AEPS *(Assessment and Evaluation Programming System)* and HELP *(Hawaii Early Learning Profile)*: Which to Choose?

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Overview of the Session

- Introduction
- FIT Requirements
- Specific comparisons and considerations
- Provider perspective of each tool
- Next Steps

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Introduction & Background

- Race to the Top - Early Learning Challenge funding opportunity
- Assessment tools and materials survey
- Timelines and process for purchase

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FIT Standards

- Ongoing-Assessment:
  - **Definition**: Using observation, parent input, and assessment tools to identify the unique strengths, needs, and developmental functioning and progress of a child, and, to inform intervention practices. On-going assessment information should be used at a minimum to inform the following:
    - IFSP goals and strategies
    - Exit ECO ratings
    - Annual re-determination of eligibility
    - Changes in services and supports.

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FIT Standards

- **Process:** On-going Assessment is a process that occurs every visit. It includes the use of observation, thinking together with a family around the child's skills and behaviors in every day routines and activities, and the use of a FIT approved curriculum-based assessment tool that provides a framework for intervention…

- **Approved Tools**:
  - Assessment, Evaluation, and Programming System for Infants and Children (AEPS)
  - Hawaii Early Learning Profile (HELP)
  - Oregon Project Skills Inventory *[with NMSBVI]*
  - Other tools as approved by the FIT Program

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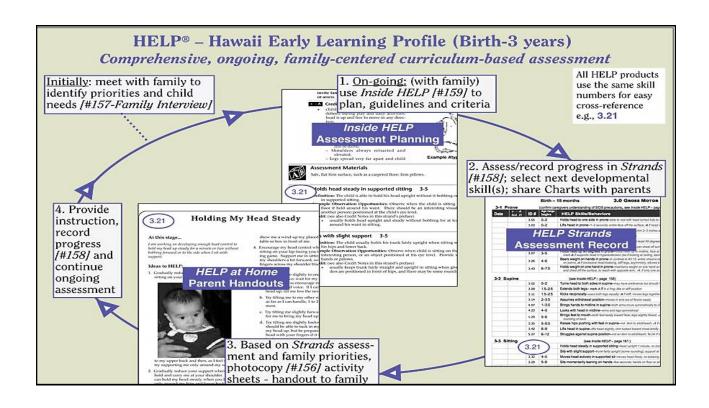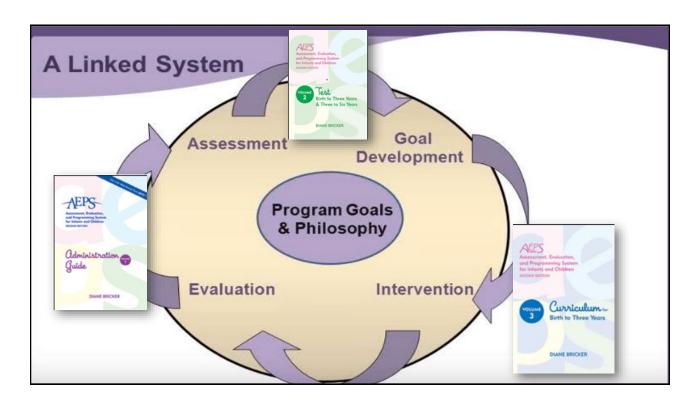## Comparison of the Tools - Similarities

- Both the AEPS and the HELP are **curriculum-based assessment** tools with a linked system approach

- Both contain manuals that provide information and guidance on:
  - Gathering information from families
  - Administration of items
  - Measurement of child progress
  - Sharing information with families, including WHY skills are important and how charts can be used to illustrate the child's progress
  - Tips and considerations for adaptations
  - Intervention and/or teaching skills, i.e. – the curriculum

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HELP® – Hawaii Early Learning Profile (Birth-3 years)
Comprehensive, ongoing, family-centered curriculum-based assessment

Initially: meet with family to identify priorities and child needs *[#157-Family Interview]*

1. On-going: (with family) use *Inside HELP [#159]* to plan, guidelines and criteria

All HELP products use the same skill numbers for easy cross-reference e.g., **3.21**

Inside HELP Assessment Planning

Assessment Materials
Safe, flat firm surface, such as a carpeted floor; firm pillows.

2. Assess/record progress in *Strands* [#158]; select next developmental skill(s); share Charts with parents

HELP Strands Assessment Record

4. Provide instruction, record progress [#158] and continue ongoing assessment

Holding My Head Steady

HELP at Home Parent Handouts

3. Based on *Strands* assessment and family priorities, photocopy [#156] activity sheets - handout to family

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A Linked System

Assessment

Goal Development

Program Goals & Philosophy

Evaluation

Intervention

AEPS Assessment, Evaluation, and Programming System for Infants and Children SECOND EDITION — VOLUME 2 *Test* Birth to Three Years & Three to Six Years — DIANE BRICKER

AEPS Assessment, Evaluation, and Programming System for Infants and Children SECOND EDITION — *Administration Guide* — DIANE BRICKER

AEPS Assessment, Evaluation, and Programming System for Infants and Children SECOND EDITION — VOLUME 3 *Curriculum for Birth to Three Years* — DIANE BRICKER

Comparison of the Tools - Differences

AEPS	HELP
• Skills are more functional	• Skills are more discrete (test-like)
• Curriculum/intervention suggestions are in the AEPS Curriculum	• Curriculum/intervention suggestions are in the HELP at Home
• The organization of the book is *primarily narrative only*	• Set of reproducible handouts *designed for use and discussion with families*
• Offers optional (at cost) AEPSi to provide electronic records and ECO ratings	• Offers online resources/tools, including a color-coded reference for ECO
• Scores are in the form of Raw Scores	• Scores are in the form of age-ranges
• Offers CD with reproducible masters of all forms, English/Spanish versions available	• Paper versions of forms can only be purchased (no masters on CD); online version in development

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Perspectives on the AEPS and the HELP

- How do you use the tool to support your work?
- How easy or difficult was it to learn how to use the tool?
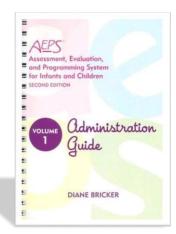- What is your favorite aspect of the tool?
- Any other questions?

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For More Information on the AEPS

Webinar on the use of the AEPS:
https://www.youtube.com/watch?v=xC5GrsTm5AA&t=1194s

Link to the AEPS Materials on publishers site:

http://products.brookespublishing.com/Assessment-Evaluation-and-Programming-System-for-Infants-and-Children-AEPS-Second-Edition-Birth-to-Three-Set-P482.aspx

For More Information on the HELP

Website on the use of the HELP:
http://www.vort.com/pages.php?pageid=6

Link to the HELP Materials on publishers site:

http://www.vort.com/home.php?cat=1

Next Steps

- **For ALL Provider Agencies**: complete the Needs Assessment Survey Monkey NO LATER THAN October 13, 2017 (link also on FIT-listserve)

https://www.surveymonkey.com/r/YBZGD3T

- For Provider Agencies who have not yet chosen an ongoing assessment tool:
    1) Visit recommended resources as needed
    2) Discuss options with your ECN Consultant
    3) **CHOOSE a tool ASAP**
    4) Complete the Needs Assessment Survey

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