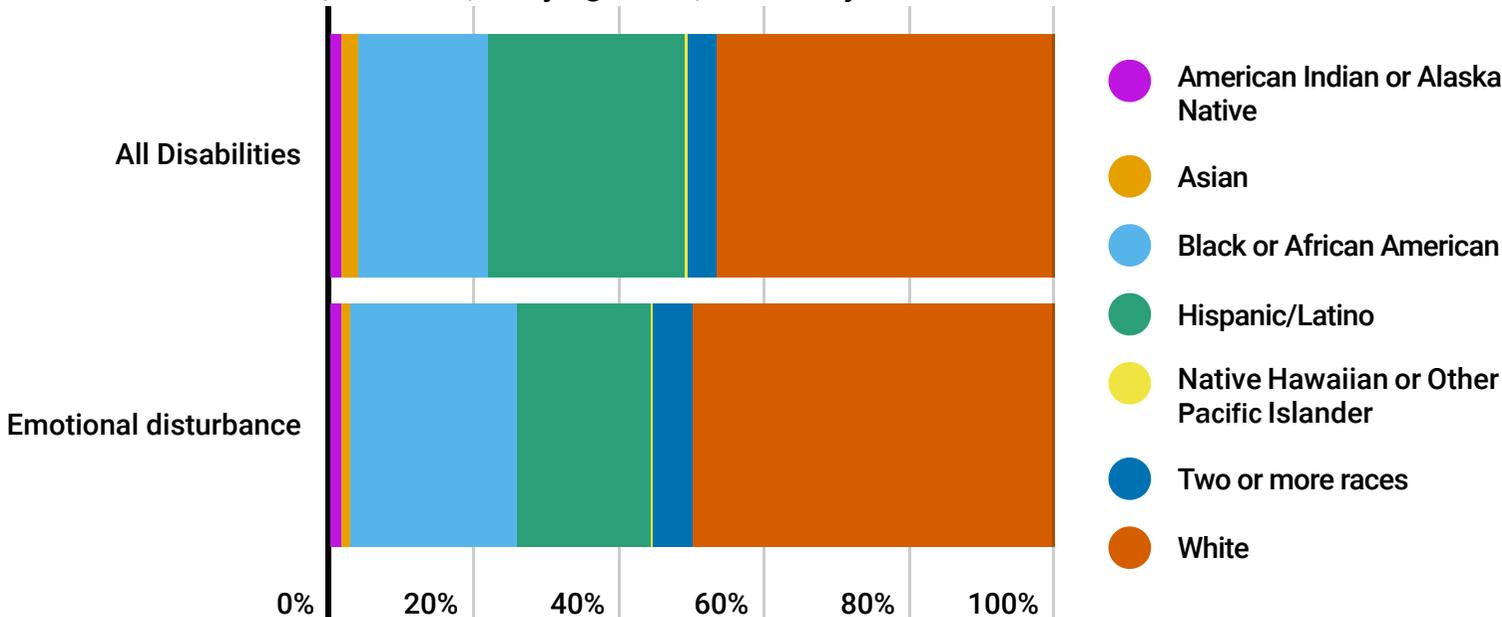
Source: U.S. Department of Education, EDData Data Warehouse (EDW): "IDEA Part B Exiting Collection," 2017-18. Data extracted from: <https://go.usa.gov/xdp4e>. Percentages do not equal 100% due to not including the counts of children who died, graduated with an alternate diploma, or reached maximum age.

Percentage of Students with Disabilities, Ages 6 to 21, By Educational Environment, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2018-19



Source: U.S. Department of Education, ED Facts Data Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2018-19. <https://go.usa.gov/xdp4T> Percentages do not equal 100% due to not including the counts of children who receive services in a residential facility, homebound/hospital, correctional facility, or are parentally placed in private schools.

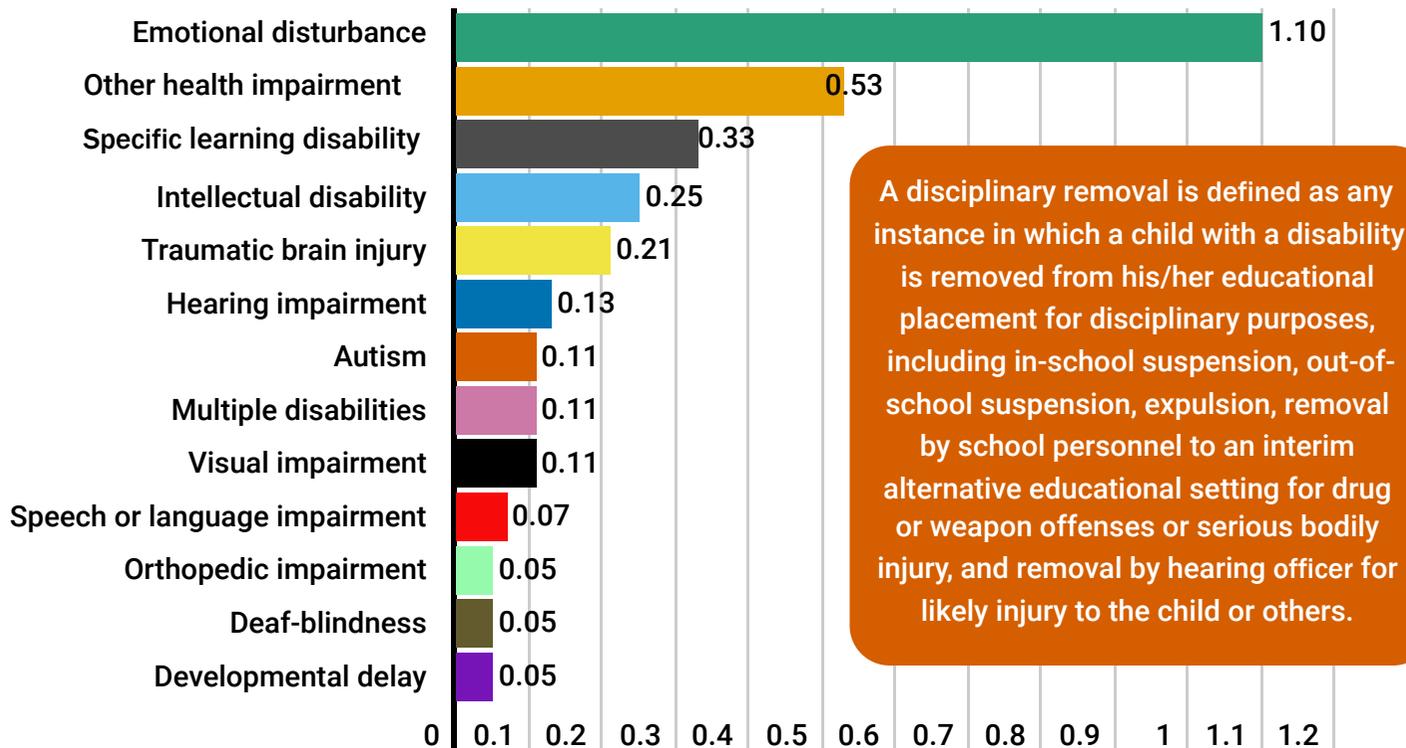
Number of Students with Disabilities, Ages 6 to 21, by Race and Ethnicity, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2018-19



