




# Adapting the AEPS-3 in International Contexts

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# What is the AEPS-3

a = assessment

e = evaluation

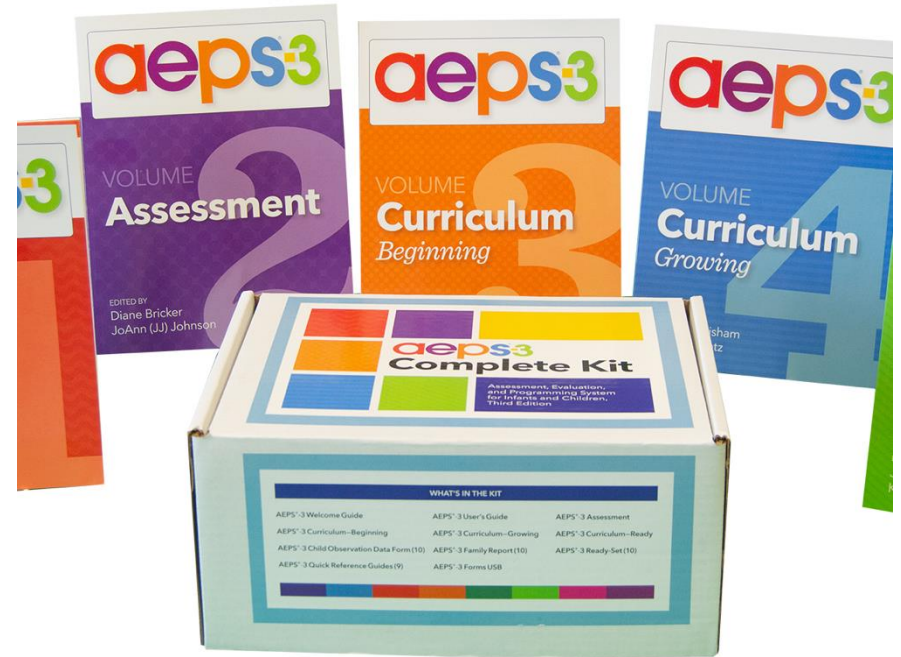
p = programming

s = system

# What is the AEPS-3

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.



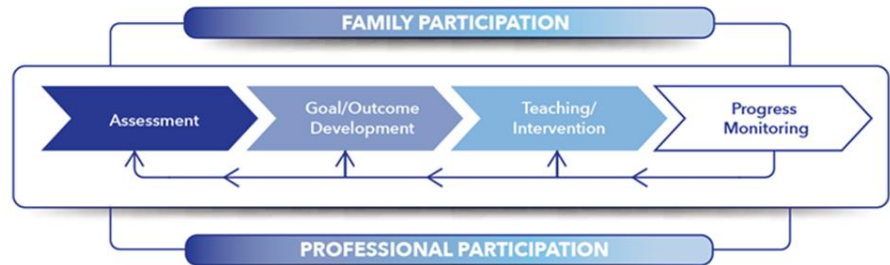
WHAT'S IN THE KIT		
AEPS-3 Welcome Guide	AEPS-3 User's Guide	AEPS-3 Assessment
AEPS-3 Curriculum-Beginning	AEPS-3 Curriculum-Growing	AEPS-3 Curriculum-Ready
AEPS-3 Child Observation Data Form (10)	AEPS-3 Family Report (10)	AEPS-3 Ready Set (10)
AEPS-3 Quick Reference Guides (9)	AEPS-3 Forms USB	

# The AEPS-3 is 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.



# Considerations for Adapting Child Development Measures

- Linguistic Equivalence
- Functional Equivalence
- Cultural Equivalence
- Metric Equivalence

# Common Steps of the Adaptation Process

1. Translate assessment into new language
2. Pretest with members of the target population
3. Conduct psychometric analysis of the new version

(DuBay & Watson, 2018)



# Research Studies

# Content Validity

- Professionals from each field (OT, PT, SLP, Psychology, Education)
- Complete survey about items
- Analysis: Agreement among professional

Item with Criterion	Order	Functional (Yes = 1, No = 0)	Teachable (Yes = 1, No = 0)	Item Clarity 1 (not clear), 2 (somewhat clear), 3 (quite clear), and 4 (very clear).	Criterion Clarity 1 (not clear), 2 (somewha t clear), 3 (quite clear), and 4 (very clear).	1 (not related) 2 (somewhat related), 3 (quite related), and 4 (very related).	Goal Yes= 1 No= 0
1. Waves arms  <i>Criterion:</i> When on back, child waves arms. Arms move freely in all directions. Child's head remains in midline when waving arms and hands. Child moves each arm with equal frequency.							
2. Kicks legs  <i>Criterion:</i> When lying on back or side, child kicks legs alternately with equal force and knees apart.							
3. Turns head, moves arms, and kicks legs independently of each other  <i>Criterion:</i> Child moves arms, legs, and head independently of each other when on back. Child turns head to both sides with equal frequency. Legs should move alternately. Arms and/or legs should not be stiffly extended. Childs arms and/or legs move with equal frequency.							

