



Using AEPS-3 to Support Inclusion of Young Children

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Unpacking a-e-p-s

a = **assessment**

e = **evaluation**

p = **programming**

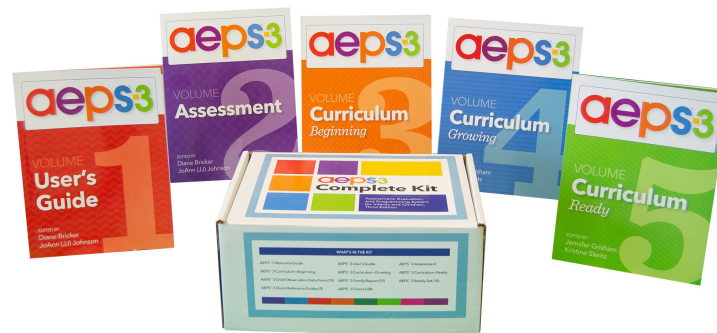
s = **system**



What is aePS³?

AEPS-3 is a

- Curriculum-based and criterion-referenced assessment, used to . . .
- Develop individualized goals and outcomes for children, in order to . . .
- Design appropriate instruction for individual children and groups of children, and then . . .
- Measure whether the teaching/intervention is effective or not.



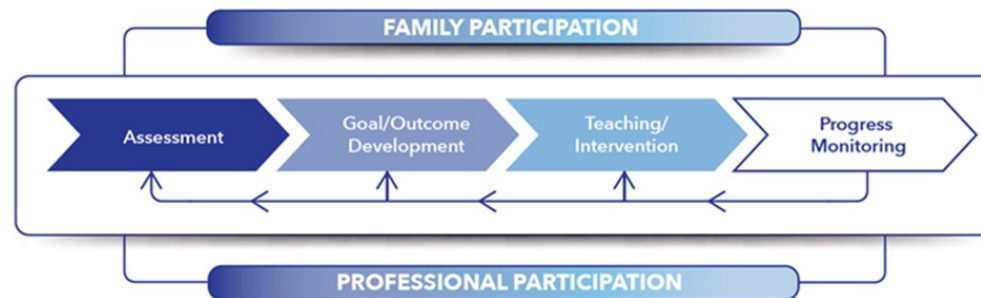
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aePS³ as a Linked System

AEPS-3 is a comprehensive, reliable **linked system** that seamlessly ties together:

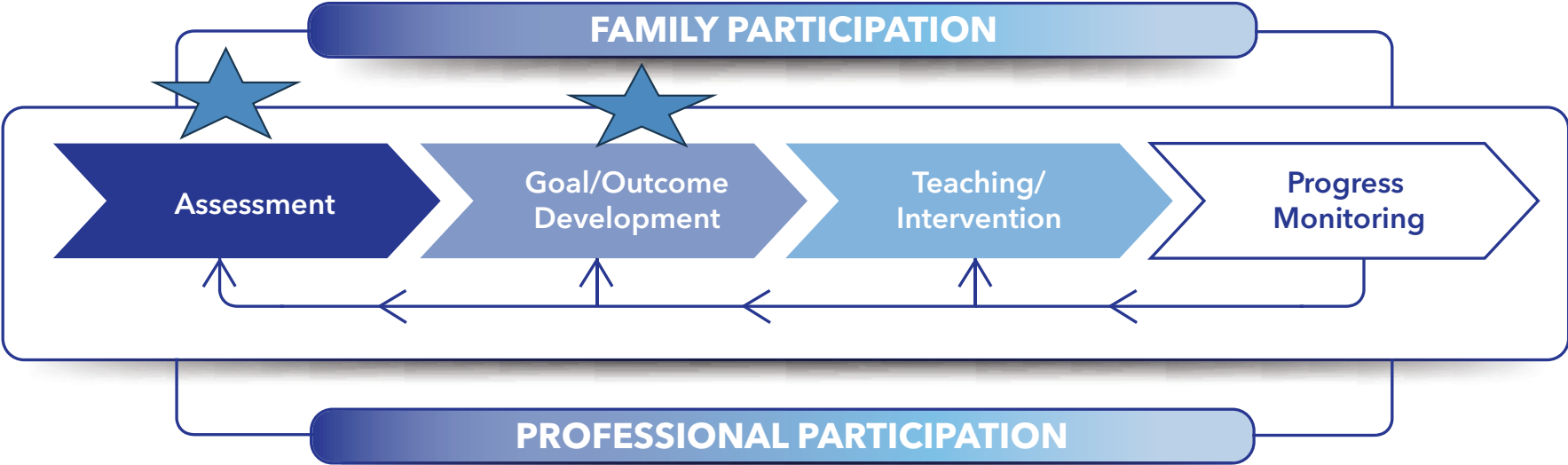
- Assessment
- Goal/Outcome Development
- Teaching/Intervention
- Progress Monitoring

for infants and young children from birth to 6 years with and without disabilities.



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Linked System Framework



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aeps³ Basics

- Focuses on children from **birth to age 6**
- Covers **eight developmental/content areas**
- Divided into **strands, goals, and objectives**
- Is based on **typical developmental sequences** for developmental areas
- Includes goals that are **primarily sequenced from easy to more difficult** within strands
- Has established cutoffs but uses **no age scores** on items

aeps³ Areas & Strands

AEPS-3 covers 8 key developmental areas, each divided into strands of related skills. With these comprehensive areas and strands, AEPS-3 gives you the most accurate picture of child development and shows you exactly where a child is—and what your next steps should be.

- Fine Motor**
 - A. Reach, Grasp, and Release
 - B. Functional Skill Use
 - C. Mechanics of Writing
 - D. Use of Electronic Devices
- Gross Motor**
 - A. Body Control and Weight Transfer
 - B. Movement and Coordination
 - C. Active Play
- Adaptive**
 - A. Eating and Drinking
 - B. Personal Care Routines
 - C. Dressing and Undressing
 - D. Personal Safety
- Social-Emotional**
 - A. Interactions with Adults
 - B. Social-Emotional Expression and Regulation
 - C. Interactions with Peers
 - D. Independent and Group Participation
 - E. Meeting Social Expectations
- Social-Communication**
 - A. Early Social Communication
 - B. Communicative Understanding
 - C. Communicative Expression
 - D. Social Use of Language
- Cognitive**
 - A. Sensory Exploration
 - B. Imitation and Memory
 - C. Conceptual Knowledge
 - D. Reasoning
 - E. Scientific Discovery
- Literacy**
 - A. Awareness of Print Concepts
 - B. Phonological Awareness
 - C. Alphabet Knowledge
 - D. Vocabulary and Story Comprehension
 - E. Writing
- Math**
 - A. Counting
 - B. Quantitative Relations
 - C. Reading and Writing Numbers
 - D. Addition and Subtraction

BROOKES www.aep3interactive.com

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aeps³ Content Overview

8 developmental/content areas, 407 Test items

- **Fine Motor**
(31 items in 4 strands)
- **Gross Motor**
(65 items in 3 strands)
- **Adaptive**
(53 items in 4 strands)
- **Social-Emotional**
(61 items in 5 strands)
- **Social-Communication**
(49 items in 4 strands)
- **Cognitive**
(50 items in 5 strands)
- **Literacy**
(57 items in 5 strands)
- **Math**
(41 items in 4 strands)



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Process for Using aePS³



- Talk to adults who are familiar with the child
- Observe young children during play and daily routines, or set up assessment activities
- Take notes on what you see them doing
- Compare your observations, information from interviews, and child products to stated AEPS-3 criteria
- Make a scoring decision
- Summarize AEPS-3 results numerically, narratively, and/or visually
- Interpret findings and make desired decisions




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aeps³ Assessment Activities

- Designed to assess single child in multiple areas, or multiple children within and across areas
- Embed all items of the AEPS-3 Test
- Sets are 10 home-based or 10 center-based activities
- Can create own activities that parallel existing planned activities or modify AEPS-3 Assessment Activities

CENTER-BASED ASSESSMENT ACTIVITY
Story Time



Score Key			Note Key			
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/ Incomplete	No performance 0	C = Conduct	M = Modification	Q = Quality	R = Report

Name:	Name:	Name:	Name:	Name:
DOB:	DOB:	DOB:	DOB:	DOB:

Fine Motor															
D. Use of Electronic Devices															
	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
1. Uses finger to interact with electronic device			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
1.1 Uses finger to interact with simple electronic game			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
1.2 Uses finger to interact with touch screen			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
Cognitive															
B. Imitation and Memory															
	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
2. Imitates novel words			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.1 Imitates novel vocalizations			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.2 Imitates familiar vocalizations			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
Literacy															
A. Awareness of Print Concepts															
	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
1. Participates in shared group reading			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
1.1 Participates in shared one-on-one reading			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2. Demonstrates understanding that text is read in one direction and from top to bottom of page			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.1 Turns pages of book from beginning toward end			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.2 Holds book or other printed material with pictures correctly oriented			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R



aePS³ Assessment Activities

HOME-BASED ASSESSMENT ACTIVITIES

- Blanket Play (37 items)
- Book About Me (39 items)
- Conversations with Familiar Adults (43 items)
- Counting Precious Objects (41 items)
- Daily Routines and Transitions (45 items)
- Eating & Mealtime (37 items)
- Mystery Box (35 items)
- Outdoor Play (48 items)
- Quiet Time (54 items)
- Rough and Tumble (28 items)

CENTER-BASED ASSESSMENT ACTIVITIES


- Blanket Play (36 items)
- Book About Me (53 items)
- Classroom Routines & Transitions (42 items)
- Conversations with Familiar Adults (40 items)
- Dramatic Play (29 items)
- Eating & Mealtime (45 items)
- Outdoor Play (42 items)
- Playdough & Manipulatives (27 items)
- Store (41 items)
- Story Time (52 items)



aeps³ Assessment Activities

CENTER-BASED ASSESSMENT ACTIVITY

Story Time



Score Key			Note Key	
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/ Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report	

Name:	Name:	Name:	Name:	Name:
Manuel G	Julia H	Kim W	Rehan P	
DOB: 10-27-16	DOB: 12-5-16	DOB: 3-7-17	DOB: 6-30-17	DOB:

