Assessment, Evaluation, and Programming System (AEPS®)

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Introductions and Removal of Hats

Presenters and Participants
Why the discussion?

• Head Start Outcomes Framework
• *Good Start/Grow Smart* early learning guidelines
• *OSEP monitoring*
Child Outcomes as Standards for Teaching and Learning

• States and Systems developing child outcomes
• Emphasis on Accountability
• Provides *framework* for teaching and learning
• Standards must be interpreted into meaningful processes at the local level
AND...

Where there are standards, there is...

Accountability!
OSEP OUTCOMES

1. Positive social-emotional skills (including social relationships)
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
3. Use of appropriate behaviors to meet their needs.

OSEP does not want norm-referenced tests to be used to measure these outcomes…
Positive Social Emotional Skills

- Children develop and maintain positive social relationships with adults and peers in age appropriate ways, and behave in a way that adheres to socially established norms, and values. Some examples of how children demonstrate positive social relationships are:
  - Initiates and maintains positive social interactions.
  - Builds and maintains relationships with children and adults.
  - Interacts in ways that allows them to participate in a variety of settings and situations, for example, on the playground, at dinner, at the grocery store, in child care, etc.
  - Understands and follow social established rules and norms.
  - Resolves conflicts in socially acceptable and age appropriate ways.
Acquisition of Knowledge and Skills

- Children acquire age appropriate knowledge and skills in their ability to think, reason, remember and retrieve, and solve problems across a variety of everyday routines and activities; and acquire pre-academic knowledge such areas as mathematics, communication, language and literacy. Some examples of how children demonstrate the acquisition of knowledge and skills are:
  - Uses vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form.
  - Acquires and uses the precursor knowledge and skills that will allow them to begin to learn reading and mathematics.
  - Shows imagination and creativity, and the ability to think symbolically in play.
  - Combines and uses knowledge to solve problems
Use of Appropriate Behaviors to Meet Needs

• Children meet their needs in ways which are both age and functionally appropriate. Children initiate actions to meet their physical needs such as those for comfort, safety, and well being, as well as psychological needs such as the need to master and engage with one’s environment. Some examples of how children take action to meet their needs are:
  – Uses gestures, sounds, words, signs or other means to communicate wants and needs.
  – Meets their self care needs (feeding, dressing, toileting, etc.).
  – Seeks help when necessary to assist with basic care or other needs.
  – Follows rules related to health and safety.
What we can’t lose sight of....
Recommended Practice Standards for Assessment

• Used for a variety of purposes
• Acceptable to families and professionals
• **Authentic practices**
• Collaborative approaches
• Convergence of perspectives
• Accommodations are made for individual differences
• Sensitivity to small increments of change
• Congruence between design and implementation
Linked System Approach

Assessment
Collecting Information
• Observations
• Direct Tests
• Report

Monitoring
• Weekly
• Quarterly
• Annual

Summarizing Information
• Child Outcomes
• Family Outcomes

Curricular Approach
• Activity-Based Intervention

Evaluation

IFSPs

Intervention
What is the AEPS®?

A = Assessment
E = Evaluation
P = Programming
S = System
What the AEPS® Is…and Is NOT

• It is…
  – Programmatic
  – Criterion-referenced
  – Curriculum-based
  – Part of a linked system
  – Usable by individuals and teams
  – Useful for:
    • Determining child’s level present level of performance
    • Writing IFSP’s/IEPs
    • Planning intervention
    • Monitoring performance over time

• It is not…
  – Normed
  – Useful for creating age equivalencies or standard scores
  – A screening tool
**Linking Assessment, Intervention, and Evaluation**

**Topic 1 – Assessment and Evaluation**

**Linking Measurement Processes**

**Screening**
- Is further testing needed?
  - Yes
  - No

**Diagnostic**
- Does the child need services?
  - Yes
  - No

**Programmatic Assessment**
- What is child’s current skill level?

**Evaluation**
- Is child making progress?

*Linking Assessment, Intervention, and Evaluation Topic 1 – Assessment and Evaluation*
Getting to Know the AEPS®