# Utility

- 10-15 teachers
- Attend training
- Complete AEPS-3 on 2-4 children
- Complete survey about the utility of the tool

### III. Usefulness of AEPS for its intended purposes

- 1) AEPS is easily administered in authentic environments (e.g., child's classroom, home, or in any other natural environment)

Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
3	7	1	

- 2) AEPS items provide useful information for summarizing individual child strengths and writing present levels of development

Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
8	3		

- 3) AEPS items provide useful information for monitoring child progress

Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
8	3		

# Interrater Reliability

- ALL teachers who collect data
- Prior to collecting data on children, get trained on AEPS-3
- Complete Inter-rater reliability test
- Analysis: Inter-rater agreement



# Psychometrics of Test and Cut Scores

- 200 Teachers
- 4 children for each teacher
- Children with and without disabilities – even number
- Ages – minimum of 30 in each age bracket (0-6 months, 6-12 months, etc)
- Analyses: Item Response Theory

# Curriculum Validity/

- 12 teachers
- 3 children for each teacher
  - One child with disabilities
  - One child without disabilities
  - One child at risk
- Teacher completes AEPS on each child
- Teacher completes the family report
- Teacher is trained on curriculum
- Family and teachers identify the goals for the child and identify AEPS curriculum Activities/Routines for teaching that goal
- After 3 months of implementation, focus group is held to determine validity of curriculum

The screenshot shows a page from the AEPS-3 curriculum. At the top right is the 'aeps3' logo. A blue box with the number '8' is in the top left. The title 'Art' is in blue. Below it is a paragraph of text explaining that art activities vary by materials, medium, location, and participants, and that art is not limited to permanent products. It mentions that in early childhood, art is more about the process than the product. Below this is a section for 'Concurrent Skills' with a sub-heading 'The following concurrent skills are AEPS-3 skills that can be easily embedded and taught during regular occurrences of Art.' There are two main sections: 'FINE MOTOR Growing Skills' and 'GROSS MOTOR Growing Skills'. Each section lists skills (B2, B3, C1.1, C1.2, C1.3, C1.4) and includes 'Embedded Learning Opportunities' with specific instructions like 'Rotates wrist to twist caps on and off of art materials (dot markers)' and 'Holds glue stick while pulling off lid'.

**8**

**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**

B2 Rotates wrist to manipulate object  
B3 Manipulates object with two hands, each performing different actions  
C1.1 Writes or draws using mixed strokes  
C1.2 Writes or draws using curved lines  
C1.3 Writes or draws using straight lines  
C1.4 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**

B3 Walks avoiding people, furniture, or objects  
B3.1 Walks without support  
B4.3 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

61



# Field Test of the AEPS-3 in Kosovo



Content Validity



Utility



Curriculum Validity



Inter Rater Reliability



Concurrent Validity



Psychometrics and Cut Off Score

# Translation

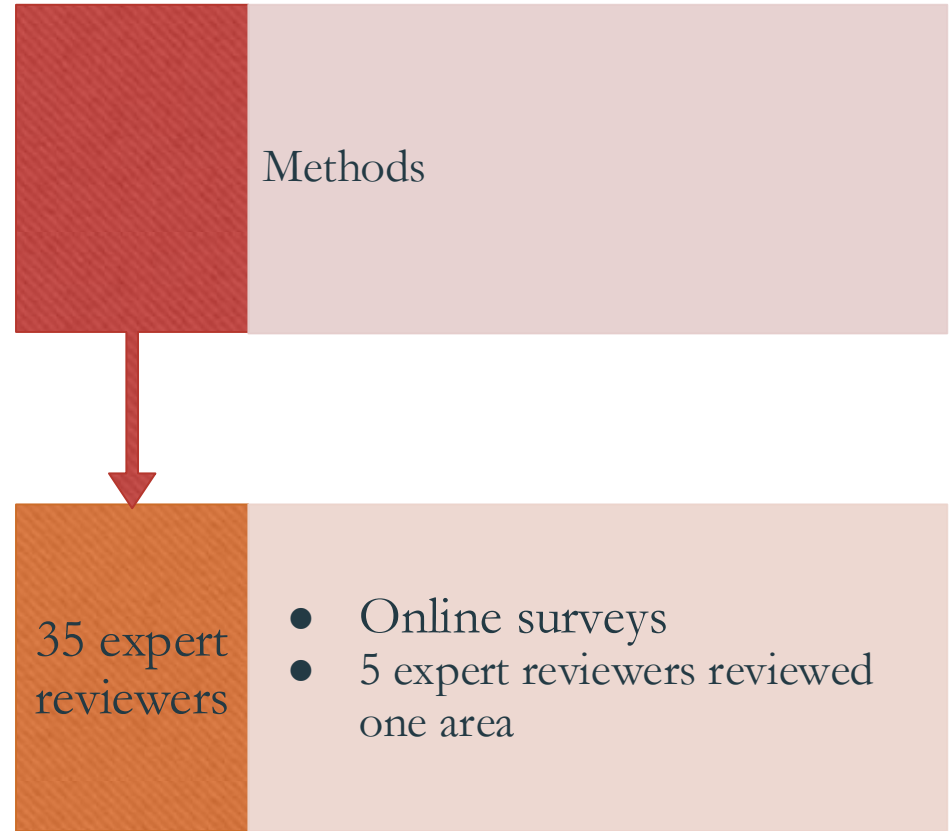
## Forward Translation of the AEPS-3

- Expert in the Early Childhood and who speaks Albanian language
  - Translated the AEPS-3 test from English to Albanian
  - Translated the AEPS-3 Curriculum