Fine Motor															
D. Use of Electronic Devices															
	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
1. Uses finger to interact with electronic device		2	C M Q R	2	2	C M Q R	2	2	C M Q R	✓	1A	C M Q R			C M Q R
1.1 Uses finger to interact with simple electronic game		2	C M Q R	2	2	C M Q R	2	2	C M Q R	1A	C M Q R				C M Q R
1.2 Uses finger to interact with touch screen		2	C M Q R	2	2	C M Q R	2	2	C M Q R	2	2	C M Q R			C M Q R
Cognitive															
B. Imitation and Memory															
2. Imitates novel words		2	C M Q R	2	2	C M Q R	✓	1A	C M Q R	2	2	C M Q R			C M Q R
2.1 Imitates novel vocalizations		2	C M Q R	2	2	C M Q R	2	2	C M Q R	2	2	C M Q R			C M Q R
2.2 Imitates familiar vocalizations		2	C M Q R	2	2	C M Q R	2	2	C M Q R	2	2	C M Q R			C M Q R
Literacy															
A. Awareness of Print Concepts															
1. Participates in shared group reading		2	C M Q R	2	2	C M Q R	2	2	C M Q R	1I	C M Q R				C M Q R
1.1 Participates in shared one-on-one reading		2	C M Q R	2	2	C M Q R	2	2	C M Q R	2	2	C M Q R			C M Q R
2. Demonstrates understanding that text is read in one direction and from top to bottom of page		2	C M Q R	2	2	C M Q R	1A	1A	C M Q R	1A	1A	C M Q R			C M Q R
2.1 Turns pages of book from beginning toward end		2	C M Q R	2	2	C M Q R	2	2	C M Q R	1A	1A	C M Q R			C M Q R
2.2 Holds book or other printed material with pictures correctly oriented		2	C M Q R	2	2	C M Q R	1A	1A	C M Q R	2	2	C M Q R			C M Q R

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Scoring Notes

CHILD OBSERVATION DATA FORM

Cognitive



Name: _____

Score Key			Note Key
Mastery performance 2	Emerging performance 1A – Assistance 1I – Incomplete 1AI – Assistance/Incomplete	No performance 0	C – Conduct M – Modification Q – Quality R – Report

Test date:			
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Examiner(s):			
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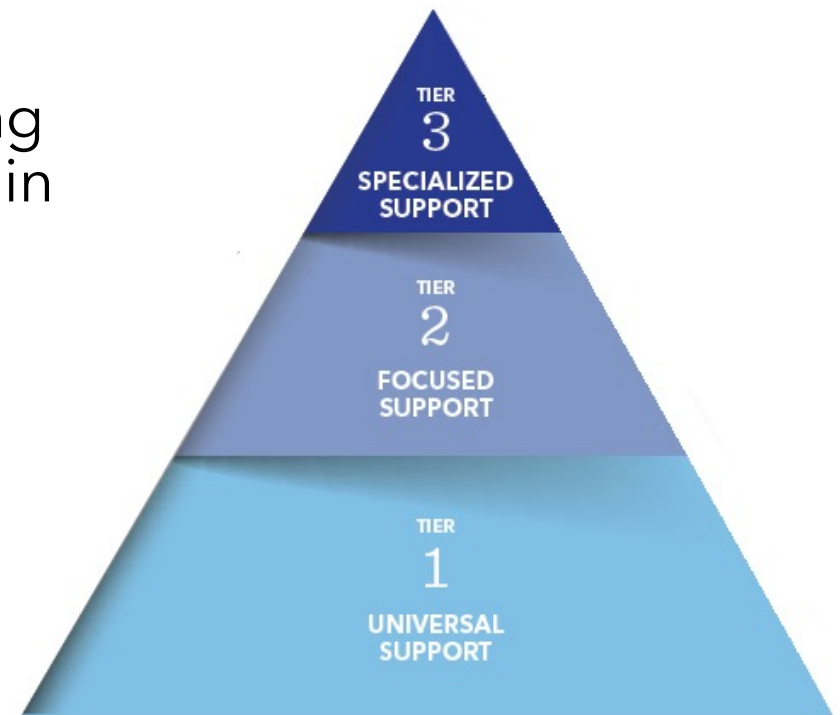
A. Sensory Exploration	Target	Score	Notes	Score	Notes	Score	Notes
1. Orients to events or stimulation			C M Q R		C M Q R		C M Q R
1.1 Reacts to events or stimulation			C M Q R		C M Q R		C M Q R
2. Combines simple actions to examine people, animals, and objects			C M Q R		C M Q R		C M Q R
2.1 Uses sensory means to explore people, animals, and objects			C M Q R		C M Q R		C M Q R



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Making Data-Driven Decisions: Select

- What skills and concepts are preventing the child's access to, and participation in daily activities and routines?
- What skills are emerging and need practice/ repetition?
- What skills can be addressed through development, play, maturation, and exposure/experience?



Developing IFSP/IEP Goals and Outcomes

- All AEPS-3 items have corresponding IFSP/IEP goals/outcomes
- Use these to help select teaching/intervention targets based on assessment results
- Sample IFSP/IEP goals and outcomes should be individualized to fit child and family and not used as written
- Add conditions for demonstration of skill
- Add performance criterion



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AEPS-3 Item	IFSP/IEP Goal
C. Interaction with Peers	
1. Maintains interaction with peer	The child will maintain interaction with a peer for two or more consecutive exchanges; "exchange" consists of a response from both the child and peer. (The child builds a tower, and the peer knocks it down; then, the child stacks one block and the peer stacks the next one.)
1.1 Initiates social behavior toward peer	The child will vocalize, verbalize, or gesture to get a peer's attention for the purpose of showing affection, greeting, helping, or asking questions. (The child gives the peer a toy.)
1.2 Responds appropriately to peer social behavior	The child will respond with vocalizations, verbalizations, or gestures that match or respond to the affect of peer's preceding social behavior. (When the peer says "Hi," the child responds "Hi." After the peer hits the child, the child says "Don't.")
1.3 Plays near one or two peers	The child will play near one or two peers during free-play activities. Peers may or may not be playing in the same activity or using the same toys. (Two children play near each other; one plays with toy people and the other pretends to cook.)
2. Plans and acts out recognizable event, theme, or storyline in imaginary play	The child will use words and actions to plan and enact a recognizable event, theme, or storyline with peers. (The child says, "I'll be the mommy, and I'm going to the store." The child puts on a hat and a purse and pretends to go to the store, come home, and cook dinner.)
2.1 Enacts roles or identities in imaginary play	The child will assume a recognizable role or identity by announcing the role or changing their voice, manner, or behaviors to indicate the role identity when playing with peers. (The child says, "I'll be the bus driver," sits in the front seat of the pretend bus, and tells the other children in an adult voice, "Please sit down and be quiet while I'm driving.")
2.2 Uses imaginary props in play	The child will use imaginary props during play, alone or with peers. (The child gallops around the room pretending to hold a horse's reins and says, "Giddy up, horsey. Go fast.")
3. Maintains cooperative activity	The child will use strategies to maintain a cooperative activity and to encourage peers to participate when engaging with peers. Cooperative activities are those that require peers to 1) work toward a common goal, 2) share/exchange or assist one another with materials, and/or 3) assume jobs or roles. (The child tells peers, "It's time to clean up," assigns jobs to be done, and encourages peers to complete their assigned tasks.)
3.1 Initiates cooperative activity	The child will use strategies to initiate cooperative activities and encourage peers to participate. (The child says to a group of peers, "Come on, let's build a house!")
3.2 Joins others in cooperative activity	The child will use socially appropriate strategies to join others engaged in cooperative activities. (The child approaches a group of peers building a sand castle, sits next to them for a while, and then begins to help a peer who is digging a tunnel.)
3.3 Shares or exchanges objects	The child will share or exchange objects with others engaged in play during daily activities. (The child shares a glue bottle with a peer when both are gluing leaves and flowers onto paper.)
4. Maintains engagement in games with rules	The child will engage in games with rules until the game is complete, by maintaining participation, following the appropriate sequence, and conforming to the game's rules. (The child moves the game marker the correct number of spaces forward and backward.)

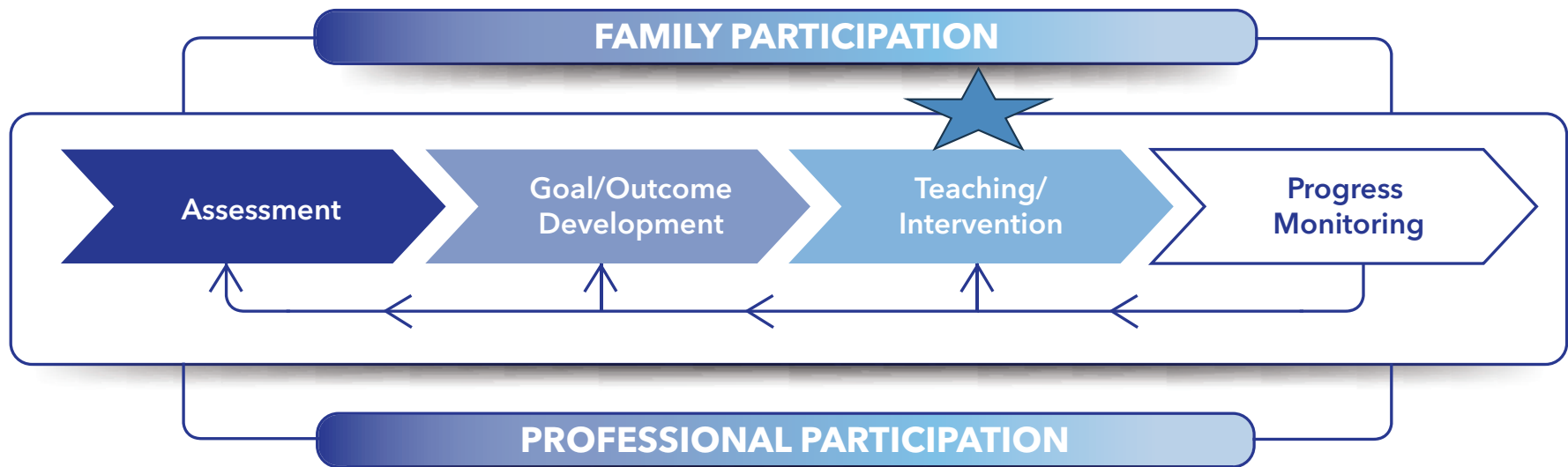
How Assessment Supports Inclusion

- **The AEPS-3 assessment uses authentic assessment strategies.**
- **Children are assessed within the context of naturally occurring activities and routines.**
- **Data are collected by observing children and talking to families and others who know child well.**
- **Assessment allows for adaptations and modifications for children with disabilities or from culturally/linguistically different backgrounds**
- **Useful for ALL children who are developing at different levels; helps teachers identify goals for ALL children.**
- **Includes Assessment Activities for assessing groups of children at one time.**
- **Provides guidance for how to identify functional goals that may be embedded into ongoing classroom activities and routines**



