



Beyond Bubbles and Blocks:

Tips for MA EI Home Visitors



Did you know?

The Assessment, Evaluation, and Programming System for Infants and Young Children (AEPS) is a curriculum based assessment tool that can be used to gather information about a child's skills and areas of need. Along with the assessment tool is a curriculum. If this is a tool you have at your program you should consider taking a closer look at it. Inside the actual assessment it explains what each section is evaluating and how those skills are used in everyday functioning. In the curriculum each section or domain is broken up by skills and gives parents and professionals ideas about how to promote the skills in typical routines like shopping, travel, story time, bathing, and mealtimes. It also gives information that could be used with parents to understand the importance of each skills being assessed.

"The test components of the AESP yield educationally relevant meaningful and functional information that can be used to formulae developmentally appropriate outcomes and objectives/benchmarks for children"

Diane Bricker

Tips and Techniques...

Are you working with families who have been impacted by substance use or abuse? Maybe you have been impacted on a personal level by the opioid epidemic; most of us have or know someone who has.

Learn to Cope is a resource for staff as well as the families that we are working with. "Learn to cope is a non-profit support network that offers education, resources, peer support, and hope to parents

and family members coping with a loved one addicted to opiates or other drugs" They offer meetings, an online community of over 100,000 members, grief support, and grandparent support. They are also the only family organization that can train individuals in administering Narcan as well as distribute Narcan. If you are interested in more information please visit their website at www.learn2cope.org or call them at (508) 738-5148.

Evaluation/ Assessment tip



What does the BDI-2 examiner's manual say about re-doing test items to gather more information?

"In the same spirit of identifying specifics for instructional needs, examiners may test the limits of what a child can do by re-administering certain items. During this activity, examiners may expand time limits and ask exploratory questions to further define a child's boundaries or to gain information about the strategies the child uses to solve difficult items. An examiner can learn much about a child's through process during such exploration. However, examiners should sue these types of qualitative activities and interpretations only after the standardized test procedures have been complete, so as not to invalidate the test results obtained from the standardized procedures." (page 69)

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