## Backward Translation of the AEPS-3

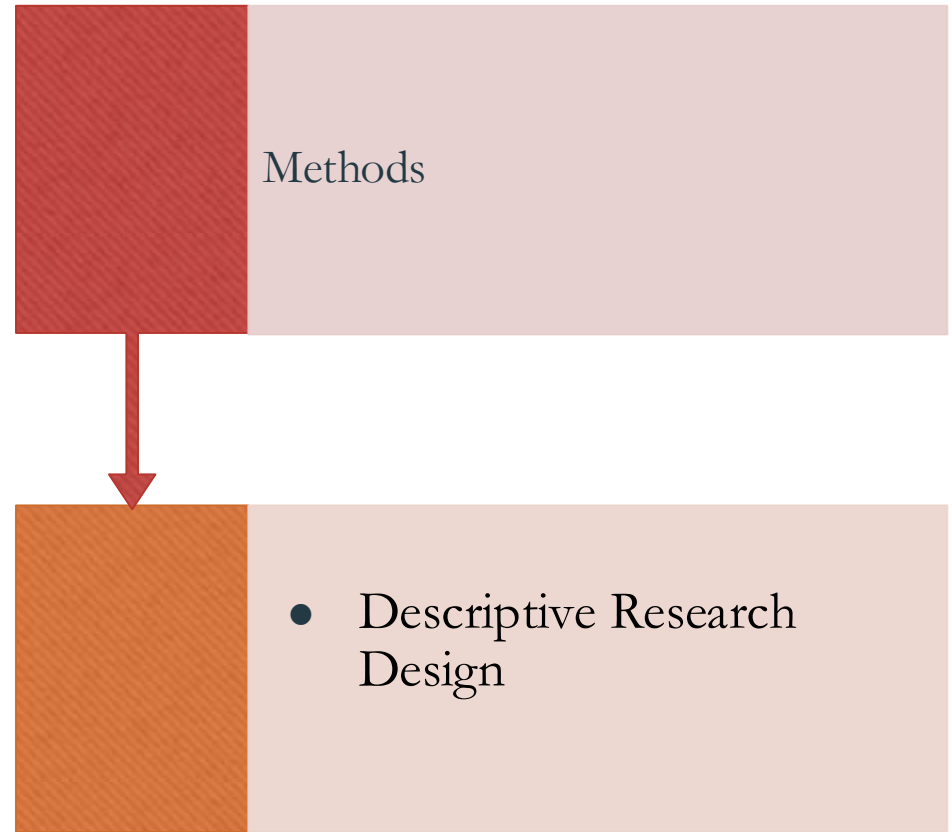
- Albanian Translator
  - Translated the AEPS-3 test from Albanian back to English

# Content Validity Study



Area	Number of items	Items with I-CVI < .70	Number of experts	S-CVI/UA	S-CVI/Ave	Interpretation
Fine motor	31	0	5	1.00	1.00	Excellent
Gross motor	66	1	5	0.95	0.98	Excellent
Adaptive	52	0	5	0.90	0.98	Excellent
Social-emotional	61	0	5	0.93	0.99	Excellent
Social-communication	49	2	5	0.94	0.97	Excellent
Cognitive	50	0	5	1.00	1.00	Excellent
Literacy	57	1	5	0.79	0.95	Needs revision
Mathematics	41	2	5	0.73	0.93	Needs revision
All Areas (entire test)	407	4	5	0.80	0.95	Excellent

# Utility Study



## Procedural Steps

Training of 16 teachers

Administration of the  
AEPS-3 with 1 or 2  
children

Completion of the  
utility survey

# Results

*Educators' Perceptions on Goals and Criteria for Six Developmental and Two Content Areas*

<i>Developmental &amp; Content Areas</i>	<i>Number of Goals</i>	<i>Focus Indicators</i>							
		<i>Goal is functional</i>		<i>Goal is teachable</i>		<i>Goal is easy to understand</i>		<i>Criterion is easy to understand</i>	
		<i>Agree</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
		<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Fine Motor	8	0.6	90.6	0.8	89.1	0.6	91.4	0.9	92.9
Gross Motor	15	0.6	88.7	0.9	88.3	0.5	90.4	0.4	92.9
Adaptive	15	1.1	78.7	1.3	82.5	0.8	87.9	0.4	90
Social-Emotional	18	0.9	85.1	1.2	85.8	0.7	90.9	0.7	90.9
Social-Communication	15	0.6	86.7	1	85	0.3	92.1	0.3	91.7
Cognitive	17	1	82.8	1.2	83.4	0.7	88.6	0.5	90.4
Literacy	15	1.7	63.7	1.7	69.2	1.1	81.2	0.8	83.7
Math	12	1.5	53.1	1.6	67.2	0.3	85.4	0.3	85.9

