

AEPS Test Team Assessment: A Four-Step Process

Step 1: Pre-Assessment Planning Meeting

The first step in team assessment is the *pre-assessment planning meeting*. The meeting is conducted prior to using the AEPS Test. The pre-assessment planning meeting will allow team members to discuss *who* will be responsible for observing each area. Although team members may be assigned to conduct the assessment in their area of expertise, they should have a shared philosophy to gather all pertinent information that they observe (e.g., the communication specialist notes a behavior problem).

During the pre-assessment planning meeting, team members should discuss the best setting(s) to observe the child and *when* it is likely to see the behaviors in each area. Given knowledge of the child's daily activities, a specialist can schedule him- or herself in a classroom or home setting at appropriate times to observe. If the child is in a child care, school-, or center-based setting, then the teacher or child care worker should inform the team members of the daily schedule and activities that may naturally elicit behaviors that they want to observe. If the assessment is to occur in the home setting, then family members can share information about the home schedule.

Sets of home-based and center-based assessment activities that allow the team to assess all items from the AEPS Test are available in AEPSi. A set of 7 home-based Level I assessment activities are available for use during typical home routines. (These are also generally appropriate for use in child care settings.) A set of 8 center-based assessment activities are available that allow the team to assess all items from the AEPS Test Level I and AEPS Test Level II during typical classroom routines. Using the assessment activities often saves team members time and can enable them to assess multiple children at once. For more information on the home- and center-based assessment activities, see [Group and Individual Assessment Using AEPS Assessment Activities](#).

Step 2: Assignment of Team Assessment Responsibilities

This step involves team members discussing the *responsibilities* involved in regard to the assessment decisions that were made; for example, the interventionist may be responsible for having specific snack items available on a particular day when the occupational therapist is scheduled to observe (e.g., items that encourage use of hands and fingers). The communication specialist may be responsible for running a circle activity. During circle time, the classroom interventionist would record assessment data as the specialist provides opportunities for a child to demonstrate the behaviors of interest. The caregiver may be asked to engage the child in a specific activity while the home visitor observes. From each child's record in AEPSi, team members can schedule calendar events, which may assist teams in efficiently and clearly communicating about specific team assessment responsibilities.

Step 3: Assessment Observation

This step involves team members following through on plans agreed to at Steps 1 and 2. Team members record the child's behaviors on a Child Observation Data Recording Form (CODRF)

during planned, child-initiated, and routine activities that occur in familiar settings. If children do not perform all behaviors within planned, child-initiated, or routine activities, then it may be necessary for the specialists to conduct direct test procedures, return to the setting/activity at another time, or try another setting/activity.

In preparation for the observation, team members can print the CODRF from AEPSi. If a child has an existing AEPS Test recorded in the system, the CODRF can be customized based on previous assessment results. (See [AEPSi User's Manual](#). [link to manual]) If the team has elected to do assessment activities, team members can print AEPS assessment activity recording forms from AEPSi as an alternative to using the CODRF. (See [Group and Individual Assessment Using AEPS Assessment Activities](#).)

Team members may enter data into AEPSi as they go or may elect to record data on paper and enter the data all at once. The team should enter scores and notes, if applicable, for each item and indicate potential priority IFSP/IEP outcomes by placing checkmarks beside priority items in the IFSP/IEP box on the CODRF, which are used to automatically produce a IFSP/IEP Summary report useful for post-assessment discussion. AEPSi employs “record locking” to ensure that more than one team member cannot save data in the same area of the CODRF or the same assessment activity recording form at the same time. However, it is possible for a team member to later overwrite data another team member has saved. Team members should be sure to be clearly identify who is responsible for entering which data in addition to deciding who will be responsible for assessing specific areas.

Unless parents or other caregivers indicate an unwillingness or inability, they should be encouraged to complete a Family Report on their child. During the next phase of AEPSi, families will have online access to the Family Report and can enter their child's data electronically as well as view their child's Child Progress Record. At this time, team members may enter the Family Report online if they wish. It is likely that completion of the AEPS family materials will assist family members in understanding their child's developmental status, will improve their ability to contribute to the assessment outcomes, and, finally, will enhance their ability to develop IFSP/IEP content that matches their family values and needs.

Step 4: Post-Assessment Meeting

This step involves all team members (e.g., early interventionist, caregiver, specialists) convening for a post-assessment meeting to engage in a cross-disciplinary discussion regarding observed behaviors. The post-assessment meeting should be held shortly after the observations are completed. As part of the team, caregivers are expected to participate. The results noted in the AEPS data collection forms (i.e., Family Report, CODRF, assessment activity recording forms) are discussed and then, if applicable, compiled and organized for the IFSP/IEP meeting. In preparation for the post-assessment meeting, AEPSi users can generate several key reports from the Reports section of the child's record, including the Score Summary, Graphed Scores, the Child Progress Record, Provider's Notes, the IFSP/IEP Summary, and the Present Level of Functioning report.

Following these four steps will help ensure that the team works collaboratively to collect the necessary information to develop a comprehensive and valid picture of the child's repertoire. Following these steps will also help ensure that the team is well prepared to develop IFSPs/IEPs that target outcomes or goals/objectives that are appropriate and important for the child and that are consistent with family desires and values.