



## IEE Request Letter

Dear (Sped Director or School Administration),

I am writing to request an Independent Educational Evaluation for my child, NAME, DOB: \_\_\_\_\_, who was previously evaluated by the district. Respectfully I disagree with the findings of the evaluation as I do not feel it is an accurate representation of my child's strengths and weaknesses.

I am asking for a full psychoeducational evaluation as well as (include all areas of suspected disability from list below, however it should include all of the areas the school already tested)\_\_\_\_\_ . I have chosen the following providers to complete the IEE:

\_\_\_\_\_. (include a provider for each eval you are requesting: psychoeducational, speech, FBA, OT, etc)

They can get you all of the necessary paperwork needed to be a vendor/Qualified Provider if they are not already on your list.

In order to keep records of this process, please reach out to me via email if you have any questions or need anything further from me.

Thank you,

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### Areas to consider:

*\*Psychoeducational Evaluation always includes Cognitive and Academic so there is no need to specify those.*

**\*Cognitive:** Refers to the mental processes involved in acquiring, processing, understanding, and using information, including attention, perception, memory, language, and problem-solving skills.

**\*Academics:** Refers to the skills and knowledge related to reading, writing, mathematics, and other core subject areas taught in school.

**Social/Emotional:** Refers to the ability to interact with others in a positive and appropriate manner, regulate one's own emotions, and form healthy relationships.

**Executive Functioning:** Refers to a set of cognitive processes that are necessary for planning, organizing, initiating, and completing tasks, including working memory, cognitive flexibility, and inhibitory control.

**Functional Behavioral Assessment:** Refers to a process for identifying the underlying causes of challenging behavior such as school refusal and developing strategies to address those causes. (This assessment is primarily used in the school setting for developing a behavior plan as a part of an IEP).

**Adaptive:** Refers to the ability to perform everyday activities and tasks, such as dressing, eating, and personal hygiene, independently and appropriately.

**Autism:** Refers to a neurodevelopmental disorder that affects social interaction, communication, and behavior. Areas of concern under ASD include irregularities and impairments in communication, engagement in repetitive activities and stereotypical movements, resistance to environmental change or changes in daily routines, and unusual responses to sensory experiences.

**Functional Vision and Hearing:** student's visual and hearing abilities and how they impact learning and academic performance.

**Speech/Language:** Refers to the ability to communicate through speech and language, including understanding and using language, social pragmatics (the use of language in social situations), and nonverbal communication.

**OT(sensory, fine motor):** Refers to occupational therapy, which focuses on helping individuals develop the skills necessary for daily living and functioning, including sensory processing, fine and gross motor skills, and self-care tasks.

**PT (gross motor):** Refers to physical abilities: The PT will assess the student's strength, range of motion, balance, coordination, and mobility to determine the impact of the student's physical impairment on their ability to participate in educational activities. (At time gross motor skills can be looked at during an OT evaluation)