# Interrater Reliability

## Training

- Online & In Person

## Application

- Two weeks with children in their workplace

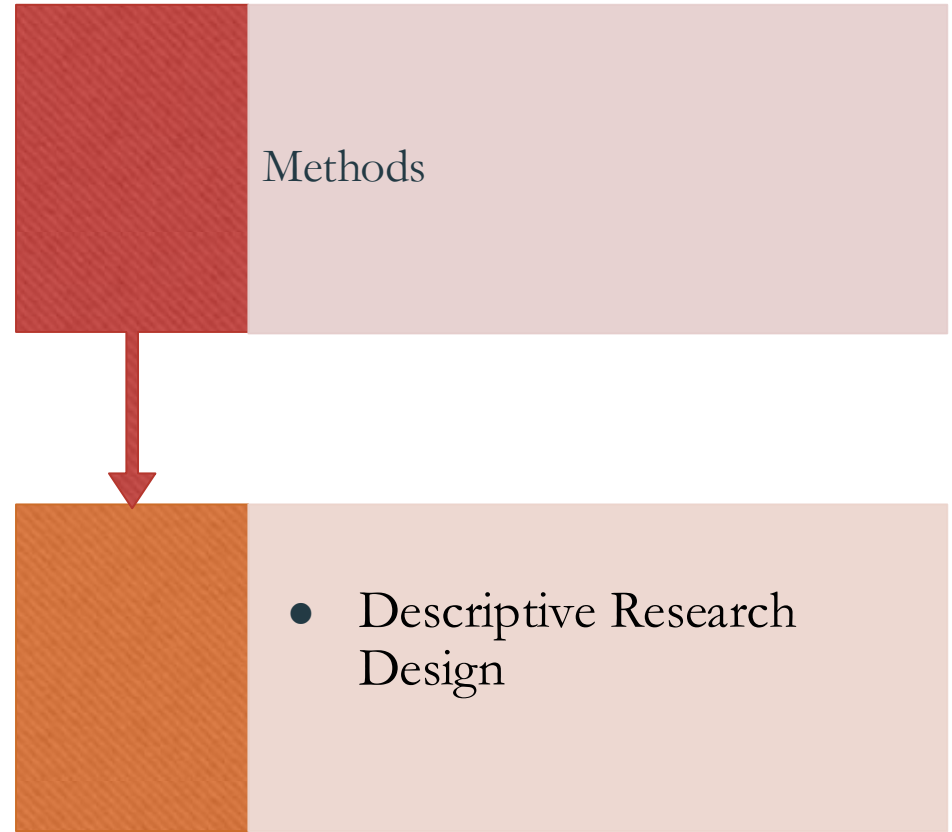
## Evaluation

- 80% Reliability

# Interrater Reliability Study

- Watching videos of children displaying skills in all areas
- Scoring using a 3-point numerical scoring system
  - Child Observation Data Form (CODF)

# Curriculum Validity Study



# Data Analysis

## Qualitative

- Inductive Thematic Analysis

## Quantitative

- Children's progress before and after the implementation of the strategies

# Focus Groups

## Questions

- **Planning with the AEPS-3 Curriculum**
- **Implementing the AEPS-3 Curriculum**
- **Progress Monitoring**
- **Overall**

## Themes

- **Theme 1**
- **Theme 2**
- **Theme 3**
- **Theme 4**

# Children's Progress

Area	One point increase (%)	<u>Two point increase (%)</u>	<u>No increase (%)*</u>
Adaptive	57%	29%	14%
Cognitive	100%	0%	0%
Fine Motor	100%	0%	0%
Gross Motor	100%	0%	0%
Literacy	71%	21%	7%
Math	73%	24%	3%
Social-Communication	92%	0%	8%
Social-Emotional	70%	10%	20%
<b>Total</b>	<b>75%</b>	<b>17%</b>	<b>9%</b>

\*Note. This represents goals which were already scored at maximum in the pre-measurement, therefore no increase could be observed.

# Psychometrics Test and Cutoff Score

*(In progress)*

## Participants

- 38 educators
  - 4 children per educator
- Over 150 children

## Data collection

- 25 children for each age bracket at 6 months interval

## Data analysis – Item Response Theory

# Lessons Learned

- Lack of pre-service teacher preparation in assessment
- Lack of in-service teacher preparation in assessment
- Lack of understanding of authentic assessments by ECE faculty in IHE
- Teachers need more time in training how to use assessments, AEPS-3 test and curriculum
- Low standards for children
- Standards not revised for over a decade
- Large number of children
- All children, including those that were not participants in the study, met the goals that teachers initially thought are too high for children in Kosovo
- Lack of equivalent terms in Albanian language
- Lack of funding to support research in early childhood

# Themes/Messages/Challenges across Studies

- Rationale for research on these tools (e.g., assessment tools do not exist; expense of developing assessment measures; lack of subject matter expertise in some places)
- Translation into every language/culture is not possible - and perhaps should not be a goal; compromise will sometimes be needed
- Measures with certain characteristics might be more easily adapted and useable in other countries/cultures (e.g., authentic assessment strategies; allow for flexibility in response modes)
- Country-wide policy issues can influence the results of the adaptation (e.g., personnel preparation; government early childhood standards)
- Involve the people from the culture/country from the very beginning
- Recognize that this work is expensive, takes a long time to complete, and there are few resources available to support this work



