

Prior Notice and Consent for Evaluation/Re-Evaluation

Student _____ Date of Birth _____

School _____ Grade _____ Date _____

Parents Prior Notice for Evaluation/Re-Evaluation

We are proposing to evaluate/re-evaluate this student to determine if he/she has a disability that may require special education services under the Individuals with Disabilities Education Act (IDEA). We are proposing this evaluation because there are concerns about the student's educational progress. Although the student's classroom teacher has implemented interventions, concerns about his/her progress continue. These concerns form the basis for this decision. The Procedural Safeguards included with this notice afford you protection. If you have any questions regarding this notice or Procedural Safeguards, contact the special education teacher at the student's school.

We need your permission to conduct this evaluation. Examples of tests and their purposes are indicated on the back of this form. We may not need to give all of these tests. Without your consent, we will not give any test in areas other than those indicated below:

- | | | | |
|---|--|--|--------------------------------------|
| <input type="checkbox"/> Intellectual / Cognitive | <input type="checkbox"/> Academic | <input type="checkbox"/> Communication | <input type="checkbox"/> Psychomotor |
| <input type="checkbox"/> Motor | <input type="checkbox"/> Adaptive | <input type="checkbox"/> Social / Behavioral | <input type="checkbox"/> Hearing |
| <input type="checkbox"/> Vision | <input type="checkbox"/> Vocational / Transition | | |

This evaluation cannot begin until your written permission is received. Upon completion, the results will be discussed with you. You have the right to refuse permission for this evaluation. **Please sign below and return.**

<p>I <u>DO</u> give permission for the evaluation requested and have received the Procedural Safeguards. I understand that all results will be kept confidential and reviewed with me.</p>	
Signature of Parent	Date
<p>I <u>DO NOT</u> give permission for the evaluation requested and have received the Procedural Safeguards.</p>	
Signature of Parent	Date

A copy of the Procedural Safeguards is included.

<u>AREAS</u>	<u>TESTS AND PURPOSES</u>
Intellectual Cognitive	Tests in this area measure a student's ability to remember what has been seen and heard and the ability to solve problems. They also reflect rate and assist in predicting how well a student will do in school. Tests such as: Weschler Scales of Intelligence, Stanford Binet, Matrix Analogies Test, Woodcock Johnson-R Part 1, Leiter, Kaufman, Battelle, Muñoz.
Academic	Tests in this area measure a student's current reading, math, written expression and readiness skills. Tests such as: Woodcock Johnson-R Part 2, Key Math-R, Woodcock Reading Mastery Test-R, Kaufman Test of Educational Achievement, Test of Written Language-R, Test of Reading Comprehension, Brigance, Weschler Individual Achievement Test, Muñoz.
Communication	Tests in this area measure a student's ability to understand, relate to and use language and speech appropriately. Tests such as: Clinical Evaluation of Language Fundamentals, Peabody Picture Vocabulary Test-R, Test for Auditory Comprehension of Language, Test of Problem Solving, Computer Analysis of Phonological Processes, Battelle, Goldman Fristoe, Test of Language Development.
Psychomotor	Tests in this area may assess how well a student perceives, motor processes and remembers visual and auditory information. These tests may also assess large and small muscle coordination. Tests such as: Visual Motor Integration, Motor Free Visual Perception Test, Carrow Auditory Visual Abilities Test, SCAN (Screening Test for Central Auditory Processing Disorders).
Motor	Tests in this area may assess large and small muscle coordination, mobility, self help and accessibility. Tests such as: Utah Schools Therapy Assessment, Occupational Therapy Functional Assessment, Physical Therapy Neuromotor Evaluation, Mobility Assessment, Battelle.
Adaptive	Tests in this area assess a student's personal independence and social functioning in school, home and community. Tests such as: Vineland Adaptive Behavior Scales, Rimland (E-Z) Autism Checklist, Childhood Autism Rating Scale, Battelle, observation.
Social/ Behavioral	Tests in this area assess a student's personal independence and social functioning in school, home and community. They may also assess behavioral patterns that may adversely affect educational performance. Tests such as: Behavior Evaluation Scale, Child Behavior Checklist, Devereux School Behavior Rating Scales, Battelle, observation.
Hearing	Tests in this area assess the student's hearing acuity and middle ear function. Assessments may include pure tone audiometry, speech audiometry, tympanometry, and hearing aid analysis.
Vision	Tests in this area assess a student's visual acuity, visual processing ability, and mobility skills. Tests such as: Diagnostic Assessment Procedure, Visual efficiency Scale, Low-Vision, Functioning Assessment, mobility assessment for vision.
Vocational/ Transition	Tests in this area are used to identify career strengths, limitations and interests. Assessments also measure living skills, work skills, habits, attitudes and preferences in areas relating to transition planning. Tests such as: Brigance Inventory of Essential Skills, Enderle Severson Transition Rating Scale.