- Divide into pairs or small groups
- Review the social area of the Child Observation Data Recording Form
- What is the most difficult skill in the area? What is the easiest skill?
- Which skills are part of children’s daily routines?
- Which skills impact children’s participation in daily routines such as play, feeding, dressing, and getting needs met?
Nuts and Bolts of the AEPS®

• Two separate developmental levels
  – Birth to Three (0-36 months)
  – Three to Six (36-72 months)

• Can be used successfully with different populations
  – Children with disabilities
  – Children at risk
  – Children who are typically developing
Nuts and Bolts Continued

- Covers six broad developmental areas
  - Fine Motor
  - Gross Motor
  - Adaptive
  - Cognitive
  - Social-Communication
  - Social
Benefits of the AEPS®

• Measures functional skills
• Comprehensive
• Uses observations
• Family involvement
• Monitors performance
• Allows for adaptations and modifications
Myths

• Have to use all components
• Takes a long time to complete
• Isn’t appropriate for children with severe disabilities
Disadvantages?

- Not Normed
- Time investment
- Familiarity
- Team participation
- # of components
Cooperative Learning Activity
Group One

• Gain an understanding how the AEPS Test is organized
  – What are areas, strands, goals, and objectives?
  – How are items ordered?
• How do you gather information about a child’s performance for the AEPS Test?
• How are items scored?
• Where do you begin? Where do you end?
• Do you need to gather information and score every AEPS Test item from every area?
Cooperative Learning Activity
Group Two

• In addition to scoring items, teams are encouraged to use scoring notes (qualifying notes). What are they and how do you use them?
  – Does every scored item require a note?
  – Where do you record the score and/or the note on the Child Observation Data Recording Form?

• Provide an example of how and when you would use each of the notes

• Are you allowed to make modifications and adaptations of AEPS items?
  – If yes, what is allowed?
  – Provide a couple of examples of how you would modify or adapt an AEPS item
Organizational Structure of AEPS® Items

AREA

STRAAND A

Goal 1

Obj. 1.1

Obj. 1.2

Obj. 1.3

Obj. 2.1

Obj. 2.2

Obj. 2.3

Obj. 3.1

Obj. 3.2

STRAAND B

Goal 1

Obj. 1.1

Obj. 1.2

Obj. 1.3

Obj. 2.1

Obj. 2.2

Obj 2.3

Strands: Easy to More Difficult
Goals: Easy to More Difficult

Objectives become more difficult as the goal is approached.
Strand A  Strand B  Strand C

Easy!

Difficult!

Goal 1  Goal 2  Goal 3

Objective 3  Objective 2  Objective 1
Scoring Options

• 2 = independently, consistently, meets criteria
• 1 = with assistance, inconsistently, meets part of the criteria
• 0 = Not yet, not expected, does not meet criteria
Scoring Note Options

- A = Assistance (1 or 0)
- B = Behavior (1 or 0)
- R = Report (2, 1, 0)
- M = Modification (2, 1, 0)
- D = Direct Test (2, 1, 0)
- Q = Quality (2, 1, 0)
Relationship between Goals and Objectives

- Goals and objectives are related in terms of being parts of a whole
  - Objectives = equal parts
  - Goal = whole (sum of the parts)

- Goals and objectives are organized in a developmental hierarchy
  - Objectives are in a developmental order – sequence
  - Goal is the culminating skill
Additional

GOAL 1: Uses tongue and lips to take in and swallow solid foods and liquids

CRITERION: Child takes in and swallows liquids and solid foods without choking or gagging. Child uses a suck and active lip movement with liquids. Child eats a variety of foods and liquids appropriate for the age of the child: semi-solid foods such as applesauce and yogurt; solid foods such as vegetables, meat, breads, and fruits; liquids such as milk, water, and juice.