# AEPS-3 Validation Steps

STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

• EXPERT GROUP

• ADAPTATION

• TOOL

• DEVELOPMENT

• DATA COLLECTION

# STEP 1: PREPARATION

- Translation & Back Translation: Agreement with Brookes Publishing Company
- Team Training
- Practice
- Feedback

# STEP 2: EXPERT REVIEW

- 16 EXPERTS FROM VARIOUS DISCIPLINES
- REVIEW ITEMS
- ANSWER QUESTIONNAIRE
  - (a) the functionality of the item
  - (b) the ease of teaching the item
  - (c) the clarity of the item
  - (d) the clarity of the criteria
- DATA ANALYSIS
  - Data were analyzed using the Content Validity Index



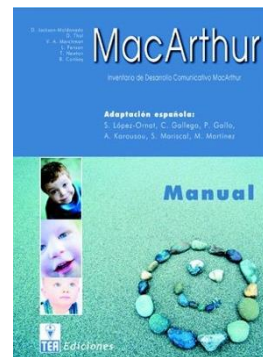
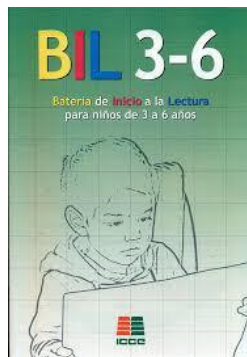
# STEP 3: ADAPTATION

- After the data analysis, the need to adapt some areas to the characteristics of our language was detected, these areas were 'SOCIAL COMMUNICATION' and 'LITERACY'.



# STEP 3: ADAPTATION

Proposal to change  
Social  
Communication  
and Literacy was  
Based on Other  
Scales



# STEP 3: ADAPTATION

- Reformulation of items according to cultural and linguistic characteristics:
  - Words of the same language different usage: Pararse= stop/stand up
  - Adapt examples to the cultural reality: example of going to school by bus



#### 4. AEPS: ÁREA COGNITIVA

### 1. Centra su atención en actividades y estímulos

**Criterio:** Centra su atención en actividades u otros estímulos auditivos, visuales y táctiles producidos por la persona que le cuida, por otra persona, animal o en una variedad de objetos, ya sea dándoles la vuelta, mirándolos, intentando alcanzarlos, moviéndose hacia ellos o buscándolos.

**Ejemplo:** Un niño vuelve la cabeza siguiendo con la vista a su mascota moviéndose por la habitación. Una niña mira a la persona que le cuida cuando esta vocaliza o dice algo. El niño intenta tocar la cara de la persona que lo cuida cuando esta le acaricia su tripita/barriguita. El niño se vuelve y/o extiende la mano en dirección al sonido producido por un sonajero o un juguete que suena cuando se aprieta.

#### 2. 1. Puntaje

- 2  
 1  
 0

Atrás

Siguiente

Página 3 de 56

### 3. 1. Habilidad en progreso

- A  
 I

### 4. 1. Código

- C  
 M  
 Q  
 R

COGNITIVA
<b>CAPÍTULO A. Exploración sensorial del entorno</b>
<b>1. <u>CENTRA SU ATENCIÓN EN ACTIVIDADES Y ESTÍMULOS</u></b>
<p><b>Criterio:</b> Centra su atención en actividades u otros estímulos auditivos, visuales y táctiles producidos por la persona que le cuida, por otra persona, animal o en una variedad de objetos, ya sea dándoles la vuelta, mirándolos, intentando alcanzarlos, moviéndose hacia ellos o buscándolos.</p> <p><b>Ejemplo:</b> Un niño vuelve la cabeza siguiendo con la vista a su mascota moviéndose por la habitación. Una niña mira a la persona que le cuida cuando esta vocaliza o dice algo. El niño intenta tocar la cara de la persona que lo cuida cuando esta le acaricia su tripa/barriguita. El niño se vuelve y/o extiende la mano en dirección al sonido producido por un sonajero o un juguete que suena cuando se aprieta.</p>
<b>1.1 <u>Reacciona ante actividades o estímulos</u></b>
<p><b>Criterio:</b> Ante actividades o estímulos auditivos, visuales y táctiles producidos por la persona que le cuida, otra persona, animal o una variedad de objetos, reacciona aumentando o disminuyendo su actividad motora o cambiando la expresión facial.</p> <p><b>Ejemplo:</b> Un niño se calma al ver el pecho/seno materno o el biberón. Una niña agita sus brazos y piernas al oír el agua correr. Un niño frunce el ceño y protesta mientras le cambian el pañal.</p>
<b>2. <u>COMBINA ACCIONES SIMPLES PARA EXAMINAR A PERSONAS Y OBJETOS</u></b>
<p><b>Criterio:</b> Utiliza simultáneamente al menos dos acciones simples para manipular y observar objetos y personas.</p> <p><b>Ejemplo:</b> Un niño le da la vuelta a un camión de juguete y lo mira mientras hace girar las ruedas con los dedos. Una niña mira cómo cambia la pantalla a medida que presiona y pasa los dedos por la tableta o móvil.</p>
<b>2.1 <u>Explora personas, animales y objetos por medio de los sentidos</u></b>
<p><b>Criterio:</b> Usa la vista, el oído y el tacto para mirar, escuchar y sentir los objetos y las personas.</p> <p><b>Ejemplo:</b> Un niño alterna el mirar el sonajero, con el llevárselo a la boca y tocarlo. Una niña mira a su hermano comer cereales. Un niño acaricia el gato de la familia. Una niña se lleva el sonajero a la boca y escucha un juguete musical.</p>
<b>CAPÍTULO B. Imitación y memoria</b>
<b>1. <u>IMITA NUEVAS HABILIDADES MOTRICES COORDINADAS</u></b>
<p><b>Criterio:</b> Cuando otra persona las hace, imita habilidades motrices coordinadas que aún NO forman parte de su repertorio.</p> <p><b>Ejemplo:</b> Un adulto hace un chasquido con sus dedos y el niño usa correctamente el pulgar y el dedo corazón/medio para intentar producir el mismo chasquido. Una adulta modela un juego con los dedos (Una araña sube la escalera) y la niña imita cada movimiento con sus propios dedos.</p>
<b>1.1 <u>Imita nuevas habilidades simples que aún no están en su repertorio</u></b>
<p><b>Criterio:</b> Inmediatamente después de observar un modelo adulto o infantil, imita acciones motrices simples que NO había realizado anteriormente.</p>

