

A PARENT QUICK GUIDE TO

Preschool Evaluation

*This page contains a summary of information that parents may use to guide their active and equal participation on their child's team.
The content is only a summary and further exploration of listed resources is encouraged.*

EVALUATION is a process used to gather information that will help determine whether your child is a child with a disability **and** help determine educational needs of your child, including special education and related services, to access and make progress in the general education curriculum

TERMS TO KNOW

EVALUATION PLANNING FORM – developed and agreed upon by the evaluation team, including the parent, to determine what areas related to your child's suspected disability will be assessed, how, and by whom

EVALUATION TEAM REPORT (ETR) – written summary of evaluation information obtained by each evaluator; documents eligibility determination and team members agreement; must be provided to the parent prior to the next IEP meeting but no later than 14 days from the date of eligibility determination

PARENT CONSENT – parent understands and agrees in writing to the evaluation procedures outlined in the evaluation plan; giving consent is voluntary and may be revoked at any time; must get from parent before a first evaluation or before a reevaluation begins if new testing will be done

INTERVENTIONS – provided by school district to address academic / behavior concerns for any individual preschool child who is performing below grade-level standards, (such as providing peer / adult mentor; providing educational tools (calculator, visual support))

REEVALUATION – once a child is receiving special education services, a reevaluation must take place (1) every three years, (2) when he/she is transitioning from preschool to school-age services, or (3) to make a change in disability category

REQUEST FOR EVALUATION – the procedural form that is used to officially make a request for a student to be evaluated for special education eligibility is Form *PR-04: Referral for Evaluation*

REVIEW OF EXISTING EVALUATION DATA – review of existing and current data (information) on the child, including progress in the curriculum, current and previous interventions, developmental growth over the last twelve months, review of current and previous IEPs, etc.

PARENT PREPARATION

- Put request for evaluation in writing, or complete the Request for Evaluation form (PR-04) provided by the school or found at www.education.ohio.gov, Put request for evaluation in writing, or complete the Request for Evaluation form (PR-04) provided by the school or found at www.education.ohio.gov (click Topics → Special Education → Resources → Required and Optional Forms).
- Keep documentation of all correspondence, phone calls, conversations regarding your child.
- Become familiar with *Whose IDEA is This: A Parent's Guide to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA)*.
- Gather and provide existing information for the team: medical, hearing / vision screenings, family and educational history, private therapy progress, social-behavioral, successful home / community interventions, community services your child receives, your view of your child's strengths and needs.
- If your child was in an early intervention or other childcare program, review that information and have it available to the preschool team.
- If results are not explained to you in a way that you understand, ask for re-explanation, clarification, or examples.
- Know your option to disagree with the team's decision and provide in writing as to why you disagree.
- If you disagree with the results of the team's evaluation, you may request further evaluation by the school in specific areas, or may request, in writing, an independent evaluation.
- It is possible to request a reevaluation sooner than the usual time period of three years if there is a change in your child's needs.

QUESTIONS TO CONSIDER WITH THE TEAM

- What is my child's present level of developmental performance compared to their age?
- How is my child performing in (area) compared to typical peers?
- Is my child's health a factor? Are special health considerations in programming needed?
- What does my child need to be successful in the classroom, home and/or community?
- What are the effects of adaptations and assistance on my child's performance?
- What are my child's usual patterns of responding?
- In what type of environment/ setting does my child best respond?
- What assessment methods and activities will be used to gather information (e.g., observation, standardized test, criterion-referenced scale, work samples) about my child and their developmental needs?
- Where will my child be observed? Doing what activities?
- Who will be working with my child and when?
- What are my child's current strengths and skills in the areas assessed (cognition, pre-academic, adaptive behavior, communication, motor, social, emotional status, behavioral status)?
- What are the needs of my child to access the general preschool curriculum, including developmental and functional skills?
- How does my child's disability adversely affect his/her performance in developmentally appropriate activities?
- If my child is not eligible for special education, what other services are available?

RESOURCES

Contact your local school district

State Support Team Region 6 _____ 800.686.2945 _____ www.sst6.org
Ohio Department of Education _____ education.ohio.gov

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