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Linked System Framework



AEPS-3 Guiding Themes

- Multi-Tiered System of Support
- Blended Practices
- Activity-Based Intervention



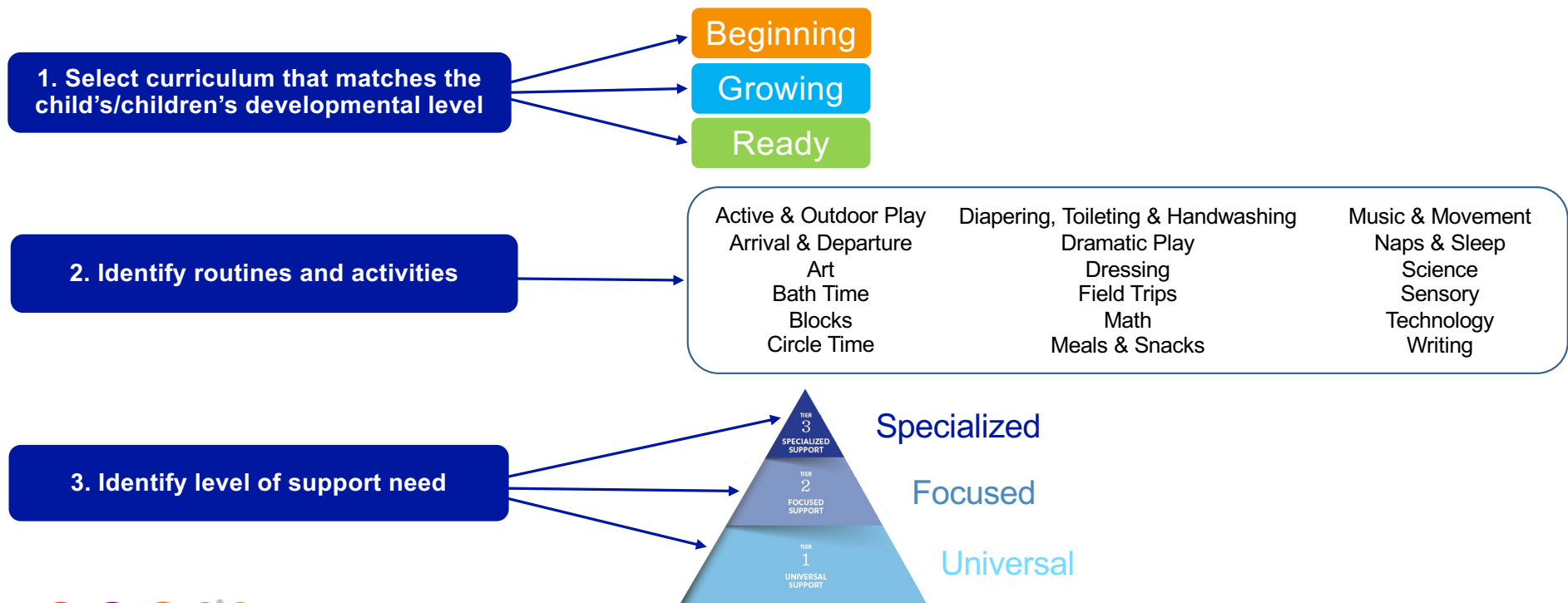
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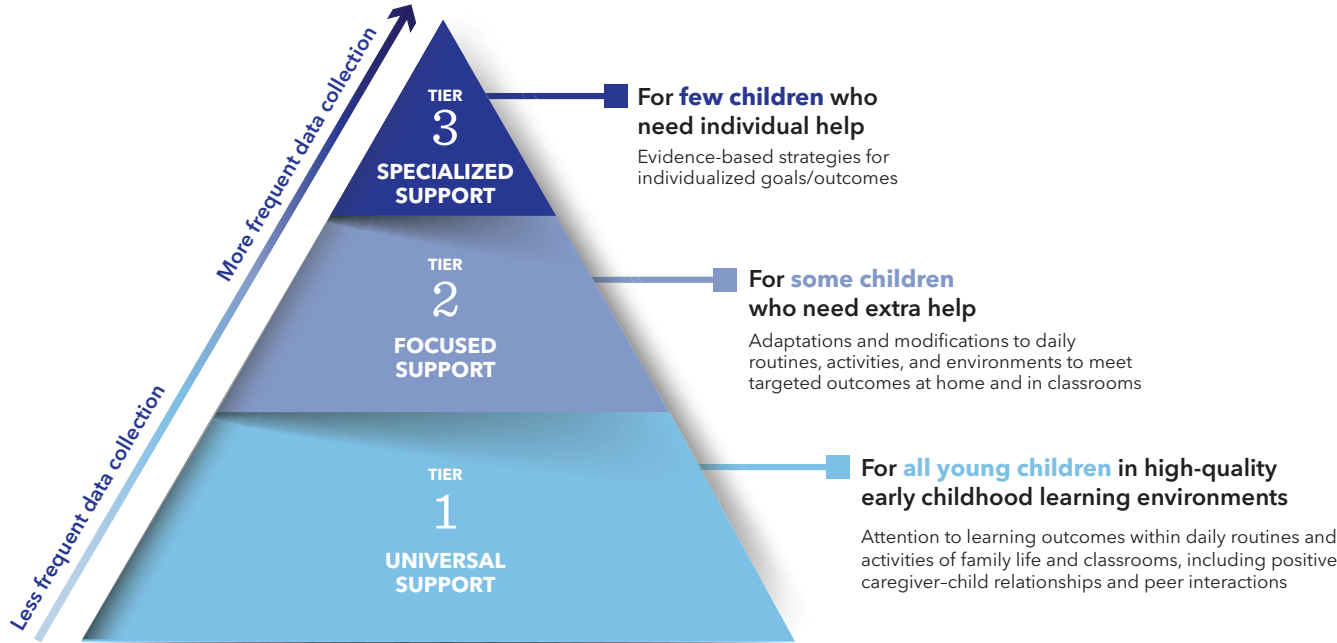
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AEPS-3 Curriculum Decision-making Process



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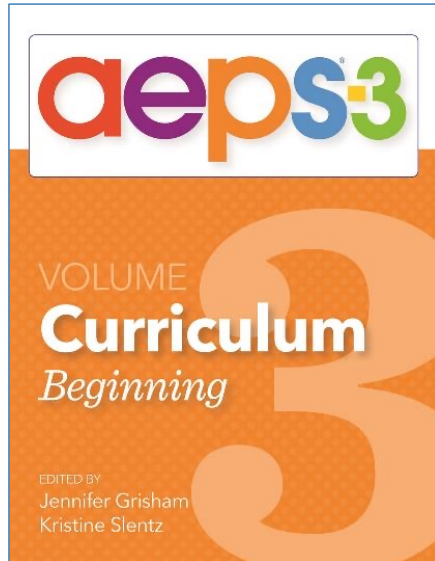
Curriculum Framework



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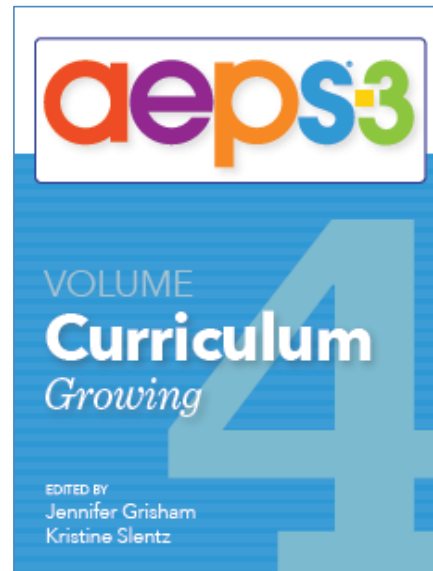
aeps³ Curriculum Levels

Volume 3 Beginning—
infant and very early skills



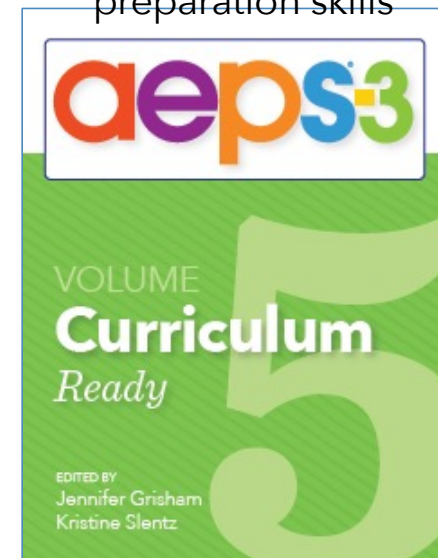
Infant to 18 months
developmentally

Volume 4 Growing—
toddler and early skills



18 months to 3 years
developmentally

Volume 5 Ready—
preschool and school
preparation skills



3 to 6 years
developmentally



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aeps³ Curriculum: 18 Routines and Activities

- Active & Outdoor Play
- Arrival & Departure
- Art
- Bath Time
- Blocks
- Circle Time
- Diapering, Toileting & Handwashing
- Dramatic Play
- Dressing
- Field Trips
- Math
- Meals & Snacks
- Music & Movement
- Nap & Sleep
- Science*
- Sensory
- Technology*
- Writing

*Not included in Beginning level curriculum; in Growing and Ready levels only.