ADAPTATIVA								
Capítulo A. Comer y beber								
	ALUMNO 1		ALUMNO 2		ALUMNO 3		ALUMNO 4	
	PUN T	NOTAS	PUN T	NOTAS	PUN T	NOTAS	PUN T	NOTAS
<b>1. Utiliza los labios para sacar o retirar alimentos semisólidos del cubierto o utensilios para comer</b>	C M	Q R		C M	Q R		C M	Q R
1.1 Traga alimentos semisólidos	C M	Q R		C M	Q R		C M	Q R
1.2. Traga líquidos	C M	Q R		C M	Q R		C M	Q R
<b>2. Come alimentos variados con texturas diversas.</b>	C M	Q R		C M	Q R		C M	Q R
2.1 Come alimentos sólidos o que es necesario masticar	C M	Q R		C M	Q R		C M	Q R
2.2 Come alimentos crujientes	C M	Q R		C M	Q R		C M	Q R
2.3 Come alimentos blandos y que se deshagan en la boca	C M	Q R		C M	Q R		C M	Q R
<b>3. Come con cubiertos o utensilios para comer</b>	C M	Q R		C M	Q R		C M	Q R
3.1 Se lleva la comida a la boca usando cubiertos o utensilios para comer	C M	Q R		C M	Q R		C M	Q R
3.2 Come con los dedos	C M	Q R		C M	Q R		C M	Q R
3.3 Acepta la comida que se le presenta en el cubierto o utensilio para comer	C M	Q R		C M	Q R		C M	Q R
<b>4. Bebe de un vaso o recipiente de boca ancha</b>	C M	Q R		C M	Q R		C M	Q R
4.1 Bebe de una taza/vaso con tapa que tiene boquilla o succionador	C M	Q R		C M	Q R		C M	Q R
4.2 Bebe de un recipiente sostenido por un adulto	C M	Q R		C M	Q R		C M	Q R
<b>5. Come con buenos modales.</b>	C M	Q R		C M	Q R		C M	Q R
5.1 Se introduce en la boca una cantidad de comida adecuada, mastica y traga antes de tomar otro bocado	C M	Q R		C M	Q R		C M	Q R
5.2 Bebe una cantidad adecuada de líquido y vuelve a poner el vaso a su lugar	C M	Q R		C M	Q R		C M	Q R
<b>6. Prepara alimentos para comer</b>	C M	Q R		C M	Q R		C M	Q R
6.1 Vierte líquido en envases de diferentes tipos	C M	Q R		C M	Q R		C M	Q R
6.2 Sirve los alimentos con cubiertos o utensilios para comer	C M	Q R		C M	Q R		C M	Q R

CAPÍTULO D: PARTICIPACIÓN INDIVIDUAL Y EN GRUPO				
	1.3 Permanece en el grupo durante actividades en grupos pequeños	1.2 Sigue adecuadamente indicaciones durante las actividades en grupos pequeños	1.1 Interactúa adecuadamente con los materiales durante las actividades en grupos pequeños	1. Interactúa adecuadamente con otros durante actividades en grupos pequeños
	2.3 Permanece en el grupo durante actividades en gran grupo	2.2 Responde adecuadamente a indicaciones durante actividades en gran grupo	2.1 Interactúa adecuadamente con materiales durante actividades de gran grupo	2. Interactúa adecuadamente con otros durante actividades de gran grupo
	3.3 Se entretiene jugando con juguetes	3.2 Inicia una actividad cuando se le pide	3.1 Finaliza una actividad cuando se le pide	3. Inicia y finaliza actividades de manera autónoma
		4.2 Reclama y defiende sus posesiones	4.1 Usa estrategias para resolver conflictos	4. Resuelve conflictos mediante negociación

