



# AEPSi User Manuals



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# AEPSi Administrator User Manual



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# Contents

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<b>Introduction.....</b>	<b>1</b>
Welcome to AEPSi.....	1
About the Admin User's Manual.....	1
<b>Section 1: Managing Your AEPSi Account.....</b>	<b>2-5</b>
Left Menu Navigation.....	2
Program Administration Home Page.....	3
Program Profile.....	4-5
• Classrooms.....	4
• Subscription Details.....	5
• Account Status.....	5
• Subscription Alert Messages.....	5-6
<b>Section 2: Managing Users.....</b>	<b>7-16</b>
Roles and Rights Management.....	7
Manage Administrators.....	8-10
• Creating a New Administrator.....	8-9
• Editing an Administrator Profile.....	9
• Deactivating/Reactivating an Administrator.....	10
Manage Reviewers.....	10-12
• Creating a New Reviewer.....	10-11
• Editing a Reviewer Profile.....	12
• Deactivating/Reactivating a Reviewer.....	12
Manage Providers.....	12-16
• Creating a New Provider.....	12-13
• Editing a Provider Profile.....	14
• Deactivating/Reactivating a Provider.....	14
• Assigning Children to Providers.....	14-15
• Removing Children Assigned to a Provider.....	15-16
Assigning a User Dual Roles.....	16
<b>Section 3: Managing Your Children.....</b>	<b>17-30</b>
Creating a Child Record.....	17-18
Custom Fields.....	19-26
• Creating Custom Fields.....	19
◦ Custom Field Options.....	20
• Creating Text Custom Field.....	21
• Creating Number Custom Field.....	22
• Creating Date Custom Field.....	23
• Creating Yes/No Custom Field.....	24
• Creating Dropdown Menu Custom Field.....	25
• Edit/Delete a Custom Field.....	26
Updating a Child's Team.....	27-29
• Assigning Providers to Children.....	27
• Removing Providers from a Child's Team.....	28
• Creating a Caregiver Profile.....	28
• Edit/Delete Caregiver Profile.....	29
Archiving/Deleting a Child Record.....	30
• Archiving a Child Record.....	30
• Reactivating an Archived Child Record.....	30

• Deleting a Child Record.....	30
<b>Section 4: My Reports.....</b>	<b>31-45</b>
Child Reports.....	31-35
• Score Summary.....	32
• Graphed Scores.....	33
• Child Progress Record.....	33
• Provider Notes.....	34
• IFSP/IEP Summary.....	34
• Eligibility Cutoff Scores.....	34
• Present Level of Functioning.....	35
Aggregate Reports.....	35-45
• Class Reports page.....	36
• Program Reports page.....	36
• Group Snapshot Reports.....	37-38
▪ Status of All Children report.....	37
▪ Progress of All Children report.....	38
• OSEP Categories Reports.....	39-44
▪ About OSEP Reporting.....	39
▪ Children on the Alternative Path.....	40
▪ Entry Data Only (Aggregate Percentages) Report.....	40
▪ Entry Data Only (Categories for Each Child) Report.....	41
▪ Progress Data (Aggregate Percentages) Report.....	42
▪ Progress Data (Categories for Each Child) Report.....	42
▪ OSEP Report Exclusion Categories.....	43-44
• ECO Child Outcomes Summary Form Ratings.....	44-45
▪ Entry Data Only (Ratings for Each Child).....	44
▪ Progress Data (Ratings for Each Child).....	45
<b>Section 5: Exporting Data.....</b>	<b>46</b>
Export Child Data.....	46
Export Program Data.....	46
<b>Section 6: Support and Training.....</b>	<b>47-49</b>
Password Management.....	47
• Forgotten Passwords.....	47
• Forgotten Usernames.....	47
• Change Password.....	47
• Password Protection.....	47
Technical Support.....	48
My Toolkit.....	48
On-Line Help and Support.....	48
Training.....	48
• Customized On-Site Training.....	49
Contact Information.....	49

# Introduction

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## Welcome to AEPSi



AEPSinteractive™ (AEPSi™) is a web-based management system for AEPS that makes it easier for AEPS® users to make the most of AEPS, meet reporting mandates, determine eligibility, and manage and track child data. AEPSi has all the integrity of AEPS plus the time- and paperwork-saving convenience of automated scoring and powerful functionality that transforms AEPS findings into child progress reports and OSEP Child

Outcomes Reports. AEPS is truly a complete solution for programs that also need to meet accountability and eligibility challenges—without sacrificing quality programming and good outcomes for children. We are excited for you to see all the ways AEPSi can make it easier for you to help your children make real progress.

## About the Admin User's Manual

The Admin User's Manual will guide you through all the steps necessary to successfully manage your AEPSi account. You will learn how to navigate through the Admin interface and manage the users and children in your program. AEPSi has simple-to-use rights management features that will enable you to specify access rights to child records and reporting functions for each user in the program.

In addition to creating individual child, class, and program reports, the Admin User's Manual will show how you will be able to create automated, one-click OSEP reports based on an empirically validated crosswalk between AEPS and OSEP Indicators #3 (Part C) and #7 (Part B, Section 619).

Depending on individual state requirements, AEPSi can also help determine whether a child is eligible for services based on the results of the AEPS Test.

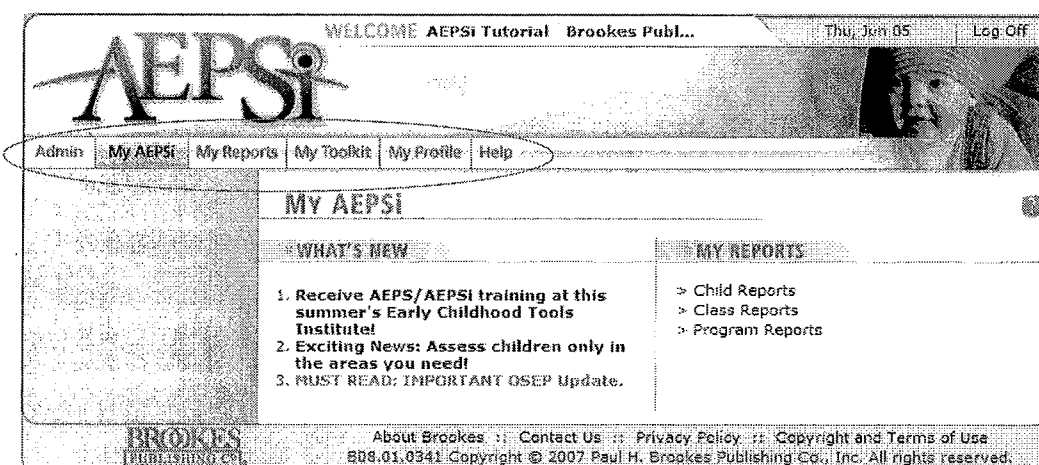


The Admin User's Manual provides information on additional training, professional development, on-line support and help, the discussion board, and several other resources that will prove very useful to you as an Administrator.

# Managing Your AEPSi Account

## Section 1

When you log in to your AEPSi account, you will see tabs along the top of the page that will allow you to navigate to different sections of the site. The tab on the far left is the *Admin* tab—this will take you to a section of the site specific to AEPSi Administrators where you will be able to access all of the features that allow you to manage your AEPSi account.

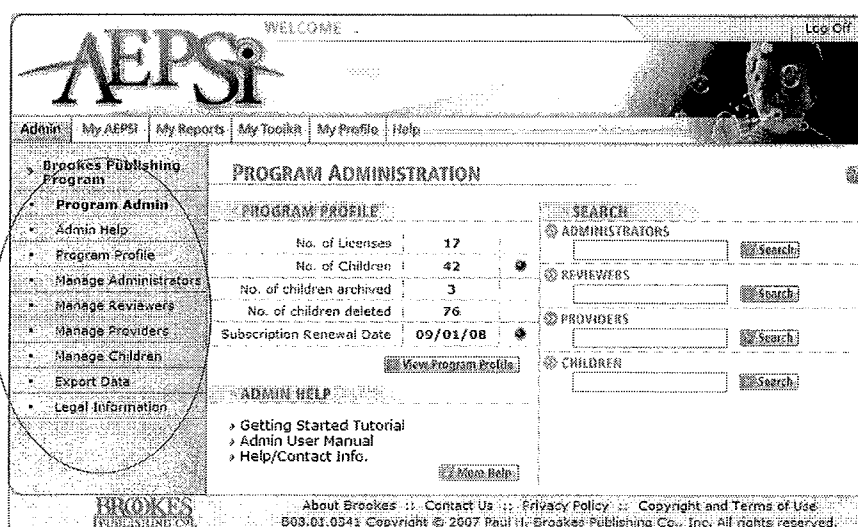


When you click on the *Admin* tab, you will be taken to your **Program Administration** home page. It is from this page that you will have quick access to the information you need to manage your AEPSi account, including help documentation, information about your program and subscription details, as well as the ability to search for users and children in your account.

## Left Menu Navigation

The left menu contains links to all of the different areas within the Admin section. You will be able to access this same menu from any area of the Admin section.

The area you are currently in will be highlighted in bold.



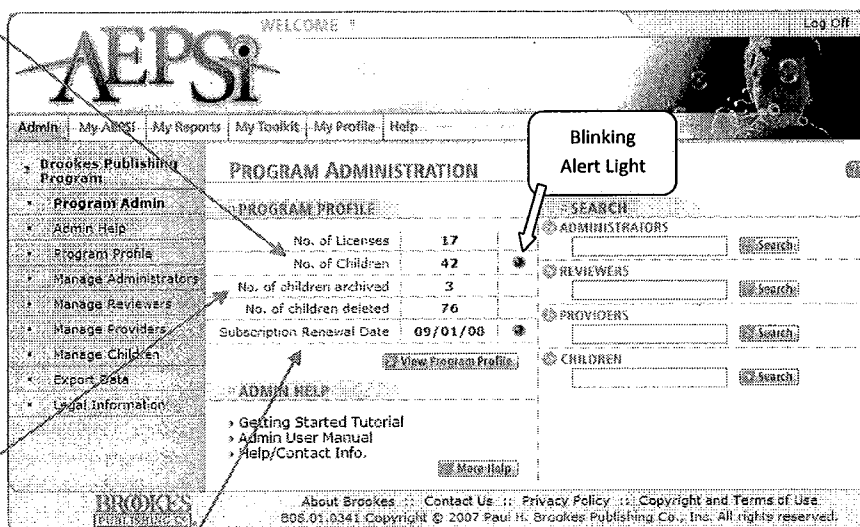
## Program Administration Home Page

The content on your **Program Administration** home page is a quick and easy way to access the information you will need to manage your AEPSi account. At the top left you will see *Program Profile*, which displays the number of licenses purchased for your subscription, the current number of active child records in your AEPSi account, the current number of archived child records in your AEPSi account, and the subscription start and renewal dates. Next to the number of child records, number of archived child records, and subscription renewal date, there is an alert icon. The AEPSi system will provide the following alert messages:

- **Number of Children:**  
When the number of current active child records exceeds the number of child licenses by more than 20%, you will receive a blinking alert light. Your program may receive an invoice to pay for those additional child records at that time, or the additional child records may be reconciled when it is time to renew your subscription.

- **Number of Archived Children:** You can archive up to 10% of your child capacity for free. When the number of archived child records is beyond 10%, you will receive a blinking alert light. When it is time for subscription renewal, you will be charged \$1 for each child record beyond the 10% archive capacity.

- **Subscription Renewal Date:** You will receive a blinking alert light 90, 60, and 30 days before it is time to renew your subscription.



**Note:** Exceeding your number of child licenses purchased will **not** result in losing access or functionality to the site.

You can view your full program profile by clicking the *View Program Profile* button.

To the right of the Program Profile Summary is the Search function. To search for an Administrator, Reviewer, Provider, or child that you have created, type the first name, last name, or both in the corresponding search field and click the *Search* button. This will pull up a link to that person's profile.

The last section is Admin Help. Here you will find the tutorial for getting started with AEPSi, the Admin User's Manual, and the End User's License Agreement. Clicking the *More Help* button, or clicking *Admin Help* on the left menu navigation, will take you to more help options.

## Program Profile

To view the Program Profile, you can either click the *View Program Profile* button on your **Program Administration** home page, or click *Program Profile* on the left menu navigation. The Program Profile will display the name of the program, program type, address, city, state, and Zip. In addition, there are optional fields for the phone number, fax number, and website address.

Most of this information will be completed for you when you start your subscription, but you may make any additions or changes by entering information in these text fields and clicking the *Save Changes* button.

## Classrooms

Another field on the Program Profile is classrooms. You have the option to create classrooms by entering the classroom names in the text area. The classrooms you create will form a drop-down menu in a Child Profile and certain report request forms.

When an Administrator or user creates a Child Record, he or she can assign the child to a classroom from the drop-down menu.

The classroom drop-down menu will also appear when creating reports, which allows your users to create group reports for a particular class. There are no limits to how many classrooms can be created. To create classrooms for your program:

1. Enter a name of the classroom in the text area field.
2. Type a semicolon immediately following the classroom name.
3. Repeat steps 1 and 2 for each class you would like to create.

**Note:** You will learn more about the Classrooms field in Section 3: **Managing Your Children** and Section 4: **My Reports**.

The **Program Profile** page is also where you can create custom fields to add to a child's profile. We will demonstrate how the custom fields work in Section 3: **Managing Your Children**.

**PROGRAM PROFILE**

Name: Brookes Publishing Program  
Program Type: Head Start Program  
Address: 1253 Washington Ave.  
Address: Suite 671  
City: Towson  
State: MD  
Zip: 21285  
Phone No.: 410-333-4443  
Fax No.: 410-777-8898  
Website Address: http://www.brookespublish.com  
Classrooms: Red Room;Green Room;Blue Room  
Please enter a semicolon separated list of classes.

**SUBSCRIPTION DETAILS**

Number of Licenses	17	
Current Number of Active Children	42	The number of current active children exceeds the number of child licenses by more than 20%.
Current Number of Archived Children	3	
Number of Deleted Children	76	
Subscription Renewal Date	09/01/08	There are 90 days or less to renew this account.
Subscription Start Date	09/01/07	
Account Status	Active	
Your Program's Enterprise ID	0	
Last Child Import	From:	

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## Subscription Details

The **Program Profile** page also contains details about your AEPSi subscription. That information includes:

- **Number of Licenses:** The number of child records purchased for your subscription.
- **Current Number of Active Children:** The current number of active child records in your AEPSi account (those not archived or deleted). This number will be updated whenever a new child record is created, as well as when a child record is archived or deleted.
- **Current Number of Archived Children:** The current number of archived child records in your AEPSi account. This number will also be updated whenever a child record is archived, or when an archived child record is deleted. *Note: You will learn more about what an Archived Child is in Section 3: **Managing My Children**.*
- **Number of Deleted Children:** The number of child records that have been deleted throughout your subscription period. Only children for which an assessment has been created will be included.
- **Subscription Renewal Date:** The date when it is time to renew your subscription. Well in advance of this date, you or the responsible party will want to contact Customer Service to renew your subscription.
- **Subscription Start Date:** The start date of your AEPSi subscription
- **Account Status:** Your account status will display as one of the following: active, expired, inactive, or locked.
- **Your Program's Enterprise ID:** If your program is part of a larger Enterprise group, your Enterprise ID Number will be displayed here.
- **Last Child Import:** The date and file type of the last child imported into your program from another source.

## Account Status

Below is a brief description of the possible values for account status:

- **Active:** Your account is active and functional.
- **Expired:** Your subscription date has expired and it is now time to renew your subscription. All users still have access to your AEPSi account, but you must renew your subscription immediately.
- **Inactive:** You have cancelled your AEPSi account. Users will no longer be able to access your account.
- **Locked:** Your AEPSi account has been locked, and users are unable to access the account. When an account is locked, it means that payment for subscription renewal is past due. Once the subscription has been renewed, the account will be made active again and users will be able to access the account.

## Subscription Alert Messages

The AEPSi system will provide the following alert messages on the **Program Profile** page:

- **Current Number of Active Children:** When the number of current active children exceeds the number of child licenses by more than 20%, you will receive an alert message. Your program may receive an invoice to pay for those additional child records at that time, or the additional child records may be reconciled when it is time to renew your subscription.
- **Current Number of Archived Children:** You can archive up to 10% of your child capacity

SUBSCRIPTION DETAILS		
Number of Licenses	17	
Current Number of Active Children	42	The number of current active children exceeds the number of child licenses by more than 20%
Current Number of Archived Children	3	
Number of Deleted Children	76	
Subscription Renewal Date	09/01/08	There are 90 days or less to renew this account.
Subscription Start Date	09/01/07	
Account Status	Active	
Your Program's Enterprise ID	0	
Last Child Import		from:

for free. When the number of archived children is beyond 10%, you will receive an alert message. When it is time for subscription renewal, you will be charged \$1 for those child records beyond the 10% archive capacity.

- **Subscription Renewal Date:** You will receive an alert message 90, 60, and 30 days before it is time to renew your subscription.

*Note: Exceeding your number of child licenses purchased will **not** result in losing access or functionality to the site.*



# Managing Users

## Section 2

In this section, you will become familiar with the available roles (Administrator, Reviewer, Provider) and rights available for users of the AEPSi system, and you will learn how to create, edit, and deactivate users, as well as assign Providers to children.

### Roles and Rights Management

Assigning roles and permissions in AEPSi is powerful yet relatively simple. AEPSi comes with three predefined roles (*Administrator*, *Provider*, and *Reviewer*). You can assign one or more roles to each user in your program.



#### Administrator

As your program's designated AEPSi *Administrator*, you have the most powerful role. Users who are Administrators can create, edit, and deactivate user records; create, archive, and delete child records; assign Providers to children and vice versa; and create reports.



#### Provider

The *Provider* role is designed for users who work directly with children, such as teachers and therapists. Users who are Providers have the ability to create and edit child records, enter assessment data, view reports on the individual children to whom they are assigned, and create class reports.

Within the Provider role there is a designated "Lead Provider" for each child's team. The Lead Provider is able to assign Providers to the child's team, remove Providers from the child's team, add/edit caregiver information, and as designate another lead provider for a child's team. Besides Administrators, only Lead Providers are able to make changes to a child's team.



#### Reviewer

The *Reviewer* role is designed for users such as program directors and school superintendents who need to review aggregate reports on children's progress; users who are Reviewers have the ability to generate reports but not to edit child records.

Within each role, you can assign certain permissions to each user. For example, you can ensure that a user who is a Provider has permission to access only the child records for the children with whom he or she works. As another example, you can enable users who are Reviewers to see "identified data" (data that includes identifying information such as children's names) or only "de-identified data" (data the system strips of all identifying information).

You can also assign users more than one role. This means that if you or someone else in your program is an Administrator who works directly with children, you can assign the roles of both Administrator **and** Provider.

This also means that if you have a Provider in your program whom you want to allow to run aggregate reports on all of the children in the program, not just on those to whom he or she are assigned, you can assign the roles of both a Provider and a Reviewer.

*Note: Anyone who is assigned the dual role of Provider and Reviewer will be able to see identifying data on children in the aggregate reports.*

Assigning the dual roles of Administrator and Reviewer has no practical purpose since an Administrator already has all of the capabilities allowed by the Reviewer role.

## Manage Administrators

Depending on the size of your program, you may want to create additional administrators to help you manage your AEPSi account. Administrators have the ability to perform the following actions:

- Create other users
- Create child records
- Assign Providers (team members) to children
- Archive and delete child records
- Have access to all child reports and class/program reports

## Creating a New Administrator

To create a new Administrator:

1. Click the *Manage Administrators* link on the left menu.

WELCOME ! Log Off

Admin | My AEPSi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

**PROGRAM ADMINISTRATION**

**PROGRAM PROFILE**

No. of Licenses	17
No. of Children	42
No. of children archived	3
No. of children deleted	76
Subscription Renewal Date	09/01/08

[View Program Profile](#)

**ADMIN HELP**

- Getting Started Tutorial
- Admin User Manual
- Help/Contact Info.

[More Help](#)

**SEARCH**

**ADMINISTRATORS**  [Search](#)

**REVIEWERS**  [Search](#)

**PROVIDERS**  [Search](#)

**CHILDREN**  [Search](#)

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This will take you to the **Manage Administrators** page, where you will see a list of all of the Administrators currently in your program along with their names, titles, e-mail addresses, and phone numbers.

2. From the **Manage Administrators** page, click the *Create New Administrator* button.

WELCOME ! Log Off

Admin | My AEPSi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

**MANAGE ADMINISTRATORS**

SEARCH ADMINISTRATORS  [Search](#) [Rights Management Help](#)

Admin Name	Title/Occupation	Email	Phone	View	Edit	DEACTIVATE
Administrator, Free Trial	Administrator	implement@brookespublishing.com	000-000-0000			
Ali, Rabaa	Ms.	ideashield@brookespublishing.com	150-857-9927	View		DEACTIVATE
Bullard, Mary Ann	Special Education Teacher	ideashield@brookespublishing.com	504-737-6163	View	Edit	DEACTIVATE
Behm, Melissa	Transition Specialist	mbehm@brookespublishing.com	410-433-4455	View	Edit	DEACTIVATE
Belle, Monica	Speech Language Pathologist	mbelle@brookespublishing.com	410-433-4455	View	Edit	DEACTIVATE
Berge, Inga	OBS teacher	ingebange@mac.com	878-546-7684	View	Edit	DEACTIVATE
Carsen, Ken	Teacher	dcvidp@oba.com	978-546-5558	View	Edit	DEACTIVATE
Callinasa, Tara	Administrator	tcollins@brookespublishing.com	000-000-0000	View	Edit	DEACTIVATE
Wang, Kevin	Educator	kwang@brookespublishing.com	877-884-3899	View	Edit	DEACTIVATE
Zuel, Justin	Mr.	david.s.pierson@gmail.com	978-546-7346	View	Edit	DEACTIVATE

[Create New Administrator](#)

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This will take you to the **Create Administrator** page, which is essentially a profile page for the user.

- From the **Create Administrator** page, select the role for the administrator by clicking on the Administrator checkbox. Since you accessed this page through the *Manage Administrators* link, the box next to "Administrator" will already be checked.

- Enter the profile information for the Administrator. Items marked with a red arrow are required.

- Once you have entered the profile information for the Administrator, click the **Save** button.

- An e-mail will be sent to the Administrator that will contain a link for him or her to create a password. The Administrator will then be able to log in to the AEPSi account.

**AEPSi** WELCOME Log Off

Admin My AEPSi My Reports My Toolkit My Profile Help

**CREATE ADMINISTRATOR**

Role: ☒ Administrator ☐ Reviewer ☐ Provider **Save**

Child Data Access: ☐ Yes ☐ No

\* First Name:

Middle Initial:

\* Last Name:

\* Title:

Address 1:

Address 2:

City:

State:

Zip:

\* Day Phone:

Evening Phone:

Mobile Phone:

Fax Number:

\* E-mail Address:

\* Username:

Notes/Comments:

**Save**

*Note: it is very important to make sure that the email address you enter for the person is correct. If it is not correct, the person will not receive the email that will allow him/her into the system.*

*Note: You create the username for a person when adding him/her to the system. This field will automatically populate with the person's e-mail address if you tab down from the E-mail Address field to the Username field, but the username does not have to be the person's e-mail address. Every user in AEPSi must have a unique username. If you receive an error message that says "Username not unique" that just means that someone else who uses AEPSi already has that username. Try making a slight variation to the username and saving again.*

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## Editing an Administrator Profile

If you need to edit a particular Administrator's profile, there are two options:

- From your **Program Administration** main page, type the name of the Administrator in the search field and click the **Search** button. The matching Administrator will show up in the search results. You can click the **Edit** link to make changes to the Administrator's profile. Once you have made the changes, click the **Save** button.
- From your **Program Administration** main page, you may also click the *Manage Administrators* link on the left menu. A list of all Administrators in your program will be listed with links to view and edit their profiles.

Belle, Monica	Speech Language Pathologist	mbelle@brookespublishing.com	410-453-4455	<a href="#">View</a>   <a href="#">Edit</a>   <a href="#">DEACTIVATE</a>
---------------	-----------------------------	------------------------------	--------------	--

## Deactivating/Reactivating an Administrator

If an Administrator no longer needs access to his or her AEPSi account, you can deactivate the account:

1. Click the *Manage Administrators* link on the left menu or use the Search function on the **Program Administration** page.
2. Locate the Administrator you would like to deactivate and click the *Deactivate* button.

Belle, Monica	Speech Language Pathologist	mbelle@brookespublishing.com	410-455-4455	View   Edit	DEACTIVATE
---------------	-----------------------------	------------------------------	--------------	-------------	------------

Once the Administrator has been deactivated, he or she will no longer be able to log into the AEPSi account. However, the account information will not be deleted and may be reactivated. If you need to reactivate an already deactivated account:

1. Click the *Manage Administrators* link on the left menu.
2. Locate the Administrator you would like to reactivate and click the *Reactivate* button.

Belle, Monica	Speech Language Pathologist	mbelle@brookespublishing.com	410-455-4455	View	REACTIVATE
---------------	-----------------------------	------------------------------	--------------	------	------------

*Note: you can only view, not edit, the profile of an Administrator who has been deactivated.*

## Manage Reviewers

Another predefined role is Reviewer. A Reviewer will have access to class and program reports. If you allow Reviewers access to identified child data, they will be able to view individual child reports in addition to the other reports. Reviewers will not be able to create or edit child records, or enter assessment data for children.

### Creating a New Reviewer

To create a new Reviewer:

1. Click the *Manage Reviewers* link on the left menu.

This will take you to the **Manage Reviewers** page.

WELCOME 1 Log Off

Admin My AEPSi My Reports My Toolkit My Profile Help

Brookes Publishing Program

Program Admin

Admin Help

Program Profile

Manage Administrators

Manage Reviewers

Manage Providers

Manage Children

Export Data

Legal Information

PROGRAM ADMINISTRATION

PROGRAM PROFILE

No. of Licenses	17
No. of Children	42
No. of children archived	3
No. of children deleted	76
Subscription Renewal Date	09/01/08

View Program Profile

ADMIN HELP

- Getting Started Tutorial
- Admin User Manual
- Help/Contact Info.

More Help

SEARCH

ADMINISTRATORS Search

REVIEWERS Search

PROVIDERS Search

CHILDREN Search

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On the **Manage Reviewers** page you will see a list of all of the Reviewers currently in your program along with their names, titles, e-mail addresses, and phone numbers.

- From the **Manage Reviewer** page, click the **Create New Reviewer** button.

WELCOME | Log Off

Admin | My AEPSi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

- Program Admin
- Admin Help
- Program Profile
- Manage Administrators
- Manage Reviewers**
- Manage Providers
- Manage Children
- Export Data
- Legal Information

### MANAGE REVIEWERS

SEARCH REVIEWERS [ ] [Search] Rights Management Help

Reviewer Name	Title/Occupation	E-mail	Phone	
Jackson, Freddie	District Administrator	fjackson@vol.com	555-5555	View   Edit   <b>DEACTIVATE</b>
Stewart, Martha	Reviewer	mgray@brookespublishing.com	000-000-0000	View   Edit   <b>DEACTIVATE</b>

[Create New Reviewer]

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This will take you to the **Create Reviewer** page.

- Select the role(s) for the Reviewer by clicking the Reviewer checkbox. Since you accessed this page from the **Manage Reviewers** link, the box next to "Reviewer" will already be checked.

- If the Reviewer should have access to identified child data, then click the Yes button for "Child Data Access." Otherwise click the No button.

- Enter the profile information for the Reviewer. Items marked with a red arrow are required.

- Once you have entered the profile information for the Reviewer, click the **Save** button.

- An e-mail will be sent to the Reviewer that will contain a link for him or her to create a password. The Reviewer will then be able to log in to the AEPSi account.

WELCOME | Log Off

Admin | My AEPSi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

- Program Admin
- Admin Help
- Program Profile
- Manage Administrators
- Manage Reviewers**
- Manage Providers
- Manage Children
- Export Data
- Legal Information

### CREATE REVIEWER

Role: ☐ Administrator ☒ Reviewer ☐ Provider [Save]

Child Data Access: ☐ Yes ☒ No

\* First Name: [ ] Middle Initial: [ ] Last Name: [ ] Title: [ ]

Address 1: [ ] Address 2: [ ] City: [ ] State: [Select One] Zip: [ ]

\* Day Phone: [ ] Evening Phone: [ ] Mobile Phone: [ ] Fax Number: [ ]

\* E-mail Address: [ ] \* Username: [ ] Notes/Comments: [ ]

[Save]

**Note:** It is very important to make sure that the email address you enter for the person is correct. If it is not correct, the person will not receive the email that will allow him/her into the system.

**Note:** You create the username for a person when adding him/her to the system. This field will automatically populate with the person's e-mail address if you tab down from the E-mail Address field to the Username field, but the username does not have to be the person's e-mail address. Every user in AEPSi must have a unique username. If you receive an error message that says "Username not unique" that just means that someone else who uses AEPSi already has that username. Try making a slight variation to the username and saving again.

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## Editing a Reviewer Profile

If you need to edit a Reviewer's profile, there are two options:

1. From your **Program Administration** main page, type the name of the Reviewer in the search field and click the *Search* button. The matching Reviewer will show up in the search results. You can click the *Edit* link to make changes to the Reviewer's profile.
2. From your **Program Administration** main page, you may also click the *Manage Reviewers* link on the left menu. A list of all Reviewers in your program will be listed with links to view and edit their profiles.

Jackson, Freddie	District Administrator	fjackson@aol.com	555-5555	<a href="#">View</a>   <a href="#">Edit</a>   <a href="#">DEACTIVATE</a>
------------------	------------------------	------------------	----------	--

## Deactivating/Reactivating a Reviewer

If a Reviewer no longer needs access to the AEPSi account, you can deactivate that account:

1. Click the *Manage Reviewers* link on the left menu or use the search function on the **Program Administration** page.
2. Locate the Reviewer you would like to deactivate and click the *Deactivate* button.

Jackson, Freddie	District Administrator	fjackson@aol.com	555-5555	<a href="#">View</a>   <a href="#">Edit</a>   <a href="#">DEACTIVATE</a>
------------------	------------------------	------------------	----------	--

Once the Reviewer has been deactivated, he or she will no longer be able to log into the AEPSi account. However, the account information will not be deleted and may be reactivated. If you need to reactivate the account:

1. Click the *Manage Reviewers* link on the left menu.
2. Locate the Reviewer you would like to reactivate and click the *Reactivate* button.

Jackson, Freddie	District Administrator	fjackson@aol.com	555-5555	<a href="#">View</a>   <a href="#">REACTIVATE</a>
------------------	------------------------	------------------	----------	---

*Note: You can only view, not edit, the profile of a Reviewer who has been deactivated.*

## Manage Providers

A *Provider* is any professional, employee, or contractor of your organization—such as teachers and therapists—who works directly with children. Providers have the right to:

- create/edit child records
- enter child assessment data
- create child journal entries
- add/edit calendar events
- view, create, and export child and class reports

## Creating a New Provider

To create a new Provider:

1. Click the *Manage Providers* link on the left menu.

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Admin | My AEPSi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

Program Admin

Admin Help

Program Status

Manage Administrators

Manage Reviewers

**Manage Providers**

Manage Children

Export Data

Legal Information

**PROGRAM ADMINISTRATION**

**PROGRAM PROFILE**

No. of Licenses	17
No. of Children	42
No. of children archived	3
No. of children deleted	76
Subscription Renewal Date	09/01/08

[View Program Profile](#)

**ADMIN HELP**

- Getting Started Tutorial
- Admin User Manual
- Help/Contact Info

[More Help](#)

**SEARCH**

ADMINISTRATORS  [Search](#)

REVIEWERS  [Search](#)

PROVIDERS  [Search](#)

CHILDREN  [Search](#)

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This will take you to the **Manage Providers** page, where you will see a list of all of the Providers currently in your system along with their names, titles, e-mail addresses.

- Click the **Create New Provider** button.