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Skills Matrix

AEPS-3 Test Item	AEPS-3 Curriculum Routine/Activity																	
	Active & Outdoor Play	Arrival & Departure	Art	Bath Time	Block Play	Circle Time	Diapering, Toileting, & Handwashing	Dramatic Play	Dressing	Field Trips	Math	Meals & Snacks	Music & Movement	Nap & Sleep	Science	Sensory	Technology	Writing
3. Follows multistep directions without contextual cues	G	G		G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
3.1 Follows multistep directions with contextual cues	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
3.2 Follows one-step direction without contextual cues	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
3.3 Follows one-step direction with contextual cues FS 3.3a Child participates in verbal and gestural social routines (e.g., child responds to requests to “Come here” or “Sit down”).	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
4. Responds to comprehension questions related to why, how, and when	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions FS 4.1a Child responds with vocalization or gesture to simple questions.	G	G		G	G	G	G	G	G	G	G		G	G	G	G	G	
C. Communicative Expression																		
1. Produces multiple-word sentences to communicate	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G		G
1.1 Uses two-word utterances	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
1.2 Uses 50 single words, signs, or symbols	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
1.3 Uses consistent approximations for words or signs	B	B	B	B	B	B	B	B	B	B		B	B	B		B		B
1.4 Uses consistent consonant-vowel combinations	B	B	B	B	B	B	B	B	B	B		B	B	B				B
2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
2.1 Uses irregular plural nouns in multiple-word sentences*	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G		G	G
2.2 Uses regular plural nouns*	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G		G	G



aeps³ Curriculum Content

Each Routine and Activity contains:

- Description of routine or activity with overview of areas to address
- AEPS-3 items that may be embedded in the routine or activity
- Specific embedded learning opportunities

FINE MOTOR Growing Skills

- B 2** Rotates wrist to manipulate object
- B 3** Manipulates object with two hands, each performing different actions
- C 1.1** Writes or draws using mixed strokes
- C 1.2** Writes or draws using curved lines
- C 1.3** Writes or draws using straight lines
- C 1.4** Scribbles

Embedded Learning Opportunities

- *Rotates wrist to twist caps on and off of art materials (dot markers)*
- *Holds glue stick while pulling off lid*
- *Grasps art utensils to write or draw on paper*

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Art

Art activities can vary by a number of elements, such as materials, medium, location, and participants, and they use children's creativity and imagination to create projects both indoors and outdoors in the home, child care, or classroom setting. Art is not limited to permanent product projects (coloring pages, step-by-step paintings) or activities that limit creativity, as it can include any aspect of art. In early childhood, art is more about the process than the product. This routine changes across the skill areas as young children's motor, cognitive, and social skills increase, and art can address a number of developmental skills depending on the theme. The AEPS-3 Growing level of Art uses items from eight developmental areas.

Concurrent Skills

The following concurrent skills are AEPS-3 skills that can be easily embedded and taught during regular occurrences of Art.

FINE MOTOR Growing Skills

- B 2** Rotates wrist to manipulate object
- B 3** Manipulates object with two hands, each performing different actions
- C 1.1** Writes or draws using mixed strokes
- C 1.2** Writes or draws using curved lines
- C 1.3** Writes or draws using straight lines
- C 1.4** Scribbles

Embedded Learning Opportunities

- *Rotates wrist to twist caps on and off of art materials (dot markers)*
- *Holds glue stick while pulling off lid*
- *Grasps art utensils to write or draw on paper*

GROSS MOTOR Growing Skills

- B 3** Walks avoiding people, furniture, or objects
- B 3.1** Walks without support
- B 4.3** Gets up and down from low structure

Embedded Learning Opportunities

- *Walks with and without support to art table*
- *Sits down and gets up from chair at art table*

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Curriculum Content

Each Routine and Activity contains:

- Tiered instructional strategies
 - Universal
 - Focused
 - Specialized



UNIVERSAL STRATEGIES

These are best practices for ALL young children, with attention to meeting learning outcomes within daily routines and activities of family life and early childhood classrooms while promoting positive adult-child relationships and peer interactions.

As children grow older, art routines become less of a sensory experience and provide more opportunity for toddlers and preschoolers to explore different types of art. In the process of exploring, children increase their fine motor, adaptive, communication, literacy, and math skills. Children begin to learn how to hold their writing or drawing utensil using a fist or palmar grasp to draw, paint, or color art projects. Their writing begins to mature from scribbling to writing, drawing, or painting straight and curved lines. Many toddlers begin to form a few letters by accident, such as X and O, and participate in pretend writing. Children begin to understand the difference between drawing a picture and writing words and begin to produce letters from their names. They can recognize their own first name, count the number of letters, and make a comparison with the number of letters in a peer's name. They are able to draw or paint a picture and verbally assign a meaningful story to it. At this level, children's compliance with safety rules and context-specific rules increases, as does their willingness to make teachers or adults aware of rule breakers. For example, toddlers may begin to tell their teacher when a peer is not walking carefully with a pair of scissors. Their adaptive skills are increasing, so they

- ▲ Encourage and promote creativity (avoid requiring children to produce a specific outcome, such as making a picture with a blue sky).
- ▲ Ensure that all products available to children are nontoxic (for safety reasons) and washable (for easy cleanup).
- ▲ Check all ingredients in art materials before using them, especially if children who have allergies are present.



FOCUSED STRATEGIES

These strategies are for teaching SOME children who are struggling with a component of a skill or whose development is stalled and who need extra help to catch up or keep up. The strategies include a variety of minor adaptations or modifications to daily routines, activities, and environments to meet targeted outcomes at home and in classrooms.

- ▲ Offer multiple opportunities to repeat the same type of project. Repetition is an important way children learn how to do one particular kind of art, such as painting with watercolors.
- ▲ Use materials that are adaptable for children who have disabilities or developmental delays (adapted chairs with trays; large-size paintbrushes, sponges, crayons).
- ▲ Use songs to help children remember the steps for a particular kind of art (painting with watercolors):
 - △ Use the tune of a familiar song ("The Hokey Pokey") and come up with words related to watercolor painting.
- ▲ Use a verbal prompt and visual timer to alert children to when they will be transitioning from one activity to another.
- ▲ Use a visual schedule to make children aware of what will happen next in their day:
 - △ Let children put a check mark next to ART on their schedule after they complete it, and then move on to the next task on their schedule.
- ▲ Use peer modeling for art activities, since young children will often follow another child's lead more readily than they will follow an adult's lead.
- ▲ Plan art activities intentionally into daily routines and activities at home, at school, or in community locations:
 - △ Let children make creations with modeling clay at school.
 - △ Invite children to draw with washable markers in the bathtub at home.
 - △ Provide a paint and water mix in a spray bottle to use on sidewalks at a park.
- ▲ Allow extra time to complete projects for children who become easily distracted or take longer to complete an activity.
- ▲ Use a tablet with children to create art if they have allergies or sensitivities to art materials.
- ▲ Learn to recognize children's cues and preferences.
- ▲ Teach children to use simple signs during art activities (such as ART, PAPER, CRAYONS, PAINT, MORE, ALL DONE) to communicate their preferences.
- ▲ Pair sign language with spoken words for children who are nonverbal or who have hearing impairments.



SPECIALIZED STRATEGIES

These strategies for teaching the FEW children who need intensive supports include a variety of specialized, individualized, precise evidence-based strategies to meet children's unique goals/outcomes.

Universal Strategies Examples

- Hands-on materials
- Activities based on children's interests
- High-quality learning environment
- Support for promoting social interactions among children
- Nurturance for adult-child relationships
- Instructional support practices, including language modeling, open-ended questions, repetition and extension, self-talk and parallel talk, and introduction of new vocabulary



Focused Strategies Examples

- Additional opportunities for children to practice skills
- Adaptations and modifications (increasing time; shortening activities; providing visual schedules; providing special equipment)
- Formation of intentional small groups
 - Same skill, all children
 - Same general skill, different targets for each child
 - Different skill for each child
- Peer modeling
- Scaffolding (hinting, explaining)



Specialized Strategies Examples

- Disability-specific strategies
- Use of clear instructional opportunities with:
 - Antecedent
 - Behavior
 - Consequences
- Use of prompts to support child's learning
- Consequence strategies
- Naturalistic language interventions
- Response prompting procedures

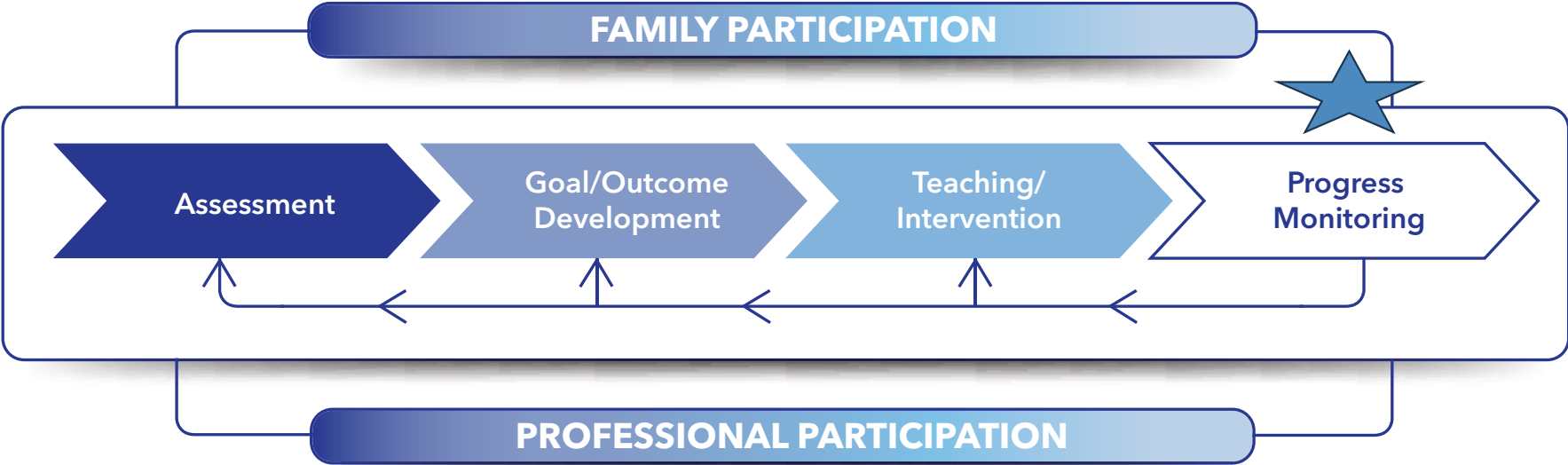


How AEPS-3 Curriculum Supports Inclusion

- **The AEPS-3 curriculum strategies support differentiated instruction.**
- **Evidence based practices are identified as tier 1, tier 2, and tier 3 strategies.**
- **The strategies can be embedded into activities and routines in which children spend time.**
- **There are three curriculum levels for children of all skill levels.**
- **Useful approach for providing support to children who are at risk for developmental delays.**
- **Includes planning forms to ensure that intentional instruction occurs at all tiers.**