Note: Child must score a 2 on Objective 1.1 through Objective 1.4 in order to score a 2 on Goal 1. If the child scores a 1 and/or a 0 on some objectives, then Goal 1 should be scored as a 1. If the child scores a 0 on all objectives, then Goal 1 should be scored with a 0.
Developmental

GOAL 1  Walks avoiding obstacles

**CRITERION**  When walking unsupported, child moves to avoid obstacles (e.g., toys, furniture, people).

**Objective 1.1**  Walks without support

**CRITERION**  Child walks unsupported for at least 6 feet. Child's head is erect and in midline, and back is straight.

**Objective 1.2**  Walks with one-hand support

**CRITERION**  Child walks forward at least 15 feet when holding onto support with one hand. Child's head is erect and in midline, and back is straight.

**Objective 1.3**  Walks with two-hand support

**CRITERION**  Child walks forward at least 15 feet when holding onto support with two hands. Child's head is erect and in midline, and back is straight. Child bends one knee and lifts foot off the ground, placing it next to and in front of the opposite foot. Opposite foot remains slightly bent and in contact with the floor.
Scoring Decisions

- If *either type* of goal is a 2, then all associated objectives can be scored a 2.
- If an *additive* goal is scored a 0, then all associated objectives can be scored a 0.
- If a *developmental* goal is scored a 0, then look at the next objective.
  - As soon as an objective is scored a 2, then all remaining objectives are scored a 2.
Video Practice

Gross Motor
Towel Activity

• Divide into pairs
• Review items from the Cognitive area of the Level I Child Observation Data Recording Form
• Pretend you only have a towel (any type of towel) and a child that needs assessed
• How many AEPS items can you assess with just a towel? Make sure you refer to the criteria!
Purpose of the Social Communication Area

- Primary method of communication
- Starting place is determined
- Function
- Sound production patterns
- Intelligibility level
Social Communication Area

• Level I
  – Goals from strand A and C can be assessed and scored as any other item from the AEPS
  – Goals from Strand B or D may require a language observation

• Level II
  – Goals from strand A be assessed and scored as any other item from the AEPS
  – Goals from Strand B may require a language observation
Social-Communication Area
Strands Level I

• Strand A - Prelinguistic Communications
• Strand B - Transition to Words
• Strand C - Comprehension of Words and Sentences
• Strand D - Production of Social-Communicative Signals, Words and Sentences
Social-Communication Area Strands
Level II

Strand A - Social-Communicative Interactions
Strand B - Production of Words, Phrases, and Sentences
Forms for Recording Communication

- Data Recording Form (regular AEPS for practice only)
- Social-Communication Observation Form
- Social-Communication Summary Form
How did the child communicate?

- Gestures - pointing, nodding, reaching
- Vocalizations - sounds that are not conventional words
- Vocalizations with Gestures - vocalization and gesture at the same time
Did you understand the child’s attempt to communicate?

- Interpretable
- Partially interpretable
- Not interpretable
Why did the child communicate?
• To gain attention
• To respond to a question
• To refer to an object or person
• To greet someone
• To protest or refuse
Conducting Language Observations

- Communicative atmosphere
- Be familiar with the child
- Across time, activities and people
- Observe or interact
- Verbatim with paper and pencil or audio/video tape
Video Practice

Social Communication Observation
Assessment Activity Plans

• Designed to assess a single child in multiple areas or multiple children within and across areas.

• AEPS comes with 12 pre-written activities to assess a variety of children across developmental areas

• Can create your own that parallel existing planned activities or those provided in the AEPS.
AEPSi Assessment Activities

Center-based

- Book About Me
- Classroom Transitions and Routines
- Dramatic Play
- Meals and Snack
- Story Time
- Playdough and Manipulatives
- Outdoor Play
- Conversation with Familiar Adults
AEPSi Assessment Activities
Routine-Based

- Rough & Tumble
- Quiet Time
- Mystery Box
- Feeding & Meals
- Daily Transitions & Routines
- Conversations with Caregivers
- Busy Hands
Small Group Activity

• Review an assessment activity
• Describe to rest of group:
  – Skills to assess
  – Other activities where you might assess skills on protocol
  – Special considerations
Practice 1