# MORE TOOLS

- Accreditation of trainers:  
Interrater Reliability  
Certification
- Creation of materials to  
ensure the reliability of the  
implementation of the tool  
(videos, reliability tests)

Video 1				
ÍTEM	CRITERIO	ÁREA	PUNTAJE	OBSERVACIONES
Apartado C. ítem 1.4 <b>Hace garabatos</b>	<b>Criterio:</b> Sostiene instrumentos de escritura usando cualquier tipo de agarre, realizando a propósito trazos hacia atrás y hacia adelante sobre la superficie de escritura.	Motricidad fina		
Apartado C. ítem 1.3 <b>Escribe y/o dibuja trazando líneas rectas.</b>	<b>Criterio:</b> Usa instrumentos de escritura para trazar o copiar líneas rectas horizontales, verticales y diagonales. Los trazos deben ser reconocibles como líneas rectas, pero no es necesario que su inclinación sea exacta. Puede copiar de un modelo.	Motricidad fina		
Apartado C. ítem 1 <b>Sostiene con tres dedos instrumentos de escritura para escribir, dibujar o colorear.</b>	<b>Criterio:</b> Sujeta los instrumentos de escritura con los dedos pulgar, medio e índice, y logra escribir, dibujar o colorear.	Motricidad fina		
Apartado C. ítem 4.2 <b>Identifica conceptos concretos</b>	<b>Criterio:</b> Identifica conceptos de color, forma y tamaño. Debe ser capaz de identificar correctamente dos colores, dos figuras y dos tamaños.	Cognitiva		
<u>Total</u> video 1	3 <u>Motricidad fina</u> 1 <u>Cognitiva</u>			



# STEP 5: DATA COLLECTION

Sample

Training of the different people involved in the validation

Inter-Rater Reliability – Acceptance Rate – 80%

Informal report of possible errors, doubts generated by the tool and possible proposals for improvement

Data collection from infants and children up to 6 years of age



## 1. CÓDIGO

[Más detalles](#)

191  
Respuestas

Respuestas más recientes

"11152"

"31111"

"31144"

## 2. 1. Puntaje

[Más detalles](#)

● 2	74
● 1	31
● 0	85



## 3. 1. Habilidad en progreso

[Más detalles](#)

● A	17
● I	19



## 4. 1. Código

[Más detalles](#)