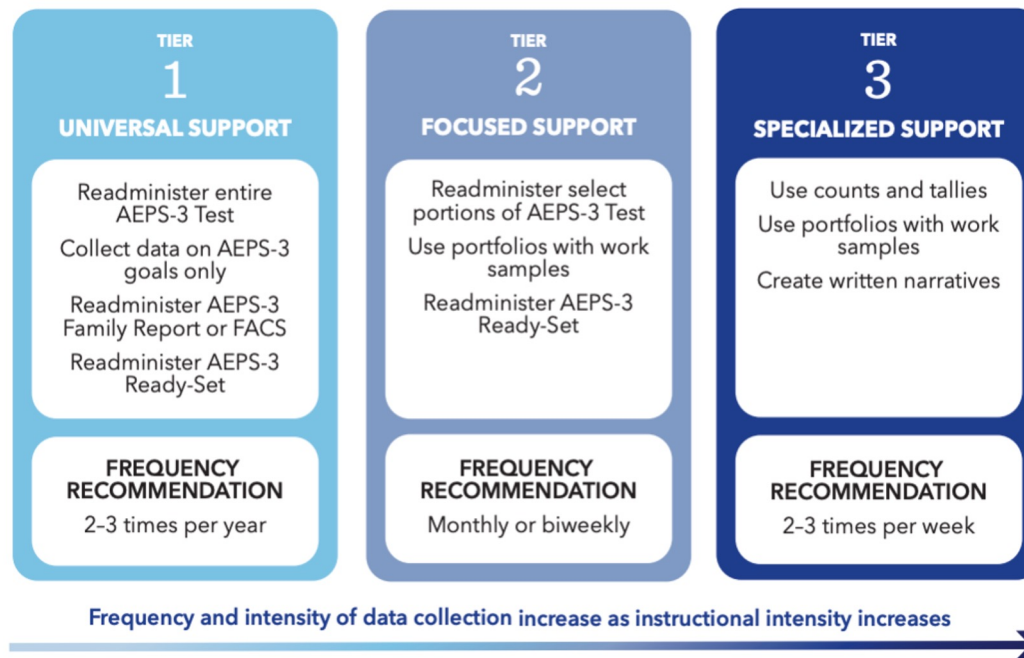
Linked System Framework



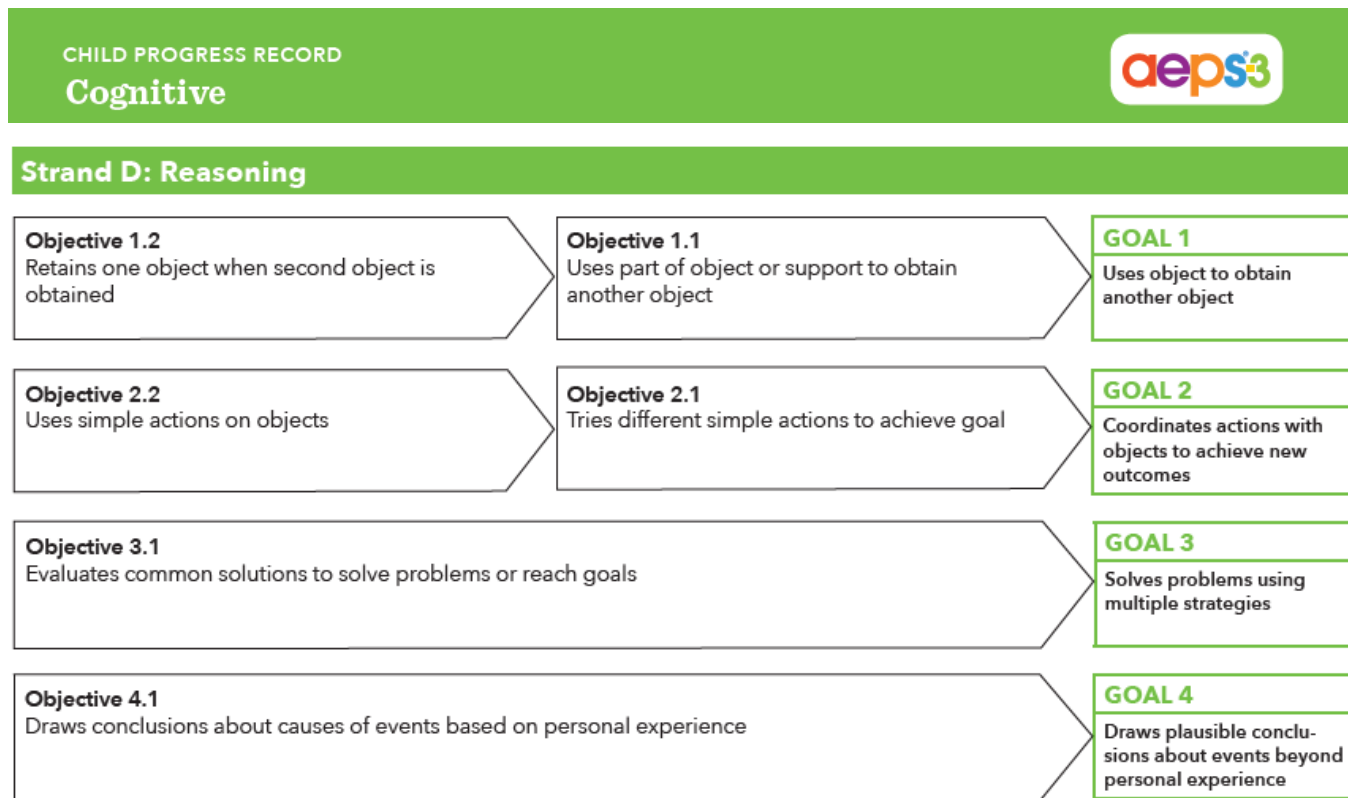
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Making Data-Driven Decisions: Monitor Progress

STEP 4: Monitor progress on identified skills



Using Visual Data: Child Progress Record



aeps³ Child Progress Record

CHILD PROGRESS RECORD

Math

Child's name: Jamila A. Child's date of birth: 4/17/2019

Strand A: Counting

Objective 1.2 Recites numbers 1-3	Objective 1.1 Counts 3 items to determine "How many?"	GOAL 1 Counts out 3 items
Objective 2.2 Recites numbers 1-10	Objective 2.1 Counts 10 items to determine "How many?"	GOAL 2 Counts out 10 items
Objective 3.2 Recites numbers 1-20	Objective 3.1 Counts 20 items to determine "How many?"	GOAL 3 Counts out 20 items
Objective 4.2 Recites numbers 1-30	Objective 4.1 Recites numbers 31-100	GOAL 4 Skip counts by tens to 100



Monitoring Progress

Lack of Progress: Strategies

- Talk to the family and find out if/what things are changing at home.
- Change the target behavior?
- Select a foundation step?
- Task analyze the skill, break into smaller parts; backwards or forward chain
- Change the instruction; where, when, who, how?
- Change adaptations and modifications?
- Increase learning opportunities?
- Change where learning opportunities occur?

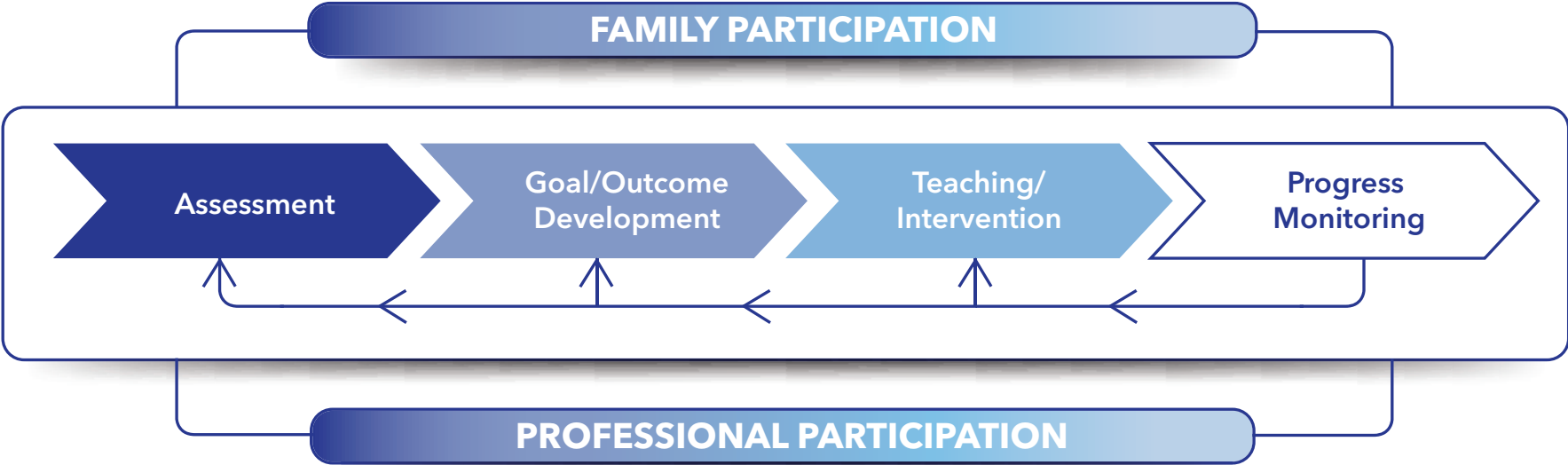


How AEPS-3 Ongoing Progress Monitoring Supports Inclusion

- **Information is provided data collection methods depending on level instruction provided to child.**
- **Children's individual progress, as well as the progress of groups of children can be monitored by AEPS-3.**
- **The AEPSi can create visual reports for sharing children's progress with families.**
- **Other methods within the AEPS-3 can be used to track children's progress.**



Linked System Framework



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aeps³ Family Components Overview

- Family Report
 - Gathers qualitative information about family routines and child skills
- Family Assessment of Child Skills (FACS)
 - Gathers qualitative and quantitative information about child skills
- Child Progress Record
 - Facilitates sharing AEPS-3 Test results with families
- Family Handouts (3)
 - Help introduce test, developmental areas, and family forms (Family Report, FACS, Child Progress Record)



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aeps3 Family Handouts

- Purpose: To help families become familiar with AEPS-3
- How to use: Share with families before beginning AEPS-3 but can be used flexibly as needed; available in English and Spanish
- Three handouts:
 - Family Handout 1–What is AEPS-3? Offers brief overview of AEPS-3 linked system
 - Family Handout 2–8 AEPS-3 Developmental Areas Describes each area with component skills and examples
 - Family Handout 3–Family Materials Explains importance of family participation and introduces Family Report, FACS, Child Progress Record

What Is aeps3?

The third edition of the *Assessment, Evaluation, and Programming System for Infants and Children*, or AEPS-3, helps children in the developmental range from birth to age 5 learn skills and concepts that will improve their own and others' lives—skills such as walking and talking, playing with others, solving problems, and being more independent.

AEPS-3 gathers information about child skills and abilities to identify important goals and outcomes for your child in eight areas:

- FINE MOTOR (using arms and hands to reach, grasp, use, write, touch)
- GROSS MOTOR (balancing, changing position, moving around, playing)
- ADAPTIVE (self-care and safety)
- SOCIAL-EMOTIONAL (interacting with others, expressing and regulating emotions)
- SOCIAL-COMMUNICATION (understanding and using words and sentences to communicate with others)
- COGNITIVE (imitation, solving problems, using reasoning)
- LITERACY (spelling and reading)
- MATH (using numbers)

AEPS-3 is a linked system because its test items connect with teaching content and family materials. This linking prepares skills your child needs and then helps your child gain these skills.