**MANAGE PROVIDERS**

SEARCH PROVIDERS   [Rights Management Help](#)

Provider Name	Title/Occupation	E-mail	Phone	View	Edit	DEACTIVATE
Administrator, Pica	Administrator	apm@mcab.com	600-000-0000	View	Edit	DEACTIVATE
Behm, Melissa	President	mbehm@brockspublishing.com	410-455-4435	View	Edit	DEACTIVATE
Hella, Monica	Speech Language Pathologist	mhella@brockspublishing.com	410-455-4435	View	Edit	DEACTIVATE
Bergs, Inga	ODE teacher	ingabergs@mcab.com	975-546-3694	View	Edit	DEACTIVATE
Brady, Thomas	Speech Therapist	davidp@bbs.com	975-546-7346	View	Edit	DEACTIVATE
Brown, Michael	Teacher	mcbrown@brockspublishing.com	600-000-0000	View	Edit	DEACTIVATE
Calhoun, Nagan	Teacher	nccalhoun@brockspublishing.com	410-455-4435	View	Edit	DEACTIVATE
Wong, John	Teacher	jwong@brockspublishing.com	975-546-3694	View	Edit	DEACTIVATE
Williams, Mary	Teacher	mwilliams@brockspublishing.com	600-000-0000	View	Edit	DEACTIVATE
Zuel, Justin	Mr.	david.a.stanton@gmail.com	975-546-7346	View	Edit	DEACTIVATE

[Create New Provider](#)

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This will take you to the **Create Provider** page.

- From the **Create Provider** page, select the role(s) for the Provider by clicking the Provider checkbox. You may assign the user the Administrator and/or Reviewer role in addition to the Provider role.

- Enter the following profile information for the Provider. On the profile page, required items are marked with a red arrow:

- Once you have entered the profile information for the Provider, click the **Save** button.

- An e-mail will be sent to the Provider that will contain a link for him or her to create a password. The Provider will then be able to log in to the AEPSi account.

**CREATE PROVIDER**

[Provider Profile](#) [View/Assign Children](#)

Role: ☐ Administrator ☐ Reviewer ☒ Provider

Child Data Access: Yes ☒ No ☐

First Name:   
Middle Initial:   
Last Name:   
Title:   
Address 1:   
Address 2:   
City:   
State:    
Zip:   
Day Phone:   
Evening Phone:   
Mobile Phone:   
Fax Number:   
E-mail Address:   
Username:   
Notes/Comments:

**Note:** It is very important to make sure that the e-mail address you enter for the person is correct. If it is not correct, the person will not receive the email that will allow him/her into the system.

**Note:** You create the username for a person when adding him/her to the system. This field will automatically populate with the person's e-mail address if you tab down from the E-mail Address field to the Username field, but the username does not have to be the person's e-mail address. Every user in AEPSi must have a unique username. If you receive an error message that says "Username not unique" that just means that someone else who uses AEPSi already has that username. Try making a slight variation to the username and saving again.

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## Editing a Provider Profile

If you need to edit a Provider's profile, there are two options:

1. From your **Program Administration** main page, type the name of the Provider in the search field box and click the *Search* button. The matching Provider will show up in the search results. You can click the *Edit* link to make changes to the Provider's profile.
2. From your **Program Administration** main page, you may also click the *Manage Providers* link on the left menu. A list of all Providers in your program will be listed with links to view and edit their profiles.

Calhoun, Megan	teacher	mcalhoun@brookespublishing.com	410-455-4455	View   Edit	DEACTIVATE
----------------	---------	--------------------------------	--------------	-------------	------------

## Deactivating/Reactivating a Provider

If a Provider no longer needs access to the AEPSi account, you can deactivate that account:

1. Click the *Manage Providers* link on the left menu or use the search function on the **Program Administration** page.
2. Locate the Provider you would like to deactivate and click on the *Deactivate* button.

Calhoun, Megan	teacher	mcalhoun@brookespublishing.com	410-455-4455	View   Edit	DEACTIVATE
----------------	---------	--------------------------------	--------------	-------------	------------

Once the Provider has been deactivated, he or she will no longer have access to your AEPSi account. However, the account information will not be deleted and may be reactivated. Also, child records will retain all relevant provider information. If you need to reactivate an account:

1. Click the *Manage Providers* link on the left menu.
2. Locate the Provider you would like to reactivate and click the *Reactivate* button.

Calhoun, Megan	teacher	mcalhoun@brookespublishing.com	410-455-4455	View	REACTIVATE
----------------	---------	--------------------------------	--------------	------	------------

*Note: You are only able to view, not edit, the profile of a Provider who has been deactivated.*

## Assigning Children to Providers

Once you have Providers and Child Records in your account (for information on creating child records, see Section 3: **Managing My Children**) you are able to assign children Providers. Providers will only be able to access child records that have either been assigned to them or that they have created themselves.

To assign children to a Provider:

1. On the **Manage Provider** page, click the *Edit* link next to the Provider's name to whom you would like to assign children.

Calhoun, Megan	teacher	mcalhoun@brookespublishing.com	410-455-4455	View   Edit	DEACTIVATE
----------------	---------	--------------------------------	--------------	-------------	------------

This will take you to the profile page of that Provider.



- From the Provider's profile, click on the *View/Assign Children* link at the top of page.

This will take you to the **Assign Children** page for that Provider, on which you will see a list of all of the children to whom that Provider is currently assigned.

If there are no children listed that means that the Provider does not currently have any children assigned to him or her.

- To assign children to the Provider, click the *Assign Additional Children* button.

This will take you to the **Assign Children** page where you will see a list of all the children that are in your program. If you have not created any child records, see Section 3: **Managing Your Children**.

Child Name	Child ID	Select/Deselect Select/Deselect All	Current Lead Provider	Make Habel Lead Provider
[Assign Additional Children] [Update List]				

- To assign a child to the Provider, select the checkbox in the "Select/Deselect" column.
- There is also an option to make the current Provider the "Lead Provider" for the selected child. A Lead Provider has all of the rights and privileges of the Provider role, but also has the capability of assigning other Providers to a child's team. Each child can have one, and only one, Lead Provider.
- Once you have selected the children and selected the "Lead Provider" options for the Provider, click the *Update List* button to save the information.

**Tip:** to assign all children to a Provider, click the "Select/Deselect All" link.

Child Name	Child ID	Select/Deselect Select/Deselect All	Current Lead Provider	Make Habel Lead Provider
Lauren Archer	19832	<input type="checkbox"/>	Inte'a DeShields	<input type="checkbox"/>
Marsha Brady		<input type="checkbox"/>	Monica Belle	<input type="checkbox"/>
Honi Brookmeyer		<input type="checkbox"/>	Inte'a DeShields	<input type="checkbox"/>
Mobie Brown		<input type="checkbox"/>	Monica Belle	<input type="checkbox"/>
Marcy Butlerfield		<input type="checkbox"/>	Inte'a DeShields	<input type="checkbox"/>
Tyree Camp		<input type="checkbox"/>	Inte'a DeShields	<input type="checkbox"/>
Nina Chavez	02136	<input type="checkbox"/>	Free Trial Administrator	<input type="checkbox"/>
Last childadmin		<input type="checkbox"/>	Monica Belle	<input type="checkbox"/>
Michael Carleone		<input type="checkbox"/>	Megan Calhoun	<input type="checkbox"/>
Sally Songbird		<input type="checkbox"/>	Peter Perkins	<input type="checkbox"/>
Stephanie Spelling		<input type="checkbox"/>	Peter Perkins	<input type="checkbox"/>
Alice Tolkens		<input type="checkbox"/>	Inte'a DeShields	<input type="checkbox"/>

[Update List]

## Removing Children Assigned to a Provider

To remove children assigned to a particular Provider:

1. Click on the *Manage Providers* link on the left menu and click the *Edit* link next to the Provider.
2. Click the *View/Assign Children* link at the top of the Provider's profile.
3. Deselect the child or children. Then click the *Update List* button.

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Admin | My AEPSi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

- Program Admin
- Admin Help
- Program Profile
- Manage Administrators
- Manage Reviewers
- Manage Providers**
- Manage Children
- Export Data
- Legal Information

### ASSIGN CHILDREN

Provider Profile | **View/Assign Children**

Children assigned to Megan Calhoun:

Child Name	Child ID	Select/Deselect Select/Deselect All	Current Lead Provider	Make Mabel Lead Provider
Noni Brookmeyer		<input checked="" type="checkbox"/>	Inte'a DeShields	<input type="checkbox"/>
Marcy Eutterfield		<input checked="" type="checkbox"/>	Inte'a DeShields	<input type="checkbox"/>
test childadmin		<input checked="" type="checkbox"/>	Monica Belle	<input type="checkbox"/>

Assign Additional Children | **Update List**

Tip: to remove all children from a Provider, click the "Select/Deselect All" link.

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(Important Note: Removing a child assigned to a Provider will not remove the child record from the AEPSi system. The Provider will simply no longer have access to the child profile and assessment data.)

## Assigning a User Dual Roles

To assign a user with more than one role, simply check more than one box in the "Role" field when creating or editing a user's profile.

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Admin | My AEPSi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

- Program Admin
- Admin Help
- Program Profile
- Manage Administrators**
- Manage Reviewers
- Manage Providers
- Manage Children

### CREATE ADMINISTRATOR

Role: ☒ Administrator ☐ Reviewer ☒ Provider

Child Data Access: ☐ Yes ☒ No

First Name:

Middle Initial:

Last Name:

Title:

Address 1:

# Managing Your Children

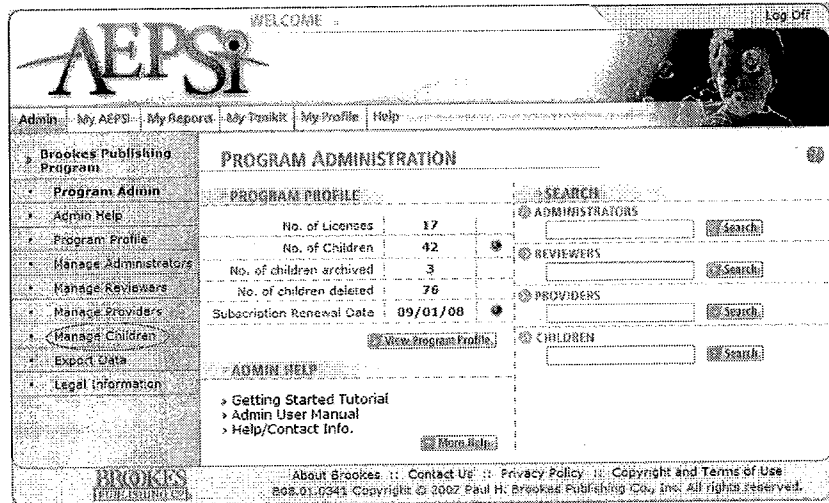
## Section 3

The following section describes how to create, edit, archive, and delete child records as well as how to assign Providers to a child's team.

### Creating a Child Record

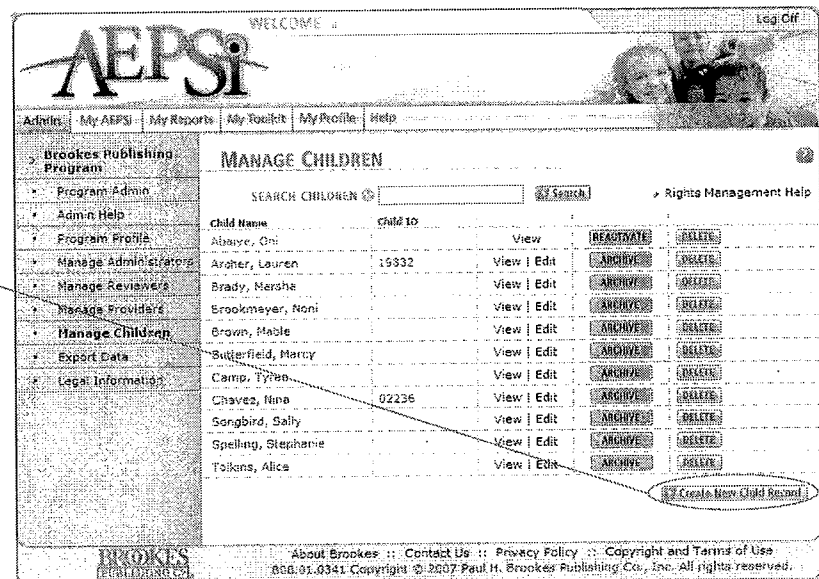
To create a child record:

1. Click on the *Manage Children* link on the left menu.



This will take you to the **Manage Children** page where you will see a list of all of the children currently in your program along with their names and child IDs.

2. From the **Manage Children** page, click the *Create New Child Record* button.



This will take you to the **Create Child** page, which is essentially a new child's profile page.

3. Enter the information on the child profile. Items marked with a red arrow are required.

4. In order for a child to be included in OSEP Reporting, there are four required fields that must be completed:

- \*Include in OSEP Reporting: Select "yes" if the child will be included in OSEP Reporting. If the child will not be included in OSEP Reporting, select "no." You can then save the child profile without entering the funding source, program entry date, and program exit date.
- \*Funding Source: Select whether the child is Early Childhood Sp Ed - Part B (3-5) or Early Intervention-Part C (Birth-3)]
- \*Program Entry Date
- \*Program Exit Date (*Note: Once the program exit date for a child is known, enter that information here. Until then, leave the field at the default of 01/01/2001.*)

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Admin My AEPsi My Reports My Toolkit My Profile Help

Brookes Publishing Program

- Program Admin
- Admin Help
- Program Profile
- Manage Administrators
- Manage Reviewers
- Manage Providers
- Manage Children
- Export Data
- Legal Information

### CREATE CHILD RECORD

\* First Name:

Middle Initial/Name:

\* Last Name:

\* Date of Birth:  (mm/dd/yyyy)

\* Weeks Premature:  ← *Note: If your program adjusts a child's age for prematurity, enter the weeks premature in this field. AEPsi will then automatically adjust the child's age. If your program does not adjust for prematurity, just leave the field at the default of 0.*

\* AEPsi Level: ☐ I ☐ II

Gender: ☒ Male ☐ Female

\* Dev. Status:  Select One

Medical Info:

Identifier (ID):

Address 1:

Address 2:

City:

State:  Select One

Zip:

Notes/Comments:

\* Include in OSEP Reporting: ☒ Yes ☐ No

\* Funding Source:  Early Childhood Sp Ed - Part B (3-5)

\* Program Entry Date:  01/01/2001 mm/dd/yyyy

\* Program Exit Date:  01/01/2001 mm/dd/yyyy

\* Classroom:  (none selected)

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5. Once the required fields are entered for the child profile, click the Save button.

## Custom Fields

As an administrator you have the ability to create custom fields that will be displayed on a child's profile. If there is any information that you would like AEPSi to track (e.g. Social Security number, race/ethnicity), you can use the custom field feature. There are five types of custom fields that can be created: a text field, a number field, a date field, a yes/no field, or a dropdown menu. You also have the ability to specify whether or not a custom field is required and can select pre-formatted options for the custom fields.

## Creating Custom Fields

To create a custom field:

- Go to your Admin Program Profile on the left menu or select the "View Program Profile" button on the main Program Admin page.
- Select the "custom field" button.

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Log Off

Admin | My AEPSi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

Program Admin

Admin Help

Program Profile

Manage Administrators

Manage Reviewers

Manage Providers

PROGRAM PROFILE

Name: Brookes Publishing Program

Program Type: Head Start Program

Address: 1253 Washington Ave

Address: Suite 671

City: ITown

Save Changes

Custom Fields

This will take you to the **Custom Fields** page, which will show a list of your current custom fields and allow you to create new custom fields.

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Admin | My AEPSi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

Program Admin

Admin Help

Program Profile

Manage Administrators

Manage Reviewers

Manage Providers

Manage Children

Export Data

Legal Information

CUSTOM FIELDS

Label	Sort Order	Data Type	Edit
Include in OSEP Reporting	900	Yes/No	Edit
Funding Source	901	Text	Edit
Program Entry Date	902	Date	Edit
Program Exit Date	903	Date	Edit
Classroom	1000	Text	Edit

Create Custom Field

These fields will be standard fields for all programs, but they appear on the Custom Fields page because you have the ability to edit them to your needs.

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- Select the "Create custom field" button.

This will take you to the **Edit Custom Field** page, where you will select the specifics of your custom field.

## Custom Field Options

Below is a brief description of the custom field options that are available. Fields marked with an arrow are required.

- ▶ **Label:** Create a label for the custom field. The label is the name you would like your custom field to appear as on the child profile page.
- ▶ **Sort Order:** You can type in a number that will determine the order the custom fields will appear on the child profile page. The lower the number, the earlier in the order the field will appear. As a default, the number 1000 will appear when you create a new custom field. If all custom fields are left with this default value, the custom fields will appear in alphabetical order.
- ▶ **Data Type:** Select the type of custom field. The choices are text, number, date, yes/no. If you are creating a dropdown menu, you must select text as the data type.
  - Text:** Field that holds any combination of numbers, letters, characters
  - Number:** Field that holds numbers only
  - Date:** Field that holds a date in the format mm/dd/yyyy or mm/dd/yy
  - Yes/No:** Field where user has the option to select yes or no
- **Required:** Here, you can specify whether you want the custom field to be required.
- **Format:** You can optionally select a format for the custom field. Options include Social Security number (999-99-9999), short date (mm/dd/yy), extended zip code (99999-9999), etc. Selecting a format for a custom field, will require the user to complete the field in that specified format.
- **Default Value:** Enter a default value for your custom field. When a user adds a new child profile, the default values will appear automatically in the custom field.
- **Dropdown Menu Choices:** If you want to create a dropdown menu for a text field, enter the choices you want to appear in the dropdown menu here.
- **Allow multiple selections from dropdown menu?:** This option only applies to the dropdown menu custom field. Selecting yes will allow users to select multiple choices from the dropdown menu by holding down the Ctrl key on the keyboard while selecting choices.

The screenshot shows the 'EDIT CUSTOM FIELD' interface in the AEPSPi system. The form is titled 'EDIT CUSTOM FIELD' and includes several input fields and options. On the left, there is a sidebar with navigation links: 'Admin', 'My ARRS', 'My Reports', 'My Tools', 'My Profile', and 'Help'. Below these are links for 'Brookes Publishing Program', 'Program Admin', 'Admin Help', 'Program Profile', 'Manage Administrators', 'Manage Reviewers', 'Manage Providers', 'Manage Children', 'Export Data', and 'Legal Information'. The main form area contains the following fields and options:

- Label:** A text input field.
- Sort Order:** A text input field with the value '1000'.
- Data Type:** A dropdown menu with 'Select One' selected.
- Required:** Radio buttons for 'Yes' and 'No'.
- Format:** A dropdown menu with 'Select One' selected.
- Default Value:** A text input field.
- Dropdown Menu Choices:** A list of text input fields for entering choices.
- Allow multiple selections from dropdown menu?:** Radio buttons for 'Yes' and 'No'.

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- Once you have made your selections, click the save button.
- The custom field will now appear on the child profile page for all children in your account.

To give you a better idea of how the custom fields work, we'll demonstrate creating each of the five types of fields: text field, number field, date field, yes/no field, and dropdown menu field.

## Creating a Text Custom Field

To demonstrate this type of field, let's say that we would like to create a field on the child's profile for a provider to record the medications a child is taking.

We will call this field "Medications," so this is what we enter into the *Label* field.

Since we don't have a particular order we want this field to appear in on the child's profile page, we'll leave the sort order at the default of 1000.

For *Data Type* we'll select "Text" since this is a field that people will be able to write in.

We do not want to make this field a required field on the child's profile, so we will mark the *Required* field "No."

There is no particular format for this field, so we will leave that blank.

There is no default value and no dropdown menu choices since it's not a dropdown menu field, and the multiple selections is only pertinent to dropdown menu fields so we can skip that as well.

We can then hit the *Save* button.

Our new custom field will now appear on the **Custom Fields** page.

Label	Sort Order	Data Type	Edit
Include in OSEP Reporting	900	Yes/No	Edit
Funding Source	901	Text	Edit
Program Entry Date	902	Date	Edit
Program Exit Date	903	Date	Edit
Classroom	1000	Text	Edit
Medications	1000	Text	Edit   Delete

## Creating a Number Custom Field

To demonstrate this type of field, let's say that we would like to create a field on the child's profile in which to enter the child's Social Security number.

We will name this field "Social Security,"

Leave the sort order at 1000,

Select "Number" for the *Data Type* since this field is a number,

Make the field a required field on the child's profile,

And select the "Social Security Number" format from the *Format* dropdown menu—this will ensure that users enter the Social Security number properly.

There is no default value for this field and we can skip the items dealing with dropdown menus since it is a number field.

We can then hit the **Save** button

WELCOME | Log Off

Admin | My AEPsi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

Program Admin

Admin Help

Program Profile

Manage Administrators

Manage Reviewers

Manage Providers

Manage Children

Export Data

Legal Information

**EDIT CUSTOM FIELD**

Label: Social Security

Sort Order: 1000

Data Type: Number

Required: Yes No

Format: Select One

Default Value:

Social Security Number 99999-9999

Phone Number (999) 999-9999

Email Address xxxxx@xxxxxxx

Short Date mm/dd/yy

Long Date mm/dd/yyyy

Extended Zip Code 99999-9999

Dropdown Menu Choices:

Allow multiple selections from dropdown menu? Yes No

Save

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Our new custom field will now appear on the **Custom Fields** page.

WELCOME | Log Off

Admin | My AEPsi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

Program Admin

Admin Help

Program Profile

Manage Administrators

Manage Reviewers

Manage Providers

Manage Children

Export Data

Legal Information

**CUSTOM FIELDS**

Label	Sort Order	Data Type	
Include in OSEP Reporting	900	Yes/No	Edit
Funding Source	901	Text	Edit
Program Entry Date	902	Date	Edit
Program Exit Date	903	Date	Edit
Classroom	1000	Text	Edit
Medications	1000	Text	Edit   Delete
Social Security	1000	Number	Edit   Delete

Create Custom Field

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## Creating a Date Custom Field

To demonstrate this type of field, let's say that we would like to create a field on the child's profile in which to enter the date of the child's first IEP.

We will call this field "Initial IEP Date."

We will leave the *Sort Order* at the default of 1000.

For *Data Type* we will select "Date."

We will not make this field required.

And for *Format* we will select the "Long Date," meaning that users will need to enter all four digits of the year.

There is no default value for this field and we can skip the items dealing with dropdown menus since it is a date field.

We can then hit the *Save* button.

Our new custom field will now appear on the **Custom Fields** page.

Label	Sort Order	Data Type	Edit
Include in OSEP Reporting	900	Yes/No	Edit
Funding Source	901	Text	Edit
Program Entry Date	902	Date	Edit
Program Exit Date	903	Date	Edit
Classroom	1000	Text	Edit
Initial IEP Date	1000	Date	Edit   Delete
Medications	1000	Text	Edit   Delete
Social Security	1000	Number	Edit   Delete

## Creating a Yes/No Field

To demonstrate this type of field, let's say that we would like to create a field on the child's profile in which to capture whether the child has an IEP.

We will call this field "Does child have an IEP?"

Since we want this field to appear before our *Initial IEP Date* field, we will make the sort order 999.

The data type of this field is "Yes/No."

We will make this a required field.

It doesn't have a specific format, default value, or dropdown menu items.

We can now hit the *Save* button.

AEPSi WELCOME # Log Off

Admin My AEPSi My Reports My Toolkit My Profile Help

Brookes Publishing Program

Program Admin

Admin Help

Program Profile

Manage Administrators

Manage Reviewers

Manage Providers

Manage Children

Export Data

Legal Information

**EDIT CUSTOM FIELD**

Label: Does child have an IEP?

Sort Order: 999

Data Type: Yes/No

Required: Yes No

Format: Select One

Default Value:

Dropdown Menu Choices:

Allow multiple selections from dropdown menu? Yes No

Save

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Our new custom field now appears on the **Custom Fields** page.

AEPSi WELCOME # Log Off

Admin My AEPSi My Reports My Toolkit My Profile Help

Brookes Publishing Program

Program Admin

Admin Help

Program Profile

Manage Administrators

Manage Reviewers

Manage Providers

Manage Children

Export Data

Legal Information

**CUSTOM FIELDS**

Label	Sort Order	Data Type	Edit
Include in OSEP Reporting	900	Yes/No	Edit
Funding Sources	901	Text	Edit
Program Entry Date	902	Date	Edit
Program Exit Date	903	Date	Edit
Classroom	999	Text	Edit
Does child have an IEP?	999	Yes/No	Edit   Delete
Initial IEP Date	1000	Date	Edit   Delete
Medications	1000	Text	Edit   Delete
Social Security	1000	Number	Edit   Delete

Create Custom Field

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## Creating a Dropdown Menu Custom Field

To demonstrate this type of field, let's say that we would like to create a field on the child's profile in which to capture the child's race/ethnicity.

We will call this field "Race/Ethnicity."

We will leave the sort order at the default of 1000.

The Data Type for this field is "Text."

We will not make this a required field.

There is no specific format.

We will make the default value "None specified" and then enter the choices we would like to appear in our dropdown menu in the *Dropdown Menu Choices* field.

We do not want users to select multiple options from the dropdown menu, so we will leave this a "No."

We can now hit the *Save* button.

Our new custom field will now appear on the **Custom Fields** page.

Label	Sort Order	Data Type	Edit
Include in OSEP Reporting	900	Yes/No	Edit
Funding Source	901	Text	Edit
Program Entry Date	902	Date	Edit
Program Exit Date	903	Date	Edit
Classroom	998	Text	Edit
Does child have an IEP?	999	Yes/No	Edit   Delete
Initial IEP Date	1000	Date	Edit   Delete
Medications	1000	Text	Edit   Delete
Race/Ethnicity	1000	Text	Edit   Delete
Social Security	1000	NUMBER	Edit   Delete

Now when you look at a child's profile, you will see all of the custom fields we created at the bottom of the profile page.

State:

Zip:

Notes/Comments:

Include in OSEP Reporting: ☐ Yes ☒ No

Funding Source:

Program Entry Date:  mm/dd/yyyy

Program Exit Date:  mm/dd/yyyy

Classroom:

Does child have an IEP?: ☐ Yes ☒ No

Initial IEP Date:  mm/dd/yyyy

Medications:

Race/Ethnicity:

Social Security:

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## Edit/Delete a Custom Field

To edit or delete a custom field, select Program Profile from the left menu and click the "Custom Fields" button. Then select the "Edit" link to edit the custom field or the "Delete" link to delete the custom field.

WELCOME ! Log Off

**AEPsi**

Admin | My AEPsi | My Reports | My Toolkit | My Profile | Help

**Brookes Publishing Program**

- Program Admin
- Admin Help
- Program Profile
- Manage Administrators
- Manage Reviewers
- Manage Providers
- Manage Children
- Export Data
- Legal Information

### CUSTOM FIELDS

Label	Sort Order	Data Type	
Include in OSEP Reporting	900	Yes/No	Edit
Funding Source	901	Text	Edit
Program Entry Date	902	Date	Edit
Program Exit Date	903	Date	Edit
Classroom	1000	Text	Edit
Medications	1000	Text	Edit <b>Delete</b>

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*Note: The OSEP fields and the "Classroom" custom field cannot be deleted and the label cannot be changed.*

*Note: If you are a part of an enterprise account, your enterprise has the ability to create custom fields for all programs under that enterprise.*

## Updating a Child's Team

A child's team consists of both the child's caregiver(s) and the providers that work directly with the child. These Providers will be able to enter assessment data for the child, create child journal entries, create calendar events relating to the specific child which will be accessible by the entire team, create group assessment activities, and create various child reports.

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Admin | My AEPSi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

- Program Admin
- Admin Help
- Program Profile
- Manage Administrators
- Manage Reviewers
- Manage Providers
- Manage Children
- Export Data
- Legal Information

### EDIT CHILD

First Name: Mable

Middle Initial/Name:

Last Name: Brown

Date of Birth: 02/15/2004 (mm/dd/yyyy)

Weeks Premature: 0

AEPS Level: ☐ I ☐ II

Gender: ☒ Male ☐ Female

Dev. Status: At-Risk

Medical Info:

Identifier (ID):

Address:

[Update Child Team](#)

To add people to a child's team, go to the Manage Children page from the left menu navigation and select the Edit link of the child profile. Then select the Update Child Team button on the child's profile page.

This will take you to the **Update Child Team** page where you will see a list of all of the providers in your program.

## Assigning Providers to Children

Select the checkbox next to each Provider you would like to assign to the child. If no providers appear in the list, see Section 2: **Managing Users** to learn how to create provider records.

Next to the Select/Deselect column, there is a column called "Select Lead Provider." You must assign one of the team members as a Lead Provider for the child. In addition to the rights and privileges assigned to the Provider role, the Lead Provider will also have the ability to assign and remove other Providers from the child's team, add/edit caregiver information, and designate another Lead Provider for a child.

WELCOME Log Off

Admin | My AEPSi | My Reports | My Toolkit | My Profile | Help

Brookes Publishing Program

- Program Admin
- Admin Help
- Program Profile
- Manage Administrators
- Manage Reviewers
- Manage Providers
- Manage Children
- Export Data
- Legal Information

### UPDATE CHILD TEAM

Member Name	Phone Number	Title/Position	View	Select Lead Provider	Select/Deselect
Belle, Monica	410-455-4455	Speech Language Pathologist	View	<input checked="" type="radio"/>	<input checked="" type="checkbox"/>
Berge, Inge	978-546-9684	OES tester	View	<input type="radio"/>	<input checked="" type="checkbox"/>
Administrator, Free Trial	000-000-0000	Administrator	View		<input type="checkbox"/>
Behm, Melissa	410-455-4455	Transition Specialist	View		<input type="checkbox"/>
Brady, Thomas	978-546-7346	Sports Therapist	View		<input type="checkbox"/>
Wang, Kevin	877-884-3399	Educator	View		<input type="checkbox"/>
Williams, Mary	000-000-0000	Teacher	View		<input type="checkbox"/>
Zeal, Justin	978-546-7346	Mr	View		<input type="checkbox"/>

[Add Caregiver](#) [Update List](#)

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Once all team members have been selected for the child, click the *Update List* button.

## Removing Providers from a Child's Team

Deselect the checkboxes of the Providers you would like to remove.

Remember: Removing Providers from a child's team does **not** remove that user from your AEPSi account. That Provider will simply no longer be a member of that child's team.

Member Name	Phone Number	Title/Position	View	Select Lead Provider	Select/Deselect
Belle, Monica	410-455-4455	Speech Language Pathologist	<a href="#">View</a>	<input type="radio"/>	<input checked="" type="checkbox"/>
Berge, Inge	978-546-9684	OBS tester	<a href="#">View</a>	<input type="radio"/>	<input checked="" type="checkbox"/>
Administrator, Free Trial	000-000-0000	Administrator	<a href="#">View</a>		<input type="checkbox"/>
Behm, Melissa	410-455-4455	Transition Specialist	<a href="#">View</a>		<input type="checkbox"/>
Brady, Thomas	978-546-7346	Sports Therapist	<a href="#">View</a>		<input type="checkbox"/>
Warg, Kevin	377-884-3889	Educator	<a href="#">View</a>		<input type="checkbox"/>
Williams, Mary	000-000-0000	Teacher	<a href="#">View</a>		<input type="checkbox"/>
Zeel, Justin	978-546-7346	Mr	<a href="#">View</a>		<input type="checkbox"/>

[Add Caregiver](#) [Update List](#)

## Create Caregiver Profile

To create a Caregiver for the child, select the *Add Caregiver* button from the **Update Child Team** page.

**EDIT CAREGIVER**

Solution:

First Name:

Middle Initial:

Last Name:

Relation to Child:

Same Address: ☐

Address 1:

Address 2:

City:

State:

Zip:

Day Phone:

Evening Phone:

Mobile Phone:

E-mail Address:

Occupation:

Home Language:

Siblings:

Notes/Comments:

[Save](#)

This will take you to the caregiver profile page.

From here you can enter the Caregiver's profile information in the fields. Mandatory fields are designated with a red arrow.

Once you have completed entering the information, hit the **Save** button.

