

PERMISSION TO EVALUATE (ANNOTATED)

Child's Name _____

Date of Birth _____

*****Early Intervention

Within 10 calendar days of a parent's oral request for an evaluation, the Early Intervention program must issue this form to obtain written permission to conduct an initial evaluation.

Parents can write a letter or ask for an evaluation by talking to an Early Intervention program administrator or professional staff.

For Use by Local Education Agency (LEA) Only
Date of Receipt of Written Permission to Evaluate
Enter the date received.

Child's Name:

Date of Birth:

Date Sent:

Name and Address of Parent/Guardian/Surrogate:

Dear :

Your child has been referred for an initial evaluation to determine eligibility and educational need for Early Intervention services. Your child has been referred for the following reason(s):

This information should include who initiated the referral and the specific areas of concern. The more precise the reason is stated, the greater likelihood that the Evaluation Report will address the area of concern.

The Early Intervention program requests your consent to conduct an individual evaluation of your child. We must have your written consent before we can begin. If the Early Intervention program agrees with your request, a multidisciplinary team will be formed to conduct the evaluation. As a parent/guardian, you are a member of the team. If a team meeting is held, you will be invited. Information from you is to be considered by the team as part of the evaluation process. If you want to send written comments, please do so. You are entitled to participate in any meetings about the identification and evaluation of your child. The multidisciplinary team will collect and review existing data, observations, assessment results, and information from you to make decisions about your child's performance levels, educational strengths and needs, and eligibility for Early Intervention services.

Following is a list of the specific types of assessments and/or procedures that will be used:

Identify the type of tools, tests and procedures to be used such as standardized developmental tests, tests of articulation etc. If a tool, test or procedure is listed, the results must be included in the Evaluation Report. An assessment checklist is acceptable.

Following are examples of what may be included.

- () Parent Information Sheet is a form filled out by parents and/or family members to report any strengths or needs they see in their child or in their family.
() Parent Survey is a checklist given to parents which will ask for things the child can and/or cannot do with regards to all areas of their development.
() Parent Interview takes place when an early intervention preschool program staff member speaks directly with a parent or family member to gather more information about the child's skills in all developmental areas.
() Sensory History Checklist is a form filled out by the parent to gather information about the child's sensory system.
() Behavior Rating Scale is a list of statements that the parent and/or teacher rate to assess the child's behavior and/or social skills in a variety of settings.

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- () **Observation** – The parent, family member, an early intervention preschool program staff member, and/or any adult working with a child takes notes on all developmental areas as they watch the child play and interact with his/her environment.
- () **Teacher Interview** – Adults that spend time with the child, other than family, will be asked questions about the child's strengths and needs in all areas of development.
- () **Developmental Checklist** is a list that is completed by a teacher and/or therapist which identifies things the child can or cannot do in a specific area of multiple areas of development.
- () **Standardized Tests of Development/Basic Skills/Social Skills/Speech and Language** – These tests were given to a large sample of children prior to our testing your child so that we can compare your child's scores against a sample of children who have taken the test. The results of these tests will give us a developmental score in numbers and/or age equivalence. Standardized tests can evaluate one area or all areas of development depending on the test and on the reason for giving the test.
- () **Standardized Test of Articulation** – This is a test given by a speech therapist which asks a child to say certain words. This test must be given according to specific directions. This will tell the therapist if your child is speaking like other children his/her age.
- () **Language Sample** occurs when adults, especially speech therapists, working with a child writes down things a child says and how exactly they say them.
- () **Curriculum Based or Curriculum** imbedded in a type of assessment that works along side of a curriculum, which evaluates a child's ability or inability to do certain tasks in all developmental areas.
- () **Record Review** occurs when an evaluator will review any records that are included in a child's main file and/or any reports the parents or family share.
- () **Other** _____

The multidisciplinary team will determine whether your child has a disability and needs Early Intervention special education and related services. The findings from the evaluation will be contained in an Evaluation Report (ER). If your child is determined to be eligible, you will be invited to participate in developing an Individualized Education Program (IEP) to provide appropriate services to help your child succeed. The ER is to be completed and a copy presented to you no later than 60 calendar days after the Early Intervention program receives written parental consent to conduct the evaluation.

This signed Permission to Evaluate form is the written consent from the parents to conduct the evaluation.

The 60 calendar day timeline will begin on the day we receive this signed form from you giving your consent for evaluation. Giving your consent for evaluation does not mean you give consent to Early Intervention services.

Please read the enclosed *Procedural Safeguards Notice* that explains your rights, and includes parent resources such as state or local advocacy organizations that are available to help you understand the law, your rights and those of your child, and how this Early Intervention program works.

We recommend that you keep a copy of this form for your records.

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If you have any questions, or if you need the services of an interpreter, please contact me.

Name: _____ Position: _____

Phone: _____ Email: _____

DIRECTIONS FOR PARENT/GUARDIAN/SURROGATE: Please check either item 1 or 2. Select item 3 if desired.

- 1. I give consent to start an initial multidisciplinary evaluation.
- or
- 2. I do not give consent to the proposed initial evaluation.
- 3. I would like to schedule an informal meeting to discuss this request with Early Intervention personnel.

SIGN HERE:

Parent/Guardian/Surrogate
Signature

Date

Daytime Phone

Please note that if the Early Intervention program disagrees with your request, the Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) containing the reason for the disagreement along with a Procedural Safeguards Notice explaining your rights will be sent to you.

PLEASE RETURN THIS ENTIRE FORM TO:

Name:

Address:

For help in understanding this form, an annotated Permission to Evaluate form is available on the PaTTAN website at www.pattan.net. Type "Annotated Forms" in the Search feature on the website.