The AEPS-3 Test looks at what children do during their daily routines and play so we can effectively:

- Assess your child's current skills and abilities
- Identify which skills and abilities to work on with your child
- Develop goals and outcomes for IFSP (Individualized Family Service Plan) or IEP (Individualized Education Program)
- Plan teaching and intervention aligned with your child's interests
- Monitor your child's progress over time

We use information from the test to help choose goals for teaching or intervention and to keep track of your child's progress.

Part of what makes AEPS-3 such a helpful tool is that family involvement and input are key. You are an essential team member.

Welcome! Visit www.aepsinteractive.com

8 aeps3 Developmental Areas

AEPS-3 is a comprehensive system used to accurately assess young children's skills, develop quality goals and outcomes, select effective teaching strategies, and monitor child progress over time in eight developmental areas. Each area is divided into groups of related skills. Each group is then broken down further into specific skills, or goals and objectives.

AEPS-3 Test Area	Skills Tested	Examples
FINE MOTOR Fine motor skills involve using and moving your arms and hands.	<ul style="list-style-type: none"> Ability to use arms Use of hands 	<ul style="list-style-type: none"> Reaching for toys Reaching objects and releasing them Using a spoon Using a pencil
GROSS MOTOR Gross motor skills involve using and moving your large muscles in your whole body.	<ul style="list-style-type: none"> Ability to balance, change position, and move around Ability to use play skills needed on a playground 	<ul style="list-style-type: none"> Rolling Crawling Walking and running Jumping and skipping Rolling like a ball
ADAPTIVE Adaptive skills involve being able to take care of yourself.	<ul style="list-style-type: none"> Self-care Safety 	<ul style="list-style-type: none"> Eating and drinking Preparing and setting food Dressing and undressing
SOCIAL-EMOTIONAL Social-emotional skills involve interacting with others.	<ul style="list-style-type: none"> Playing and talking with others Expressing and regulating emotions Ability to meet own needs 	<ul style="list-style-type: none"> Showing affection Playing cooperatively with others Showing interest in others Sharing toys Following safety rules
SOCIAL-COMMUNICATION Social-communication skills involve communicating with others.	<ul style="list-style-type: none"> Establishing joint attention Understanding speech and sentences Using words and sentences to talk Showing others something of interest Ability to maintain conversation 	<ul style="list-style-type: none"> Learning to others Speaking to others Understanding directions Understanding conversation rules
COGNITIVE Cognitive skills involve using and understanding information.	<ul style="list-style-type: none"> Using problem-solving skills Using problem-solving skills to solve a problem 	<ul style="list-style-type: none"> Following an object to trace other someone else's Remembering or recalling events Imitating actions Understanding cause and effect Making observations and predictions
LITERACY	<ul style="list-style-type: none"> Using problem-solving skills Using problem-solving skills to solve a problem 	<ul style="list-style-type: none"> Holding a book right side up Matching words with letters Recognizing letters and words Understanding a story Using letters and words
MATH	<ul style="list-style-type: none"> Using problem-solving skills Using problem-solving skills to solve a problem 	<ul style="list-style-type: none"> Counting Comparing numbers of items Recognizing and writing numbers

aeps3 Family Materials

Your family's participation in the AEPS-3 process helps make sure both your child and your whole family have the best outcomes possible. There are several reasons why your input is so important:

- You know your child, spend time with your child, and are most likely to notice changes.
- You are in an ideal position to select goals and activities for your child that fit with your child's interests and your family's values and culture.

The AEPS-3 test, teaching materials, and family materials are connected so they work together to pinpoint skills your child needs and help your child gain these skills. There are informational handouts as well as forms for sharing important information and staying involved.

As we begin using AEPS-3 together, we will meet to start getting acquainted. We will review information from the family forms you complete alongside information from professional assessments to create a plan that reflects what matters most to your family and your child's strengths and needs. As time goes on, we will look at your child's progress as a team, discuss changes that might be needed, and then continue using the plan to support your child.

Family Report

Your Family Report helps us get to know your child and family. Section 1 focuses on your child and their strengths, any concerns about behavior or development, who you consider part of your family, services you receive, and providers or specialists you see. Section 2 asks about daily routines and activities like meals, chores, entertainment, sleeping, dressing, playing, communicating, making changes, and participating in the community.

Family Assessment of Child Skills

The Family Assessment of Child Skills (FACS) lets you share details about your child's skills that will help determine what learning goals are appropriate for an IFSP (Individualized Family Service Plan) or IEP (Individualized Education Program). The FACS has easy-to-answer questions about your child's ability across eight areas of development.

Child Progress Record

The Child Progress Record is a visual record of your child's current abilities, learning targets from the AEPS-3 Test, and progress over time. The shaded arrows create a snapshot of skills your child has gained over time, skills they are just starting to use, and skills they have not yet developed. It shows you where your child is in all eight developmental areas and which skills your child is ready to learn next. We can review changes in your child over time and adjust the plan as needed.

Let us know if you have any questions or would like to work together on the family materials!

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aeps³ Family Report

- Purpose: To help families share information about routines and needs
 - Provides program with qualitative information about both child and family
 - Critical to help guide development of IFSP/IEP and subsequent intervention
- How to use: Share with family before or during assessment period; intended to be used three times per year; available in English and Spanish
- Section 1: Child and Family Information
 - Format–Open-ended questions
 - Content–Information about child and family and how program might meet their needs
- Section 2: Activities
 - Format–Checklists and open-ended questions
 - Content–Information to describe child’s participation in routines from family lens

Your input is essential to targeting developmental skills that are important for your child. Section 1 asks general questions designed to help program staff get to know your child and family. Section 2 asks specific questions about daily routines and activities. You may complete this form independently or with assistance from program staff. Thank you for sharing this information, and please let us know if you have any questions.


Date(s) completed: _____
Child's name: _____
Child's date of birth: _____
Family's name and address: _____
Person completing form: _____
Relationship to child: _____
Phone/text number: _____
E-mail address: _____
Preferred method(s) of contact: _____
Language(s) spoken at home: _____

Insert a picture (child or family photos or drawing), if desired.

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aeps³ Family Report Section 1

FAMILY REPORT 

Section 1: Child and Family Information

Tell us about your child. Child's name: _____

How would you describe your child in a few words?

What are some of your child's strengths?

Do you have any concerns about your child's development or behavior? If yes, please explain.

Tell us about your family.

Whom do you include as part of your family (parents, siblings, relatives, close friends, caregivers)?

What would you like program staff to know about your family's traditions and values?

What other information you would like us to know about your family (strengths, concerns, needs)?

Tell us about services you and your child currently receive and how our program can best support your family.

What is your preferred location and time to meet?

Are there other people you would like to include in meetings about your child? If yes, please list.

What services do you or your child receive? What other programs does your child attend?

What medical providers or specialists does your child see (doctor, physical therapist, occupational therapist, speech therapist)?

Would an interpreter or cultural guide help us to better serve your child and family?

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2



Family Report Section 2, Activities

- Goal is to help families move from big picture down to details (specifics)
- Family's choice to complete any or all of Family Report
- Helps family tell us about child, what goes well, and what can be difficult
- Intent is to link this information to child's repertoire of skills and address difficult activities

Section 2: Activities

Please provide information about your child's participation in the following routines and activities.

Participating with Family

1. What family activities usually involve your child? Check all that apply:

<input type="checkbox"/> Meals	<input type="checkbox"/> Chores	<input type="checkbox"/> TV/movie watching
<input type="checkbox"/> Games	<input type="checkbox"/> Vacations	<input type="checkbox"/> Shopping
<input type="checkbox"/> Other:		

2. Would you like your child to participate in other family activities? If so, please explain.

3. What makes your child's participation in family activities enjoyable?

4. Are there things that make your child's participation in family activities difficult? If yes, please explain.

5. Would you like help improving your child's participation in family activities? If yes, please explain.

Date reviewed: _____ Noted changes:

Date reviewed: _____ Noted changes:

Eating

1. Where, when, and with whom does your child usually eat?

2. What kinds of foods does your child eat?


aeps³ Family Report Section 2, Activities

Questions about routines and activities:

- Again, going from big picture down to details—process is important
- What is the activity/routine?
- Child's likes and dislikes
- Child's interactions with others
- Routine/activity is enjoyable because . . .
- Routine/activity can be difficult because . . .



aeps³ Family Report Section 2

FAMILY REPORT 

Date reviewed: _____ Noted changes: _____

Date reviewed: _____ Noted changes: _____

Section 2: Activities

Please provide information about your child's participation in the following routines and activities.

Participating with Family

1. What family activities usually involve your child? Check all that apply:

<input type="checkbox"/> Meals	<input type="checkbox"/> Chores	<input type="checkbox"/> TV/movie watching
<input type="checkbox"/> Games	<input type="checkbox"/> Vacations	<input type="checkbox"/> Shopping
<input type="checkbox"/> Other:		

2. Would you like your child to participate in other family activities? If so, please explain.

3. What makes your child's participation in family activities enjoyable?

4. Are there things that make your child's participation in family activities difficult? If yes, please explain.

5. Would you like help improving your child's participation in family activities? If yes, please explain.

Date reviewed: _____ Noted changes: _____

Date reviewed: _____ Noted changes: _____

Eating

1. Where, when, and with whom does your child usually eat?

2. What kinds of foods does your child eat?

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aeps³ Family Assessment of Child Skills

- Purpose: To gather information from families about child skills (AEPS-3 goals) and family priorities
- How to use: Share with family before or during assessment period; intended to be used three times per year; in English and Spanish
- Looks similar to CODF we complete but is designed for families
- Illustrations provided as examples
- Wording is family friendly, reading level accommodating
- Question at end of each area to identify skills family wants child to learn
- Intervention Priorities (last page) has three spaces (by date) for family to list next skills they want child to learn

Family Assessment of Child Skills (FACS)

Date(s) completed: _____

Child's name: _____

Child's date of birth: _____

Family's name and address: _____

Person completing form: _____

Relationship to child: _____

Phone/text number: _____

E-mail address: _____

Preferred method(s) of contact: _____

Language(s) spoken at home: _____

FINE MOTOR 1
GROSS MOTOR 3
ADAPTIVE 6
SOCIAL-EMOTIONAL 8
COGNITIVE 12
LITERACY 14
MATH 16

The Family Assessment of Child Skills allows parents and other caregivers to share details about a child's developmental skills. This information is needed to select appropriate learning goals for an IFSP or IEP. Easy-to-answer questions are listed in eight areas: Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive, Literacy, and Math. Questions about related behaviors are grouped together and mirror the content of the AEPS-3 Test.