• View video
• Score skills evidenced within activity
• Discuss results with group
• Discuss changes you would make to the activity
Practice 2

• View video
• Score skills evidenced within activity
• Discuss results with group
• Discuss changes you would make to the activity
Family Report

• 2 Levels (birth to three and three to six)
  – 2 sections
    • Family Routines (Section 1)
    • Family Observations (Section 2)
  – Quantitative and Qualitative Information

• Family information is critical to help guide the development of the IFSP and subsequent intervention
Daily Activities

1. Where, when and with whom does your child usually eat breakfast, lunch and dinner?

2. What kinds of food does your child eat?

3. Meals are usually enjoyable because

4. Meals can be difficult because
Fine Motor Area

Fine Motor skills are those that involve the movement and use of the hands, including grasping, releasing, and using the index finger and thumb.

1. Does your child bring both hands to the middle of the body at the same time? (A1)

2. When playing with toys or objects, does your child bang the toys or objects together at midline when one toy or object is in EACH hand? (A2)

3. Does your child hold a hand-size object, such as a block or a small bowl, with either hand using the end of the thumb, the index and the second finger? The object is held by the fingers and is not resting in the palm. (A3)
What to do with AEPS® results?

• Decide which direction to head

Summarize
Interpret findings
Select meaningful skills
Ongoing monitoring
Types of Scores

• Area Percent Score
  – Add 2’s and 1’s = Area Raw Score
  – Divide by the Total Area Score Possible

• Total Percent Score
  – Add 2’s and 1’s across areas = Total Raw Score
  – Divide by the Total Score Possible for all areas
Summarizing Results

• Numerical
  – Area Percent Scores
  – Total Percent Scores
  – Percent of area - independent v. emerging

• Visual
  – Graphing
  – Child Progress Form

• Narrative
Interpreting

1. Summarize data
2. Make comparisons
3. Consider related factors
4. Make decisions and share findings
Interpreting Continued

- Look for patterns
- Look for emerging skills
- Consider which skills that
  - Are a priority to all team members
  - Not likely to develop without intervention
  - Address multiple areas
  - Match child’s developmental level
  - Are NOT part of the general curriculum
Using the AEPS to Develop IFSPs

• Again – What are the patterns?
• What is functional and meaningful?
• What can be embedded into daily routines and activities?
• What promotes independence and exploration?
Let’s Take a Tour of the AEPS
Volume 1

• Introduction to the AEPS
• The AEPS: An Overview
• Linking
• Content & Organization
• Using AEPS Test
• Family Participation
• A Team Approach
• Psychometric Properties
• IFSP/IEP Examples
• Data Recording Form
• Family Report
• Child Progress Record
Volume 2

- How to Use Volume 2
- Purpose and Value of Assessment & Evaluation
- Using the AEPS Test
- Data Collection
- AEPS Test Items
- Assessment Activities
Volume 3

- Introduction
- Understanding the Curriculum
- Using the AEPS Curriculum
- Designing and Implementing AEPS Curriculum
- Routine Activity Format I: An Activity Targeting Goals from Multiple Areas
- Routine Activity Format II: Multiple Activities Targeting Goals from One Area
- Planned Intervention Activities
Volume 4

- Understanding the Curriculum
- Using the AEPS Curriculum
- Designing and Implementing AEPS Curriculum
- Ideas for Planned Intervention Activities
- Completed Examples of Planned Intervention Activity Forms
Overview of Forms

• Child Observation Data Recording Form (Appendix C Vol 1)
• Family Report (Appendix D Vol 1)
• Child Progress Record (Appendix E Vol 1)
• Assessment Activity Plans (Appendix A Vol 2)
• Child Observation Data Recording Form with Criteria (sold separately)
• Social Communication Forms (Appendix C Vol 1)
AEPS Interactive URLs

• 30 day free trial and other archived information
  – http://aepsinteractive.com

• To enter data and create reports
  – www.aepsi.com