

Guidelines for the AEPS and ASQ Administration for Child Outcomes

revised 06-09-14

Introduction

Assessment, Evaluation, and Programming System for Infants and Children (AEPS) and Ages and Stages Questionnaire (ASQ) data are used by The Oregon Department of Education to meet the child outcome federal reporting requirements for Early Intervention and Early Childhood Special Education (EI/ECSE). This practice ensures a consistent and systematic method for identifying developmental strengths, needs and goals and tracking individual child progress. The use of these tools supports best practice strategies, minimizes work, and ensures that state and federal requirements are met.

Conducting AEPS assessments and ASQ screenings

Who can conduct the AEPS?

The AEPS is designed to be used by staff who meet the user qualifications described in the AEPS Administration Guide. Information is gathered from people who work with the child on a regular basis (e.g., interventionists, direct service personnel, specialists, aides, parents) in familiar settings (e.g., home, classroom). Staff must use the AEPS forms that identify the specific items (X, Y, and Z) in order for the data to be tallied. The X, Y, and Z letters correspond to each of the three child outcomes required for federal reporting. The document "Oregon's EI/ECSE Outcome Process" (found at: <http://www.oregon.gov/ode/students-and-family/SpecialEducation/early-intervention/Documents/aepsasqguidelines.pdf>) explains the child outcomes in greater detail.

Can a parent or caregiver help with the AEPS?

Yes, a parent or a caregiver can assist with the AEPS. Follow the assessment administration instructions described in the AEPS Administration Guide.

What domains on the AEPS must be assessed?

All domains on the AEPS must be assessed with every child regardless of the eligibility category or areas of delay. The only exception to this is children who are eligible under Communication Disorder (CD) who have articulation, fluency, and/or voice only needs. These children may be given the ASQ instead of the AEPS.

What assessment do we use for children who have articulation, voice, and/or fluency as their only areas of need?

Complete the age appropriate ASQ for the child on the same schedule used for AEPS administration.

When administering the ASQ, **ALL** five of the developmental domains must be scored and entered into ecWeb. Each score must be in the typical range (does not fall into the black area). If one or more areas are not in the typical range, **you MUST administer the complete AEPS instead of the ASQ** and use the AEPS to monitor progress from then on. This applies at initial eligibility and all subsequent AEPS administrations.

Who can conduct the ASQ?

The ASQ is a questionnaire designed to be completed by the child's parent or other primary caregiver either independently or with the assistance of service providers.

Where does this data get recorded?

The data from the AEPSI and AEPSII and the ASQ are recorded on the same ecWeb database used for federal reporting at <http://ecweb.uoregon.edu>.

Timelines

When must the AEPS or ASQ be given?

The AEPS and ASQ must be **administered annually for every eligible child**. It should be administered no longer than 30 calendar days before or 30 days after the child's initial eligibility date. It is then administered annually as part of the annual IFSP process no more than 30 days before the annual IFSP.

When children **exit EI or ECSE services** because they no longer qualify, are moving out of Oregon, or their parent refuses services, the AEPS or ASQ must be administered. It is also administered when a child exits for kindergarten. The assessment should be given no more than 30 calendar days before or 30 days after the exit date. Where an AEPS had been administered within 3 months that assessment may be reviewed and updated to reflect any changes in skills and/or behaviors. Administration of the AEPS or ASQ at entry and exit is not required if a child is anticipated to receive less than 6 months of service.

When a child **transitions from EI to ECSE services**, an AEPS must be completed because he or she is exiting EI and entering ECSE. The same assessment scores can be used for exit and entry at this time **unless**:

- The child changes AEPS levels; from AEPSI to AEPSII (this is individually determined).
- The child only qualifies for ECSE services with CD eligibility with only articulation and/or voice and/or fluency needs. In this circumstance the ASQ will be used as the initial entry score for ECSE.