## Edit/Delete Caregiver Profile

To edit a Caregiver Profile, click on the "Edit" link next to the Caregiver's name on the **Update Child Team** page.

Make changes to the Caregiver Profile and click the **Save** button.

Member Name	Phone Number	Title/Position	View	Edit	Select Lead Provider	Select/Deselect
Stacey, Jennifer	324-8956	Caregiver	View	<a href="#">Edit</a>	<input type="radio"/>	<input checked="" type="checkbox"/>
Bella, Monica	410-455-4455	Speech/Language Pathologist	View	<a href="#">Edit</a>	<input type="radio"/>	<input checked="" type="checkbox"/>
Earge, Inge	973-545-9634	CDS Taster	View	<a href="#">Edit</a>	<input type="radio"/>	<input checked="" type="checkbox"/>
Administrator, Free Trial	000-000-0000	Administrator	View	<a href="#">Edit</a>	<input type="radio"/>	<input type="checkbox"/>
Dehm, Melissa	410-455-4455	Transition Specialist	View	<a href="#">Edit</a>	<input type="radio"/>	<input type="checkbox"/>
Warg, Kevin	977-804-3699	Educator	View	<a href="#">Edit</a>	<input type="radio"/>	<input type="checkbox"/>
Williams, Mary	000-000-0000	Teacher	View	<a href="#">Edit</a>	<input type="radio"/>	<input type="checkbox"/>
Zeal, Justin	978-545-7346	Mr	View	<a href="#">Edit</a>	<input type="radio"/>	<input type="checkbox"/>

[Add Caregiver](#) [Update List](#)

**EDIT CAREGIVER**

Salutation:  First Name:  Middle Initial:  Last Name:

Relation to Child: ☒ Foster Parent

Same Address: ☐

Address 1:  Address 2:

City:  State:  Zip:

Day Phone:  Evening Phone:  Mobile Phone:

E-mail Address:  Occupation:

Home Language:  Siblings:

Notes/Comments:

[Save](#) [Delete Caregiver](#)

To delete a Caregiver, click on the "Edit" link next to the Caregiver's name on the **Update Child Team** page and when it takes you to the child's profile, click on the **Delete Caregiver** button.

## Archiving/Deleting a Child Record

Once a child no longer needs an active record (e.g., the child has moved out of town, the child has aged out of the program), there are two options: *archiving* the child data or *deleting* the child record.

Archiving a child record means Providers will no longer be able to create, edit, or view assessments, journal entries, or child reports and will not be able to edit the child profile. However, all information relating to a child record will remain in the system and can be viewed and included in class/aggregate reports.

When a child record is deleted, all assessment data, reports, journal entries, and so forth, will be removed and the child's data will not be included in any class, program, or aggregate reports. It is recommended that before deleting a child record, you export that child's data *first*. (See Section 6 on exporting data.)

### Archiving Child Record

To archive a child record, click on the *Archive* button next to the child's name from the **Manage Children** page.

You will be able to tell when a child has been archived because the child's name and ID will appear grayed out on the **Manage Children** page and you will only be able to view, not edit, his/her profile.

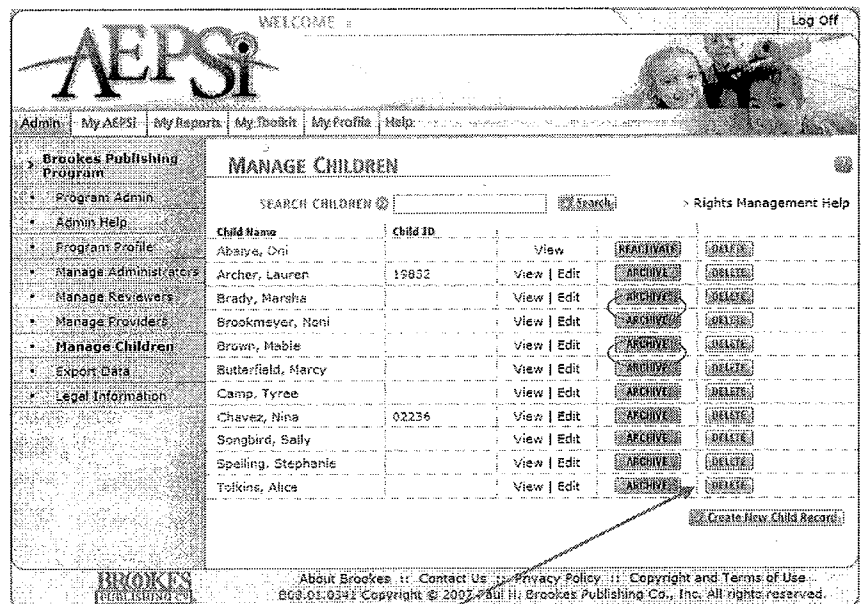
### Reactivating an Archived Child Record

You will have the ability to reactivate an Archived Child Record. To do so, click on the *Reactivate* button next to the child's name on the **Manage Children** page.

*Note: While archived records only cost \$1 per year to have in the system and 10% of your total Child Records purchased can be kept archived for free, you will be charged full price for any Child Record that was active at all during the subscription year.*

### Deleting a Child Record

To delete a child record, click on the *Delete* button next to the child's name on the **Manage Children** page. When you do so, you will receive a pop-up box asking you if you are sure you would like to delete the record.





# My Reports

## Section 4

Not only does AEPSi feature powerful functions that make it easy to record, score, and track the AEPS Test, but it enables you and your users to quickly generate status reports and build progress-over-time reports for individual and groups of children.

AEPSi generates all of the paperwork for reports that otherwise would have to be created by hand: Score Summary, Graphed Scores, IFSP/IEP Summary, AEPS Child Progress Record, and Present Level of Functioning Report for use at IFSP/IEP meetings.

Coupled with the AEPS print manuals, AEPSinteractive™ (AEPSi™) also turns AEPS Test scores into OSEP Child Outcomes reports with a single click. You can be confident that your OSEP reports are reliable and valid and exportable into any format your state requires. In another one-click report, you can compare a child's AEPS Test scores with rigorously researched cutoff scores to determine or corroborate the child's eligibility for services in most states' systems.

In addition to creating individual child, class, and program reports, programs in the same district, region, or state can be linked so that administrators can generate "roll-up" status and progress reports. We can even create custom reports for your state—just let us know your needs.

This section describes how to create individual reports for children, as well as class/program reports, and provides more detail on OSEP Reporting and Eligibility Reports.

## Child Reports

Child Reports are accessible to Providers and Administrators as well as to Reviewers who have access to child identifiable data. Providers can only create Child Reports for children they have been assigned to, whereas Administrators and Reviewers with access to child identifiable data can view all Child Reports.

To run a child report on any child in your program, go to the *My Reports* section of AEPSi and click on the *Child Reports* link.

The screenshot displays the AEPSi web application interface. At the top, there is a header bar with the AEPSi logo on the left, the text "WELCOME AEPSi Tutorial | Brookes Publ..." in the center, and "Fri, Jun 06" and "Log Off" on the right. Below the header is a navigation menu with links: "Admin", "My AEPSi", "My Reports" (which is highlighted with a red circle), "My Toolkit", "My Profile", and "Help". On the left side of the main content area, there is a sidebar menu with links: "Child Reports", "Class Reports", and "Program Reports". The main content area is titled "MY REPORTS" and contains the text "Select a link below to generate reports." Below this text are three links, each with a right-pointing arrow: "Child Reports" (with a red arrow pointing to it), "Class Reports", and "Program Reports". Each link has a description: "Create a report on a single child.", "Create a group report of all children associated with a single Provider or with a Class.", and "Create a group report of all children in a Program." respectively. At the bottom of the page, there is a footer with the "BROOKES PUBLISHING CO." logo on the left and the text "About Brookes :: Contact Us :: Privacy Policy :: Copyright and Terms of Use" and "808.01.0341 Copyright © 2007 Paul H. Brookes Publishing Co., Inc. All rights reserved." on the right.

This will take you to the **Child Reports** page where you can select which child and which report you'd like to run.

There are five child reports to choose from:

## Score Summary

Child Report: Score Summary					
Name: Timothy Madams   DOB: 01/23/2001   AEPS Level: II   Date: 05/29/2009					
		Test Periods			
		1	2	3	4
<b>Fine Motor</b>					
Test Date		03/09/05	11/09/05	01/20/06	05/10/06
Raw Score		9	20	25	23
Possible Raw Score		30	30	30	30
Percent Score		30%	67%	83%	77%
<b>Gross Motor</b>					
Test Date		03/09/05	11/09/05	01/20/06	05/10/06
Raw Score		13	26	23	32
Possible Raw Score		34	34	24	34
Percent Score		39%	76%	68%	94%
<b>Adaptive</b>					
Test Date		03/09/05	11/09/05	01/20/06	05/10/06
Raw Score		27	47	53	56
Possible Raw Score		70	70	70	70
Percent Score		39%	67%	76%	80%
<b>Cognitive (Child not tested in Test Period 2)</b>					
Test Date		03/09/05	n/a	01/20/06	05/10/06
Raw Score		37	n/a	72	93
Possible Raw Score		106	n/a	106	103
Percent Score		34%	n/a	67%	89%
<b>Social-Communication (Child not tested in Test Period 2)</b>					
Test Date		03/09/05	n/a	01/20/06	05/10/06
Raw Score		23	n/a	54	79
Possible Raw Score		96	n/a	98	98
Percent Score		23%	n/a	55%	81%
<b>Social (Child not tested in Test Period 2)</b>					
Test Date		03/09/05	n/a	01/20/06	05/10/06
Raw Score		26	n/a	92	74
Possible Raw Score		94	n/a	94	94
Percent Score		28%	n/a	69%	79%
<b>Overall Scores</b>					
Raw Scores		136	93	289	359
Possible Raw Scores		434	434	434	424
Percent Score		31%	21%	66%	85%

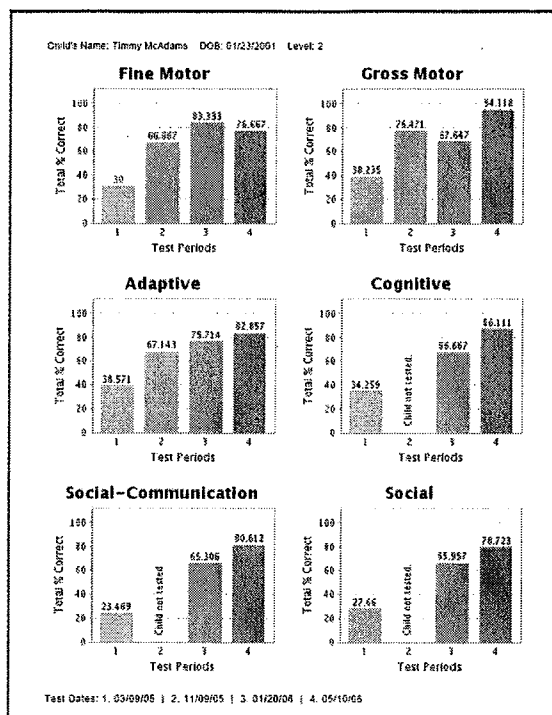
The score summary shows the raw scores and percentages for each area of the CODRF for up to the last four CODRFs entered.

To view a Score Summary, click the **View** link. To print a Score Summary, click the **Print** link. You will be directed to a page that shows the range of test periods. Click the checkbox next to the range of test periods, and select the **Create Report** button. The Score Summary report will appear in a new browser window.

## Graphed Scores

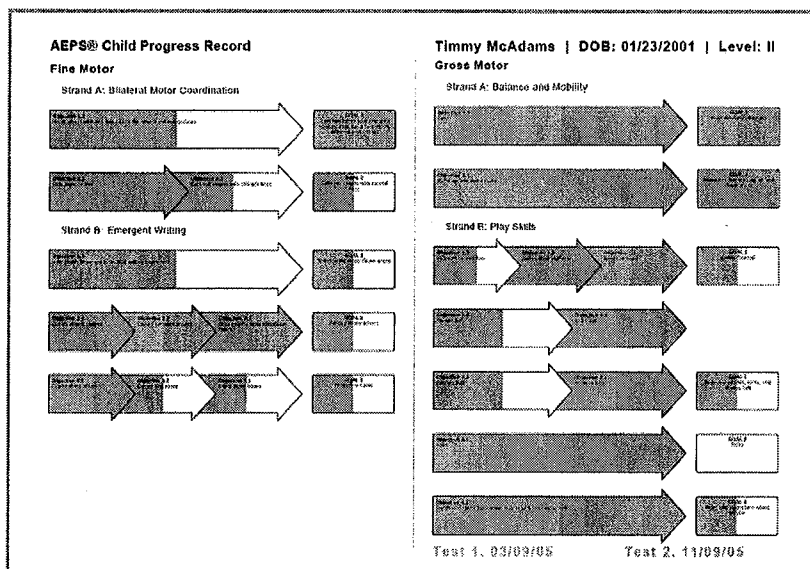
Graphed Scores show bar graphs that represent CODRF scores for different test periods. By comparing test periods as side-by-side bar graphs, you have a quick visible representation of a child's progress over time.

To view Graphed Scores, click the *View/Print* link. You will be directed to a page that shows the available test periods for the child. You may select up to four test periods to include in the Graphed Scores report. Select the *Create Report* button. The Graphed Scores report will appear in a new browser window in a PDF format.



## Child Progress Record

A Child Progress Record helps family members and caregivers participate in the ongoing monitoring of their child's progress. The Child Progress Record is a visual representation of a child's accomplishments, current targets, and future goals and objectives. As a child meets the standard criteria for a goal or objective, shading can indicate the child's progress.



To view or print a Child Progress Record, click the *View/Print* link. You will be directed to a page that shows the available test periods for the child. Select up to two test periods to include in the Child Progress Record. Once you've selected the test period(s), click the *Create Report* button, and a PDF file of the Child Progress Record will open in a new window. To print a Child Progress Record, go to File on the PDF window and click *Print*.

**NOTE:** Make sure Adobe Acrobat Reader is installed on your computer or you will be unable to view or print a Child Progress Record.

## Provider Notes

Provider Notes are notes and comments regarding a specific child and his or her progress. These notes may also be teacher or provider observations.

To view Provider Notes, click the [View](#) link. To print Provider Notes, click the [Print](#) link. You will be directed to a page that shows the available test periods for the child. Select one test period and click the [Create Report](#) button. The Provider Notes report will appear in a new browser window.

Child Reports : Provider Notes			
Name: Timmy McAdams   DOB: 01/23/2001   AEPS Level: II   Test Period: 03/08/2005   Report Date: 05/29/2006			
Fine Motor		Score	Notes/Comment
<b>B. Emergent Writing</b>			
2.2	Copies complex shapes	1	A Timmy needs assistance with shapes as complicated as a star
3.1	Prints three letters	0	D
3.2	Copies first name	1	D
3.3	Copies three letters	1	D
Gross Motor		Score	Notes/Comment
<b>B. Play Skills</b>			
1.2	Jumps from platform	2	M playground equipment
3	Skips	0	R
Adaptive		Score	Notes/Comment
<b>A. Mealtime</b>			
2.2	Uses knife to spread food	1	A
<b>B. Personal Hygiene</b>			
1.1	Uses toilet paper, flushes toilet, washes hand after using toilet	1	A hand over hand for washing
<b>C. Dressing and Undressing</b>			
2.4	Puts on shoes	1	A sometimes puts on the wrong feet

## IFSP/IEP Summary

Child Reports : IFSP/IEP Summary			
Name: Timmy McAdams   DOB: 01/23/2001   AEPS Level: II   Test Period: 03/08/2005   Report Date: 05/29/2006			
Fine Motor		Score	Notes/Comment
<b>A. Bilateral Motor Coordination</b>			
1.1	Holds object with one hand while the other hand manipulates	1	
2	Cuts out shapes with curved lines	0	
2.1	Cuts out shapes with straight lines	1	needs spring-loaded scissors
<b>B. Emergent Writing</b>			
2	Prints pseudo-letters	0	
2.2	Copies complex shapes	1	A Timmy needs assistance with shapes as complicated as a star
3	Prints first name	0	
3.1	Prints three letters	0	D
Gross Motor		Score	Notes/Comment
<b>B. Play Skills</b>			
3	Skips	0	R
3.1	Hops	1	
4	Rides and steers two-wheel bicycle	0	

To view an IFSP/IEP Summary, click the [View](#) link. To print the IFSP/IEP Summary, click the [Print](#) link. You will be directed to a page that shows the available test periods for the child. Select one test period and click the [Create Report](#) button. The IFSP/IEP Summary will appear in a new browser window.

## Eligibility Cutoff Scores

To view Eligibility Cutoff Scores, click the [View](#) link. To print the Eligibility Cutoff Scores, click the [Print](#) link. You will be directed to a page that shows the available test periods for the child. Select one test period and click the [Create Report](#) button. The Eligibility Cutoff Scores will appear in a new browser window.

Eligibility Cutoff Scores Report			
Name: Timmy McAdams   DOB: 01/23/2001   AEPS Level: II   Date: 03/08/2005			
Fine Motor		Score	Notes/Comment
<b>Test Date:</b> 03/08/2005			
<b>Area Goal:</b>			
<b>Score:</b>			
<b>Cutoff:</b>		1.5	
<b>Result:</b>			Fail at or below the range for typically developing children, indicating development is delayed.
Gross Motor		Score	Notes/Comment
<b>Test Date:</b> 03/08/2005			
<b>Area Goal:</b>			
<b>Score:</b>			
<b>Cutoff:</b>		1.5	
<b>Result:</b>			Fail at or below the range for typically developing children, indicating development is delayed.
Adaptive		Score	Notes/Comment
<b>Test Date:</b> 03/08/2005			
<b>Area Goal:</b>			
<b>Score:</b>			
<b>Cutoff:</b>		1.5	
<b>Result:</b>			Fail at or below the range for typically developing children, indicating development is delayed.
Cognitive		Score	Notes/Comment
<b>Test Date:</b> 03/08/2005			
<b>Area Goal:</b>			
<b>Score:</b>		11	
<b>Cutoff:</b>		15.0	
<b>Result:</b>			Fail at or below the range for typically developing children, indicating development is delayed.
Social Communication		Score	Notes/Comment
<b>Test Date:</b> 03/08/2005			
<b>Area Goal:</b>			
<b>Score:</b>		5	
<b>Cutoff:</b>		10.0	
<b>Result:</b>			Fail at or below the range for typically developing children, indicating development is delayed.
Social		Score	Notes/Comment
<b>Test Date:</b> 03/08/2005			
<b>Area Goal:</b>			
<b>Score:</b>		0	
<b>Cutoff:</b>		15.0	
<b>Result:</b>			Fail at or below the range for typically developing children, indicating development is delayed.

## Present Level of Functioning

Child Reports : Present Level of Functioning		
Name: Timmy McAdams   DOB: 01/23/2001   AEPS Level: II   Test Period: 03/09/2005   Report Date: 05/25/2005		
<b>Present (Score of 2)</b>		
<b>Fine Motor</b>		Notes/Comment
A.1	Uses two hands to manipulate objects, each hand performing different movements	
B.2.3	Copies simple shapes	
<b>Gross Motor</b>		Notes/Comment
B.1.2	Jumps from platform	M playground equipment
<b>Cognitive</b>		Notes/Comment
A.3.2	Demonstrates understanding of seven different temporal relations concepts	D
D.1.1	Recalls events that occurred on the same day with contextual cues	
D.1.2	Recalls events immediately after they occur	
D.1.2	Counts three objects	
<b>Emerging (Score of 1)</b>		
<b>Fine Motor</b>		Notes/Comment
A.1.1	Holds object with one hand while the other hand manipulates	
A.2.1	Cuts out shapes with straight lines	needs spring-loaded scissors
B.2.2	Copies complex shapes	A Timmy needs assistance with shapes as complicated as a star
B.3.2	Copies first name	D
B.3.3	Copies three letters	D

To view Present Level of Functioning, click the *View* link. To print the Present Level of Functioning report, click the *Print* link. You will be directed to a page that shows the available test periods for the child. Select one test period and click the *Create Report* button. The Present Level of Functioning report will appear in a new browser window.

## Aggregate Reports

In addition to individual child reports, you can create aggregate reports of the children in your program.

WELCOME Monica Belle OSEP Test Acco... Fri, Jul 25 Log Off

**AEPSi**

Admin | My AEPSi | My Children | My Groups | My Reports | My Calendar | My Toolkit | My Profile | Help

**CHILD SEARCH**

**MY REPORTS**

Select a link below to generate reports.

- Child Reports: Create a report on a single child.
- Class Reports**: Create a group report of all children associated with a single Provider or with a Class.
- Program Reports**: Create a group report of all children in a Program.

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These aggregate reports can be accessed by clicking on either "Class Reports" or "Program Reports" from your **My Reports** page.

## Class Reports Page

The **Class Reports** page allows you to run aggregate reports on children associated with a single Provider, or with a Class if your program has children grouped by Class.

To run a report based on Provider, simply select the name of the Provider from the drop-down menu of Providers. This menu will include all of the Providers who have been created in your program.

Likewise, when running a report based on a Class, simply select the Class from the drop-down menu of Classrooms. This list will include all of the Classrooms that have been created in your programs profile. For more information on creating Classrooms see Classrooms in Section 1: **Managing Your AEPSI Account** (p 4).

## Program Reports Page

The **Program Reports** page allows you to run aggregate reports on all of the children in your program.

It looks very similar to the **Class Reports** page except it does not have the options for selecting a Provider or a Class at the top of the page.

There are three types of aggregate reports you can run in AEPSI:

- Group Snapshot Reports
- OSEP Categories Reports
- ECO Child Outcome Summary Form Ratings

## Group Snapshot Reports

Group Snapshots are reports that provide assessment status of all active children in the program. There are currently two Group Snapshot reports: Status of All Children and Progress of All Children.

### Status of All Children

WELCOME Monica Belle / OSEP Test Acco... 10/25/25 Log Off

Admin | My AEPSi | My Children | My Groups | My Reports | My Calendar | My Toolkit | My Profile | Help

**PROGRAM REPORTS**

Create a group report for all children in your Program. Make selections in each area below, then click View, Print or Export to create the report.

Program Service Data Range: TO {mm/dd/yyyy}

Select Report Type:  
Group Snapshots

Status of All Children (no dates needed above) View | Print | Export  
Progress of All Children View | Print | Export

To run a Status of All Children report, click the "View" link next the report title from either the **Class Reports** or the **Program Reports** pages. This report can also be printed or exported from these pages.

#### Status of All Children Report

Program: OSEP Test Account #1

Date: 07/25/2008

Assessment: Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children

**How to Use This Report:** This report shows each child's AEPS Test scores by Area the latest test recorded for the child. Use this report to get a quick snapshot of each child's performance and determine which children are ready for re-testing.

Children tested in the Last 3 Months

Number of Children: 1

Child	ID	DOB	AEPS Level	AEPS Test Date	Fine Motor			Gross Motor			Adaptive			Cognitive			Social Communication			Social		
					Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%
Child BA	103323	05/05/08	I	06/27/08																23	32	59

Children tested in the Last 6 Months

Number of Children: 2

Child	ID	DOB	AEPS Level	AEPS Test Date	Fine Motor			Gross Motor			Adaptive			Cognitive			Social Communication			Social		
					Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%
Child D	106020	02/01/08	I	04/01/08	5	65	8	32	110	28	32	54	58	59	110	97	9	22	5	0	0	0
Child W	104002	09/05/04	I	06/02/05	34	50	68	30	110	27	21	44	53	57	176	24	36	24	38	62	50	68

Children Tested Longer than 6 Months Ago

Number of Children: 22

Child	ID	DOB	AEPS Level	AEPS Test Date	Fine Motor			Gross Motor			Adaptive			Cognitive			Social Communication			Social		
					Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%
Child B	105028	05/01/08	I	11/01/07	58	85	100	50	110	82	31	64	27	53	110	40	36	72	81	11	50	105
Child C	105029	05/01/04	I	12/01/07	9	50	20	28	34	74	2	78	3	9	100	5	6	65	5	10	10	84
Child E	105048	03/01/04	I	11/8/07	15	50	43	8	54	24	21	40	40	11	124	17	21	90	41	27	51	84
Child F	105047	01/01/03	I	11/01/07	19	50	63	6	34	15	31	73	55	32	125	23	18	58	37	44	60	65
Child G	102948	06/01/02	I	11/01/07	21	50	70	8	24	15	41	70	46	11	130	8	41	58	18	19	52	82
Child AJ	101259	02/11/00	I	01/23/07	15	50	30	17	34	50	25	78	10	14	115	20	19	36	40	41	50	94

Children Not Yet Tested

Number of Children: 1

Child	ID	DOB	AEPS Level
Child H	101250	05/02/07	I

The Status of All Children report shows each child's AEPS assessment scores, possible score, and percentage score for each of the six Areas for that child's most recent assessment.

Children are grouped into 4 categories:

- Those tested in the last 3 months
- Those tested in the last 6 months
- Those tested longer than 6 months ago
- Those not yet tested

This report gives you a quick look at how all of the children are performing and helps you determine which children are ready for retesting.

## Progress of All Children

WELCOME Monica Belle - OSEP Test Acco... Fri, Jul 25 Log Off

**AEPSi**

Admin | My AEPS | My Children | My Groups | My Reports | My Calendar | My Toolkit | My Profile | Help

**CHILD SEARCH**

- Child Reports
- Class Reports
- Program Reports

**PROGRAM REPORTS**

Create a group report for all children in your Programs. Make selections in each area below, then click View, Print or Export to create the report.

Program Service Date Range: TO {mm/dd/yyyy}

Select Report Type:

Group Snapshots

Status of All Children (no dates needed above) View | Print | Export

Progress of All Children View | Print | Export

To run a Progress of All Children report, enter the service date range for which you would like to run the report, then click the "View" link next to the report title from either the **Class Reports** or the **Program Reports** pages. This report can also be printed or exported from these pages.

### Progress of All Children Report

Program: OSEP Test Account #1

Date: 07/25/2008

Assessment: Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children

Selected Date Range: 01/01/2007 to 07/31/2008

**How to Use This Report:** This report shows each child's AEPS Test scores by Area for the first test and the last test recorded for the child during the date range selected as well as a list of each skill each child has mastered or has begun to emerge in the child.

Use this report to get a quick snapshot of the developmental progress of these children over time.

Progress Summary

Number of Children: 7

**Skills Gained:** During this time, these children mastered 263 skills, and 377 new skills emerged.

	Fine Motor	Gross Motor	Adaptive	Cognitive	Social-Communication	Social
Percentage of children who made progress by Area	66	71	64	66	71	67

#### Progress Child-by-Child

Child	ID	DOB	Level	Test 1	Test 2	Fine Motor			Gross Motor			Adaptive			Cognitive			Social-Communication			Social			Progress During This Time
						1	2	+	1	2	+	1	2	+	1	2	+	1	2	+	1	2	+	
Child B	100928	05/01/05	I	05/01/07	11/21/07	5	50	+63	42	50	+48	30	37	18	62	58	+9	46	56	+10	50	40	+	Mastered FM A3, FM A4.1, FM A2.3, FM A1.1, FM A5.2, FM B3, FM B2.2, FM B1.1, FM A2.2, FM B4.1, FM A5.1, FM B2.1, FM A2.1, FM A3.3, FM A1.1, FM B4, FM B5.1, FM B4.2, FM B3.1, FM B2, FM B1, FM B5.2, FM A1.2, FM B5, FM A4.3, FM A2.1, FM A5.3, FM A3.2, FM A4.2, FM A5, FM A4, FM A2, FM A5.1, GM C2.2, GM C1, GM A3, GM C1, GM A1.3, GM A3.2, GM B2, GM A2.2, GM C2, GM B2.2, GM A3.1, GM D1.1, GM C1.2, GM C1.1, GM B1, GM C1.3, GM B1.4, GM A5.5, GM C1.5, GM A2.1, GM B1, GM C2.3, GM B2.1, GM A3.3, GM A1.1, GM A3.4, GM C3.1, GM C1.4, GM C4.3, GM C2.1, A A4.1, A A1, A A3.2, A A1.3, A A2.2, A A1.2, A A4, A A1.1, A A2.1, A A1.2, A A2, A A3.1, A A3, SC A1, SC D1.3, SC D1.2, SC D2.1, SC D2.5, SC D1, SC D1.5, SC D2.3, SC A1.1, SC D1.1, SC D2.5, SC D1.1, SC D1.4 Emerging: GM D3.4, GM D4.1, GM D2.1, GM B1.3, GM D3.3, GM B1.2, GM D4, GM D4.2, C G5, C A1.2, C G5.1, C B1.1, C G4.3, C A1.1 Continued progress on: A A5.2, A A5, A A5.1

Children Without Two Tests During the Date Range Selected

Number of Children: 19

Child	ID	DOB	AEPS Level	Notes (if any)
Child C	100929	05/01/04	I	This two tests are at different levels.
Child H	100949	02/22/02	I	Only one test score within specified range for this child
Child W	101002	09/25/04	I	Only one test score within specified range for this child

The Progress of All Children report shows each child's AEPS assessment scores by Area for the first and last test recorded for the child during the date range selected and calculates the increase or decrease between the two assessments.

The report also provides a list of each skill that has been mastered, is emerging, or the child does not yet have.

Children who do not have two test periods within the date range selected will be listed at the bottom of the report.

This report gives you a quick look at each child's progress over time and which skills the child still needs to develop.



## OSEP Categories Reports

### About OSEP Reporting

OSEP reporting is easy with AEPSInteractive. The AEPS Test results are automatically transformed into an OSEP report using the crosswalk of AEPS Test items with the three OSEP Child Outcomes and empirically derived same-age-peer benchmarks.

**AEPS's crosswalk** of test items correlated to OSEP child outcomes has been empirically validated, so users can rest assured that child outcomes data reported with AEPS and AEPSi are accurate and genuine measures of OSEP Child Outcomes. With reliable child outcomes data, you can better tailor interventions to the child's needs and be confident that your entry and exit data will show progress. To generate the OSEP Report, AEPSi:

1. Calculates each child's OSEP Outcomes raw scores by gathering and summing children's scores on the specific AEPS Test items that correlate to the three child outcomes required by OSEP
2. Calculates for each child whether or not he/she is performing at the level of same-age peers. Outcome raw scores are compared to empirically validated same-age-peer benchmarks at the appropriate age intervals. Raw scores at or above the benchmarks indicate that a child's performance is similar to same-age peers. Raw scores below the benchmarks indicate that a child's performance is below that of same-age peers.
3. Sorts children into two "baskets" at time 1 (near entry into the program):
  - Performing as same-age peers
  - Not performing as same-age peers
4. Sorts children into five "baskets" at time 2 (near exit from the program):
  - Maintained functioning at a level comparable to same-age peers
  - Improved functioning to reach a level comparable to same-age peers
  - Improved functioning to a level nearer to same-age peers but did not reach comparable level
  - Improved functioning but not sufficient to move nearer to functioning comparable to same-age peers
  - Did not improve functioning

There are four OSEP Categories reports that are available in a viewable, printable, and exportable format. The reports are automatically separated by Part B and Part C.

- Entry Data Only (Aggregate Percentages)
- Entry Data Only (Categories for Each Child)
- Progress Data (Aggregate Percentages)
- Progress Data (Categories for Each Child)

*Note: Even though you are no longer required to submit entry data to OSEP, AEPSi still has two entry data reports, which are helpful in determining where children enter the program and monitoring that children receive their entry assessments—which are needed in order to report on progress.*

Crosswalk for the Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children, SECOND EDITION	
Name	Assessment, Evaluation, and Programming System: AEPS® for Infants and Children, Second Edition
Publisher	Brother Publishing
Web site address	<a href="http://www.aepsinteractive.com">http://www.aepsinteractive.com</a>
Cost	Volume 1: Administration Guide - \$65.00 Volume 2: Test Manual for Items in Theme and Vision to See - \$75.00 Volume 3: Instructions for Staff in Theme - \$75.00 Volume 4: Instructions for Staff in See - \$65.00
Age range	To identify children's strengths and developmental areas To identify functional goals and objectives for IEP/IFSP or other individualized plans To assist in planning and guiding instruction To evaluate children's progress Note: The AEPS® can also be used during the eligibility process and to produce accountability data (e.g., for OSEP child outcome evaluation)
Areas included	Fine Motor • Gross Motor • Adaptive • Cognitive • Social/Interpersonalities • Social Note: Additional critical skills from common areas (e.g., standing, crawling, reaching, visual tracking)
Time to administer	15-45 minutes Note: Additional information should be done across time and settings. The second time to score the AEPS® varies depending on familiarity with the AEPS®, the child being assessed, how many other assessors are participating, and knowledge of typical development.
Scoring	Users name whether a child can independently meet the stated criteria, if the child easily achieves or one score part of the stated criteria, or if the child achieves part of or none of the stated criteria.

