

Involving Families in the AEPS® Assessment Process

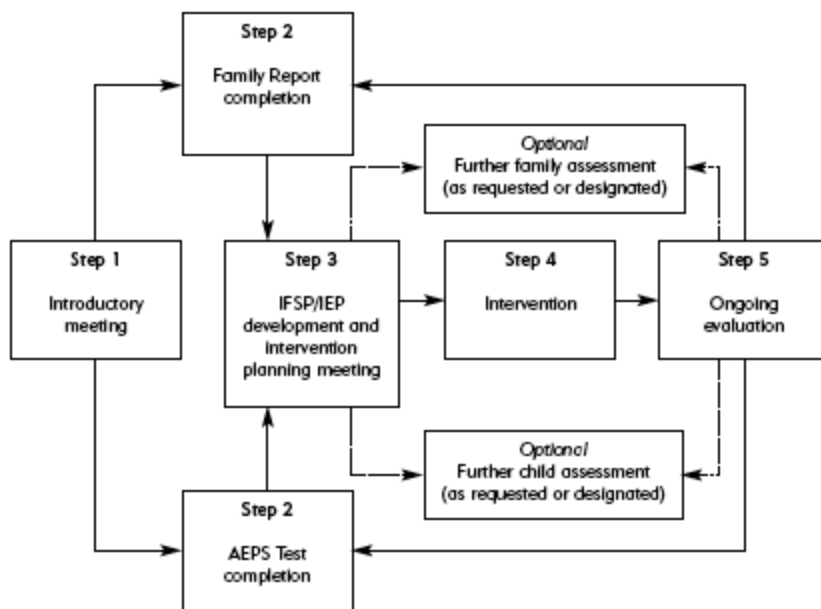
Caregiver and family input and participation is critically important to a child's assessment, goal development, and evaluation activities. AEPS includes family-friendly measures and procedures specifically designed to obtain information about a child's development from parents and other caregivers, who have many more opportunities to observe their child's behavior than do professionals. Asking caregivers to participate in the assessment process conveys that they are important contributors to their child's development.

Step 1: Introductory Meeting

The introductory meeting is the first step in the process and should be used to explain a program's philosophy, goals, range of services, and resources available to the family. At this meeting, family members should be encouraged to discuss their general concerns and interests, as well as how they would like to be involved in their child's assessment, goal development, intervention, and evaluation activities.

Step 2: AEPS Test and Family Report Completion

Assuming willingness to participate in assessment activities, families are asked at this step to consider completing the Family Report. In a future release of AEPSi, families will have online access to their child's information and will be able to complete the Family Report online as well as view their child's Child Progress Record. At this time, teams may simply enter the Family Report into AEPSi if they wish. The professional team members complete the AEPS Test and enter child data into AEPSi through the Child Observation Data Recording Form (CODRF) or the assessment activities recording forms. Based on team member feedback, requests for additional information may occur at this step as shown below.



Step 3: IFSP/IEP Development and Intervention Planning Meeting

After assessment data are collected, the team—including the caregiver—meets to summarize the results and to develop the IFSP/IEP outcomes or goals/objectives. AEPSi automatically scores the Test through the CODRF and generates several reports that are helpful for this meeting, including the Score Summary, Graphed Scores, the IFSP/IEP Summary report, and the Present Level Functioning. The IFSP/IEP outcomes or goals/objectives are prioritized, and intervention and evaluation plans are written. As this step concludes, signatures are obtained and copies of the final IFSP/IEP document are distributed. This step may require more than one meeting.

Step 4: Intervention

Using the intervention plans written at Step 3, this step focuses on implementation of those plans. Based on the data entered and the child's scores across developmental areas, AEPSi users can link the assessment results and priorities identified to intervention activities to help the child reach target goals. Professional staff and caregivers create activities or use routine activities to provide the child opportunities to acquire targeted goals.

Step 5: Ongoing Evaluation

Ongoing evaluation or review is conducted as specified in the IFSP/IEP. The Child Progress Record can be used to help families monitor their child's progress and will in future phases of AEPSi be accessible to families when they log on to AEPSi. At this point, teams can generate with a single click a Child Progress Record in AEPSi, which can be printed to share with families. Outcome statements and intervention activities are revised as needed based on progress or evaluation information. Over the year, repeated administrations of the AEPS Test and Family Report can provide additional evaluation information. Each child's information remains saved in AEPSi on the child record and can be updated as needed.