Appropriate assessment data from the AEPSI can be transferred to the AEPSII when a child exits AEPSI and an AEPSII is initiated. The appropriate assessment(s) should be given no longer than 30 calendar days before or 30 days after the exit date from EI and the initial eligibility date for ECSE.

For all children entered in ecWeb who will **be going to kindergarten in the fall**, be sure to administer an exit AEPS or ASQ on or before June 30th of that year and enter the score in ecWeb. If a child receives Extended Year Service (EYS) during the transition to kindergarten summer, assess the child after the completion of the extended year services and enter the data into ecWeb.

What happens when a child moves from the AEPSI to the AEPSII?

Use the AEPS test level that is the most appropriate for the child's developmental level, not necessarily his or her chronological age. When the AEPS level changes for a child, provide exit scores for the child for the AEPSI and entry scores for the child for the AEPSII. Use the same level of the AEPS (AEPSI or AEPSII) for all domains. When a child exits ECSE services, make sure the exit AEPS test is the same level as the child's entry AEPS test.

What happens with children transitioning from EI to ECSE and their annual IFSP date?

When a child transitions from EI to ECSE, it is an exit from EI services and an entry into ECSE services. The EI exit AEPSI scores are used as the entrance to ECSE AEPS scores unless the child is moving from AEPSI to AEPSII. In this case the AEPSI scores will be the exit from EI scores and the AEPSII scores will be the entrance to ECSE scores. Appropriate assessment data from the AEPSI can be transferred to the AEPSII when a child exits AEPSI and an AEPSII is initiated.

The child's annual IFSP date should be changed at the EI to ECSE transition so that the AEPS administration cycle matches the annual IFSP date. This new annual IFSP date will be used to avoid extra AEPS administrations and confusing timelines.

Documentation

What if a child moves to another EI/ECSE program in Oregon?

The child's exiting program is responsible for assuring that the most current AEPS protocol is transferred to the receiving program with other educational records. In addition, the test data entered into ecWeb (AEPS or the ASQ) will be available electronically to the new program. The date of the annual IFSP and the date of the next AEPS or ASQ will remain the same.

How should we document that parents have given permission for the administration of the AEPS or ASQ during the initial eligibility process, before they have an IFSP?

When obtaining written consent for the initial eligibility evaluation that will use the AEPS, include the AEPS as one of the assessments to be given. All domains of the AEPS must be administered.

For speech evaluations, include the ASQ on the initial eligibility consent as one of the tests being administered. If you have already administered an ASQ before the consent is signed, include the ASQ on the IFSP under the Consent for Evaluation section, "This proposal is based on the following evaluation procedures, tests, records, or reports".

Should we note that the AEPS or ASQ will be given to the child in the IFSP document so that parents are informed of the assessment?

Yes, list the AEPS or the ASQ (depending on which is the appropriate one to administer) on the IFSP coversheet under "How will parents be informed of the child's progress?" It can also be noted on the Present Levels of Development page as "Information considered in developing the IFSP – Other", and can be an Evaluation procedure on the Goals and Objectives page.

Can parents opt out of the AEPS or ASQ?

No. Parents may not opt out or refuse the AEPS unless there are religious reasons. The program will administer the AEPS when the child is available on non-religious days. [OAR 581-021-0046 (5)]

Support

Is there a statewide or regional training plan for the ecWeb and the AEPS?

Yes. There are local trainers in every region/county. The ecWeb team will coordinate technical assistance for the state.

Who will be responsible for training new staff?

EI/ECSE area contractors are responsible for arranging AEPS and ASQ training in their areas. Follow-up training on the AEPS and the Child Outcomes system is available from ODE.

Contacts

- ecWeb website: <http://ecweb.uoregon.edu/>
- Child Outcomes web page: <http://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Documents/aepsasqguidelines.pdf>
- Dan Smellow, ecWeb Project Director, 541-346 -0819, dsmellow@uoregon.edu
- Bruce Sheppard, ODE Outcomes Coordinator, 503-947-5612, bruce.sheppard@state.or.us