● C	15
● M	4
● Q	4
● R	6



# PHASES OF THE VALIDATION PROCESS

AE

STEP 1

• TRANSLATION

STEP 2

• ADAPTATION & TOOLS

STEP 4

• TRAINING

STEP 5

• DATA COLLECTION

STEP 6

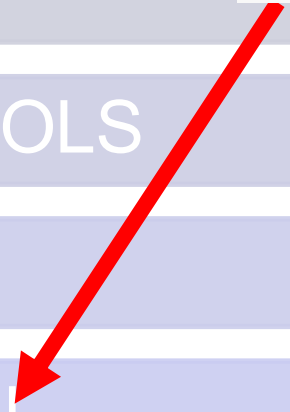
• DATA ANALYSIS

STEP 7

• REVIEW

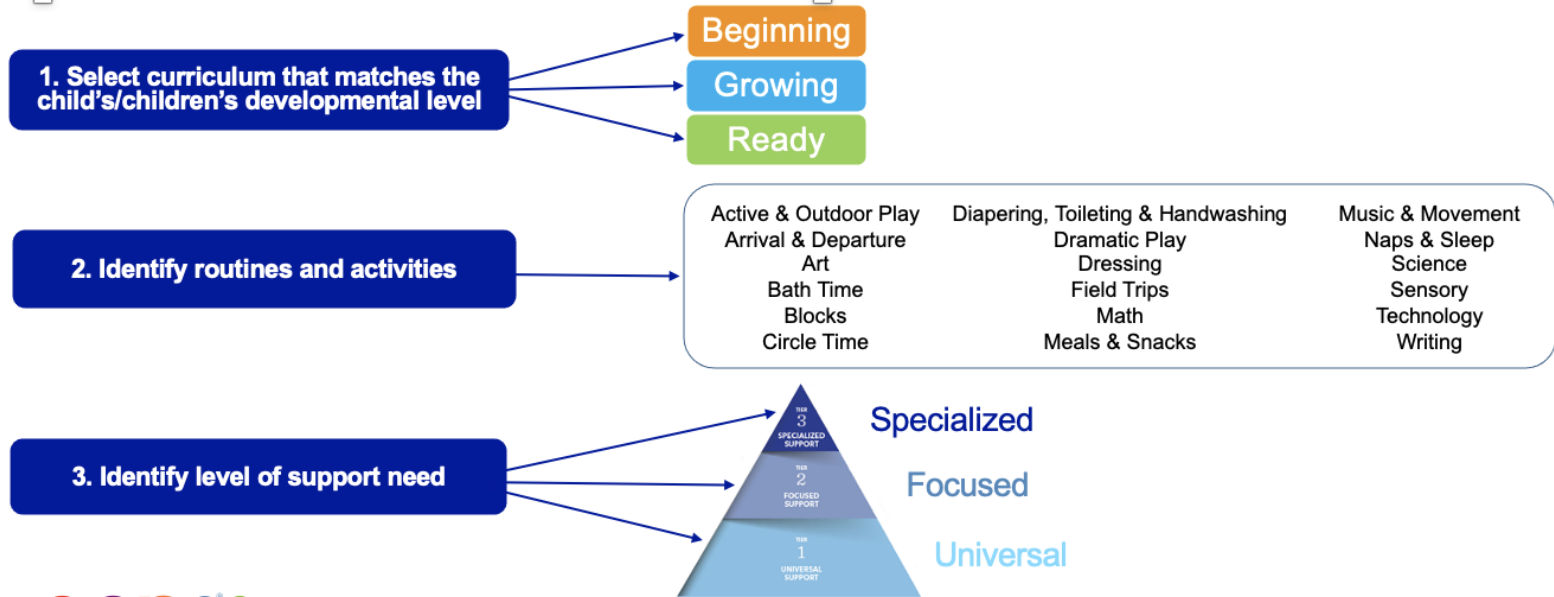


You  
are  
here



# AEPS-3 CURRICULUM

## AEPS-3 Curriculum Decision-making Process



# Translated AEPS-3 Curriculum

<b>SOCIO-EMOCIONAL: <u>Creciendo</u></b>		<b>OPORTUNIDADES DE APRENDIZAJE INTEGRADAS</b>
B 1	Responde adecuadamente a las emociones de los demás	<p>-Responde adecuadamente a las emociones de los demás. Por ejemplo, devuelve el teléfono de juguete a un niño que está llorando para que vuelva a alegrarse.</p> <p>-Identifica/etiqueta emociones en los demás. Por ejemplo, mientras está en el médico, Alicia dice "Anna y yo estamos enfermas" o mientras juega a la cocina, Catalina dice "Alicia está contenta. Hace espaguetis".</p> <p>-Comparte sus logros con un cuidador conocido. Por ejemplo, el niño dice "¡Lo he conseguido!" después de cocinar espaguetis, ponerse un vestido o abrocharse un zapato.</p> <p>-Representa papeles o se identifica en juegos imaginarios. Por ejemplo, el niño finge ser bombero, princesa o chef.</p>
B 1.1	Identifica/da nombre a las emociones de los demás	
B 1.2	Identifica/da nombre a sus propias emociones	
B 2	Utiliza estrategias apropiadas para gestionar sus emociones	
B 2.1	Responde adecuadamente cuando un igual trata de calmarle	
B 3	Hace comentarios positivos sobre sí mismo o sus logros	
B 3.1	Explica o muestra a otros cómo hacer las tareas que domina	
B 3.2	Comparte sus logros con una persona conocida que le cuida	
C 1	Mantiene interacciones con iguales	
C 1.1	Lleva la iniciativa en un comportamiento social hacia compañeros	
C 1.2	Responde adecuadamente a conductas sociales de iguales	
C 3.1	Inicia actividades cooperativas	
C 3.2	Se une a actividades cooperativas iniciadas por otros	
C 3.3	Comparte o intercambia objetos	
D 1	Interactúa adecuadamente con otros durante actividades en grupos pequeños	
D 1.1	Interactúa adecuadamente con los materiales durante las actividades en grupos pequeños	
D 1.2	Sigue adecuadamente indicaciones durante las actividades en grupos pequeños	
D 1.3	Permanece en el grupo durante actividades en grupos pequeños	
D 3.1	Finaliza una actividad cuando se le pide	
D 3.2	Inicia una actividad cuando se le pide	
D 3.3	Se entusiasma jugando con juguetes	

# TRAINING



# STRATEGIES FOR SUPPORTING IMPLEMENTATION

## COLLABORATION SUPPORT

- Regular meetings
- University supported grants
- Opportunities to meet face-to-face

## SUPPORT FOR TEACHERS

- Coaching
- Additional training as needed

# EXPECTED OUTCOMES

- Validated assessment and curriculum that reflect Division of Early Childhood recommended practices
  - Authentic assessment that is sensitive to issues of diversity equity and inclusion
  - Family involvement of all aspects of the child's program
  - Collaborative planning
- Implementation of an assessment/curriculum that is based on Division of Early Childhood's position of implementing an Multi-tiered System of Support (MTSS) with young children
- Possibility of shaping early intervention systems in other countries – Work has begun in Guatemala, Argentina, Colombia and other places

## Important STEPS for Adapting AEPS-3

- Determine WHY you want adapt the AEPS-3 – For what purpose
- Collaborate with others in your country who are interested
- Reach out to Brookes Publishing to develop a research agreement
- Identify a partner who is a developer/author or part of Early Intervention Management and Research Group (EMRG)

Feel free to reach out with questions:

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[grishamjennifer61@gmail.com](mailto:grishamjennifer61@gmail.com)

# Discussion Questions

1. What experiences have you had adapting assessment measures for use in other countries and/or for populations in the U.S. of a different culture, linguistic background from what it was originally developed?
2. What methodologies have you used to adapt assessment measures that are similar to or different than those used in these studies?
3. What assessment practices do you think are most relevant for use with children who are from culturally and linguistically different backgrounds?