## Children on the Alternative Path

Children who are 37 months or older and are still using the Level I test due to severe developmental disabilities are automatically placed on the alternative path for OSEP Reporting. At Near-Entry, these children will automatically have an OSEP outcome of not performing as same-age peers. Based on an alternative method, AEPSi will generate OSEP outcomes and recommended ECO ratings. On the Raw Score reports, the raw score and same-age benchmark will be displayed as "n/a".

Roberts, Damien	09375	07/09/03	09/01/06	10/13/06	n/a	n/a	B	n/a	n/a	B	n/a	n/a	B
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There is nothing a user needs to do in order to place a child on the Alternative Path. If the child is 37 months or older and a Level I test was used to assess the child, that child will automatically be placed on the alternative path.

All of the OSEP Categories reports can be run from either the **Class Reports** page or the **Program Reports** page by selecting a service date range and then clicking on the "View" link next to the report you would like to run.

All OSEP Categories reports can also be printed from these pages or exported into XML or CSV files.

## Entry Data Only (Aggregate Percentages) Report

**Program:** OSEP Test Account #1  
**Reporting Period:** 01/01/07 to 12/31/07  
**Date:** 08/24/07

**Funding Source:** Part B, Section 619

Children Included: 3  
 Children Excluded: 0

	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behaviors to meet needs
A. Percentage of children who entered at a level comparable to same-aged peers	33%	67%	100%
B. Percentage of children who entered at a level below same-aged peers	67%	33%	0%

**Funding Source:** Part C

Children Included: 3  
 Children Excluded: 0

	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behaviors to meet needs
A. Percentage of children who entered at a level comparable to same-aged peers	33%	33%	67%
B. Percentage of children who entered at a level below same-aged peers	67%	67%	33%

The Entry Data Only (Aggregate Percentages) report calculates each child's OSEP Outcomes raw scores, compares them to same-age-peer benchmarks, and aggregates the results for each of the three OSEP Child Outcomes.

The report displays the percentage of children who are performing at a level comparable to same-age peers and the percentage of children who are not performing at a level comparable to same-age peers.

The results are separated by Part B and Part C, according to the funding source that was selected in the child's profile.

The report also displays the number of children who were included in the report and the number of children who were excluded. More details on why children were excluded from the report is shown in the Entry Data Only (Categories for Each Child) report.

## Entry Data Only (Categories for Each Child) Report

**OSEP Categories Report: Entry Data Only (Categories for Each Child)**

**Program:** Brookes Publishing Program  
**Reporting Period:** 01/01/00 to 07/31/08  
**Date:** 07/25/08  
**Assessment:** Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children

This report is provided to enable programs to monitor the timely collection of entry accountability data. It is not required to be submitted to OSEP; only progress data is required to be submitted to OSEP.

**Funding Source:** Part C

Children Included: 5

Child	ID	DOB	Entry Date	Age at Entry	1. Positive social-emotional skills			2. Acquisition and use of knowledge and skills			3. Appropriate behaviors to meet needs		
					AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category
Broomeyer, Wail	158934	09/15/07	10/23/07	0	0	2	below	0	1	below	0	1	below
Butterfield, Marcy	124900	12/21/03	05/01/04	0	29	9	comparable	0	2	below	28	43	below
Cane, Tyree	125020	05/04/04	01/01/08	1	33	28	comparable	12	8	comparable	94	81	comparable
Hendons, Tereasa	124995	12/16/03	01/20/08	2	4	45	below	34	20	comparable	40	96	below
Popko, Jeremy	124935	06/18/03	01/01/03	0	0	2	below	0	1	below	0	1	below

Children Excluded: 4

Child	ID	DOB	Entry Date	Age at Entry	Reason
Abate, Ori	131155	07/11/05	10/23/07		Missing Near-Entry Data
Cimino, Mark	158045	05/17/07	05/05/08		Missing Near-Entry Data
Roberts, Damian	124880	07/05/03	05/04/04		Missing Near-Entry Data
Singh, Anir	158639	12/09/03	01/10/07	3	Invalid Funding Source

**Funding Source:** Part B, Section 619

Children Included: 4

Child	ID	DOB	Entry Date	Age at Entry	1. Positive social-emotional skills			2. Acquisition and use of knowledge and skills			3. Appropriate behaviors to meet needs		
					AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category
Outslason, Gus	119751	09/18/01	09/18/08	5	41	73	below	9	85	below	33	60	below
Lilwood, Lucy	137584	01/23/02	02/23/04	2	26	45	below	10	20	below	45	98	below
McAdams, Tiffany	101689	01/23/01	02/01/04	4	30	30	comparable	62	29	comparable	47	42	comparable
Roberts, Damian	124962	07/05/03	08/01/08	3	n/a	n/a	below	n/a	n/a	below	n/a	n/a	below

Children Excluded: 6

Child	ID	DOB	Entry Date	Age at Entry	Reason
Archer, Lauren	25868	12/15/00	10/16/05	5	Inappropriate age at Level II test
Gabri, Joey	158407	08/18/04	01/01/01		Missing Near-Entry Data
Gabri, Joey	158415	08/18/04	01/01/01		Missing Near-Entry Data
Gabri, Joy	158408	08/18/04	01/01/01		Missing Near-Entry Data
Fau, Guixun	101562	09/15/02	08/18/08		Missing Near-Entry Data
Smith, Joe	158972	01/01/04	01/01/01		Missing Near-Entry Data

**Key**

**OSEP Categories**

comparable. Percentage of children who entered at a level comparable to same-aged peers
below. Percentage of children who entered at a level below same-aged peers

The Entry Data Only (Categories for Each Child) report calculates and displays each child's OSEP outcome raw scores for each of the three OSEP Child Outcomes, the corresponding same-age-peer benchmarks, and whether the child is below or comparable to same-age peers.

In addition, the report displays the child's name, date of birth, program entry date, and the test date for the Near-Entry assessment.

The report is separated by Part B and Part C.

A list of children who were excluded from the report and the reason why is also included.

## Progress Data (Aggregate Percentages) Report

**Near-Exit OSEP Child Outcomes Report (Percentages)**

Program: OSEP Test Account #1  
Reporting Period: 01/01/07 to 12/31/07  
Date: 08/24/07

Funding Source: Part B, Section 619

Children Included: 3  
Children Excluded: 2

	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behaviors to meet needs
A. Percentage of children who did not improve functioning	0%	0%	0%
B. Percentage of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	33%	33%	0%
C. Percentage of children who improved functioning to a level nearer to same-aged peers but did not reach it	0%	0%	0%
D. Percentage of children who improved functioning to reach a level comparable to same-aged peers	33%	33%	0%
E. Percentage of children who maintained functioning at a level comparable to same-aged peers	33%	67%	100%

Funding Source: Part C

Children Included: 2  
Children Excluded: 16

	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behaviors to meet needs
A. Percentage of children who did not improve functioning	0%	0%	0%
B. Percentage of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	50%	0%	50%
C. Percentage of children who improved functioning to a level nearer to same-aged peers but did not reach it	0%	0%	0%
D. Percentage of children who improved functioning to reach a level comparable to same-aged peers	0%	50%	0%
E. Percentage of children who maintained functioning at a level comparable to same-aged peers	50%	50%	50%

The Progress Data (Aggregate Percentages) report calculates each child's OSEP Outcomes raw scores, compares them to their Near-Entry raw scores and/or same-age-peer benchmarks, and aggregates the results for each of the three OSEP Child Outcomes.

The report displays the percentage of children at near exit who, maintained functioning at a level comparable to same-age peers, improved functioning to reach a level comparable to same-age peers, improved functioning to a level nearer to same-age peers but did not reach a comparable level, improved functioning but not sufficient to move nearer to functioning comparable to same-age peers, and did not improve functioning.

The results are separated by Part B and Part C, according to the funding source that was selected in the child profile.

The report also displays the number of children who were included in the report and the number of children who were excluded. More information on excluded children is included in the Progress Data (Categories for Each Child) report.

## Progress Data (Categories for Each Child) Report

Program: OSEP Test Account #1  
Reporting Period: 01/01/07 to 12/31/07  
Date: 08/24/07

Funding Source: Part B, Section 619

Children Included: 3

Child	ID	DOB	Entry Date	Exit Date	ALPS Test Date	1. Positive social-emotional skills			2. Acquisition and use of knowledge and skills			3. Appropriate behaviors to meet needs		
						ALPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	ALPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	ALPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category
CHIL B		05/14/05	05/01/07	11/01/07	11/01/07	46	54	E	81	25	E	152	154	E
CHIL F		04/01/03	06/01/07	11/01/07	11/01/07	53	50	D	108	63	E	81	64	E
CHIL G		03/01/02	05/01/07	11/01/07	11/01/07	50	63	B	108	154	D	93	28	E

Children Excluded: 1

Child	ID	DOB	Entry Date	Exit Date	Reason
CHIL AC		10/19/02	03/01/06	10/21/07	Missing Near-Entry Data

Funding Source: Part C

Children Included: 2

Child	ID	DOB	Entry Date	Exit Date	ALPS Test Date	1. Positive social-emotional skills			2. Acquisition and use of knowledge and skills			3. Appropriate behaviors to meet needs		
						ALPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	ALPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	ALPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category
CHIL C		08/11/04	09/01/07	11/01/07	11/01/07	4	33	F	32	3	F	44	59	F
CHIL A		03/01/04	09/01/07	11/01/07	11/01/07	10	39	F	32	15	F	44	27	F

Children Excluded: 2

Child	ID	DOB	Entry Date	Exit Date	Reason
CHIL AB		04/11/04	04/01/07	07/01/07	Missing Near-Entry Data
CHIL AF		05/05/04	01/01/07	06/01/07	Unacceptable Age at Near-Exit

**Key**

**OSEP Categories**

A. Percentage of children who did not improve functioning
B. Percentage of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
C. Percentage of children who improved functioning to a level nearer to same-aged peers but did not reach it
D. Percentage of children who improved functioning to reach a level comparable to same-aged peers
E. Percentage of children who maintained functioning at a level comparable to same-aged peers

The Progress Data (Categories for Each Child) report calculates and displays each child's OSEP outcome raw scores for each of the three OSEP Child Outcomes, the corresponding same-age-peer benchmarks, and the OSEP category.

In addition, the report displays the child's name, date of birth, program entry date, program exit date, test date for the Near-Entry assessment and test date for the Near-Exit Assessment.

The report is separated by Part B and Part C.

A list of children who were excluded from the report and the reason why is also included.

## OSEP Report Exclusion Categories

A child may be excluded from an OSEP report due to several reasons. Below, are a list of the exclusion categories and what you need to do to correct the error.

- **Missing Near-Entry Data:**

Children Excluded:

Child	ID	DOB	Entry Date	Exit Date	Reason
Abaiye, Oni		07/11/05	10/23/07	10/23/08	Missing Near-Entry Data

Either the near-entry assessment has not been selected for a child or it has not been finalized.

**What you should do:** Make sure you have selected a near-entry assessment for the child. On the child's summary page, you should see an "OSEP entry" icon next to the assessment you want flagged for near entry. If you do not see the icon, go to the CODRF summary page of the assessment, and select "near entry" under the "OSEP Include" option. Also, verify that the assessment has been finalized and that all test items are complete. See *OSEP Include* in Section 8: **Child Assessments** for more information.

- **Missing Near-Exit Data:**

Children Excluded:

Child	ID	DOB	Entry Date	Exit Date	Reason
Butterfield, Marcy		12/21/03	09/01/04	05/21/08	Missing Near-Exit Data

Either the near-exit assessment has not been selected for a child or it has not been finalized.

**What you should do:** Make sure you have selected a near-exit assessment for the child. On the child's summary page, you should see an "OSEP exit" icon next to the assessment you want flagged for near exit. If you do not see the icon, go to the CODRF summary page of the assessment, and select "near exit" under the "OSEP Include" option. Also, verify that the assessment has been finalized and that all test items are complete. See *OSEP Include* in Section 8: **Child Assessments** for more information.

- **Less than 6 Months in Services:**

Children Excluded:

Child	ID	DOB	Entry Date	Exit Date	Reason
Archer, Lauren	19832	12/15/02	12/18/05	03/01/06	Less than 6 Months in Services

There are less than six months between the child's Program Entry and Program Exit date. OSEP has mandated that only children who have received services for at least six months should be reported on.

**What you should do:** Go to the child's profile page and verify that you have entered the correct Program Entry and Program Exit dates. If you have entered the correct dates and there are still less than six months of services received, this child will have to be excluded from OSEP reporting.

- **Invalid Funding Source:**

Children Excluded:

Child	ID	DOB	Entry Date	Exit Date	Reason
Archer, Lauren	19832	12/15/02	12/18/05	07/01/07	Invalid Funding Source

A funding source other than Part B or Part C has been selected for the child.

**What you should do:** Go to the child's profile page and verify that either Part B or Part C has been selected for funding source.

- **Inappropriate Test Used to Assess Child:**

Children Excluded:

Child	ID	DOB	Entry Date	Exit Date	Reason
Archer, Lauren	19832	12/15/00	12/16/05	07/01/07	Inappropriate age at Level II test

If a child is 36 months or younger and is using a Level II test, the inappropriate test was used to assess the child. A level II test should be used only once a child is older than 36 months and is in the Part B program.

**What you should do:** Assess the child with the age-appropriate test.

## ECO Child Outcomes Summary Form Ratings

There are two ECO Child Outcomes Summary Form Ratings, one with near entry data only and one with progress data.

These reports can be run from either the **Class Reports** or the **Program Reports** pages by selecting the service date range and then clicking on the "View" link next to the report you would like to run.

The ECO Child Outcomes Summary Form Ratings can also be printed from these pages or exported into either XML or CSV files.

## Entry Data Only (Ratings for Each Child)

Program: OSEP Test Account #1  
Reporting Period: 01/01/07 to 12/31/07  
Date: 08/24/07

Funding Source: Part B, Section 619

Children Included: 4

Child	ID	DOB	Entry Date	AEPS Test Date	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behaviors to meet needs
Child B		05/01/05	05/01/07	05/01/07	7	7	7
Child C		05/01/04	05/01/07	05/01/07	1	1	1
Child F		04/01/03	05/01/07	05/01/07	4	7	7
Child G		05/01/02	05/01/07	05/01/07	3	5	7

Funding Source: Part C

Children Included: 3

Child	ID	DOB	Entry Date	AEPS Test Date	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behaviors to meet needs
Child A		05/05/04	01/01/07	02/12/07	3	5	7
Child D		05/01/06	05/01/07	05/01/07	4	5	4
Child E		03/01/04	05/01/07	05/01/07	7	7	7

Key

ECO COSF Rating

1	2	3	4	5	6	7
Not Yet		Emerging		Somewhat		Completely

\*Complete definitions of the outcome ratings are available at the Early Childhood Outcomes Center Website (<http://www.brookes.edu/earlychildoutcomes.htm>)

For those programs that require use of the COSF, AEPSi provides a recommended ECO Rating for each child using the 1 to 7 scale. The report displays the child's name, date of birth, program entry date, test date for the Near-Entry assessment and the recommended ECO rating for each of the three outcomes.

The report also includes a list of children who were excluded from the report and the reason why.

## Progress Data (Ratings for Each Child)

**Program:** OSEP Test Account #1  
**Reporting Period:** 01/01/07 to 12/31/07  
**Date:** 03/23/07

**Funding Source:** Part B, Section 619

**Children Included: 4**

Child	ID	DOB	Entry Date	Exit Date	ATPS Test Date	1. Positive social-emotional skills			2. Acquisition and use of knowledge and skills			3. Appropriate behaviors to meet needs		
						Entry	Exit	Progress	Entry	Exit	Progress	Entry	Exit	Progress
Child B		05/01/01	05/01/07	11/01/07	11/01/07	2	2	Y	2	2	Y	2	2	Y
Child C		05/01/01	05/01/07	12/01/07	12/01/07	1	1	Y	1	1	Y	1	1	Y
Child F		04/01/01	04/01/07	11/01/07	11/01/07	4	4	Y	4	4	Y	4	4	Y
Child G		05/01/02	05/01/07	11/01/07	11/01/07	3	3	Y	3	3	Y	3	3	Y

**Children Excluded: 1**

Child	ID	DOB	Entry Date	Exit Date	Reason
Child AC		04/01/02	02/01/05	02/01/07	Missing Near-Entry Data

**Funding Source:** Part C

**Children Included: 2**

Child	ID	DOB	Entry Date	Exit Date	ATPS Test Date	1. Positive social-emotional skills			2. Acquisition and use of knowledge and skills			3. Appropriate behaviors to meet needs		
						Entry	Exit	Progress	Entry	Exit	Progress	Entry	Exit	Progress
Child D		03/01/01	03/01/07	12/01/07	12/01/07	4	4	Y	4	4	Y	4	4	Y
Child E		01/01/04	01/01/07	11/01/07	11/01/07	2	2	Y	2	2	Y	2	2	Y

**Children Excluded: 2**

Child	ID	DOB	Entry Date	Exit Date	Reason
Child AS		04/01/01	11/01/06	07/01/07	Missing Near-Entry Data
Child AP		05/01/04	01/01/07	05/01/07	Missing Near-Entry Data

**Key**

**ECO COSF Rating**

1	2	3	4	5	6	7
Not Yet	Emerging		Somewhat		Completely	

\*Complete editions of the outcome ratings are available at the Early Childhood Outcomes Center Website (<http://www.earlychildoutcomescenter.org>)

The Progress Data ECO Ratings report displays the recommended ECO ratings for near-entry, near-exit, and indicates whether progress occurred (Y for yes, N for no).

Also included in the report is the child's name, date of birth, program entry date, program exit date, test date for the Near-Entry assessment, and test date for the Near-Exit assessment.

A list of children who were excluded from the report and the reason why is displayed as well.

# Exporting Data

## Section 5

### Export Child Data

Your program owns any data that is entered and generated in AEPSi. You may export at any time all or part of the data. We are committed to using standards-based formats for exporting data so that programs can easily export data for use in other databases. A child's assessments and reports can be exported individually by providers via links on the child summary page. If your program needs custom services, contact your implementation manager at [implementation@brookespublishing.com](mailto:implementation@brookespublishing.com).

To export data for one or more children, select the name(s) of the children you would like to export and click the *Export Child Data* button.

The following child data will be exported: child profile data, caregiver profile(s), child journal, and child assessment data. The format of the export will be XML (Extensible Markup Language). XML is a flexible language that can be used to import data into other databases and can be converted to other text formats.

If a child transfers to another program that uses AEPSi, the child data export from your program can be used to import the data into that program's AEPSi account. Contact your implementation manager [implementation@brookespublishing.com](mailto:implementation@brookespublishing.com) to discuss your export needs.

Child Name	Child ID	Status	Export
Chri Abaiye		Archived	<input type="checkbox"/>
Lauren Archer	19832	Active	<input type="checkbox"/>
Marsha Brady		Active	<input type="checkbox"/>
Noni Brookmeyer		Active	<input type="checkbox"/>
Mable Brown		Active	<input type="checkbox"/>
Marcy Butterfield		Active	<input type="checkbox"/>
Tyree Camp		Active	<input type="checkbox"/>
Nina Chavez	02236	Active	<input type="checkbox"/>
Sally Bengbird		Active	<input type="checkbox"/>
Stephane Spelling		Active	<input type="checkbox"/>
Alica Tolkins		Active	<input type="checkbox"/>

### Export Program Data

You also have the option to export your entire program's data. Clicking *Export Program Data* will export data for all children, including child profile data, caregiver profile(s), child journals, child assessment data. The format for the program data export is XML (Extensible Markup Language).

Because the child progress records and graphed scores contain graphics, they are not exportable. However, you have the ability to print both the graphed scores and the child progress records. See Section 4: **My Reports** for detailed instructions on how to print graphed scores and child progress records. The child progress records are in a PDF format and can be saved to your computer.



## Password Management

As an administrator, you can give members of your organization access to AEPSi at no extra charge. Subscription charges are based on the number of Child Records, not the number of users.

### Forgotten Passwords

All users can reset a forgotten password by contacting their administrator. As Administrator, you can reset a user's password by clicking the reset password button in his or her user profile. An e-mail will be sent to the user with a secure link. When the user selects the link, he or she will be directed to a page where he or she will be asked to enter a new password.

### Forgotten Username

If a user has forgotten their username, he or she will be directed to contact his or her administrator. As administrator you can access the user's profile and provide them with their username. If you forget your username, contact your AEPSi implementation manager at [implementation@brookespublishing.com](mailto:implementation@brookespublishing.com).

## Change Password

You can change your password in the **My Profile** section of AEPSi.

1. Select My Profile from the top menu.
2. Click the *Reset Password* button.
3. An e-mail will be sent to you with a secure link. When you select the link, you will be directed to a page where you will be asked to enter a new password.

## Password Protection

For security reasons, you should never share your username and/or password with anyone. A professional at your organization who needs to use AEPSi or access AEPSi data should be given his or her own username and password.

## Technical Support

Technical Support is available 24/7 and is included with your subscription. You can reach technical support via phone, 877-884-3899 or e-mail, [techsupport@brookespublishing.com](mailto:techsupport@brookespublishing.com).

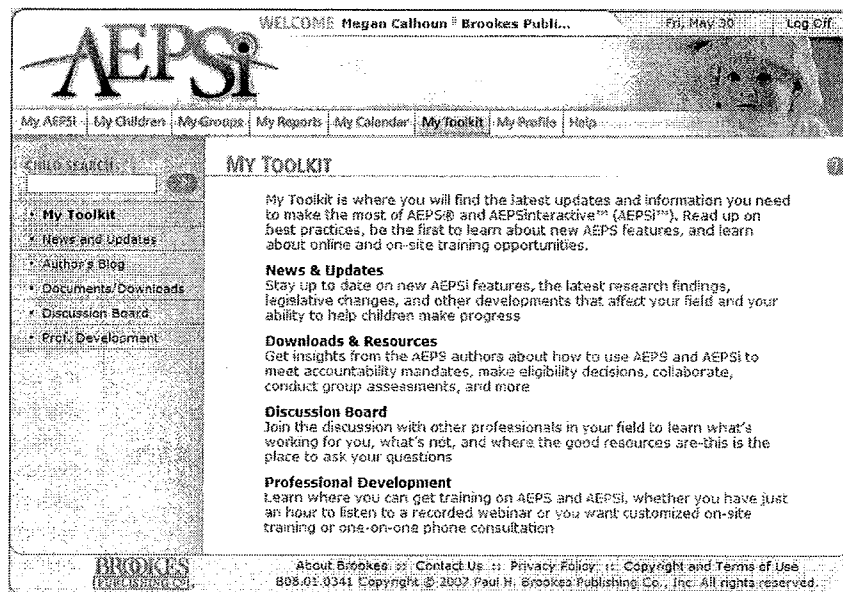
## My Toolkit

**My Toolkit** is where you can find updates and new information relating to AEPS and AEPSi. Here you will be able to find everything from the latest news and updates from Brookes Publishing Co. and the authors of AEPS to resources for professional development and training.

In the **News & Updates** section, you can find announcements, updates, and bug fixes related to the AEPSi application.

The **Documents & Downloads** section contains a collection of useful documents, including the State Standards Correlations, the AEPS/OSEP Crosswalk, white papers from the authors of AEPS, as well as other documents and downloadable resources.

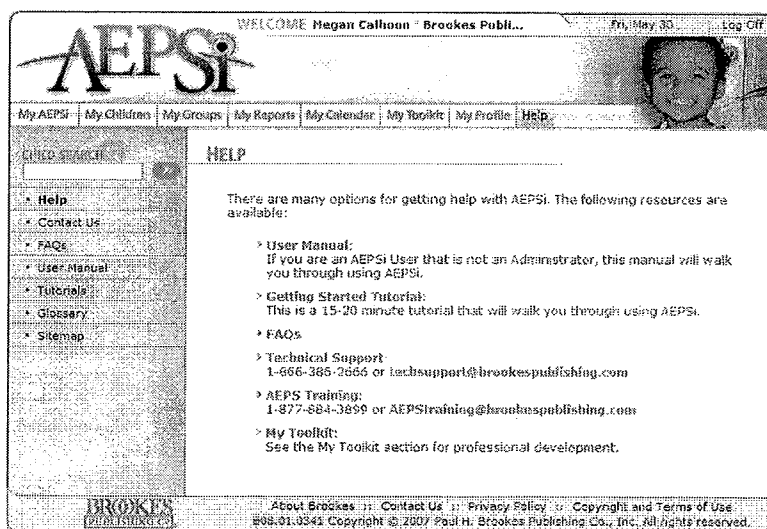
Also available is a **discussion board**, where users across states and sites can communicate, share ideas, and ask questions relating to both AEPS and AEPSi.



In the **Professional Development** section, you can find detailed information about content consulting, live training, and web-based training options, including webcasts and webinars.

## On-Line Help and Support

There are several on-line help and support resources to provide assistance to you and the registered users of your AEPSi account. Self-guided on-line tutorials are always accessible for Administrators and Providers. There is an extensive and regularly updated FAQ section available on-line. AEPSi also provides webcasts featuring expert authors on timely subjects (e.g., OSEP reporting, developing meaningful IEP/IFSP goals, determining eligibility).



## Training

### Customized On-Site Training

Customized on-site training for AEPS and AEPSi by AEPS experts is available throughout the year. We will work closely with you to meet your training needs and schedule. Please contact a sales representative at 877-884-3899 or e-mail us at [AEPStraining@brookespublishing.com](mailto:AEPStraining@brookespublishing.com) to discuss schedules and topics.

We will work with you to arrive at the right mix of training for your program. Your staff's level of experience, the age range of children served, program size, budget, and schedule are all taken into consideration.

For first-time AEPS® users, we recommend 2 days of customized on-site training that will show you how to use the system for assessment and intervention. Additional half-day sessions are recommended for programs interested in using AEPS® for OSEP reporting or eligibility determination. All of our on-site seminars are customizable: We can dedicate all or a portion of the sessions to "training the trainers," and we can adapt the topics to the needs of your program.

Training topics currently offered include:

- Using AEPS to Link Assessment, Intervention, and Evaluation
- Using AEPS and AEPSinteractive for OSEP Reporting
- Using AEPS and AEPSinteractive for Eligibility Determination
- Using AEPS to Support Family Involvement
- Using AEPS Curriculum
- Using AEPS Curriculum within an Activity-Based Approach

All seminars are customizable and can be adapted to the level (introductory or advanced) and needs of your program.

## Contact Information

### Technical Support

1-866-386-2666

[techsupport@brookespublishing.com](mailto:techsupport@brookespublishing.com)

### Sales and Customer Service

By telephone, toll-free (U.S. and Canada):

877-884-3899

By e-mail:

[kwarg@brookespublishing.com](mailto:kwarg@brookespublishing.com)

By mail:

Brookes Publishing Co.

385 Oxford Valley Road

Suite 410

Yardley, PA 19067

### AEPSi Implementation Manager

[implementation@brookespublishing.com](mailto:implementation@brookespublishing.com)

### Training

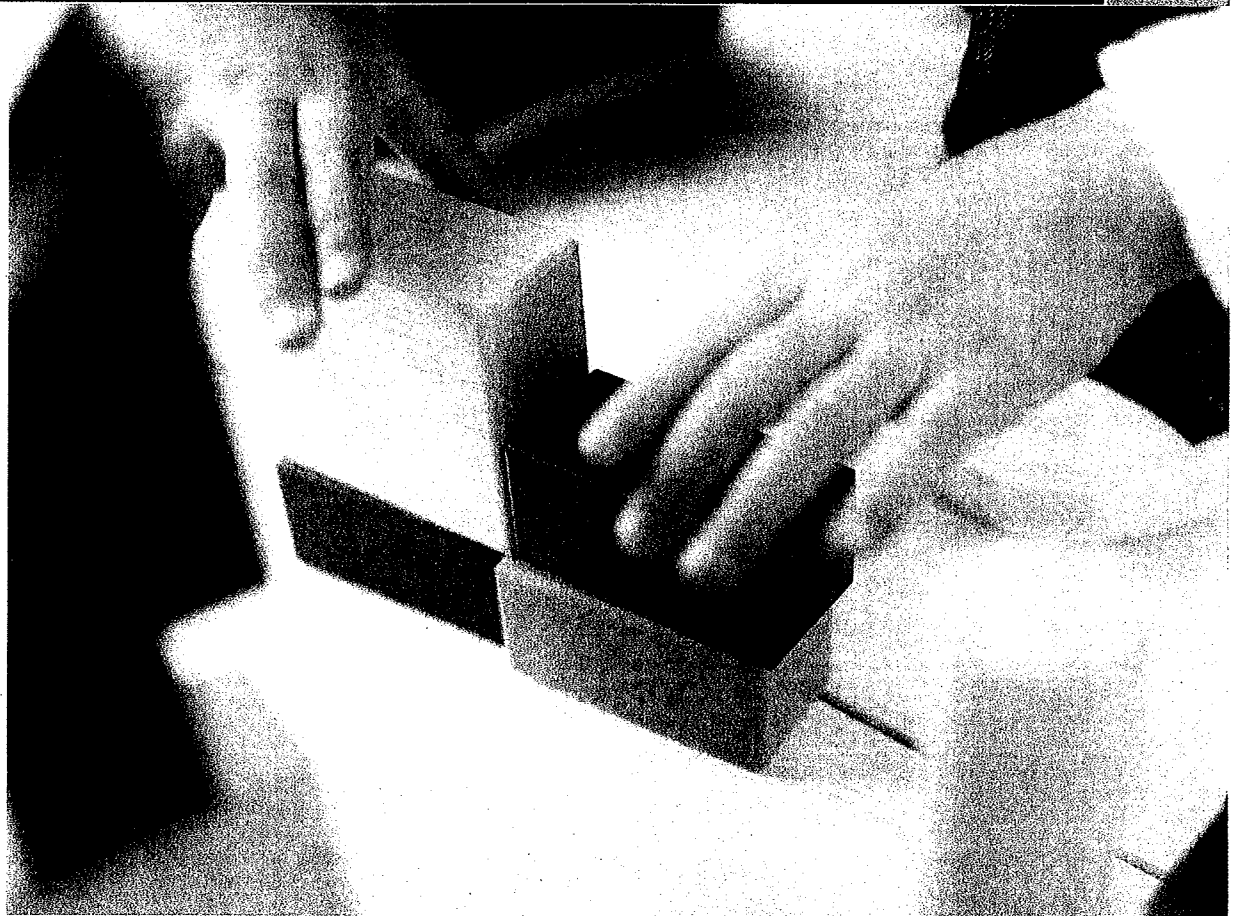
877-884-3899

[AEPStraining@brookespublishing.com](mailto:AEPStraining@brookespublishing.com)





# AEPSi Provider User Manual



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# Contents

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<b>Introduction.....</b>	<b>1</b>
About AEPSi.....	1
About the User Manual.....	1
<b>Section 1: Logging In.....</b>	<b>2-3</b>
Forgotten Username or Password.....	3
<b>Section 2: My Profile.....</b>	<b>4</b>
Editing My Profile.....	4
<b>Section 3: My AEPSi.....</b>	<b>5</b>
My Children.....	5
Calendar.....	5
What's New.....	5
My Reports.....	5
Assessments in Progress.....	5
<b>Section 4: My Children.....</b>	<b>6-7</b>
Add a New Child.....	6
• Adding a Child Profile.....	7
<b>Section 5: Child Summary.....</b>	<b>8-11</b>
Recent Activity.....	8
Recent Assessments and Reports.....	8
Child Calendar.....	8-9
• Viewing a Calendar Entry.....	9
• Adding a Calendar Entry.....	9
Child/Caregiver Profiles.....	10-11
<b>Section 6: Child Journal.....</b>	<b>12</b>
Adding a Child Journal Entry.....	12
<b>Section 7: Child Team.....</b>	<b>13</b>
<b>Section 8: Child Assessments.....</b>	<b>14-18</b>
Creating a New CODRF.....	14-17
• Selecting Test Areas.....	14-15
• OSEP Include.....	15
• Completing a CODRF.....	15-16
• Viewing/Printing/Editing/Deleting/Exporting a CODRF.....	17
• Carrying Over Scores.....	17
Customized CODRFs.....	18-19
• Scores.....	18
• Notes.....	19
• Include items marked IFSP/IEP.....	19
<b>Section 9: Family Report.....</b>	<b>20-21</b>
Entering a New Family Report.....	20
Sections of the Family Report.....	21
• Activities.....	21
• Fine Motor, Gross Motor, Adaptive.....	21

• Cognitive.....	21
• Social-Communication, and Social.....	21
• Intervention Priorities.....	21
Viewing/Printing/Editing/Deleting a Family Report.....	21
<b>Section 10: Child Reports.....</b>	<b>22-25</b>
Score Summary.....	22
Graphed Scores.....	22
Child Progress Record.....	23
Provider Notes.....	23
IFSP/IEP Summary.....	24
Eligibility Cutoff Scores.....	24
Present Level of Functioning.....	24
Create Custom Child Report.....	25
• Scores.....	25
• Notes.....	25
• Include items marked IFSP/IEP.....	25
<b>Section 11: My Groups.....</b>	<b>26-28</b>
Creating a Group.....	26-27
• Group Assessment Summary.....	27
• Deleting a Group.....	27
Starting a New Group Journal Entry.....	28
<b>Section 12: My Calendar.....</b>	<b>29</b>
<b>Section 13: My Reports.....</b>	<b>30-40</b>
Child Reports.....	30
Aggregate Reports.....	31-40
• Class Reports Page.....	31
• Group Snapshots Reports.....	32-33
▪ Status of All Children.....	32
▪ Progress of All Children.....	33
• OSEP Categories Reports.....	34-39
▪ About OSEP Reporting.....	34
▪ Children on the Alternative Path.....	35
▪ Entry Data Only (Aggregate Percentages) Report.....	35
▪ Entry Data Only (Categories for Each Child) Report.....	36
▪ Progress Data (Aggregate Percentages) Report.....	37
▪ Progress Data (Categories for Each Child) Report.....	37
▪ OSEP Report Exclusion Categories.....	38-39
• ECO Child Outcomes Summary Form Ratings.....	39-40
▪ Entry Data Only (Ratings for Each Child).....	39
▪ Progress Data (Ratings for Each Child).....	40
<b>Section 14: My Toolkit.....</b>	<b>41</b>
<b>Section 15: Help.....</b>	<b>43</b>



# Introduction

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## About AEPSi



AEPSinteractive™ (AEPSi™) is a web-based management system for AEPS that makes it easier for AEPS® users to make the most of AEPS, meet reporting mandates, determine eligibility, and manage and track child data. AEPSi has all the integrity of AEPS plus the time—and paperwork—saving convenience of automated scoring and powerful functionality that transforms AEPS findings into child progress reports

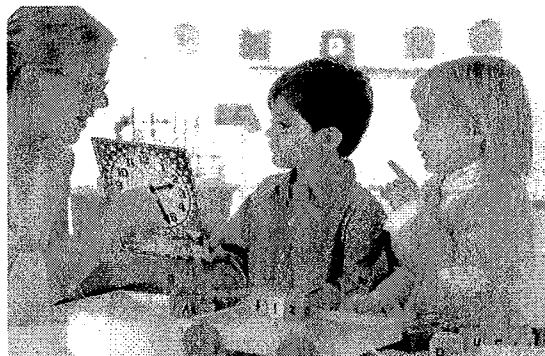
and OSEP Child Outcomes Reports. AEPS is truly a complete solution for programs that also need to meet accountability and eligibility challenges—without sacrificing quality programming and good outcomes for children.