You may complete this form independently or with help from program staff. Program staff will explain how to begin and when to stop answering questions. Please let program staff know if you have any questions or need assistance.

For each question, watch your child use the skill first, then mark your rating as follows:

- Mark yes (Y) if your child uses the skill or action described. Also mark yes if your child previously was able to do the skill. For example, if the question asks if your child can crawl and now your child can walk, mark yes.
- Mark sometimes (S) if your child uses the skill or action sometimes or partially. Sometimes is an appropriate response if your child does not consistently use, partly uses, or needs help to use the skill. For example, if your child sometimes takes off their coat but usually needs adult help, mark sometimes.
- Mark not yet (N) if your child does not yet use the skill or action described. For example, if your child cannot use a spoon to eat, mark not yet.

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FAMILY ASSESSMENT OF CHILD SKILLS
Gross Motor

aeps³

Gross motor skills involve moving and getting around in your surroundings. These skills include rolling, crawling, walking, running, jumping, skipping, and riding a bike.

Name: _____

DIRECTIONS: Mark Y for yes, S for sometimes, and N for not yet.

	DATE 1:	DATE 2:	DATE 3:
1. Does your child move their head, arms, and legs independently of each other while lying on their back? For example, your child waves their arms without kicking their legs or turns their head without moving arms or kicking legs. (GM.A1)	Y S N	Y S N	Y S N
2. Does your child put weight on one hand or arm while reaching with the opposite hand? For example, your child leans on one hand or arm while reaching for an object with the other hand. (GM.A2)	Y S N	Y S N	Y S N
3. Does your child roll over from back to stomach in both directions? For example, your child rolls from their back to their stomach to reach for a toy and then rolls to their back to play with the toy. (GM.A3)	Y S N	Y S N	Y S N
4. Does your child move to a sitting position on the floor from standing, lying down, or from their hands and knees without help? For example, your child gets into a sitting position to look at a book or toy. (GM.A4)	Y S N	Y S N	Y S N
5. Does your child get out of a child-size chair without help? For example, your child rises from a small chair to get a toy. (GM.A5)	Y S N	Y S N	Y S N

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FAMILY ASSESSMENT OF CHILD SKILLS
Gross Motor

aeps³

	DATE 1:	DATE 2:	DATE 3:
6. Does your child crawl or creep forward 6 feet or more by alternating their arms and legs? For example, your child moves one arm and the opposite leg, then the other arm and opposite leg, or your child crawls forward to get a toy. (GM.B1)	Y S N	Y S N	Y S N
7. Does your child bend at the waist or knees to reach an object on the floor and then stand up without sitting down or leaning on something? For example, your child stoops or squats to pick up a toy and then resumes standing. (GM.B2)	Y S N	Y S N	Y S N
8. Does your child walk around or past objects, furniture, or people without bumping into them? For example, your child avoids a chair while walking to the door or window. (GM.B3)	Y S N	Y S N	Y S N
9. Does your child walk up and down stairs by alternating their feet on the steps? Your child can hold your hand or the stair railing for support. For example, your child climbs stairs by alternating their feet while holding onto the railing. (GM.B4)	Y S N	Y S N	Y S N
10. Does your child run without bumping into objects, furniture, or people? For example, your child runs to you without bumping into furniture. (GM.B5)	Y S N	Y S N	Y S N
11. Does your child jump forward with their feet together? For example, your child hops like a bunny with both feet together. (GM.B6)	Y S N	Y S N	Y S N

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FAMILY ASSESSMENT OF CHILD SKILLS
Gross Motor

aeps³

	DATE 1:	DATE 2:	DATE 3:
12. Does your child skip 15 feet or more using an alternating step-hop pattern? For example, your child uses a skipping action to move around the room. (GM.B7)	Y S N	Y S N	Y S N
13. Does your child swing a bat or stick to hit a stationary object? For example, your child hits a ball with a bat or a piñata with a stick. (GM.C1)	Y S N	Y S N	Y S N
14. Does your child hang from the bars on play equipment? For example, your child hangs from a horizontal bar off the ground. (GM.C2)	Y S N	Y S N	Y S N
15. Does your child ride a two-wheel bike without training wheels or adult assistance? For example, your child balances, pedals, and steers independently without falling. (GM.C3)	Y S N	Y S N	Y S N

What gross motor skills do you want your child to learn?

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Forms on USB

English

- Assessment Activities–Center-Based (10)
- Assessment Activities–Home-Based (10)
- Child Observation Data Form (CODF)
- Child Progress Record (8)
- Embedding Schedule
- Family Assessment of Child Skills (FACS)
- Family Handouts (3)
- Family Report
- IFSP/IEP Planning Guide
- Intervention Plan
- Quick Reference Guides (9)
- Ready-Set
- Ready-Set Assessment Activities–Center-Based (4)
- Ready-Set Assessment Activities–Home-Based (3)
- Ready-Set FACS
- Social Communication Observation Summary (SCOS)

Spanish

- Child Observation Data Form (CODF)
- Child Progress Record (8)
- Embedding Schedule
- Family Assessment of Child Skills (FACS)
- Family Handouts (3)
- Family Report
- IFSP/IEP Planning Guide
- Intervention Plan
- Quick Reference Guides (9)
- Ready-Set
- Ready-Set FACS
- Social-Communication Observation Summary (SCOS)



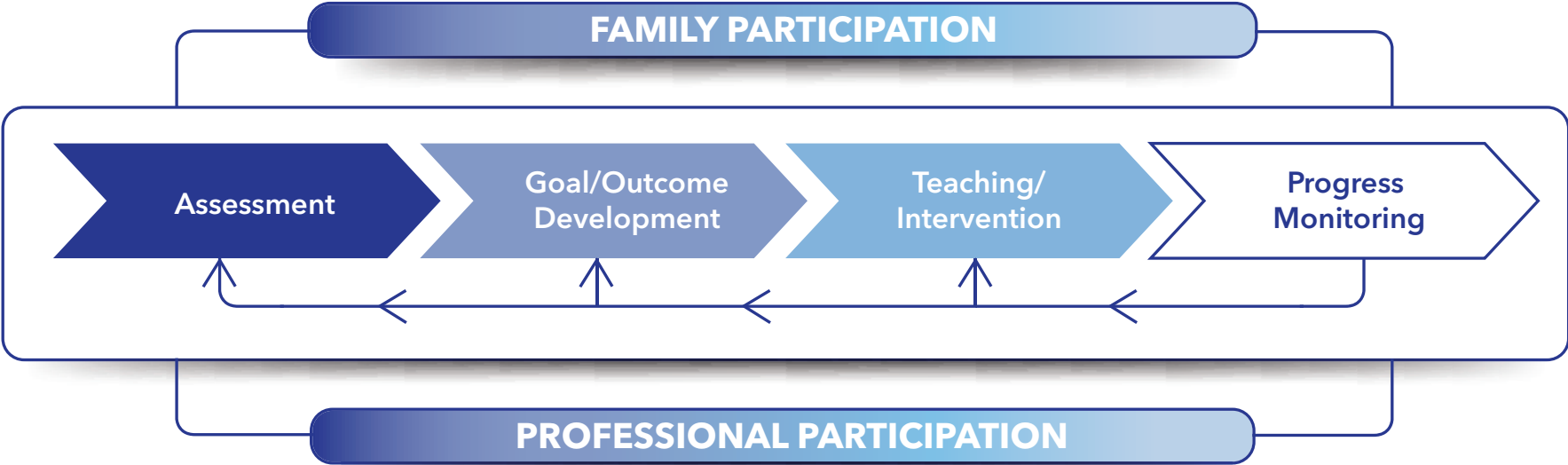
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How AEPS-3 Family Components Supports Inclusion

- **The Family Report provides information families traditions and values so that teachers can address the diversity of children in their classroom.**
- **The Family Report provides information about activities and routines that are priorities**
- **The Family Assessment of Child Skills results in each families' priorities for their child.**
- **All families are meaningfully involved in their child's early education.**



Linked System Framework



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Preschool Example: Case



- 5 years 1 month
- Lives with Mom/Dad and 2 younger brothers
- Attends inclusive preschool program
- Receives SLP, OT, PT
- Likes books, dramatic play, basketball, riding toys, interacting with adults and brothers, playdough



COLLECT

- **Assessment, Evaluation, and Programming System - 3rd Edition (AEPS-3)**
 - Completed through observations in classroom environment and all items scored in 8 developmental/content areas
- **AEPS-3 Family Components**
 - Family Report
 - Family Assessment of Child Skills

Look

Raw Score	100
Possible Score	150
Percent Score	78.5%
Comments	--
Adaptive	
Test Date	04/18/2025
Raw Score	46
Possible Score	108
Percent Score	42.3%
Comments	--
Social-Emotional	
Test Date	04/18/2025
Raw Score	54
Possible Score	133
Percent Score	44.8%
Comments	--
Social-Communication	
Test Date	04/18/2025
Raw Score	41
Possible Score	98
Percent Score	41.8%
Comments	--

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AEPS-3 Score Summary

Cognitive	
Test Date	04/18/2025
Raw Score	42
Possible Score	100
Percent Score	42.0%
Comments	--
Literacy	
Test Date	04/18/2025
Raw Score	15
Possible Score	114
Percent Score	13.4%
Comments	--
Math	

AEPS-3 Child Progress Record

CHILD NAME: C. Case
 DATE OF BIRTH: 05/16/2020
 CHILD ID: 01X72R5EM2H2J59IAA4HDD5A38
 ALT ID:
 PRODSM: JJ Johnson
 REPORT DATE: 01/05/2026
 ASSESSMENT TYPE: AEPS-3

Social-Emotional

Area disabled for test 2.

Strand A: Interactions with Adults

Objective 1.1: Responds to familiar adult's positive social behavior. Target: T1.3 T2.1. Goal 1: Responds appropriately to familiar adult's affective tone. Target: T1.3 T2.1. Goal 2: Initiates positive social behavior toward familiar adult. Target: T1.3 T2.1.

Objective 2.1: Responds to familiar game or action. Target: T1.3 T2.1. Objective 2.2: Identifies part of interactive game or action in order to continue game or action. Target: T1.3 T2.1. Objective 3.1: Initiates simple social interaction with familiar adult. Target: T1.1 T2.1. Goal 2: Initiates social interaction with familiar adult. Target: T1.1 T2.1.