In school year 2018-19, when compared to all students with disabilities, Black or African American students are more likely to be identified with emotional disturbance and Hispanic /Latino students were less likely to be identified with emotional disturbance.

Source: U.S. Department of Education, ED Facts Data Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2018-19. <https://go.usa.gov/xdp4T>

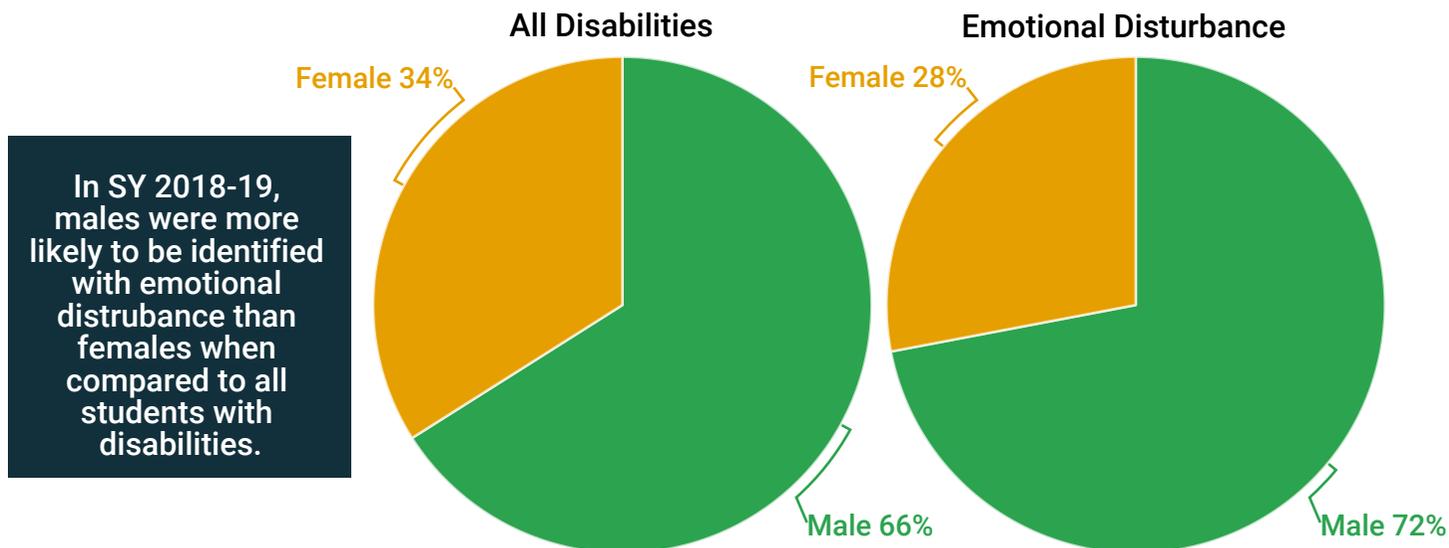
Total Disciplinary Removals Per Child or Student with a Disability, Ages 3 to 21, by Disability Type, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2017-18



A disciplinary removal is defined as any instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the child or others.

Source: U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Discipline Collection," 2017-18. Data extracted from: <http://go.usa.gov/xdPeY>. Children and students reported in these categories may be subject to multiple disciplinary removals. U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2017-17. <http://go.usa.gov/xd6v>

Percentage of Students with Disabilities, Ages 6 to 21, by Gender, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2018-19



In SY 2018-19, males were more likely to be identified with emotional disturbance than females when compared to all students with disabilities.

Source: U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2018-19. <https://go.usa.gov/xdp4T>

May 2020



<https://www2.ed.gov/about/offices/list/osers/index.html>
<https://sites.ed.gov/idea/> <https://osepideasthatwork.org/>
<https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>



Last Updated 5/1/2020. An interactive and accessible version of this Fast Fact is available at: <https://sites.ed.gov/idea/osep-fast-facts-children-IDed-Emotional-Disturbance-20>