We are excited for you to see all the ways AEPSi can make it easier for you to help your children make real progress.

## About the User Manual

This manual is intended to help you navigate and perform all functions of the AEPSi on-line tool. This specific manual has been written with the basic AEPSi user in mind.

Who is this user? AEPSi users can be early childhood professionals, service providers, or team members—in short, anyone who is not an AEPSi Administrator. This manual is designed for users like you who are tasked with assessing children. You may be a preschool teacher, a teacher's aide, a home visitor, or a speech-language pathologist. The list could go on.



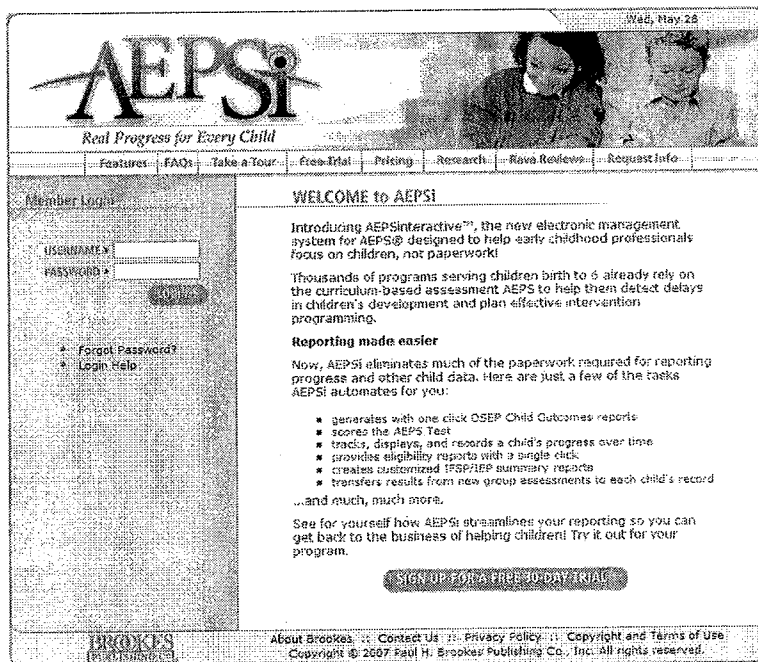
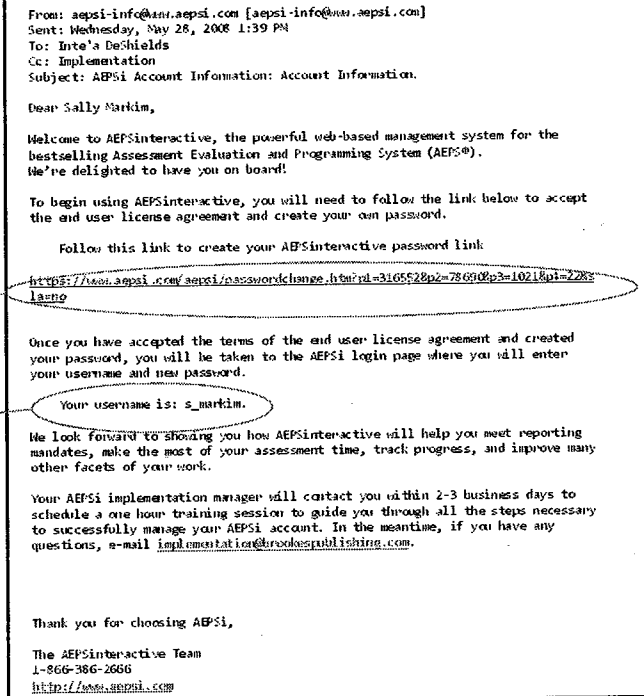
Within this manual you will find basic information on how to enter child records, how to enter an assessment of a child or group of children using AEPS, and how to generate child and group reports based on assessment results. This, however, is just the beginning. Within this manual you'll find detailed instructions on how to navigate through each area of AEPSi.

Thank you for choosing AEPSi as your on-line assessment and intervention tool.

# Logging In

## Section 1

The AEPSi login page is where you login to access your AEPSi account. You may also follow the tabbed links at the top of the page to access additional information about AEPS and AEPSi. Logging in to AEPSi is the first step in setting up your personalized AEPSi account. As a new user, you should receive an e-mail generated by AEPSi that contains your username and a link to set up your password.



Once you're an AEPSi user, type in the AEPSi URL ([www.aepsi.com](http://www.aepsi.com)) and you will be directed to the login page.

Enter in your username and password, and click the *Login* button to enter the AEPSi site.

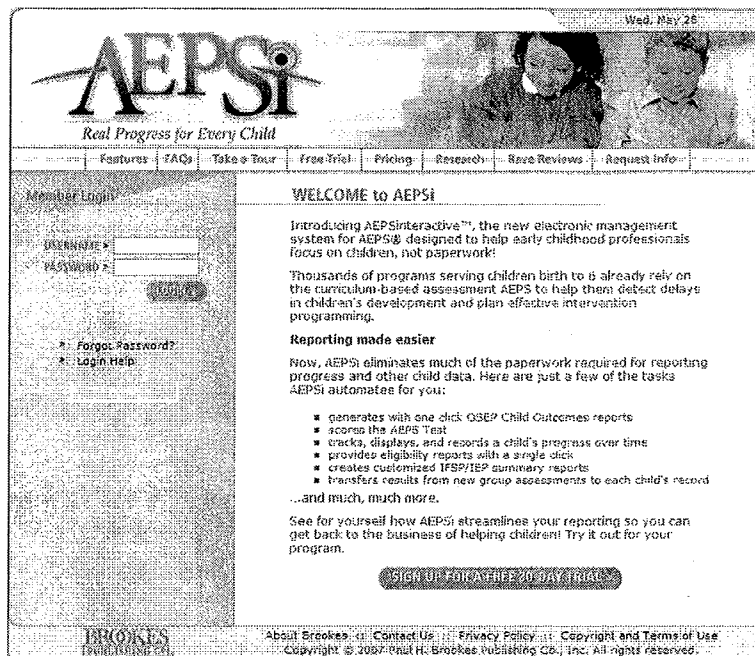
**NOTE:** It is very important that you log off when you are finished using AEPSi. To log off, click Log Off on the upper right-hand corner from any screen within AEPSi.

If you fail to log off and you use a public computer, other people who use the computer may be able to see your private AEPSi information, including child names and records.

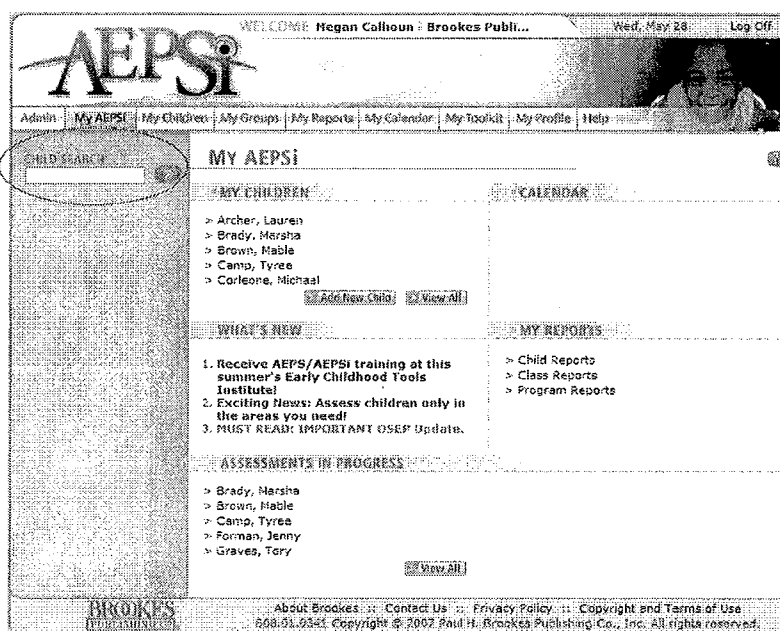
## Forgotten Username or Password

If you have forgotten your **password**, click on the "Forgotten Password?" link on the AEPSi home page ([www.aepsi.com](http://www.aepsi.com)). This will take you to the **Reset Password** page, where you will be prompted to enter your user name and email address. After entering these, click on the "Submit" button. You will receive an email from the system shortly thereafter with your password in it.

If you have forgotten your **username**, please contact your AEPSi administrator. They will be able to provide you with your username information.



**NOTE:** Once you login successfully, you will then be able to perform a child search from any page in AEPSi. Enter the first name, last name, or ID number of the child you wish to find in the open field under Child Search on the left-hand side of the screen, and click the purple button to the right of the field. A list of children matching the name or number you input will appear on a new page. You may then select the child that you were searching for by clicking on the link that will bring you to the **Child Summary** page for that child.



# My Profile

## Section 2

The **My Profile** page is the page within AEPSi that includes your personal information. When you first become an AEPSi user, you should go to the **My Profile** page by clicking the *My Profile* tab at the top of your screen.

WELCOME Megan Calhoun - Brookes Publi... Log Off

Admin | My AEPSi | My Children | My Groups | My Reports | My Calendar | My Tools | **My Profile** | Help

**MY PROFILE**

Salutation: Ms. ☒

\* First Name: Megan

Middle Initial/Name:

\* Last Name: Calhoun

\* Occupation: Teacher

Address 1:

Address 2:

City:

State: Select One

Zip:

\* Day Phone: 410-455-4435

Evening Phone:

Mobile Phone:

Fax Number:

\* E-mail Address: mcalhoun@brookespublishing.com

\* Username: mcalhoun

Notes/Comments: Notes

Save Reset Password

Note: To change your password, click the Reset Password button. An e-mail will be sent to your e-mail address, with a link to reset your password.

Save

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## Editing My Profile

To enter in or edit your personal information, click inside the text boxes next to the profile fields and type in the following personal information. Items indicated with a red arrow are required. Click the *Save* button to save your information.

To change your password, click the *Reset Password* button. This will send you an email with a link that allows you to recreate your password.

**My AEPSi**, your personalized homepage within the AEPSi system, is designed to give you a snapshot of your activity and options within your AEPSi. You will always be directed to this page when you login. From My AEPSi, you can click links that are both on the taskbar at the top of the screen (**My Children, My Groups, My Reports, My Calendar, My Toolkit, My Profile, and Help**) and under the subheadings *My Children, Calendar, What's New, My Reports, and Assessments in Progress*.

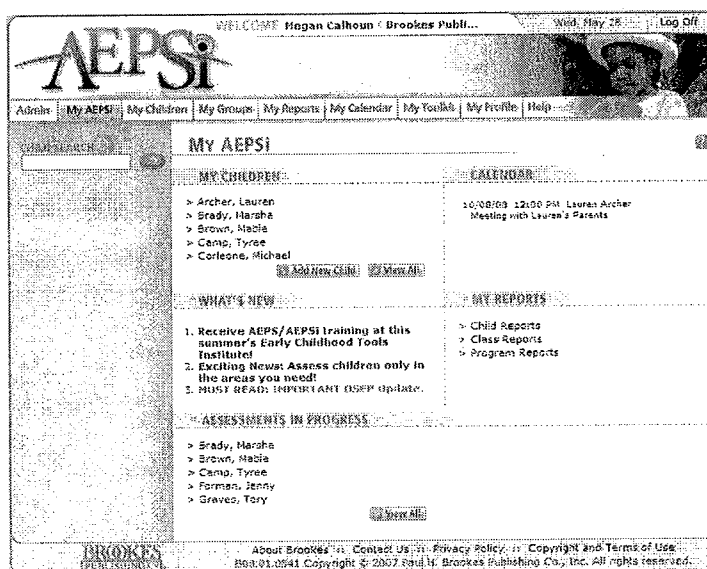
### My Children section of the My AEPSi page

**My Children** shows a snapshot of children to which you are assigned. To view all children in your AEPSi, click *View All*. To add a new child from this page, click the *Add New Child* button.

### Calendar section of the My AEPSi page

The **Calendar** section in your **My AEPSi** shows a short list of events that are scheduled for any of your children or for yourself, starting with today's date. To view additional entries, click on the *My Calendar* tab at the top of the screen. You will be directed to the **My Calendar** page that lists all calendar events for each child in your AEPSi. To view an entry in detail, click on the Date/Time of the event.

See Section 12: **My Calendar** for more information on how to add entries.



### What's New section of the My AEPSi page

The **What's New** section highlights the most recent news and updates from Brookes Publishing Co., the developers of AEPSi™.

To view the archives of the **What's New** section, click the *More News* link.

### My Reports section of the My AEPSi page

**My Reports** is a quick link to Child Reports and Class Reports. Click either *Child Reports* or *Class Reports* to be directed to these areas.

### Assessments in Progress section of the My AEPSi page

**Assessments in Progress** shows a snapshot of assessments that have been started but are not yet complete for your children. They are listed by child or group name. Select the assessment of your choosing by clicking the assessment name to view or edit one of these assessments.

# My Children

## Section 4

The **My Children** page is the central location where all children you input into AEPSi are listed. From here you can select a child and manage all of his or her information that has been entered into the AEPSi system. By clicking the *My Children* tab at the top of the screen, you are brought to the **My Children** page, which contains a list of your children and their names, ID numbers, and dates of last assessment. Your children will be arranged in alphabetical order according to last name.

**NOTE:** The ID number field is optional. If your school or institution requires you to track the children you serve by unique identifiers, you may add these unique identifiers to the child's profile. You may, however, leave this field blank.

Name	Child ID	Last Assessment
Brady, Marsha		In Progress
Brown, Mable		In Progress
Camp, Tyree		In Progress
Forman, Jenny	ID	In Progress
Graves, Tory		In Progress
Gufetason, Gus		In Progress
Tolkins, Alice		In Progress
Leikas, Stacy		Start Assessment
Archer, Lauren	19832	2007-09-27
Corleone, Michael		2007-10-25
Hattie, Kim		2007-11-08
Humphrey, Sabette		2007-11-08
Linwood, Lucy		2007-12-06
Lopez, Maria		2007-09-27
McAdams, Timmy	09862	2007-10-22
McDaniels, Wilbert		2007-10-22
Miller, Mark		2007-11-08

Assessment status is also indicated on this page.

If the last assessment administered is complete, the date of that assessment will be shown in the Last Assessment column. If the last assessment is incomplete, "In Progress" will be displayed in the Last Assessment column.

If a child has never been assessed, "Not Yet Started" will be displayed in the Last Assessment column.

If a child is part of a group, you will see a group icon in the Last Assessment column.

When you click any of these links, you will be taken to the **CODRF Summary Page**. To conduct an assessment or view or print a previous assessment or reports, please select a child first by clicking on that child's name. **NOTE:** You cannot sort by status of last assessment.

To add a new child, click the *Add a New Child* button on the upper right-hand or lower right-hand side of the page.

To be taken to a specific **Child Summary** page, click the child's name or Child ID.

## Add a New Child

To add a child, click the *Add a New Child* button (these are located on multiple pages throughout the system). You will be taken to the **Child Profile** page where you will be prompted to fill in information regarding the child and his or her family or caregiver(s).

## Adding a Child Profile

When adding a new child, fill in the following child information (necessary fields are indicated with a red arrow).

The administrator(s) of your program may create additional custom fields on the profile page to be completed.

In order for a child to be included in OSEP Reporting, there are four required fields that must be completed:

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CHILD SEARCH

### CREATE CHILD RECORD

First Name:

Middle Initial/Name:

Last Name:

Date of Birth:  (mm/dd/yyyy)

Weeks Premature:

AEPs Level: ☐ I ☐ II

Gender: ☒ Male ☐ Female

Dev. Status:  Select One

Medical Info:

Identifier (ID):

Address 1:

Address 2:

City:

State:  Select One

Zip:

Notes/Comments:

Include in OSEP Reporting: ☒ Yes ☐ No

Funding Source:  Early Childhood Sp Ed - Part B (3-5)

Program Entry Date:  01/01/2001 mm/dd/yyyy

Program Exit Date:  01/01/2001 mm/dd/yyyy

Save

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### Include in OSEP Reporting:

Select "yes" if the child will be included in OSEP reporting. If the child will not be included in OSEP Reporting, select "no" for OSEP Participant. You can then save the child profile without entering the funding source, program entry date, and program exit date.

**Funding Source:** Select whether the child is Early Childhood Sp Ed - Part B (3-5) or Early Intervention-Part C (Birth-3).

### Program Entry Date

**Program Exit Date** (NOTE: Once the program exit date for a child is known, enter that information here. If a valid date is not entered, the child won't be included in the OSEP Exit Report.)

To add a Caregiver Profile, see **Child/Caregiver Profiles** in Section 5.

# Child Summary

## Section 5

The **Child Summary** page is the central place for managing child reports. The page also contains snapshots of the child's profile, recent changes made to his or her AEPSi records, calendar events, and recent assessments and reports.

**NOTE:** Once you view a child's summary page (or any other child-specific page), the taskbar on the left changes to include links to AEPSi sections that are specific to that child.

To get to the **Child Summary** page, select a child's name from the list on the **My Children** page.

**NOTE:** Clicking the child's name on the taskbar to the left (under the Child Search) will take you back to that child's **Child Summary** page.

**AEPSi** WELCOME Megan Calhoun - Brookes Publ... Wed, May 28 Log Off

Admin | My AEPSi | My Children | My Groups | My Reports | My Calendar | My Toolkit | My Profile | Help

**CHILD SUMMARY**

Name: Timmy McAdams  
Child ID: 99962  
DOB: 01/23/01  
Age: 7y 4m (94m)  
Adjusted Age: 7y 3m (87m)  
AEPS Level: II  
Caregiver: Elizabeth McAdams  
Team: Inte's Deshields &c  
Megan Calhoun  
AEPSi Tutorial  
Monica Belle  
AEPSi Demo  
Kevin Wang

**RECENT ACTIVITY**

04/16/08 Monica Belle updated a family report  
04/02/08 Inte's Deshields created a family report  
03/12/08 Inte's Deshields created a family report

**CALENDAR**

06/03/08 09:00 AM Meet with Timmy's parents

**AEPS TESTS**

Date	Level	Test Period	Status	View	Print	Edit	Delete	Export
01/09/07	II	1	✓	View	Print	Edit	Delete	Export
01/09/07	II	2	✓	View	Print	Edit	Delete	Export
04/09/07	II	3	✓	View	Print	Edit	Delete	Export
04/10/07	II	4	✓	View	Print	Edit	Delete	Export
10/22/07	II	5	✓	View	Print	Edit	Delete	Export

**CHILD JOURNAL**

Date	Author	Entry
10/26/06	AEPSi Tutorial	Today, Timmy demonstrated a better willingness to share with other children and participate in group.
12/13/06	AEPSi Tutorial	Timmy's fine motor skills continue to improve, but he is still suffering from a significant delay in...

**FAMILY REPORT**

Date	Level	Completed By	View	Print	Edit	Delete
01/10/07	II		View	Print	Edit	Delete
04/25/07	II		View	Print	Edit	Delete
09/12/07	II		View	Print	Edit	Delete
01/04/08	II		View	Print	Edit	Delete
01/26/08	II		View	Print	Edit	Delete
01/28/08	II		View	Print	Edit	Delete
02/01/08	II		View	Print	Edit	Delete
02/01/08	II		View	Print	Edit	Delete
02/04/08	II		View	Print	Edit	Delete
02/12/08	II		View	Print	Edit	Delete

**CHILD REPORTS**

Report Type	View	Print	Export
Score Summary	View	Print	Export
Graphed Scores	View	Print	Export
Child Progress Record	View	Print	Export
Provider Notes	View	Print	Export
IFSP/IEP Summary	View	Print	Export
Present Level of Functioning	View	Print	Export
Eligibility Cutoff Scores	View	Print	Export

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## Recent Activity

The **Recent Activity** section shows you a list of the three most recent saved items for a child. You may click an item that includes the date and activity to view it.

**NOTE:** Calendar entries and child team changes will not appear in **Recent Activity**.

## Recent Assessments and Reports

At the bottom of the **Child Summary** page, you will see a list of the child's most recent assessments and reports.

You may select an assessment or report from this list to view, print, edit, or export, or you may click the **Create New** button to begin a new assessment.

You may also select *[Child's name]'s Assessments* or *[Child's name]'s Reports* from the left toolbar. These links will give you access to all of this child's assessments and reports, including links to begin to fill out new assessments and reports. See Sections 8 – 10 for more information on how to fill out new assessments and reports or edit existing ones.

## Child Calendar

The **Calendar** section shows a list of events that are scheduled for the child, starting with today's date. To enter a new event, click the **Add Event** button.



## Viewing a Calendar Entry

To view an event, click the Date/Time of the event you would like to view from the **Child Summary** or **Child Calendar** pages.

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Admin | My AEPSi | My Children | My Groups | My Reports | My Calendar | My Toolkit | My Profile | Help

**CHILD SEARCH**

Name: **Timmy McAdams**

- Timmy's Profile
- Timmy's Assessments
- Timmy's Journal
- Timmy's Reports
- Timmy's Calendar
- Timmy's Team

**CHILD CALENDAR**

Date/Time	Event	Attendees	Edit   Delete
06/03/08 09:00 AM	Meet with Timmy's parents	Megan Calhoun Inte'a DeShields Monica Belle	

[Add Event](#) [Print Calendar](#)

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**CHILD SEARCH**

Name: **Timmy McAdams**

- Timmy's Profile
- Timmy's Assessments
- Timmy's Journal
- Timmy's Reports
- Timmy's Calendar
- Timmy's Team

**CHILD CALENDAR**

Name: **Timmy McAdams** | DOB: 01/23/01 | AEPSi Level: II

Event Date:

Event Time:  ☒ AM ☐ PM

Event:

Attendees:

- ☐ Inte'a DeShields
- ☐ Megan Calhoun
- ☐ AEPSi Tutorial
- ☐ Monica Belle
- ☐ AEPSi Demo
- ☐ Kevin Werg
- ☐ Notify Family

[Save](#)

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Click the **Save** button to save the entry.

## Adding a Calendar Entry

To add a calendar event, click the **Add Event** button from the **Child Summary** or **Child Calendar** pages. You will be taken to the **Create Calendar** screen. By clicking in the text boxes provided, enter in the event date, time (select am or pm), event, location, and attendees. Click the **Notify Family** box if this is an event the family or caregiver(s) should be aware is taking place. *Note: this does not send the family member an email, it only serves as a reminder for the Provider when viewing the calendar.*

## Child/Caregiver Profiles

To view the child's complete profile, click on either the link to the left (e.g., *Timmy's Profile*)

Within the **Child Profile** is information on both the child and his or her caregiver(s) and team.

When the **Child Profile** page is open, you may edit child information by clicking the *Edit Child Profile* button.

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Admin | My AEPSPi | My Children | My Groups | My Reports | My Calendar | My Toolkit | My Profile | Help

CHILD SEARCH

Name: Timmy McAdams

- Timmy's Profile
- Timmy's Assessments
- Timmy's Journal
- Timmy's Reports
- Timmy's Calendar
- Timmy's Team

**CHILD PROFILE**

Name: Timmy McAdams  
Record Status: Active  
Child ID: 09862  
DOB: 01/23/01  
Age: 7y 4m (82m)  
Adjusted Age: 7y 3m (87m)  
AEPSPi Level: II  
Gender: Male  
Dev. Status: At-Risk  
Medical Info: diagnosed with mild asthma and has an allergy to peanuts  
Address:  
Notes: Timmy's parents are recently divorced and his mother suffers from depression  
Include in OSEP Reporting: Yes  
Funding Source: Early Childhood Sp Ed - Part B (3-5)  
Program Entry Date: 02/01/04  
Program Exit Date: 06/01/06  
Classroom:

[Update Child Team](#)

[Edit Child Profile](#)

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To add caregiver information or update a child's team, click the *Update Child Team* button.

The **Update Child Team** page will contain a list of the child's team members once they are assigned to the child (the child team includes the caregiver[s]).

To add caregiver information to the child's profile, click the *Add Caregiver* button.

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Admin | My AEPSPi | My Children | My Groups | My Reports | My Calendar | My Toolkit | My Profile | Help

CHILD SEARCH

Name: Timmy McAdams

- Timmy's Profile
- Timmy's Assessments
- Timmy's Journal
- Timmy's Reports
- Timmy's Calendar
- Timmy's Team

**UPDATE CHILD TEAM**

Member Name	Phone Number	Title/Position	View	Edit	Delete	Select/ Deselect
McAdams, Elizabeth	222-222-2222	Caregiver	View	Edit	Delete	<input checked="" type="checkbox"/>
Bella, Monica	410-455-4455	Speech Language Pathologist	View			<input checked="" type="checkbox"/>
Calhoun, Megan	410-455-4455	Teacher	View			<input checked="" type="checkbox"/>
Gemo, AEPSPi	356-555-4454	Teacher	View			<input checked="" type="checkbox"/>
DeShalos, Inte a	666-555-4454	Administrator	View			<input checked="" type="checkbox"/>
Tutoriel, AEPSPi	410-455-4455	Teacher	View			<input checked="" type="checkbox"/>
Wang, John	877-894-3899	Teacher	View			<input type="checkbox"/>
Williams, Mary	000-000-0000	Teacher	View			<input type="checkbox"/>
Zgal, Justin	978-546-7546	Nr	View			<input type="checkbox"/>

[Add Caregiver](#) [Update List](#)

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Fill out all required fields indicated by a red arrow and any additional fields. When you are done, click the **Save** button.

The caregiver will be saved as one of the child's team members, and you will be returned to the **Child Summary** page.

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**AEPsi**

Admin | My AEPsi | My Children | My Groups | My Reports | My Calendar | My Toolkit | My Profile | Help

**EDIT CAREGIVER**

Name: **Timmy McAdams**

- Timmy's Profile
- Timmy's Assessments
- Timmy's Journal
- Timmy's Reports
- Timmy's Calendar
- Timmy's Team

Salutation: **Select One**

First Name:

Middle Initial:

Last Name:

Relation to Child: **Select One**

Same Address: ☐

Address 1:

Address 2:

City:

State: **Select One**

Zip:

Day Phone:

Evening Phone:

Mobile Phone:

E-mail Address:

Occupation:

Home Language:

Siblings:

Notes/Comments:

**Save**

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**AEPsi**

Admin | My AEPsi | My Children | My Groups | My Reports | My Calendar | My Toolkit | My Profile | Help

**UPDATE CHILD TEAM**

Name: **Timmy McAdams**

- Timmy's Profile
- Timmy's Assessments
- Timmy's Journal
- Timmy's Reports
- Timmy's Calendar
- Timmy's Team

Name	Phone Number	Title/Position	Select Lead Provider	Select/Deselect
McAdams, Elizabeth	222-222-2222	Caregiver	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Belle, Monica	410-455-4433	Speech Language Pathologist	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Calhoun, Megan	410-455-4433	Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cerna, AEPsi	355-563-4454	Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DeShields, Int'e'a	666-555-4454	Administrator	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tutorial, AEPsi	410-455-4455	Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wang, John	877-634-3699	Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Williams, Mary	000-000-0000	Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Zasl, Justin	979-848-7346	Mr	<input type="checkbox"/>	<input type="checkbox"/>

**Add New Team Member** **Update List**

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If you have the appropriate permissions, you may add or remove team members from a child's team. To do so, click the **Update Child Team** button from the **Child Profile** page. Next, select or deselect team members by clicking the box next to a team member name. A check mark inside the box indicates you want this person on the child's team, and an unchecked box indicates that you wish to remove this person from the child's team. To save your changes, click the **Update List** button.

# Child Journal

## Section 6

Child journal entries are an effective way to make notes on a child's progress that can be shared with the child's other team members; these notes will be visible to each team member who is associated with this child and is an AEPSi user. This is also a good place to view other team members' entries on a specific child.

The **Child Journal** page, accessible from any of the child-specific pages by clicking a specific child's journal link on the taskbar to the left (e.g., *Timmy's Journal*), contains a chronological list of journal entries which shows the date of the entry, the author of the entry, and the first few words of the entry.

