

AEIS Evaluator Training/Observation Checklist

Name of potential evaluator: _____

Name of tool(s): _____

Name of qualified evaluator/trainer: _____

of observations of a qualified evaluator administering the tool: _____

of supervised administrations of the tool: _____

- Provides documentation of personnel standards being met for at least one EI service. EI service qualified for is _____.
- Provides documentation of having a child development course that includes infants and toddlers or has completed the Child Development Cluster of the Special Instruction Webinar/Special Instruction Mentorship/SI Workshop/Developmental Specialist Certification and Mentorship training and is in conformity with test protocol requirements for administering the test.
- Demonstrates ability to accurately calculate the child's chronological and adjusted age.
- Demonstrates the ability to accurately calculate the child's raw score and age equivalent.
- Demonstrates the ability to accurately complete the Evaluation Determination Report.
- Demonstrates understanding of AEIS system including referral, eligibility determination, timelines, IFSP, service provision, natural environment, 8 core values, teaming
- Demonstrates ability to establish and maintain rapport with the parents/caregiver and child.
- Can effectively explain evaluation process to family, ie. how the child will be tested, their input during the test, when to expect results of the test, next steps in AEIS process
- Effectively listens to family/caregiver input. The evaluation process is not rushed.
- Effectively listens to other evaluators (if applicable) so that family/caregivers aren't forced to answer the same question or the child doesn't have to demonstrate the same skill more than once.
- Is familiar with the evaluation so that they are aware of which questions are coming up and are able to combine questions/tasks as much as possible.
- Does not ask someone else to conduct questions/tasks during the evaluation unless this method was agreed to prior to the evaluation.
- Avoids influencing the result of the questions by giving the child or parents/caregivers cues. For example, "He can probably ask for a cookie. Right?" This would encourage the family to answer in a positive way. Questions should be open-ended and non-leading. A better way to ask the question would be "How does he tell you he wants something to eat?"

Qualified trainers must:

1. Meet personnel standards for at least one of the EI services.
2. Have had a child development course that includes infants and toddlers OR has completed the Child Development Cluster of the Special Instruction Webinar/Special Instruction Mentorship/ SI Workshop/Developmental Specialist Certification and Mentorship.
3. Have had training or course work on the specific tool to be trained and is in conformity with test protocol requirements for administering the test.
4. Has a minimum of 3 years experience working directly with children ages birth to three.