Objective 3.2: Follows familiar social routines with familiar adults. Target: T1.3 T2.1. Objective 3.3: Initiates next step of familiar social routine. Target: T1.3 T2.1. Goal 3: Participates in familiar social routines with caregivers. Target: T1.1 T2.1.

Strand B: Social-Emotional Expression and Regulation

Objective 1.2: Identifies/labels own emotions. Target: T1.1 T2.1. Objective 1.1: Identifies/labels emotions in others. Target: T1.0 T2.1. Goal 1: Responds appropriately to others' emotions. Target: T1.0 T2.1.

Objective 2.1: Responds appropriately to soothing by adult. Target: T1.3 T2.1. Objective 2.2: Imitates content, elements, or physical features from familiar adult. Target: T1.0 T2.1. Objective 2.3: Responds appropriately to soothing by peer. Target: T1.1 T2.1. Goal 2: Uses appropriate vocalizations to manage emotional states. Target: T1.0 T2.1.

Objective 3.1: States accomplishment with familiar caregiver. Target: T1.0 T2.1. Objective 3.2: Explains or shows others how to do tasks mastered. Target: T1.0 T2.1. Goal 3: Makes positive affirmations about self or accomplishments. Target: T1.0 T2.1.

Strand C: Interactions with Peers

Present Level of Functioning

Social-Communication	Score	Note	Comments
Mastery Performance			
A.1. Turns and looks toward person speaking	2		
A.1.1. Turns to familiar voice	2		
A.2. Produces speech sounds	2		
A.2.1. Coos and gurgles	2		
A.3. Engages in vocal exchanges	2		
A.3.1. Vocalizes to another person expressing positive affective state	2		
A.3.2. Vocalizes to another person expressing negative affective state	2		
B.1. Follows gaze to establish joint attention	2		
B.1.1. Follows pointing gestures with eyes	2		
B.2. Looks toward object	2		
B.2.1. Looks toward common objects, people, or events	2		
B.2.2. Recognizes own and familiar names	2		
B.2.2. Responds to single-word directive	2		
C.2. Uses 50 single words, signs, or symbols	2		
C.2.1. Uses consistent approximation for words or signs	2		
C.4. Uses consistent consonant-vowel combinations	2		
Emerging Performance			
A.4. Uses intentional gestures, vocalizations, and objects to communicate	11		
A.4.1. Makes requests of others	11		
A.4.2. Makes choices to express preferences	11		
A.4.3. Expresses desire to continue activity	11		
A.4.4. Expresses negation or protests	11		
B.3. Follows one-step direction without contextual cues	SA2		
B.3.1. Follows one-step direction with contextual cues	SA2		
C.1. Uses two-word utterances	SA2		
D.1. Uses socially appropriate physical orientation	11		
No Performance			
B.2. Follows multiple directions without contextual cues	0		
B.2.1. Follows multiple directions with contextual cues	0		
B.4. Responds to comprehension questions related to why, how, and when	0		
B.4.1. Answers who, what, and where questions	0		
C.3. Produces multiple-word sentences to communicate	0		
C.3.1. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences	0		
C.2.1. Uses irregular plural nouns in multiple-word sentences	0		
C.2.2. Uses regular plural nouns	0		
C.3. Uses helping verbs	0		
C.3.1. Uses regular past tense of common verbs	0		
C.3.2. Uses regular past tense of common verbs	0		
C.3.3. Uses to-be verbs	0		
C.4. Asks questions using inverted auxiliary	0		
C.4.1. Asks who-questions	0		
D.1. Uses language to initiate and sustain social interaction	0		
D.1.1. Follows social conventions of language	0		
D.2. Provides and seeks information while conversing using words, phrases, or sentences	0		
D.2.1. Asks questions to obtain information	0		
D.2.2. Describes objects, people, and events as part of social exchange	0		
D.3. Uses conversational rules when communicating with others	0		

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LOOK (cont.)

- Developmental delays evidenced in all areas. Fine motor, gross motor, and adaptive are relative strengths compared to cognitive, social emotional and social communication
- Social emotional and social communication are developmental areas that are most greatly impacting his access, participation, and ability to make progress in the general curriculum/toward early learning standards
- Mom is concerned about Case navigating the classroom environment and being independent in the environment. Communication is her major concern – both receptive and expressive communication

THINK

Universal:

Engage Case in preferred activities such as dramatic play, outdoor play, and storybook reading with children with whom he likes to interact. Use verbal modeling of vocabulary associated with activities in which he is engaged. Accept all forms of communication from Case. Give reminders of how to engage in social routines.

Goals:

In order to increase independence in learning and social activities, Case will follow one step directions, maintain interactions with same aged peers, and count up to 10 objects.

(SC, Strand B, Goal 3; SE Strand C, Goal 1; Math, Strand A, Goal 2)

Objectives:

1. Case will follow one step directions in small group activities (examples: art, writing, center time play, cleaning up toys). (TIER 3)
2. Case will maintain interactions with same aged peers for five minutes during classroom activities (examples: during dramatic play, blocks (TIER 2)
3. Case will Count up to 10 items to find out how many in a set of objects during classroom (examples: dramatic play, math, and blocks). (TIER 2)

Criteria: two times during a five minute observation across three observations

ACT: Case will **maintain interaction with same aged peers** for five minutes during classroom activities (examples: during dramatic play, blocks (TIER 2))

- Strategies:
 - Model how to maintain interactions by maintaining an interaction with another child
 - Sabotage the activity so that some part of it must be repeated and the interaction continues (e.g., instruct a friend to knock over the blocks and say, let's build it again)
 - Scaffold learning by providing hints (e.g., now you take a turn) to help with the continuation of the interaction
 - Identify a child who is more socially competent to serve as a peer model
 - Provide multiple opportunities throughout the day for Case to practice maintaining an interaction with other children

ACT: Case will **Count up to 10 items to find out how many in a set of objects** during classroom (examples: dramatic play, math, and blocks (TIER 2))

- Create multiple opportunities throughout the day to count with Case across activities.
- Create “jobs” for Case that involve counting (e.g., counting children at school, counting napkins during snack)
- Simplify the activity and use fewer items if the he becomes overwhelmed with counting to 10
- Use materials that are part of the activity to promote generalization of counting.
- Create an intentional small group activity that focuses on math skills.

Embedding Schedule

aepps

DIRECTIONS: This template can be used for individual children or small groups of children, in home and classroom settings. Follow these steps:

1. Identify targeted goals/outcomes from the assessment data.
2. Clearly define each desired goal/outcome, and write a concise description of each one in the blanks provided at the top of each column (one goal/outcome per column).
3. List all or a portion of the daily schedule in the boxes in the left column.
4. Find the blank box in the template where the targeted goal/outcome from the top row intersects with an activity in the daily schedule column at left. In that box, write a bullet point that concisely describes the focused strategy adults will deliver to create an embedded learning opportunity.

Daily Schedule	Goal/Outcome: <u>Responds appropriately to directions during small-group activities</u> Focused Strategy	Goal/Outcome: <u>Counts 10 items to determine "How many?"</u> Focused Strategy	Goal/Outcome: <u>Maintains interaction with peer</u> Focused Strategy
art	plan for group art activity, prompt child to begin activity, pass materials to friend, etc.	Plan for a collage activity or painting activity. "Let's glue 10 pieces of paper, let's paint 10 blue dots."	Prompt child to hand marker, sticker container, etc. to friend
writing	put writing materials on shelf away from center, prompt child to get materials	Have various writing utensils available, ask child to count specific number. "Let's use 6 crayons today, let's count 6 crayons."	Prompt child to show drawing to peer
dramatic play	During play, ask child to get items from shelves to include in play.	Count items to set on table, food, cups, utensils, etc.	Encourage child to sit at table with peer, share and exchange materials
blocks	After play, prompt child to clean-up blocks and accessories.	Count blocks in tower, count accessories to add to play. "How many people are on the bus?"	encourage child to take turns building with friend
math	Provide directions to join activity and access materials.	Provide varied materials for counting to 10. Manipulatives, small blocks, puzzles with 10+ pieces.	Provide a puzzle and encourage child and friend to take turns putting in puzzle pieces
active and outdoor play	Mention how friends are playing with frisbees. "Can you get a frisbee and throw it?"	Draw shapes or a hopscotch board and count the shapes	encourage child to go down slide by peer and climb steps again

ACT: Case will **follow one step directions** in small group activities (examples: art, writing, center time play, cleaning up toys)

TIER 3 SYSTEMATIC INSTRUCTION

INTERVENTION PLAN

Name of Child: Case

Skill: Follow 1 step direction

Before	Possible Behavior Responses	After
1. <u>When</u> : Arrival/Departure; centers; transitions; mealtime; playground 2. <u>Where</u> : Everywhere at school 3. <u>With What</u> : materials that are part of the activity 4. <u>How</u> : <ul style="list-style-type: none"> • <u>Establish joint attention</u>: Say child's name • <u>Establish a topic</u>: It's time to (go outside; get ready for lunch; go home, etc.) or Let's play _____ • <u>Make a request in a format the child can understand</u>: • Say and gesture "C put up your backpack; put your picture in your cubby; throw the trash in the trashcan; line up at the door; give me _____ (toy)" • <u>Wait for the child to process</u>. Wait 5 seconds 	<u>Correct Response (+)</u> C initiates the action associated with the request and completes the 1 step direction within 5 seconds	<u>Correct Response (+)</u> Descriptive verbal praise. "Great C you....."
	<u>Incorrect Responses (-)</u> Performs a different task than what requested Does not initiate within 5 seconds or complete task within 5 seconds Runs away	<u>Incorrect Responses (-)</u> Gesture toward what the child is supposed to do (e.g., toward trashcan for throwing away papertowel, toward toy you requested) Wait 5 seconds If no response, physically guide child to perform the action.

PROGRESS MONITORING

Child: CASE

High Leverage Goal: Follow one step directions with or without contextual cues

AEPS Goals and Objectives	Date/Data									
1 Follows gaze to follow joint attention										
1.1 Follows pointing gestures with eyes										
1.2 Looks toward object										
2. Locates common objects, people or events										
2.1 Recognizes own and familiar names										
2.2 Responds to single-word directive										
3. Follows multi-contextual directions without contextual cues										
3.1 Follows multi-contextual directions with contextual cues										
3.2 Follows one-step directions without contextual cues										
3.3 Follows one-step directions with contextual cues										
Summary										

Key
 2=Mastered
 1= Emerging
 0=Not Ready

REFLECT



Wrapping Up