To view a complete journal entry, click the first few words of an entry.

To edit a journal entry, click *Edit* next to the entry you would like to edit.

To delete a journal entry, click *Delete* next to the entry you would like to delete. *Note: You will only be able to edit and delete journal entries that you originally entered.*

To print all journal entries for a child, click the *Print All Journal Entries* button below the last listed entry on the **Child Journal** main page.

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Admin | My AEPSi | My Children | My Groups | My Reports | My Calendar | My Toolkit | My Profile | Help

CHILD SEARCH

CHILD JOURNAL

Name: Timmy McAdams	Date	Author	Entry	
• Timmy's Profile	10/29/06	AEPSi Tutorial	Today, Timmy demonstrated a better willingness to share with other children and participate in group activities	
• Timmy's Assessments	12/13/06	AEPSi Tutorial	Timmy's fine motor skills continue to improve, but he is still suffering from a significant delay in his social skills.	
• Timmy's Journal	05/29/08	Megan Calhoun	Today Timmy played blocks with Joey	Edit   Delete
• Timmy's Reports				
• Timmy's Calendar				
• Timmy's Team				

ADD Journal Entry Print All Journal Entries

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CHILD SEARCH

CHILD JOURNAL

Name: Timmy McAdams | DOB: 01/23/01 | AEPS Level: II

Recorder: Megan Calhoun

Date: (mm/dd/yyyy)

Entry:

☐ Share with Family

Save Print

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## Adding a Child Journal Entry

To add a journal entry, click the *Add Journal Entry* button below the last listed entry on the **Child Journal** main page. To add text, type inside the "Entry" text box.

To make other users aware that you approve having this entry shared with the child's caregiver(s), click the *Share with Family* box.

Click the *Save* button to save this entry.

# Child Team

## Section 7

The **Child Team** page is the area within AEPSi where you can view, edit, and unlink a specific child's team member. You can also view each team member's profile in this section.

The **Child Team** page, accessed by clicking a specific child's team link on the taskbar to the left (e.g., *Timmy's Team*), contains a list of that child's team members' names, e-mail addresses, phone numbers, and title/positions.

To view individual team member information, click the team member's name from the **Child Team** page. You will be taken to a screen where you can see the member's profile information.

To update the list of team members, click the *Update Child Team* button below the last team member entry on the **Child Team** page.

Member Name	E-mail	Phone Number	Title/Position
McAdams, Elizabeth	mcalhoun@brookespublishing.com	222-222-2222	Caregiver
Calhoun, Megan	mcalhoun@brookespublishing.com	410-455-4455	Teacher
DeShields, Int'e'a	ideshields@brookespublishing.com	556-555-4454	Administrator
Tutorial, AEPSi	implementation@brookespublishing.com	410-455-4455	Teacher
Belle, Monica	mbelle@brookespublishing.com	410-455-4455	Speech Language Pathologist
Warg, Kevin	kwarg@brookespublishing.com	877-884-3899	Educator
Demo, AEPSi	mcalhoun@brookespublishing.com	356-565-4454	Teacher

*Note: The update Child Team button will only be available to the child's Lead Provider.*

Member Name	Phone Number	Title/Position	Select/Deselect
McAdams, Elizabeth	222-222-2222	Caregiver	<input checked="" type="checkbox"/>
Belle, Monica	410-455-4455	Speech Language Pathologist	<input checked="" type="checkbox"/>
Calhoun, Megan	410-455-4455	Teacher	<input checked="" type="checkbox"/>
Demo, AEPSi	356-565-4454	Teacher	<input checked="" type="checkbox"/>
DeShields, Int'e'a	556-555-4454	Administrator	<input checked="" type="checkbox"/>
Tutorial, AEPSi	410-455-4455	Teacher	<input checked="" type="checkbox"/>
Warg, Kevin	877-884-3899	Teacher	<input type="checkbox"/>
Williams, Mary	800-800-0000	Teacher	<input type="checkbox"/>
Zeal, Austin	978-568-7345	Mr	<input type="checkbox"/>

You may remove a team member by unclicking the box under Select/Deselect and clicking the *Update List* button.

**NOTE:** You cannot deselect a caregiver. You may add a team member by selecting the *Add Team Member* button below the last team member entry on the **Child Team** page. You will be directed to a list of available team members. Click on the box under Select/Deselect next to the team member(s) you want to add, and click the *Update List* button to add the member(s).

**NOTE:** The unlinked team member will not be entirely deleted from the AEPSi system. Rather, that team member will just become disassociated from that child. Administrators will still be able to access that provider's information and reassign him or her to another child's team.

# Child Assessments

## Section 8

The **Child Assessments** page is the portal to AEPS assessments. By selecting a **Child Assessments** page from the left toolbar (e.g., *Jenny's Assessments*), you will be able to view all of this child's previously recorded assessments and fill out new assessments.

The **Child Assessments** page contains a list of all of the child's CODRFs (Child Observation Data Recording Forms) and Family Reports.

The CODRF listings are organized by date, level, test period, whether or not the CODRF is complete, and if this CODRF is marked for OSEP reporting.

The Family Report listings are organized by date, level, test period, and person who completed the report.

AEPS TESTS				
Date	Level	Test Period	Status	
11/14/06	II	2	<input checked="" type="checkbox"/>	View   Print   Edit   Delete   Export
11/14/06	II	1	<input checked="" type="checkbox"/> OSEP ENTRY	View   Print   Edit   Delete   Export

FAMILY REPORT				
Date	Level	Completed By		
12/23/06	II	Sarah		View   Print   Edit   Delete
01/08/07	II	Megan		View   Print   Edit   Delete
09/28/07	II	Connie		View   Print   Edit   Delete

Test Area	Active	Status
Fine Motor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gross Motor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adaptive	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cognitive	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social-Communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Creating a New CODRF

The CODRF is the primary form used to record a child's performance on the AEPS test.

To create a new CODRF, click the *Create New CODRF* button on either the **Child Summary** or **Child Assessments** page. You will be taken to the **CODRF Summary** page.

### Selecting Test Areas

On the **CODRF Summary** page, you will see a list of the six domain areas with options to select or deselect one or more of the areas (up to 5). When you create a new CODRF, all six domain areas will be activated by default. To deactivate or "opt out" of one or more areas, deselect the areas and *click the "Save Changes" button*. When an area has been deactivated, "n/a" will appear under the status column. Only areas that are active will appear on the top menu of the **CODRF Summary** Page.

If you decide to deselect a domain area

that has previously entered data, the data will not disappear. You will no longer have access to the area and the data will not appear in reports, unless you re-activate the area.

If an assessment has already been flagged for OSEP Near Entry or Near Exit and you attempt to deactivate or "opt out" of one or more areas, you will be prevented from doing so.

*NOTE: Opting out of one or more domain areas is only available for individual child assessments. This feature is not available for group assessments.*

## OSEP Include

If the child has been flagged as an "OSEP Participant" in his or her child profile, an option will appear on the **CODRF Summary** page allowing you to include this assessment in OSEP Near-Entry or Near-Exit Reporting. You may select either "Near Entry", "Near Exit" or "No" next to the "OSEP Include?" option.

If the child is not an OSEP Participant, the "OSEP Include?" option will not appear on the CODRF page.

If one or more areas have not been selected for an assessment or "opted out," you will not be able to select OSEP "Near Entry" or "Near Exit" for an assessment. An error message will appear, stating "OSEP cannot be selected because an area has been "opted out." Likewise, if an assessment has already been flagged for OSEP Near Entry or Near Exit and you attempt to deselect or "opt out of" one or more areas, you will be prevented from doing so.

*NOTE: Once you have selected the OSEP Include option on the **CODRF Summary** Page, remember to click the "Save Changes" button.*

The screenshot shows the AEPSPi interface with the user 'Megan Calhoun' logged in. The main content area is the 'CODRF SUMMARY' for 'Jenny Forman'. The left sidebar contains links to 'Jenny's Profile', 'Jenny's Assessments', 'Jenny's Journal', 'Jenny's Reports', 'Jenny's Calendar', and 'Jenny's Tests'. The main area displays the 'CODRF Summary' with a navigation bar for different domains: Summary, Fine Motor, Gross Motor, Adaptive, Cognitive, Social-Communication, and Social. The 'Summary' tab is active, showing the test created on 2008-05-29 and finalized on the same date. A table lists the test areas with checkboxes for 'Active?' and 'Status'. The 'OSEP Include?' section is circled, showing radio button options for 'Near Entry', 'Near Exit', and 'No'. Below this is a 'Save Changes' button. A note reminds the user to click 'Save Changes' when making OSEP selections. At the bottom, there are links to 'View CODRF in: English | Spanish', 'Print with Criteria?', and 'Print CODRF'. A 'CUSTOMIZED CODRFs' table is also visible at the bottom.

## Completing a CODRF

To navigate throughout the assessment, click on the links to each domain in the blue bar at the top of the screen. This navigation bar will remain the same regardless of which domain you are in.





WELCOME Megan Calhoun - Brookes Publi... Thu, May 29 Log Off

Admin My AEPSi My Children My Groups My Reports My Calendar My Toolkit My Profile Help

CHILD SEARCH

CHILD ASSESSMENTS

Name: Jenny Forman

- Jenny's Profile
- Jenny's Assessments
- Jenny's Journal
- Jenny's Reports
- Jenny's Calendar
- Jenny's Team

AEPS TESTS				
Date	Level	Test Period	Status	
05/25/06	II	3	✓	View   Print   Edit   Delete   Export
11/14/06	II	2	✓	View   Print   Edit   Delete   Export
11/14/06	II	1	✓	View   Print   Edit   Delete   Export

FAMILY REPORT				
Date	Level	Completed By		
12/23/06	II	Sarah	View   Print   Edit   Delete	
01/06/07	II	Megan	View   Print   Edit   Delete	
09/28/07	II	Connie	View   Print   Edit   Delete	

Create New Family Report

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## Viewing/Printing/ Editing/Deleting/ Exporting a CODRF

From the **Child Profile** or **Child Assessments** page, you may view, print, edit, delete, or export an assessment by clicking on the corresponding link next to the assessment for which you would like to perform the action.

## Carrying Over Scores

Whenever you create a new CODRF after at least one CODRF has already been completed for a child, a pop-up box will appear presenting you with three options for carrying over scores from the *previous* assessment:

1. Copy scores of 2 only with accompanying scoring notes
2. Copy all scores and scoring notes
3. Do not copy scores from previous AEPS test

This is a time-saving measure that will prevent you from having to re-enter scores for a child that have not changed since the previous assessment period.

*Note: You cannot copy scores from a Level I assessment to a Level II assessment or vice versa.*

Monika Bello - AEPSi Test Admin Mon, Jul 29 Log Off

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CHILD SEARCH

CHILD ASSESSMENTS

Name: AD Child

- AD's Profile
- AD's Assessments
- AD's Journal
- AD's Reports
- AD's Calendar
- AD's Team

AEPS TESTS				
Date	Level	Test Period	Status	
07/09/07	II		✓	View   Print   Edit   Delete   Export
07/09/07	II		✓	View   Print   Edit   Delete   Export

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Would you like to copy scores from your previous AEPS test?

☐ Copy scores of 2 only with accompanying scoring notes

☐ Copy all scores and scoring notes

☒ Do not copy scores from previous AEPS test

OK

## Customized CODRFs

At the bottom of the **CODRF Summary** page, there is a section where you can customize CODRFs. You may choose to customize a CODRF for any number of reasons.

*For example, Jenny scored fairly high on her last AEPS assessment. On her next assessment, you'd like to assess only those areas in which Jenny scored a 0. You can customize Jenny's new CODRF to show only those activities in which Jenny scored a 0.*

To create a customized CODRF for this child, click the *Create Customized CODRF* button. You will be taken to the **Create Customized CODRF** page. This page will allow you to create a custom CODRF based on the areas you want to assess, the child's previous scores, notes on the child's previous assessments, and previously indicated IFSP/IEP goals.

*Note: You are only able to create customized CODRFs if you have a previous assessment on which to base the customized assessment*

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CHILD SEARCH

**CODRF SUMMARY**

Summary > Fine Motor > Gross Motor > Adaptive > Cognitive > Social-Communication > Social

Name: Jenny Forman

DOB: 2002-01-02

Level: II

Test Created: 2009-05-29

Test Finalized:

Status: ☒ Active

Test Area	Active?	Status
Fine Motor	<input checked="" type="checkbox"/>	0
Gross Motor	<input checked="" type="checkbox"/>	0
Adaptive	<input checked="" type="checkbox"/>	0
Cognitive	<input checked="" type="checkbox"/>	0
Social-Communication	<input checked="" type="checkbox"/>	0
Social	<input checked="" type="checkbox"/>	0

OSEP Include? ☐ Near Entry ☐ Near Exit ☒ No

[Save Changes](#)

Notes: Remember to click the "Save Changes" button when making an OSEP selection and/or selecting or deselecting test areas.

View CODRF in: [English](#) | [Spanish](#) Print with Criteria? ☐ Yes ☒ No [Print CODRF](#)

**CUSTOMIZED CODRFs**

Date	Name
	<a href="#">Create Customized CODRF</a>

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To begin customizing a CODRF, click the boxes next to each domain you would like to assess on the new CODRF and then click the *Add Area* button.

**NOTE:** By default all domains are checked. If you do not uncheck any of the domains, you will assess all areas on the customized CODRF.

Next, you can choose from three classifications of options that will narrow the scope of the customized CODRF.

### Scores

Click on the score or scores next to the check boxes that the child previously scored to include only those questions on the new customized CODRF.

For example, to include only those questions on which the child previously scored a "0," click the box next to the "0." To include only those questions on which the child previously scored a "1" or "2," click

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CHILD SEARCH

**CREATE CUSTOMIZED CODRF**

Creating a customized CODRF is useful for gathering data during subsequent tests, after a child has been assessed fully and a baseline has been established for the child. Using the options below, you can create a customized version of the CODRF based on the areas you want to assess and the child's scores, scoring rates, and IFSP/IEP targets from the child's previous assessment.

**Select Areas**

☒ Fine Motor ☒ Gross Motor ☒ Adaptive ☒ Cognitive ☒ Social-Communication ☒ Social

**Options**

1. Scores: ☐ 0 ☐ 1 ☐ 2

2. Notes: ☐ A ☐ B ☐ C ☐ M ☐ Q ☐ R

3. Include Item marked IFSP/IEP: ☐ Yes

Select all, one, or none of the checkboxes for any of the options. Selecting options narrows the number of test items that will appear on the customized CODRF.

Example: Select 0 and 1 for the Scores Option; select no Notes Option; and select no IFSP/IEP options. The customized CODRF will include goals and associated objectives for all of the goals on the AEPS Test for which the child scored a 0 or a 1.

Example: Select 0 and 1 for the Scores Option; select A and B for the Notes Option; and select no IFSP/IEP options. The customized CODRF will include goals and associated objectives for only the items on the AEPS Test for which the child scored a 0 or a 1 and received a note of an A or a B.

To save your customized CODRF for future reference, include a name:

[Create Customized CODRF](#)

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the boxes next to the "1" and "2."

## Notes

Click on the note or notes next to the check boxes that were previously recorded to include only those questions on the new customized CODRF.

## Include items marked IFSP/IEP

Click the Yes or No checkbox to distinguish what questions from the previous CODRF that are marked IFSP/IEP should be included on the new customized CODRF.

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**CODRF SUMMARY**

Summary | Fine Motor | Gross Motor | Adaptive | Cognitive | Social-Communication | Social

**Name:** Jenny Forman  
**DOB:** 2003-01-02  
**Level:** II

**Test Created:** 2003-05-18  
**Last Finalized:**  
**Status:** 33

Test Area	Active	Status
Fine Motor	<input checked="" type="checkbox"/>	33
Gross Motor	<input checked="" type="checkbox"/>	33
Adaptive	<input checked="" type="checkbox"/>	33
Cognitive	<input checked="" type="checkbox"/>	33
Social-Communication	<input checked="" type="checkbox"/>	33
Social	<input checked="" type="checkbox"/>	33

**Note:** Remember to click the 'Save Changes' button when making an CODRF selection and/or selecting or deselecting test areas.

**View CODRF for:** English | Spanish **Print with Criteria?** ☐ Yes ☒ No **Print** **PDF**

**Create New CODRF**

03-12-08 Jenny Co View | Print | Edit

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To save your customized CODRF, type in a name for future reference.

When you have made your selections for the customized CODRF and named it, click the *Create Customized CODRF* button at the bottom of the page. A screen will pop up that shows your customized CODRF.

When you're ready to go back and enter in assessment data into a customized CODRF, go to the **CODRF Summary** page. You will see a list of all your customized CODRFs. By clicking the *Edit* button, you will be taken to the customized CODRF where you will be able to enter in the assessment results.

To view, print, or edit an already-created customized CODRF for this child, click the *View*, *Print*, or *Edit* links next to the customized CODRF listed on the **CODRF Summary** page.

# Family Report

## Section 9

The Family Report is an important part of the AEPS assessment, because even teachers, school specialists, and home visitors don't get the chance to observe a child in every environment. The Family Report is sent home for the family member or caregiver to fill out and return to you. Once the report is completed, you may enter it into AEPSi.

## Entering a New Family Report

To enter a new Family Report, click the *Create New Family Report* button from the **Child Summary**, **Child Assessments**, or **Child Reports** pages.

For each family report enter the following information that will comprise the Family Report Summary, and click **Save**:

- Who completed the report
- The short report summary

**NOTE:** It is recommended that within the report summary you include the following items:

- The date the family or caregiver(s) completed the report
- The child's siblings and their ages
- The name of the family member(s)/caregiver(s) who completed the form

## Sections of the Family Report

Links to each section of the Family Report are on the top of all **Family Report** pages: *Family Summary, Activities, Fine Motor, Gross Motor, Adaptive, Cognitive, Social-Communication, Social, and Intervention Priorities*. To go to a specific section of the Family Report, click the named link.

### Activities

- Enter the Date Reviewed.
- Answer the questions by typing the answers into each text box provided.
- Responses to these questions from the previous report are listed on the right.

### Fine Motor, Gross Motor, Adaptive

- Enter the Date Reviewed.
- Enter the score in the text box(es) in the SCORE column.
- Scores from the previous report are listed on the right.
- Answer the question(s) by typing the answer(s) into each text box provided.

### Cognitive

- Enter the Date Reviewed.
- Enter the score in the text boxes in the SCORE column.
- Scores from the previous report are listed on the right.
- Click on the text boxes to select as many answers as possible.
- Answer the question(s) by typing the answer(s) into each text box provided.

*NOTE: Please make sure that you check off the appropriate information in a two-part question that requires additional answers to score a "Y." AEPsi will not automatically catch this for you (e.g., For the question: "Does your child understand and say opposite words?" you must also select a minimum number of word pairs in order to score a "Y." Please make sure that you check off these word pairs if you enter a "Y.")*

### Social-Communication, and Social

- Enter the Date Reviewed.
- Enter the score in the text box(es) in the SCORE column.
- Scores from the previous report are listed on the right.
- Answer the question(s) by typing the answer(s) into each text box provided.

### Intervention Priorities

- Enter the Date Reviewed on the upper right.
- List the parent(s)/caregiver(s)' most important intervention priorities by typing them into each numbered text box.

At any time while you're filling out the Family Report, you can save the report by clicking the *Save* button.

## Viewing/Printing/Editing/Deleting a Family Report

To view, print, edit, or delete a Family Report, click the corresponding link in the Family Report section on the **Child Summary, Child Assessments, or Child Reports** pages next to the Family Report on which you would like to perform that action.

# Child Reports

## Section 10

By selecting a **Child Reports** page from the left toolbar (e.g., *Timmy's Reports*), you will be able to view all of a child's previously recorded reports (IFSP/IEP Reports, CODRFs, and Family Reports), and you'll be able to fill out new Family Reports. With the exception of the Family Report, all other child reports are automatically generated once the assessments you have administered to a child are marked *final*.

Within the Multi-Test CODRF Reports section you can view, print, or export seven types of reports: Score Summary, Graphed Scores, Child Progress Record, Provider Notes, IFSP/IEP Summary, Eligibility Cutoff Scores, and Present Level of Functioning.

## Score Summary

Child Report: Score Summary						
James: Taurus McAdams 1206 / 01231001 Lab: Lewis W / Date: 01/20/08						
	Test Periods					
	1	2	3	4		
Fine Motor	Test Date	01/10/07	01/10/07	01/10/07	01/10/07	
	Raw Score	6	20	25	27	
	Standard Raw Score	27	59	58	59	
	Percent Score	10%	67%	87%	97%	
Gross Motor	Test Date	01/10/07	01/10/07	01/10/07	01/10/07	
	Raw Score	15	26	23	32	
	Standard Raw Score	34	24	24	24	
	Percent Score	30%	16%	16%	24%	
Adaptive	Test Date	01/10/07	01/10/07	01/10/07	01/10/07	
	Raw Score	27	47	53	58	
	Standard Raw Score	56	70	70	70	
	Percent Score	39%	67%	70%	83%	
Cognition (Child not tested in Test Period 1)	Test Date	01/10/07	01/10/07	01/10/07	01/10/07	
	Raw Score	27	69	73	83	
	Standard Raw Score	70	64	100	100	
	Percent Score	16%	69%	100%	100%	
Social-Communication (Child not tested in Test Period 1)	Test Date	01/10/07	01/10/07	01/10/07	01/10/07	
	Raw Score	25	59	64	78	
	Standard Raw Score	26	70	60	80	
	Percent Score	25%	69%	60%	80%	
Senses (Child not tested in Test Period 1)	Test Date	01/10/07	01/10/07	01/10/07	01/10/07	
	Raw Score	25	59	64	78	
	Standard Raw Score	26	70	60	80	
	Percent Score	25%	69%	60%	80%	
James: Child not tested in Test Period 2						
	Test Date	01/10/07	01/10/07	01/10/07	01/10/07	
	Raw Score	24	53	62	74	
	Standard Raw Score	61	64	64	64	
	Percent Score	26%	69	69%	73%	
Overall Scores	Raw Score	135	32	109	158	
	Standard Raw Score	434	124	154	154	
	Percent Score	11%	21%	33%	82%	

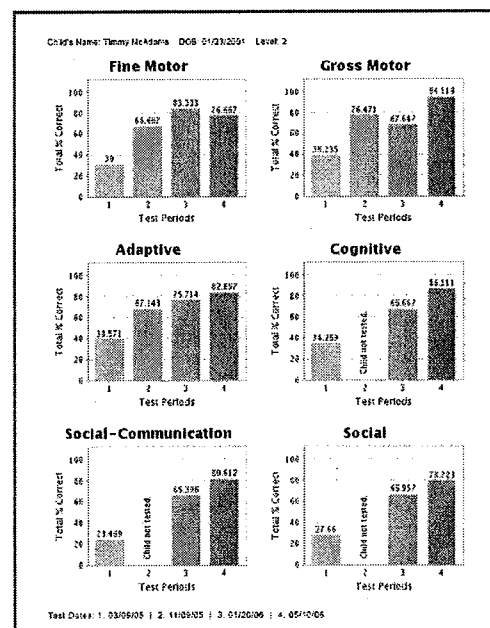
The Score Summary shows the raw scores and percentages for each area of the CODRF for up to the last four CODRFs entered.

To view a Score Summary, click the *View* link. To print a Score Summary, click the *Print* link. You will be directed to a page that shows the range of test periods. Click the checkbox next to the range of test periods, and select the *Create Report* button. The Score Summary report will appear in a new browser window.

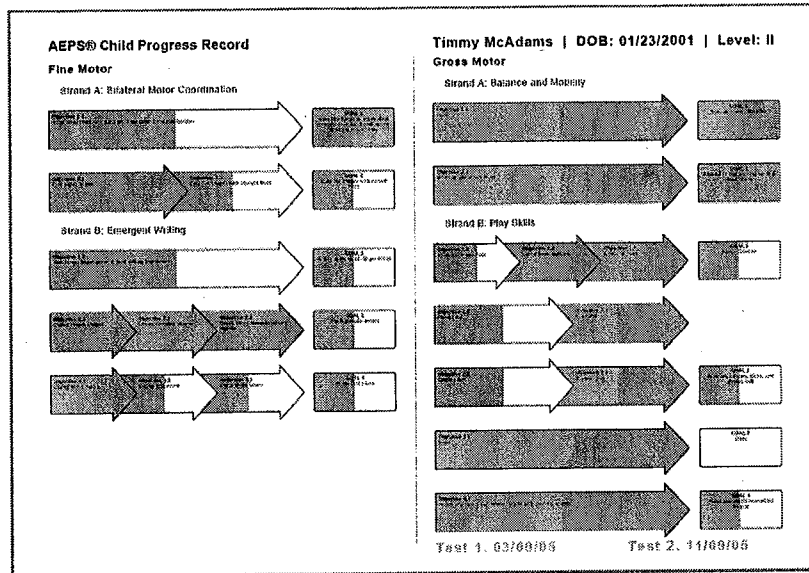
## Graphed Scores

Graphed Scores show bar graphs that represent CODRF scores for different test periods. By comparing test periods as side-by-side bar graphs, you have a quick visible representation of a child's progress over time.

To view Graphed Scores, click the *View/Print* link. You will be directed to a page that shows the available test periods for the child. You may select up to four test periods to include in the Graphed Scores report. Select the *Create Report* button. The Graphed Scores report will appear in a new browser window in a PDF format.



## Child Progress Record



A Child Progress Record helps family members and caregivers participate in the ongoing monitoring of their child's progress. The Child Progress Record is a visual representation of a child's accomplishments, current targets, and future goals and objectives. As a child meets the standard criteria for a goal or objective, shading can indicate the child's progress.

To view or print a Child Progress Record, click the **View/Print** link. You will be directed to a page that shows the available test periods for the child. Select up

to two test periods to include in the Child Progress Record. Once you've selected the test period(s), click the **Create Report** button, and a PDF file of the Child Progress Record will open in a new window. To print a Child Progress Record, go to File on the PDF window and click **Print**.

**NOTE:** Make sure Adobe Acrobat Reader is installed on your computer or you will be unable to view or print a Child Progress Record.

## Provider Notes

Provider Notes are notes and comments regarding a specific child and his or her progress. These notes may also be teacher or provider observations.

To view Provider Notes, click the **View** link. To print Provider Notes, click the **Print** link. You will be directed to a page that shows the available test periods for the child. Select one test period and click the **Create Report** button. The Provider Notes report will appear in a new browser window.

Child Reports : Provider Notes			
Name: Timmy McAdams   DOB: 01/23/2001   AEPS Level: II   Test Period: 03/09/2005   Report Date: 05/29/2009			
<b>Fine Motor</b>			
	Score	Notes	Comment
<b>B. Emergent Writing</b>			
2.2 Copies complex shapes	1	A	Timmy needs assistance with shapes as complicated as a star
3.1 Prints three letters	0	D	
3.2 Copies first name	1	D	
3.3 Copies three letters	1	D	
<b>Gross Motor</b>			
	Score	Notes	Comment
<b>B. Play Skills</b>			
1.2 Jumps from platform	2	M	playground equipment
3. Skips	0	R	
<b>Adaptive</b>			
	Score	Notes	Comment
<b>A. Mealtime</b>			
2.2 Uses knife to spread food	1	A	
<b>B. Personal Hygiene</b>			
1.1 Uses toilet paper, flushes toilet, washes hand after using toilet	1	A	hand over hand for washing
<b>C. Dressing and Undressing</b>			
2.4 Puts on shoes	1	A	sometimes puts on the wrong feet

## IFSP/IEP Summary

Child Reports : IFSP/IEP Summary			
Name: Timmy McAdams   DOB: 01/23/2001   AEPS Level: II   Test Period: 03/09/2005   Report Date: 05/29/2006			
Fine Motor		Score	Notes/Comment
<b>A. Bilateral Motor Coordination</b>			
1.1	Holds object with one hand while the other hand manipulates	1	
2	Cuts out shapes with curved lines	0	
2.1	Cuts out shapes with straight lines	1	needs spring-loaded scissors
<b>B. Emergent Writing</b>			
2	Prints pseudo-letters	0	
2.2	Copies complex shapes	1	A Timmy needs assistance with shapes as complicated as a star
3	Prints first name	0	
3.1	Prints three letters	0	D
Gross Motor		Score	Notes/Comment
<b>B. Play Skills</b>			
3	Skips	0	R
3.1	Hops	1	
4	Rides and steers two-wheel bicycle	0	

## Eligibility Cutoff Scores

To view Eligibility Cutoff Scores, click the [View](#) link. To print the Eligibility Cutoff Scores, click the [Print](#) link. You will be directed to a page that shows the available test periods for the child. Select one test period and click the [Create Report](#) button. The Eligibility Cutoff Scores will appear in a new browser window.

To view an IFSP/IEP Summary, click the [View](#) link. To print the IFSP/IEP Summary, click the [Print](#) link. You will be directed to a page that shows the available test periods for the child. Select one test period and click the [Create Report](#) button. The IFSP/IEP Summary will appear in a new browser window.

Eligibility Cutoff Scores Report			
Name: Timmy McAdams   DOB: 01/23/2001   AEPS Level: II   Date: 03/29/2006			
Fine Motor			
Test Date	03/09/2005		
Area Goal			
Score	5		
Cutoff	10		
Result	Fail at or below the range for typically developing children, indicating development delays		
Gross Motor			
Test Date	03/09/2005		
Area Goal			
Score	5		
Cutoff	10		
Result	Fail at or below the range for typically developing children, indicating development delays		
Adaptive			
Test Date	03/09/2005		
Area Goal			
Score	7		
Cutoff	15		
Result	Fail at or below the range for typically developing children, indicating development delays		
Cognitive			
Test Date	03/09/2005		
Area Goal			
Score	14		
Cutoff	16		
Result	Fail at or below the range for typically developing children, indicating development delays		
Social-Communication			
Test Date	03/09/2005		
Area Goal			
Score	15		
Cutoff	18		
Result	Fail at or below the range for typically developing children, indicating development delays		
Skill			
Test Date	03/09/2005		
Area Goal			
Score	12		
Cutoff	18		
Result	Fail at or below the range for typically developing children, indicating development delays		

## Present Level of Functioning

Child Reports : Present Level of Functioning			
Name: Timmy McAdams   DOB: 01/23/2001   AEPS Level: II   Test Period: 03/09/2005   Report Date: 05/29/2006			
<b>Present (Score of 2)</b>			
Fine Motor		Notes	Comment
A.1	Uses two hands to manipulate objects, each hand performing different movements		
B.2.3	Copies simple shapes		
Gross Motor		Notes	Comment
B.1.2	Jumps from platform	M	playground equipment
Cognitive		Notes	Comment
A.3.2	Demonstrates understanding of seven different temporal relations concepts	D	
D.1.1	Recalls events that occurred on the same day with contextual cues		
D.1.2	Recalls events immediately after they occur		
G.1.2	Counts three objects		
<b>Emerging (Score of 1)</b>			
Fine Motor		Notes	Comment
A.1.1	Holds object with one hand while the other hand manipulates		
A.2.1	Cuts out shapes with straight lines		needs spring-loaded scissors
B.2.2	Copies complex shapes	A	Timmy needs assistance with shapes as complicated as a star
B.3.2	Copies first name	D	
B.3.3	Copies three letters	D	

To view Present Level of Functioning, click the [View](#) link. To print the Present Level of Functioning report, click the [Print](#) link. You will be directed to a page that shows the available test periods for the child. Select one test period and click the [Create Report](#) button. The Present Level of Functioning report will appear in a new browser window.



## Create Custom Child Report

The Custom Child Report enables you to make a custom report from previous CODRFs. From the **Child Reports** page, click the **Create Custom Report** button below the Child Reports section.

You will be brought to the **Child Reports: Create Custom** page.

Select which test period you would like to include in the custom report.

This page will allow you to create a custom report based on assessment areas, the child's previous scores, notes on the child's previous assessments, and previously indicated IFSP/IEP goals.

To begin customizing a report, select which assessment areas you would like to include in the report.

Next, you can choose from three classifications of options that will narrow the scope of the customized report.

Next to each option is a list of check boxes.

Click as many boxes as you would like to apply to the new report:

## Scores

Click on the score or scores next to the check boxes that the child previously scored to include only those questions on the new customized report.

For example, to include only those questions on which the child previously scored a "0," click the box next to the "0." To include only those questions on which the child previously scored a "1" or "2," click the boxes next to the "1" and "2."

## Notes

Click on the note or notes next to the check boxes that were previously recorded to include only those questions on the new customized report.

## Include items marked IFSP/IEP

Click the Yes or No checkbox to distinguish what questions from the previous CODRF(s) that are marked IFSP/IEP should be included on the new customized report.

When you have made your selections for the customized report, click the **Create Customized Report** button at the bottom of the page. A screen will pop up that shows your customized report. See Section 13: **My Reports** for more information.

# My Groups

## Section 11

The **My Groups** main page is where you can create group assessments and journal entries. It lists previously entered group assessments that are in progress. The list is organized by date, group name, child name, assessment type, and AEPS level (Level I: Birth to 3 years; Level II: 3-6 years).

It also lists previously entered group journal entries that are in progress. The list is organized by date, author, group name, child name(s), and entry.

### Creating a Group

To start a new group assessment, click the **Start New Group Assessment** button below the list of assessments in progress.

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CHILD SEARCH

MY GROUPS

GROUP ASSESSMENTS IN PROGRESS

Date	Group Name	Children	Level	Type	Edic	Delete
05/23/08	Group A	Miklowski, Justin Gufetason, Gus	II	Center-Based Activity	Edic	Delete
05/05/03	Group B	Hall, Aaron	I	Routine Activity	Edic	Delete

Start a New Group Assessment

GROUP JOURNAL

Date	Author	Group	Children	Entry
------	--------	-------	----------	-------

Create Group Journal Entry

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CHILD SEARCH

CREATE GROUP ASSESSMENT

Group Name:

Activity Set:

Select Children: (up to 6)

Only children not currently being assessed are listed.

- ☐ Lauren Archer (Level II)
- ☐ Michael Carlsons (Level I)
- ☐ Kim Hattie (Level I)
- ☐ Babette Humphrey (Level II)
- ☐ Stacy Laikas (Level I)
- ☐ Lucy Linwood (Level I)
- ☐ Wilbert McDaniels (Level II)
- ☐ Teresa Mendoza (Level I)
- ☐ Mark Miller (Level I)

Create Group Assessment

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You will be taken to a new page where you can select from several options:

- an activity set (Routine Activity or Center-Based Activity for Level I or Center-Based Activity for Level II); or
- a standard CODRF for Level I or II for a group of children

Next, select up to 6 of your children (all of the same Level) to participate in the group assessment you just selected. Select each child by clicking in the box before his or her name. *Note: Group Assessments can also be done with just 1 child if you want to assess the child with an activity assessment.*

Finally, create a name for your group by clicking in the text box and typing in the group name. Click the **Create Group Assessment** button.

## Group Assessment Summary

You will be taken to the **Group Assessment Summary** page after you create your group.

From here, print out the group activity set by selecting the **Print CODRF** button. A new window showing the assessment activities with the children's names already filled in will appear. This page will also include a description of each activity and suggested materials and procedures. To print this page, click the **Print** button.

**Assessment Activity**  
Book About Me  
Level 1

**Description:** Small-group activities are a typical component of most centers daily schedules. Book About Me is a small-group activity in which children are encouraged to create books that are about them, their families, friends, and other things of interest (e.g., favorite toys, foods, pets). During the activity, interactions between children should be encouraged, and observation of targeted AEPS Test items such as writing letters and cutting out shapes can be elicited. The Book About Me activity is also designed to allow children opportunities to show what they know and can do related to moving in and out of child-sized chairs, copying written shapes, sharing likes and dislikes, and using pronouns and descriptive words.

**Suggested Materials and Procedures:** The suggested materials are those that are typically available and/or necessary for completion of a basic art activity (e.g., sheets of paper, markers, glue). Materials should be placed in the activity area prior to the start of the activity. In particular, examples of pre-made books (i.e., paper folded in half to form a book), pre-printed shapes (e.g., rectangles, squares, triangles, circles, cross, T) for cutting and copying, cards with children's names, markers, pencils, glue, and scissors should be available. Once children have chosen to participate in the activity, team members can begin by prompting them to write or trace their names on the front of the book. Throughout the activity, familiar adults can continue to elicit AEPS Test items by talking to the children (e.g., asking children to describe the pages in their books in order to assess their ability to use descriptive words). For children who do not use writing instruments, targeted AEPS Test items can be assessed as the child uses his or her fingers and writes in shaving cream or writes or draws using a computer.

Child's Name: Kim Hattie Mark Lucy  
Date of Birth: 04/11/06 05/05/05 01/23/02

Area: Fine Motor

**B. Functional Use of Fine Motor Skills**

5. Copies simple written shapes after demonstration

5.1 Draws circles and lines

5.2 Scribbles

Area: Gross Motor

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**GROUP CODRF SUMMARY**

Summary > Book About Me > Classroom Transitions & Routines > Dramatic Play  
> Meals & Snack > Story Time > Playdough & Manipulatives > Outdoor Play  
> Conversation with Familiar Adults

Group Name: Megan's Group  
Type: Center-Based Activity  
Level: 1  
Children: Hattie, Kim  
Miller, Mark  
Linwood, Lucy  
Test Created: 05/28/08  
Test Finalized:

Status: ☒ **Print CODRF**

View CODRF in: [English](#) | [Spanish](#)

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Once you've completed the assessment, go to the **Group Assessment Summary Page**. Select the tabs at the top to go to a certain part of the assessment. You will then be able to fill in IFSP/IEP information, scores, and notes for each child.

**NOTE:** You must complete all activities within a set in order to complete each objective and item that is in the AEPS Test.

**NOTE:** If a child is in the middle of a group assessment, the child cannot be included in his or her own CODRF. Similarly, if a child is in the middle of his or her own CODRF, he or she will not be available to participate in a group assessment.

**NOTE:** To view a group assessment in progress that a particular child is in, go to **My Children** and select the child whose assessment you wish to view.

## Deleting a Group

Once you have entered all of the data for your group and finalized each activity or area, you must delete your group in order to automatically populate individual CODRFs for each child. To delete a group, go to the **My Groups** main page. Click the **Delete** link next to the group you want deleted. You can access an individual CODRF for a child by going to his or her **Child Summary** page.

**AEPSi** WELCOME Megan Calhoun : Brookos Publ... Thu, May 29 Log Off

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**MY GROUPS**

**GROUP ASSESSMENTS IN PROGRESS**

Date	Group Name	Children	Level	Type	Edit / Delete
05/23/08	Group A	Miklowski, Justin Gustafson, Gus	II	Center-Based Activity	Edit / Delete
05/05/08	Group B	Hall, Aaron	I	Routine Activity	Edit / Delete

[Start a New Group Assessment](#)

**GROUP JOURNAL**

Date	Author	Group	Children	Entry
<a href="#">Create Group Journal Entry</a>				

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## Starting a New Group Journal Entry

To view or edit a group journal entry, click the *Edit* link beside the entry on the **My Groups** main page.

To delete a group journal entry, click the *Delete* link beside the entry on the **My Groups** main page.

To start a new group journal entry, click the *Create New Group Journal Entry* button below the list of group journals in progress.

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CHILD SEARCH

MY GROUPS

GROUP ASSESSMENTS IN PROGRESS

Date	Group Name	Children	Level	Type	
05/23/08	Group A	Miklowski, Justin Gustafson, Gus	II	Center-Based Activity	Edit   Delete

Start a New Group Assessment

GROUP JOURNAL

Date	Author	Group	Children	Entry	
05/29/08	Megan Calhoun	Group A	Miklowski, Justin Gustafson, Gus	The children played well together and it was easier to get Gus to perform certain actions when he was able to see his peers doing them.	Edit   Delete

Create New Group Journal Entry

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You will be taken to a page called **Create Journal Entry**.

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CHILD SEARCH

CREATE JOURNAL ENTRY

Recorder: Megan Calhoun

Group: Select Group

Date: (mm/dd/yyyy)

Entry:

☐ Share with Family

Save

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Next to *Group*, select the group for which you would like to make a journal entry from the drop-down menu.

Enter in the date that the entry is made by clicking in the text box next to the *Date* field.

Click inside the text box next to the *Entry* field and type in your entry.

Click *Share with Family* if you would like the family to be allowed to see the journal entry.

Click the *Save* button to save the journal entry.

# My Calendar

## Section 12

**My Calendar** is different from the child calendar provided on the **Child Summary** page. **My Calendar** lists all events, created either by you or another provider, to which you have been listed as an attendee.

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Admin | My AEPsi | My Children | My Groups | My Reports | **My Calendar** | My Toolkit | My Profile | Help

CHILD SEARCH

**MY CALENDAR**

Date/Time	Event	Child Name
06/03/08 09:00 AM	Meet with Timmy's parents	Timmy McAdams Edit   Delete
10/08/08 12:00 PM	Meeting with Lauren's Parents	Lauren Archer Edit   Delete

Print Calendar

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View an event by clicking on the Date/Time next to the event you would like to view.

To delete an event click *Delete* next to the event you'd like to delete. You will be asked if you are sure you really want to delete this event. Click *Delete* to continue deleting the event. Click *Cancel* to go back without deleting the event.

Edit an event by clicking *Edit* next to the event you'd like to edit. You will be taken to an **Edit Calendar Event** page that is identical to the **Create Calendar Event** page with the exception that details have already been entered. Make any needed changes and click the *Save* button to save your changes.

To add an event to your Calendar, click the *Add Event* button below the calendar entries on the **Child Summary** or **Child Calendar** pages. You will be taken to a **Create Calendar Event** page where you will be prompted to enter the child's name from a drop-down menu of your children, the event date, event time, text about the event itself, and attendees.

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CHILD SEARCH

**CHILD CALENDAR**

Name: Timmy McAdams DOB: 01/23/01 | AEPsi Level: II

Event Date: 06/03/2008  
Event Time: 09:00 AM PM  
Event: Meet with Timmy's parents

Attendees:

- ☒ Megan Calhoun
- ☒ Monica Belle
- ☐ Kevin Wang
- ☐ AEPsi Demo
- ☒ Inta'a DeShields
- ☒ Notify Family  
Elizabeth McAdams (Mother)

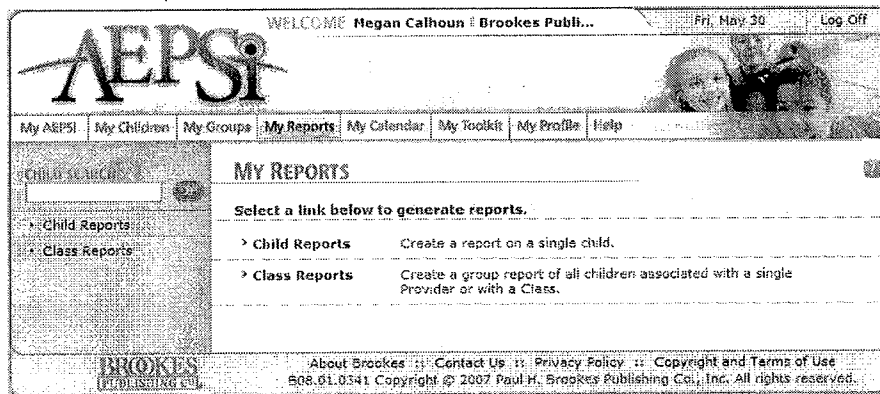
Save

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# My Reports

## Section 13

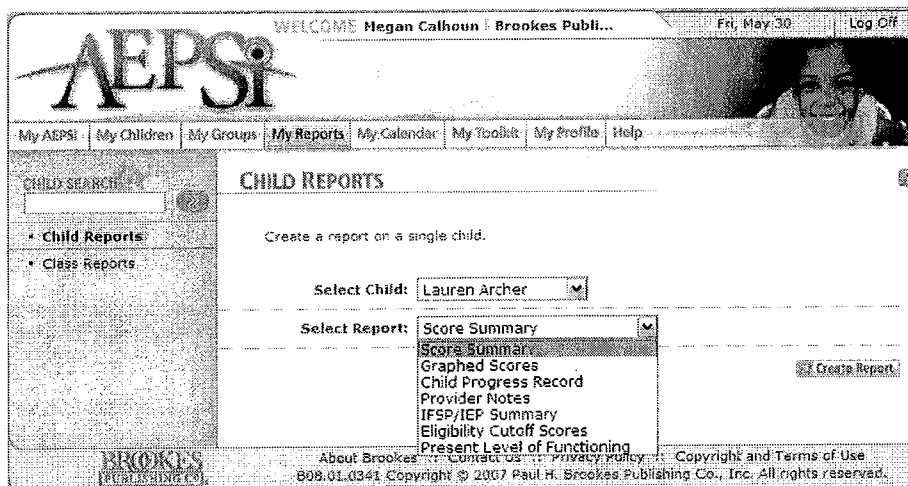
Not only does AEPSi feature powerful functions that make it easy to record, score, and track the AEPS Test, but it also enables you to quickly generate status reports and build progress-over-time reports for individual and groups of children. AEPSi generates all of the paperwork for reports that otherwise would have to be created by hand: Score Summary, Graphed Scores, IFSP/IEP Summary, AEPS Child Progress Record, and Present Level of Functioning Report for use at IFSP/IEP meetings.



Coupled with the AEPS print manuals, AEPSinteractive™ (AEPSi™) also turns AEPS Test scores into OSEP Child Outcomes reports with a single click. You can be confident that your OSEP reports are reliable and valid and exportable into any format your state requires. In another report, you can compare a child's AEPS Test scores with rigorously researched cutoff scores to determine or corroborate the child's eligibility for services in most states' systems. In addition to creating individual child, class, and program reports, programs in the same district, region, or state can be linked so that administrators can generate "roll-up" status and progress reports. We can even create custom reports for your state—just let us know your needs. This section describes how to create individual reports for children, as well as class/program reports, and provides more detail on OSEP Reporting and Eligibility Reports.

## Child Reports

Child Reports are accessible to Providers and Administrators as well as to Reviewers who have access to child identifiable data. Providers can only create Child Reports for children they have been assigned to, whereas Administrators and Reviewers with access to child identifiable data can view all Child Reports.

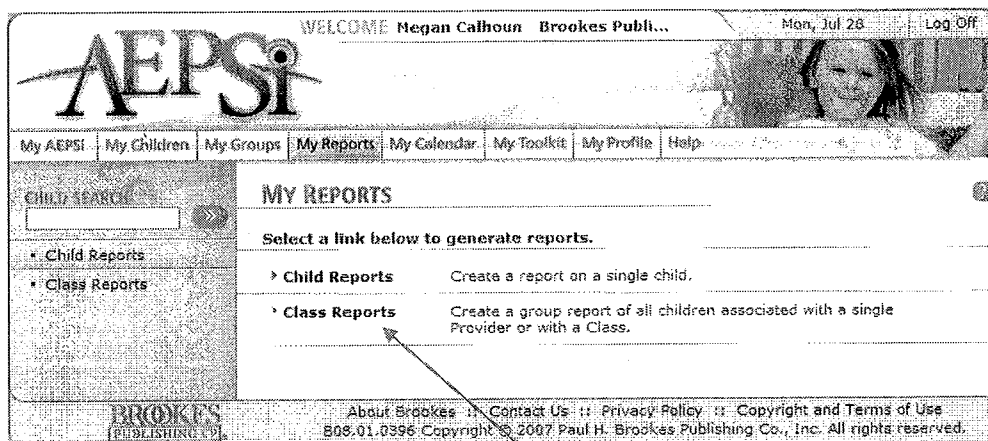


To run a child report from the **My Reports** section, select the name of the child on whom you'd like to run the report and then select the report you'd like to run for that child.

To learn more about the individual child reports see, Section 10: **Child Reports**.

## Aggregate Reports

In addition to the individual child reports, you can create aggregate reports on the children to whom you are assigned.



You can access these aggregate reports by clicking on the “Class Reports” link on your **My Reports** page.

## Class Reports Page

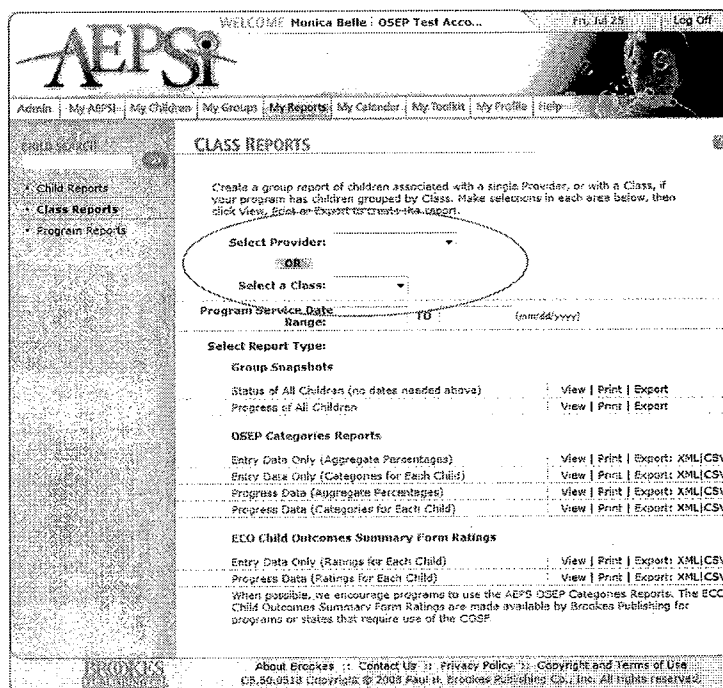
The **Class Reports** page allows you to run aggregate reports on children associated with a single Provider, or with a Class if your program has children grouped by Class.

To run a report based on Provider, simply select the name of the Provider from the drop-down menu of Providers. This menu will include all of the Providers who have been created in your program.

Likewise, when running a report based on a Class, simply select the Class from the drop-down menu of Classrooms. This list will include all of the Classrooms that have been created in your programs profile.

There are three types of aggregate reports you can run in AEPSi:

- Group Snapshots
- OSEP Categories Reports
- ECO Child Outcomes Summary Form Ratings



## Group Snapshot Reports

Group Snapshots are reports that provide assessment status of all active children in the program. There are currently two Group Snapshot reports: Status of All Children and Progress of All Children.

### Status of All Children

WELCOME Monica Belle : OSEP Test Acco... Fri, Jul 25 Log Off

AEPSi

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CHILD SEARCH

PROGRAM REPORTS

Create a group report for all children in your Program. Make selections in each area below, then click View, Print or Export to create the report.

Program Service Date Range: TQ (mm/dd/yyyy)

Select Report Type:

Group Snapshots

Status of All Children (no dates needed above) View | Print | Export

Progress of All Children View | Print | Export

To run a Status of All Children report, click the "View" link next to the report title from the **Class Reports** page. This report can also be printed or exported from these pages.

#### Status of All Children Report

Program: OSEP Test Account #1

Date: 07/25/2008

Assessment: Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children

**How to Use This Report:** This report shows each child's AEPS Test scores by Area the latest test recorded for the child. Use this report to get a quick snapshot of each child's performance and determine which children are ready for re-testing.

Children tested in the Last 3 Months

Number of Children: 1

Child	ID	DOB	AEPS Level	AEPS Test Date	Fine Motor			Gross Motor			Adaptive			Cognitive			Social Communication			Social		
					Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%
Child B	101322	08/05/08	1	08/27/08	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21	30	70

Children tested in the Last 6 Months

Number of Children: 2

Child	ID	DOB	AEPS Level	AEPS Test Date	Fine Motor			Gross Motor			Adaptive			Cognitive			Social Communication			Social		
					Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%
Child D	100235	02/01/05	1	04/01/07	5	55	9	32	110	22	12	62	10	55	18	33	9	30	6	50	8	62
Child W	101502	09/08/04	1	04/02/08	34	55	62	36	110	27	12	62	33	55	18	33	36	30	18	42	57	84

Children Tested Longer than 6 Months Ago

Number of Children: 22

					Fine Motor			Gross Motor			Adaptive			Cognitive			Social Communication			Social		
Child	ID	DOB	AEPS Level	AEPS Test Date	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%	Score	Possible	%
Child B	100928	02/01/05	1	11/01/07	88	100	88	90	110	82	17	64	25	13	110	10	18	52	81	50	50	100
Child C	100529	05/01/04	1	12/01/07	9	10	90	28	34	74	2	77	3	100	4	5	78	1	47	10	24	
Child E	100346	03/01/04	1	11/01/07	13	30	43	8	34	24	52	77	10	1	100	47	27	38	24	47	50	94
Child F	102947	04/01/03	8	11/01/07	10	30	33	6	24	15	56	77	50	12	100	1	15	38	37	44	20	50
Child G	102946	05/01/02	8	11/01/07	21	30	70	6	24	18	87	77	50	12	100	48	41	15	32	48	50	92
Child H	101289	02/11/00	8	01/22/07	15	30	50	17	34	50	10	77	10	14	100	20	49	18	30	47	10	24

Children Not Yet Tested

Number of Children: 1

Child	ID	DOB	AEPS Level
Child G	101250	05/22/07	1

The Status of All Children report shows each child's AEPS assessment scores, possible score, and percentage score for each of the six Areas for that child's most recent assessment.

Children are grouped into 4 categories:

- Those tested in the last 3 months
- Those tested in the last 6 months
- Those tested longer than 6 months ago
- Those not yet tested

This report gives you a quick look at how all of the children are performing and helps you determine which children are ready for retesting.



## Progress of All Children

WELCOME Monica Belle - OSEP Test Acco... Fri, Jul 25 Log Off

**AEPSi**

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**PROGRAM REPORTS**

Create a group report for all children in your Program. Make selections in each area below, then click View, Print or Export to create the report.

Program Service Date Range:  TO  (mm/dd/yyyy)

Select Report Type:

Group Snapshots

Status of All Children (no dates needed above) View | Print | Export

Progress of All Children view | Print | Export

To run a Progress of All Children report, enter the service date range for which you would like to run the report, then click the "View" link next to the report title from either the **Class Reports** or the **Program Reports** pages. This report can also be printed or exported from these pages.

### Progress of All Children Report

Program: OSEP Test Account #1

Date: 07/25/2008

Assessment: Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children

Selected Date Range: 01/01/2007 to 07/31/2008

**How to Use This Report:** This report shows each child's AEPS Test scores by Area for the first test and the last test recorded for the child during the date range selected as well as a list of each skill each child has mastered or has begun to emerge in the child. Use this report to get a quick snapshot of the developmental progress of these children over time.

Progress Summary

Number of Children: 7

**Skills Gained:** During this time, these children mastered 253 skills, and 377 new skills emerged.

	Fine Motor	Gross Motor	Adaptive	Cognitive	Social Communication	Social
Percentage of children who made progress by Area	80	71	85	84	71	57

#### Progress Child-by-Child

Child	ID	DOB	Level	Test 1	Test 2	Fine Motor			Gross Motor			Adaptive			Cognitive			Social Communication			Social			Progress During This Time
						1	2	+	1	2	+	1	2	+	1	2	+	1	2	+	1	2	+	
Child B	100929	05/01/05	I	05/01/07	11/01/07	3	66	63	42	80	+48	30	47	10	52	29	3	40	05	+10	50	7		Mastered: FM A3, FM A4.1, FM A2.3, FM A1.1, FM A5.2, FM B5, FM B2.2, FM B1.1, FM A2.2, FM B4.1, FM A5.4, FM B2.1, FM A2.1, FM A3.3, FM A1, FM B4, FM B5.1, FM B1.2, FM B3.1, FM B2, FM B1, FM B5.2, FM A1.2, FM B5, FM A4.3, FM A3.1, FM A5.3, FM A3.2, FM A4.2, FM A5, FM A4, FM A2, FM A5.1, GM C2.2, GM C3, GM A3, GM C1, GM A1.3, GM A3.2, GM B2, GM A2.2, GM C2, GM B2.2, GM A3.1, GM C1.1, GM C1.2, GM C1.1, GM D1, GM C1.3, GM B1.4, GM A3.5, GM C1.5, GM A2.1, GM B1, GM C2.3, GM B2.1, GM A3.3, GM A1.1, GM A3.4, GM C3.1, GM C1.4, GM C4.3, GM C2.1, A A4.1, A A1, A A3.2, A A1.3, A A2.2, A A1.2, A A4, A A1.1, A A2.1, A A1.4, A A2, A A3.1, A A3, SC A1, SC D1.3, SC D1.2, SC D2.1, SC D2.6, SC D1, SC D1.5, SC D3.3, SC A1.1, SC D1.1, SC D2.5, SC D1.1, SC D1.6 Emerged: GM D3.4, GM D4.1, GM D3.1, GM B1.3, GM D3.2, GM B1.2, GM D4, GM D4.2, C O5, C A1.2, C O5.1, C B1.1, C O4.3, C A1.1 Continued progress on: A A5.2, A A5, A A5.1

Children Without Two Tests During the Date Range Selected  
Number of Children: 19

Child	ID	DOB	AEPS Level	Notes (if any)
Child C	100929	05/01/04	I	The two tests are at different levels.
Child H	100949	02/22/02	I	Only one test score within specified range for this child
Child W	101002	09/25/04	I	Only one test score within specified range for this child

The Progress of All Children report shows each child's AEPS assessment scores by Area for the first and last test recorded for the child during the date range selected and calculates the increase or decrease between the two assessments.

The report also provides a list of each skill that has been mastered, is emerging, or the child does not yet have.

Children who do not have two test periods within the date range selected will be listed at the bottom of the report.


This report gives you a quick look at each child's progress over time and which skills the child still needs to develop.

## OSEP Categories Reports

### About OSEP Reporting

OSEP reporting is easy with AEPSi. The AEPS Test results are automatically transformed into an OSEP report using the crosswalk of AEPS Test items with the three OSEP Child Outcomes and empirically derived same-age-peer benchmarks.

**AEPS's crosswalk** of test items correlated to OSEP child outcomes has been empirically validated, so users can rest assured that child outcomes data reported with AEPS and AEPSi are accurate and genuine measures of OSEP Child Outcomes. With reliable child outcomes data, you can better tailor interventions to the child's needs and be confident that your entry and exit data will show progress. To generate the OSEP Report, AEPSi:

 <b>Crosswalk for the Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children, SECOND EDITION</b>	
<b>Name</b>	Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children, Second Edition
<b>Publisher</b>	Brookes Publishing
<b>Web site information</b>	<a href="http://www.aepsinfantchildren.com">http://www.aepsinfantchildren.com</a>
<b>Cost</b>	Volume 1: Administration Guide - \$49.00 Volume 2: Test Guides for Birth to Three and Three to Six - \$79.00 Volume 3: Crosswalks for Birth to Three - \$65.00 Volume 4: Crosswalks for Three to Six - \$65.00
<b>Age range</b>	Developed into two levels: Birth to 36 months and 36 to 72 months
<b>Purpose</b>	To identify children's strengths and developmental areas To identify functional goals and objectives for IFSPs or other individualized plans To assist in planning and guiding intervention To monitor children's progress Note: The AEPS® can also be used during the eligibility process and to produce accountability data (e.g., for OSEP child outcome monitoring)
<b>Areas included</b>	Fine Motor • Gross Motor • Adaptive • Cognitive • Symbol/Communication • Social New Addition: Personal Skills (self-control, stress coping, health, wellness, social studies)
<b>Time to administer</b>	10-15 minutes The following information should be shown on the data and summary: The total time to score the AEPS varies depending on familiarity with the AEPS®, the child being assessed, how many other tests are being administered, and knowledge of typical development.
<b>Notes</b>	Items were written to be used independently of the standard situation, if the child needs assistance or can meet part of the standard or if the child cannot yet perform or meet the standard criteria.

1. Calculates each child's OSEP Outcomes raw scores by gathering and summing children's scores on the specific AEPS Test items that correlate to the three child outcomes required by OSEP
2. Calculates for each child whether or not he or she is performing at the level of same-age peers. Outcome raw scores are compared to empirically validated same-age-peer benchmarks at the appropriate age intervals. Raw scores at or above the benchmarks indicate that a child's performance is similar to same-age peers. Raw scores below the benchmarks indicate that a child's performance is below that of same-age peers.
3. Sorts children into two "baskets" at time 1 (near entry into the program):
  - o Performing as same-age peers
  - o Not performing as same-age peers
4. Sorts children into five "baskets" at time 2 (near exit from the program):
  - o Maintained functioning at a level comparable to same-age peers
  - o Improved functioning to reach a level comparable to same-age peers
  - o Improved functioning to a level nearer to same-age peers but did not reach comparable level
  - o Improved functioning but not sufficient to move nearer to functioning comparable to same-age peers
  - o Did not improve functioning

There are four OSEP Categories reports that are available in a viewable, printable, and exportable format. The reports are automatically separated by Part B and Part C.

- Entry Data Only (Aggregate Percentages)
- Entry Data Only (Categories for Each Child)
- Progress Data (Aggregate Percentages)
- Progress Data (Categories for Each Child)

*Note: Even though you are no longer required to submit entry data to OSEP, AEPSi still has two entry data reports, which are helpful in determining where children enter the program and monitoring that children receive their entry assessments—which are needed in order to report on progress.*

### Children on the Alternative Path

Children who are 37 months or older and are still using the Level I test due to severe developmental disabilities are automatically placed on the alternative path for OSEP Reporting. At Near-Entry, these children

will automatically have an OSEP outcome of not performing as same-age peers. Based on an alternative method, AEPSi will generate OSEP outcomes and recommended ECO ratings. On the Raw Score reports, the raw score and same-age benchmark will be displayed as "n/a".

Roberts, Damien	09375	07/09/03	09/01/06	10/13/06	n/a	n/a	B	n/a	n/a	B	n/a	n/a	B
-----------------	-------	----------	----------	----------	-----	-----	---	-----	-----	---	-----	-----	---

There is nothing a user needs to do in order to place a child on the Alternative Path. If the child is 37 months or older and a Level I test was used to assess the child, that child will automatically be placed on the alternative path.

All of the OSEP Categories reports can be run from the **Class Reports** page by selecting a service date range and then clicking on the "View" link next to the report you would like to run.

All OSEP Categories reports can also be printed from these pages or exported into XML or CSV files.

## Entry Data Only (Aggregate Percentages) Report

The Entry Data Only (Aggregate Percentages) report calculates each child's OSEP Outcomes raw scores, compares them to same-age-peer benchmarks, and aggregates the results for each of the three OSEP Child Outcomes.

<b>Program:</b> OSEP Test Account #1			
<b>Reporting Period:</b> 01/01/07 to 12/31/07			
<b>Date:</b> 09/24/07			
<b>Funding Source:</b> Part B, Section 619			
Children Included: 3			
Children Excluded: 0			
	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behavior to meet needs
A. Percentage of children who entered at a level comparable to same-aged peers	33%	67%	100%
B. Percentage of children who entered at a level below same-aged peers	67%	33%	0%
<b>Funding Source:</b> Part C			
Children Included: 3			
Children Excluded: 0			
	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behavior to meet needs
A. Percentage of children who entered at a level comparable to same-aged peers	33%	33%	67%
B. Percentage of children who entered at a level below same-aged peers	67%	67%	33%

The report displays the percentage of children who are performing at a level comparable to same-age peers and the percentage of children who are not performing at a level comparable to same-age peers.

The results are separated by Part B and Part C, according to the funding source that was selected in the child's profile.

The report also displays the number of children who were included in the report and the number of children who were excluded. More details on why children were excluded from the report is shown in the Entry Data Only (Categories for Each Child) report.

## Entry Data Only (Categories for Each Child) Report

### OSEP Categories Report: Entry Data Only (Categories for Each Child)

Program: Brookes Publishing Program

Reporting Period: 01/01/00 to 07/31/08

Date: 07/25/08

Assessment: Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children

This report is provided to enable programs to monitor the timely collection of entry accountability data. It is not required to be submitted to OSEP; only progress data is required to be submitted to OSEP.

#### Funding Source: Part C

Children Included: 5

Child	ID	DOB	Entry Date	Age at Entry	1. Positive social-emotional skills			2. Acquisition and use of knowledge and skills			3. Appropriate behaviors to meet needs		
					AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category
Brockmeyer, Heidi	158934	09/15/07	10/23/07	0	0	2	below	0	1	below	0	1	below
Butterfield, Marcy	124960	12/21/03	09/01/04	0	29	9	comparable	0	2	below	26	43	below
Camp, Tyne	125020	05/01/04	01/01/08	1	33	28	comparable	12	8	comparable	94	81	comparable
Mendoza, Teresa	124956	12/16/03	01/20/05	2	4	45	below	34	20	comparable	40	56	below
Popko, Jeremy	124935	08/16/03	01/01/03	0	0	2	below	0	1	below	0	1	below

Children Excluded: 4

Child	ID	DOB	Entry Date	Age at Entry	Reason
Arroyo, Del	131156	07/11/05	10/23/07		Missing Near-Entry Data
Cimino, Mark	158048	05/17/07	03/05/08		Missing Near-Entry Data
Roberts, Damien	124860	07/09/03	09/01/04		Missing Near-Entry Data
Singh, Amir	156839	12/09/03	01/10/07	3	Invalid Funding Source

#### Funding Source: Part B, Section 619

Children Included: 4

Child	ID	DOB	Entry Date	Age at Entry	1. Positive social-emotional skills			2. Acquisition and use of knowledge and skills			3. Appropriate behaviors to meet needs		
					AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category	AEPS Outcome Raw Score	Same-Aged Peer Benchmark	OSEP Category
Christianson, Gus	135751	09/16/01	09/16/03	5	41	73	below	0	65	below	33	60	below
Larwood, Lucy	137564	01/23/02	02/23/04	2	26	45	below	10	20	below	45	56	below
MacAdams, Timmy	101989	01/23/01	02/01/04	4	30	30	comparable	62	28	comparable	47	42	comparable
Roberts, Damien	124862	07/09/03	09/01/05	3	n/a	n/a	below	n/a	n/a	below	n/a	n/a	below

Children Excluded: 6

Child	ID	DOB	Entry Date	Age at Entry	Reason
Archer, Lauren	25966	12/15/00	12/15/05	5	Inappropriate Age at Level/Last
Gabriel, Joey	159407	08/16/04	01/01/01		Missing Near-Entry Data
Gabriel, Joey	159415	08/16/04	01/01/01		Missing Near-Entry Data
Gabriel, Jay	159458	08/16/04	01/01/01		Missing Near-Entry Data
Pau, Qui Xoa	101582	05/16/02	09/16/06		Missing Near-Entry Data
Smith, Joe	155972	01/01/04	01/01/01		Missing Near-Entry Data

#### Key

##### OSEP Categories

comparable, Percentage of children who entered at a level comparable to same-aged peers

below, Percentage of children who entered at a level below same-aged peers

The Entry Data Only (Categories for Each Child) report calculates and displays each child's OSEP outcome raw scores for each of the three OSEP Child Outcomes, the corresponding same-age-peer benchmarks, and whether the child is below or comparable to same-age peers.

In addition, the report displays the child's name, date of birth, program entry date, and the test date for the Near-Entry assessment.

The report is separated by Part B and Part C.

A list of children who were excluded from the report and the reason why is also included.

## Progress Data (Aggregate Percentages) Report

**Near-Exit OSEP Child Outcomes Report (Percentages)**

Program: OSEP Test Account #1  
Reporting Period: 01/01/07 to 12/31/07  
Date: 08/24/07

Funding Source: Part B, Section 619

Children Included: 3  
Children Excluded: 2

	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behaviors to meet needs
A. Percentage of children who did not improve functioning	0%	0%	0%
B. Percentage of children who improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	33%	0%	0%
C. Percentage of children who improved functioning to a level nearer to same-age peers but did not reach it	0%	0%	0%
D. Percentage of children who improved functioning to reach a level comparable to same-age peers	33%	33%	0%
E. Percentage of children who maintained functioning at a level comparable to same-age peers	33%	67%	100%

Funding Source: Part C

Children Included: 2  
Children Excluded: 0

	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behaviors to meet needs
A. Percentage of children who did not improve functioning	0%	0%	0%
B. Percentage of children who improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	50%	0%	50%
C. Percentage of children who improved functioning to a level nearer to same-age peers but did not reach it	0%	0%	0%
D. Percentage of children who improved functioning to reach a level comparable to same-age peers	0%	100%	0%
E. Percentage of children who maintained functioning at a level comparable to same-age peers	50%	100%	50%

The Progress Data (Aggregate Percentages) report calculates each child's OSEP Outcomes raw scores, compares them to their Near-Entry raw scores and/or same-age-peer benchmarks, and aggregates the results for each of the three OSEP Child Outcomes.

The report displays the percentage of children at near exit who, maintained functioning at a level comparable to same-age peers, improved functioning to reach a level comparable to same-age peers, improved functioning to a level nearer to same-age peers but did not reach a comparable level, improved functioning but not sufficient to move nearer to functioning comparable to same-age peers, and did not improve functioning.

The results are separated by Part B and Part C, according to the funding source that was selected in the child profile.

The report also displays the number of children who were included in the report and the number of children who were excluded. More information on excluded children is included in the Progress Data (Categories for Each Child) report.

## Progress Data (Categories for Each Child) Report

Program: OSEP Test Account #1  
Reporting Period: 01/01/07 to 12/31/07  
Date: 08/24/07

Funding Source: Part B, Section 619

Children Included: 3

Child	ID	DOB	Entry Date	Exit Date	ALPS Test Date	ALPS Outcome Raw Score	Same-Age Peer Benchmark	OSEP Category	ALPS Outcome Raw Score	Same-Age Peer Benchmark	OSEP Category	ALPS Outcome Raw Score	Same-Age Peer Benchmark	OSEP Category
CHAL B		05/01/05	05/01/07	11/21/07	11/21/07	98	64	E	81	23	E	152	121	E
CHAL F		04/01/03	04/01/07	11/01/07	11/01/07	53	28	D	503	12	E	33	61	E
CHAL G		04/01/02	05/01/07	11/01/07	11/01/07	56	30	B	103	154	D	99	25	E

Children Excluded: 0

Child	ID	DOB	Entry Date	Exit Date	Reason
CHAL AC		04/15/02	04/15/05	11/21/07	Missing Near-Entry Data

Funding Source: Part C

Children Included: 2

Child	ID	DOB	Entry Date	Exit Date	ALPS Test Date	ALPS Outcome Raw Score	Same-Age Peer Benchmark	OSEP Category	ALPS Outcome Raw Score	Same-Age Peer Benchmark	OSEP Category	ALPS Outcome Raw Score	Same-Age Peer Benchmark	OSEP Category
CHAL D		05/01/06	05/01/07	11/01/07	11/01/07	4	12	F	33	3	F	51	19	F
CHAL E		05/01/04	05/01/07	11/01/07	11/01/07	50	18	F	81	15	E	14	23	E

Children Excluded: 0

Child	ID	DOB	Entry Date	Exit Date	Reason
CHAL AB		04/11/04	04/11/03	07/21/07	Missing Near-Entry Data
CHAL AF		06/01/04	01/01/07	08/01/07	Inappropriate Age at Near-Exit

**Key**

**OSEP Categories**

A. Percentage of children who did not improve functioning  
B. Percentage of children who improved functioning but not sufficient to move nearer to functioning comparable to same-age peers  
C. Percentage of children who improved functioning to a level nearer to same-age peers but did not reach it  
D. Percentage of children who improved functioning to reach a level comparable to same-age peers  
E. Percentage of children who maintained functioning at a level comparable to same-age peers

The Progress Data (Categories for Each Child) report calculates and displays each child's OSEP outcome raw scores for each of the three OSEP Child Outcomes, the corresponding same-age-peer benchmarks, and the OSEP category.

In addition, the report displays the child's name, date of birth, program entry date, program exit date, test date for the Near-Entry assessment and test date for the Near-Exit Assessment.

The report is separated by Part B and Part C.

A list of children who were excluded from the report and the reason why is also included.

## OSEP Report Exclusion Categories

A child may be excluded from an OSEP report due to several reasons. Below are a list of the exclusion categories and what you need to do to correct the error.

- **Missing Near-Entry Data:**

Children Excluded:

Child	ID	DOB	Entry Date	Exit Date	Reason
Abalys, Oni		07/11/05	10/23/07	10/23/08	Missing Near-Entry Data

Either the near-entry assessment has not been selected for a child or it has not been finalized.

**What you should do:** Make sure you have selected a near-entry assessment for the child. On the child's summary page, you should see an "OSEP entry" icon next to the assessment you want flagged for near entry. If you do not see the icon, go to the CODRF summary page of the assessment, and select "near entry" under the "OSEP Include" option. Also, verify that the assessment has been finalized and that all test items are complete. See *OSEP Include* in Section 8: **Child Assessments** for more information.

- **Missing Near-Exit Data:**

Children Excluded:

Child	ID	DOB	Entry Date	Exit Date	Reason
Butterfield, Marcy		12/21/03	09/01/04	05/21/08	Missing Near-Exit Data

Either the near-exit assessment has not been selected for a child or it has not been finalized.

**What you should do:** Make sure you have selected a near-exit assessment for the child. On the child's summary page, you should see an "OSEP exit" icon next to the assessment you want flagged for near exit. If you do not see the icon, go to the CODRF summary page of the assessment, and select "near exit" under the "OSEP Include" option. Also, verify that the assessment has been finalized and that all test items are complete. See *OSEP Include* in Section 8: **Child Assessments** for more information.

- **Less than 6 Months in Services:**

Children Excluded:

Child	ID	DOB	Entry Date	Exit Date	Reason
Archer, Lauren	19832	12/15/02	12/16/05	03/01/06	Less than 6 Months in Services

There are less than six months between the child's Program Entry and Program Exit date. OSEP has mandated that only children who have received services for at least six months should be reported on.

**What you should do:** Go to the child's profile page and verify that you have entered the correct Program Entry and Program Exit dates. If you have entered the correct dates and there are still less than six months of services received, this child will have to be excluded from OSEP reporting.

- **Invalid Funding Source:**

Children Excluded:

Child	ID	DOB	Entry Date	Exit Date	Reason
Archer, Lauren	19832	12/15/02	12/16/05	07/01/07	Invalid Funding Source

A funding source other than Part B or Part C has been selected for the child.

**What you should do:** Go to the child's profile page and verify that either Part B or Part C has been selected for funding source.

- **Inappropriate Test Used to Assess Child:**

Children Excluded:

Child	ID	DOB	Entry Date	Exit Date	Reason
Archer, Lauren	19632	12/15/00	12/16/05	07/01/07	Inappropriate age at Level II test

If a child is 36 months or younger and is using a Level II test, the inappropriate test was used to assess the child. A Level II test should be used only once a child is older than 36 months and is in the Part B program.

**What you should do:** Assess the child with the age-appropriate test.

## ECO Child Outcomes Summary Form Ratings

There are two ECO Child Outcomes Summary Form Ratings, one with near entry data only and one with progress data.

These reports can be run from the **Class Reports** page by selecting the service date range and then clicking on the "View" link next to the report you would like to run.

The ECO Child Outcomes Summary Form Ratings can also be printed from these pages or exported into either XML or CSV files.

### Entry Data Only (Ratings for Each Child)

Program: OSEP Test Account #1  
Reporting Period: 01/01/07 to 12/31/07  
Date: 08/24/07

Funding Source: Part B, Section 619

Children Included: 4

Child	ID	DOB	Entry Date	AEPS Test Date	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behaviors to meet needs
Child B		05/01/05	05/01/07	05/01/07	7	7	7
Child C		05/01/04	05/01/07	05/01/07	1	1	1
Child F		05/01/03	05/01/07	05/01/07	4	7	7
Child G		05/01/02	05/01/07	05/01/07	3	5	7

Funding Source: Part C

Children Included: 3

Child	ID	DOB	Entry Date	AEPS Test Date	1. Positive social-emotional skills	2. Acquisition and use of knowledge and skills	3. Appropriate behaviors to meet needs
Child A		05/01/04	05/01/07	05/01/07	3	5	7
Child D		05/01/05	05/01/07	05/01/07	4	4	4
Child E		05/01/04	05/01/07	05/01/07	7	7	7

**Key**

ECO COSF Rating

1	2	3	4	5	6	7
Not Yet		Emerging		Intermediate		Completely

\*Complete definitions of the outcome ratings are available at the Early Childhood Outcomes Center Website (<http://www.ecocenter.org>)

For those programs that require use of the COSF, AEPSi provides a recommended ECO Rating for each child using the 1 to 7 scale. The report displays the child's name, date of birth, program entry date, test date for the Near-Entry assessment and the recommended ECO rating for each of the three outcomes.

The report also includes a list of children who were excluded from the report and the reason why.

## Progress Data (Ratings for Each Child)

Program: OSEP Test Account #1  
Reporting Period: 01/01/07 to 12/31/07  
Date: 08/21/07

Funding Source: Part B, Section 619

Children Included: 4

Child	ID	DOB	Entry Date	Exit Date	ASPE Test Date	1. Positive social-emotional skills			2. Acquisition and use of knowledge and skills			3. Appropriate behaviors to meet needs		
						Entry	Exit	Progress	Entry	Exit	Progress	Entry	Exit	Progress
Child B		05/01/05	05/01/07	11/01/07	11/01/07	2	2	Y	2	2	Y	2	2	Y
Child C		09/01/06	05/01/07	12/01/07	12/01/07	1	1	Y	1	1	Y	1	1	Y
Child F		04/01/03	05/01/07	11/01/07	11/01/07	4	5	Y	7	7	Y	7	7	Y
Child G		05/01/02	05/01/07	11/01/07	11/01/07	3	3	Y	5	5	Y	7	7	Y

Children Excluded: 1

Child	ID	DOB	Entry Date	Exit Date	Reason
Child AG		04/15/02	08/01/06	02/01/07	Missing Near-Entry Data

Funding Source: Part C

Children Included: 2

Child	ID	DOB	Entry Date	Exit Date	ASPE Test Date	1. Positive social-emotional skills			2. Acquisition and use of knowledge and skills			3. Appropriate behaviors to meet needs		
						Entry	Exit	Progress	Entry	Exit	Progress	Entry	Exit	Progress
Child D		08/01/05	05/01/07	12/01/07	11/01/07	4	2	Y	4	2	Y	4	4	Y
Child E		03/01/04	05/01/07	11/01/07	11/01/07	2	2	Y	2	2	Y	2	2	Y

Children Excluded: 2

Child	ID	DOB	Entry Date	Exit Date	Reason
Child AS		00/01/04	11/01/06	07/01/07	Missing Near-Entry Data
Child AJ		05/05/04	01/01/07	05/01/07	Inappropriate Age at Near-Exit

Key

ECO COSF Rating

1	2	3	4	5	6	7
Not Yet						Completely

\*Complete worksheets of the outcome ratings are available at the Early Childhood Outcomes Center Website (<http://www.ecocenter.org/earlychildoutcomes.htm>)

The Progress Data ECO Ratings report displays the recommended ECO ratings for near-entry, near-exit, and indicates whether progress occurred (Y for yes, N for no).

Also included in the report is the child's name, date of birth, program entry date, program exit date, test date for the Near-Entry assessment, and test date for the Near-Exit assessment.

A list of children who were excluded from the report and the reason why is displayed as well.



# My Toolkit

## Section 14

**My Toolkit** is an area within AEPsi that includes News & Updates, Resources & Downloads, a Discussion Board, and resources for Professional Development.

Click the **My Toolkit** tab on the upper taskbar to access all the items within **My Toolkit**.

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CHILD SEARCH

- **My Toolkit**
- News and Updates
- Author's Blog
- Documents/Downloads
- Discussion Board
- Prof. Development

### MY TOOLKIT

My Toolkit is where you will find the latest updates and information you need to make the most of AEPs® and AEPsinteractive™ (AEPsi™). Read up on best practices, be the first to learn about new AEPs features, and learn about online and on-site training opportunities.

**News & Updates**  
Stay up to date on new AEPsi features, the latest research findings, legislative changes, and other developments that affect your field and your ability to help children make progress

**Downloads & Resources**  
Get insights from the AEPs authors about how to use AEPs and AEPsi to meet accountability mandates, make eligibility decisions, collaborate, conduct group assessments, and more

**Discussion Board**  
Join the discussion with other professionals in your field to learn what's working for you, what's not, and where the good resources are-this is the place to ask your questions

**Professional Development**  
Learn where you can get training on AEPs and AEPsi, whether you have just an hour to listen to a recorded webinar or you want customized on-site training or one-on-one phone consultation

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The **Help** portion of AEPsi is a section dedicated to helping you understand how to use AEPsi. This section includes a list of Frequently Asked Questions (FAQs), AEPsi User Manual, a Getting Started Tutorial, and a sitemap of AEPsi.

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My AEPsi • My Children • My Groups • My Reports • My Calendar • My Toolkit • My Profile • **Help**

CHILD SEARCH

- **Help**
- Contact Us
- FAQs
- User Manual
- Tutorials
- Glossary
- Sitemap

## HELP

There are many options for getting help with AEPsi. The following resources are available:

- › **User Manual:**  
If you are an AEPsi User that is not an Administrator, this manual will walk you through using AEPsi.
- › **Getting Started Tutorial:**  
This is a 15-20 minute tutorial that will walk you through using AEPsi.
- › **FAQs**
- › **Technical Support:**  
1-866-386-2666 or [techsupport@brookespublishing.com](mailto:techsupport@brookespublishing.com)
- › **AEPsi Training:**  
1-877-884-3899 or [AEPstraining@brookespublishing.com](mailto:AEPstraining@brookespublishing.com)
- › **My Toolkit:**  
See the My Toolkit section for professional development.

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# Glossary

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**Administrator:** In AEPSi, an Administrator is the most powerful of the three roles that can be assigned to adult users of the system. An Administrator has the ability to control the account's information, set-up and manage the rights and access of other adult users, create and manage child records, export account information, and run reports on individual children, or aggregate reports on all of the children in the program.

**age equivalent:** An age equivalent refers to a score derived by determining the average raw score obtained on a test taken by children of various ages. For example, if the average score on a test for a 3-year-old is 12 of 25, any child receiving a 12 on the same test would receive an age-equivalent score of 3. Individual test items may also be associated with an age equivalent based on the same logic. Whereas most traditional standardized norm-referenced tests, and even some criterion-referenced assessments, provide users with age-equivalent scores, there are a number of inherent problems with the practice. First, for many tests the age associated with a given item is not determined empirically; rather, the item is assigned an age based on how ages are assigned in other tests or generally agreed on developmental milestones. Second, age-equivalent scores do not inform teams as to a child's strengths, emerging skills, or needs, which is the charge of a team. Third, having chronological ages assigned to items may lead interventionists and caregivers to select intervention targets based on the age level of an item rather than selecting items that address children's individual developmental needs. Therefore, in making AEPS useful for determining or corroborating a child's eligibility for services, the AEPS developers elected not to assign age equivalencies to AEPS Test items. Rather, they developed empirically derived cutoff scores based on the performances of typically developing children that can be compared to a child's AEPS Test raw scores.

**assessment activities:** The assessment activities included with AEPSi are sets of seven to eight semi-structured routines and activities that cover all of the AEPS Test items once and only once per set. The semi-structured assessment activities assist providers and teams in embedding AEPS Test items into commonly occurring home and classroom activities and in using observation as their primary method of gathering information about a child. Assessment activity recording forms for use with up to six children at a time and instructions for using and adapting each activity are included in AEPSi.

**authentic assessment:** Authentic assessment is a method of assessing a child's skills and behaviors that relies on observations of the child in natural learning environments (e.g., home, classroom) during everyday activities (e.g., play, mealtime) rather than in a contrived arrangement in an unfamiliar testing room. AEPS is an authentic assessment.

**Child Observation Data Recording Form (CODRF):** The CODRF is the form used for collecting and recording observations during an assessment with the AEPS Test. The form provides space for recording the scores, scoring notes, and comments for each item of the AEPS Test. Whenever you start a new assessment in AEPSi, the system will automatically generate an electronic version of the CODRF for you to use to input your assessment data. (Customizable, printable versions of the CODRF are also available to aid in your "offline" observations of children.) Once you complete and finalize a child's CODRF, numerous reports are available for the child.

**Child Progress Record:** The Child Progress Record is a graphical version of all of the items on the AEPS Test and is designed to enable team members to create for the child's family a "picture" of a child's progress and how close the child is to reaching his or her goals. Each of the goals and objectives on the AEPS Test is listed hierarchically on the Child Progress Record by developmental area and strand. As a child meets the criteria for a goal or objective, that goal or objective is shaded in to indicate the child's progress. The record is designed to show a child's progress over time and is very popular with caregivers. AEPSi automatically generates the Child Progress Record in PDF format, which can then be printed and shared.

**chronological age:** A child's chronological age is the child's actual age (often expressed in years, months, and days or simply months) as calculated from his or her date of birth. For the purposes of AEPS, chronological age should be determined by subtracting the child's date of birth from the test date and converting to months. For example, if a child was born in January 2005, and the current month is April 2006, she would be 15 months old (i.e., she was 12 months old in January 2006, plus 3 months until April 2006 = 15 months). Calculating chronological age correctly is critical when comparing a child's AEPS Test raw scores to eligibility cutoff scores and/or same-age-peer benchmarks for OSEP reporting purposes; the cutoff scores and benchmarks occur at 3- and 6-month age intervals, and the appropriate ones must be selected for each child. (Note: AEPSi automatically calculates a child's chronological age based on the date of birth in the child's profile. AEPSi also automatically selects the appropriate eligibility cutoff scores and same-age-peer benchmarks.)

**criterion-referenced assessment:** Criterion-referenced assessments measure a child's performance relative to a stated standard and evaluate a child's attainment of developmental objectives. (In contrast, norm-referenced assessments measure a child's performance against the performance of the normative group [i.e., children of the same age].) In a criterion-referenced assessment, each test item is accompanied by performance criteria or parameters. The professional should use the criteria as the standard for scoring the child's response. Unlike norm-referenced tests, criterion-referenced assessments such as AEPS yield data that is useful for IFSP/IEP goal development and individualized intervention programming.

**crosswalk:** The term *crosswalk* in early childhood generally refers to an item-by-item correlation of a specific system's assessment and/or curricular items to a pre-defined set of objectives or standards. The AEPS Test and Curriculum have been "crosswalked" with OSEP Child Outcomes (see below) and several states' early learning standards. To download any of these crosswalks, visit the My Toolkit section of AEPSi.

**curriculum-based assessment:** Curriculum-based assessment is a form of criterion-referenced assessment (see above) in which curricular objectives serve as the standards or criteria on which a child's performance is measured. The results of curriculum-based assessments can be linked directly to intervention content based on the child's needs. Some curriculum-based assessments are *curriculum compatible* in that the results can be used to inform intervention programming but the assessment has no accompanying curriculum; other curriculum-based assessments such as AEPS are *curriculum embedded*, meaning that the assessment has a one-to-one correspondence with an accompanying curriculum designed to precisely pinpoint interventions based on the child's assessment results.

**cutoff scores:** For the purposes of AEPS, the term *cutoff scores* refers to a set of established, empirically validated scores with which a child's AEPS Test raw goal scores may be compared to enable providers to determine whether a child is typically developing or has a delay, and hence whether the child is eligible for government-funded early intervention or early childhood special education services. AEPSi's Eligibility Cutoff Scores report automatically selects the appropriate cutoff scores for each child based on the child's age and provides guidance on using the results for eligibility decisions in your state.

**developmentally appropriate:** Learning activities and assessment items are said to be developmentally appropriate for children when they are functional and authentic and focus on real-life skills needed in the child's daily activities. Learning should be meaningful for the individual child, and professionals should use practices that reflect both the age and individual needs of the child.

**ECO Summary Form:** The Early Childhood Outcomes (ECO) Center is project funded by the Office of Special Education Programs (OSEP) to assist states in meeting new federal mandates that require states to report how children from birth to age five receiving early intervention (EI) and early childhood special education (ECSE) services are performing across three broad OSEP-defined child outcomes (see OSEP Child Outcomes below). ECO has created a Child Outcome Summary Form (COSF), which is a 7-point scale for summarizing a child's progress on the three OSEP Child Outcomes and may be used by states when submitting child progress reports to OSEP. Child

progress data will need to be submitted to OSEP for the first time in February 2008. (Baseline data must be reported for the first time in February 2007.) AEPSi will provide guidance on translating AEPS Test results to the COSF well in advance of the progress reporting deadline.

**empirically validated:** Data compiled from a study originating in or based on observation or experience (rather than on theory or testimonials) are considered to be empirically validated. Empirical studies typically include controlled methodologies and offer stronger evidence of a test or intervention's effectiveness than those that are not empirical.

**face validity:** Face validity refers to a subjective impression, generally by a subject matter expert, that a test, instrument, or correlation strongly appears to measure what it claims to measure.

**Family Report:** The Family Report enables professionals who use AEPS to elicit critical information and observations from a child's family and caregivers about the child's skills and abilities across the six major areas of development assessed by the AEPS Test. In addition to obtaining the family's perspective on the child's development, the Family Report also elicits the family's priorities and concerns, assists them in gaining insights into the child's abilities, and, if applicable, helps them participate the development of their child's IFSP/IEP. The report may be completed by the family or may be completed by team members in collaboration with the family. AEPSi features an electronic version of the Family Report. In future releases of AEPSi, caregivers will be able to complete the Family Report online.

**fidelity:** The term *fidelity* refers to the degree to which providers use a tool such as AEPS in the authentic ways in which it was designed to be used to observe a child and gather assessment data across a range of settings, by multiple team members, and with a variety of materials. High fidelity to the intent and recommended procedures and practices for using AEPS as outlined in the *AEPS Administration Guide* leads to better results with AEPS.

**group assessment:** In AEPS, group assessment refers to the ability to observe and assess up to six children simultaneously with the AEPS Test, which can be done most efficiently using the new sets of assessment activities (see above) that are available in AEPSi. The assessment activities enable providers to observe all of the items on the AEPS Test with just seven or eight activities. The activities are semi-structured and can be embedded easily in commonly occurring home and classroom activities, depending on the set selected. Being able to assess several children across multiple areas of development saves time and allows teams to observe trends and patterns among children, as well as observe firsthand the interrelated nature of child development.

**intervention:** Intervention is the process of using planned strategies and everyday activities and arranging and individualizing the physical and social environment to produce the desired growth and development in a child. Children may have formal intervention plans in the form of an individualized family service plan (IFSP) or individualized education program (IEP). The AEPS Test links directly to the AEPS Curriculum, which contains hundreds of intervention activities for children from birth to 6 years old.

**norm-referenced assessment:** In norm-referenced assessments, a child's performance is compared with a larger group. Usually the larger group or "normative group" is a national sample representing a wide and diverse cross-section of children. The purpose of a norm-referenced assessment is usually to "sort" children by functional age and development and not to measure achievement toward some criterion of performance. Hence, norm-referenced tests do not yield information that is useful for planning interventions or creating a comprehensive profile of a child's development. AEPS is not a norm-referenced test.

**OSEP Child Outcomes:** In July 2005, the Office of Special Education Programs (OSEP), the federal office responsible for overseeing the implementation of the Individuals with Disabilities Education Improvement Act (IDEA), set forth new mandates regarding state accountability reporting. The federal mandates in part require states to report how children from birth to age five receiving early intervention (EI) and early childhood special

education (ECSE) services are performing across three broad child outcomes as defined by OSEP: 1) positive socio-emotional skills, including social relationships; 2) acquisition and use of knowledge and skills; and 3) use of appropriate behaviors to meet needs. States are required to assess children on these three outcomes near entry into EI and entry into ECSE services as well as near exit from the program.

**OSEP Indicators:** In July 2005, the Office of Special Education Programs (OSEP), the federal office responsible for overseeing the implementation of the Individuals with Disabilities Education Improvement Act (IDEA), set forth new mandates regarding state accountability reporting. States are required to meet and report on several performance measures (referred to by OSEP as indicators) each year for government-funded early intervention (Part C, see below) and early childhood special education (Part B, Section 619, see below) programs. OSEP Indicator #3 (Part C) and Indicator #7 (Part B, Section 619) outline the three OSEP Child Outcomes (see above) that can be measured by early childhood assessment tools such as AEPS.

**Part B, Section 619:** Part B, Section 619, of the Individuals with Disabilities Education Improvement Act (IDEA), the Preschool Grants for Children with Disabilities Program, is a federal grant program that assists states in operating a comprehensive statewide program of early childhood special education services for young children, from ages three to five, and their families.

**Part C:** Part C of the Individuals with Disabilities Education Improvement Act (IDEA), the Program for Infants and Toddlers with Disabilities, is a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, from birth until their third birthday, and their families.

**percentile:** A percentile is a value on a scale of 1 to 100 that indicates the percent of a distribution that is equal to or below it. In AEPSi, AEPS Test area and total raw scores are automatically converted to percent scores and graphed over time. Please note that AEPS raw and percent scores are not age equivalents (see above), nor do they reflect any type of standardized score.

**present level of functioning:** Also referred to as *present level of performance*, present level of functioning refers to a statement that is part of the individualized family service plan (IFSP) and individualized education program (IEP) that describes the child's strengths, needs, and present and emerging skills as identified through assessments, observations, and caregiver input. AEPSi automatically generates a Present Level of Functioning report that can aid professionals in developing this statement.

**Provider:** In AEPSi, a Provider is one of the three roles that can be assigned to adult users. Providers have the ability to create child records, enter assessment data, and run individual reports on children or aggregate reports on all of the children to whom they are assigned.

**raw scores:** In AEPSi, the raw score is a numerical summary of all of the AEPS Test items for which a child has received 2s and 1s. AEPSi calculates raw scores for each of the six developmental areas of the AEPS Test, and a total raw score is computed by counting all of the items scored with 2s and 1s across all six developmental areas. A child's area and total raw scores may be viewed on the automatically generated Score Summary report.

**reliability:** Reliability refers to the extent to which an experiment, test, or measuring procedure yields the same results on repeated trials. In order to be considered reliable, an assessment should yield similar results across multiple, independent testers (inter-rater reliability) and on multiple administrations of the test by the same tester (test-retest reliability).

**Reviewer:** In AEPSi, a Reviewer is one of the three roles that can be assigned to adult users of the system. A Reviewer has the ability to run reports on individual children or aggregate reports on all children in the program.

**roll-up reports:** In AEPSi, “roll-up” reports refer to aggregate reports across multiple programs. To achieve cost savings and facilitate data management and reporting, programs in the same locality, district, or state can link their subscription accounts and make their data available to the larger entity. For example, local preschools across a state may elect to purchase subscriptions to AEPSi at a special rate negotiated by state-level personnel. In this case, state-level personnel would have access to aggregate data in the form of roll-up reports across the local preschools.

**screening:** Screening refers to a quick assessment of a child for the purposes of determining whether the child may have a developmental delay or disability and requires a more comprehensive diagnostic evaluation. AEPS is not intended to be used as a screening tool.

**standardized tests:** Usually created by commercial test publishers, standardized tests are designed to provide a common measure of children’s performance, administered under structured conditions, and given the same way each time to each child. Standardized test are intended to yield a common “yardstick” or standard of measure. Standardized tests are generally inappropriate for children with delays or disabilities and other children who cannot be accommodated as a result of the strict testing procedures. AEPS is not a standardized test.

**test period:** In AEPS, test period refers to the period of time between starting and completing and finalizing a single AEPS Test for a child. If you assess a child with the AEPS Test four times during one year, four test periods will be recorded for that child.

**validity:** Validity refers to the degree to which an instrument measures what it claims to measure. For example, to be considered valid, an assessment intended to measure a child’s language development should consist of test items that have been demonstrated to accurately measure language development.

**webcast:** A webcast is a broadcast of sound and images such as of a live or recorded event via the web. In AEPSi, tutorials and other web-based training are offered via webcast.