

# Sneak Preview!

## ***Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS-3)***



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## What Is the Same?

Like the current edition, AEPS-3

- Is *criterion-referenced*
- Is *curriculum-based*
- Focuses on children from *birth to age six*
- Is *comprehensive*



## What Else Is the Same?

Like the current edition, AEPS-3

- Uses a *three-point scoring* system
- Includes *scoring notes*
- Includes a *family component*
- Includes *curriculum guides*
- Includes key Spanish forms



## What Else Is the Same?

Like the current edition, AEPS-3

- Is organized around *Areas, Strands, Goals, and Objectives*
- Is based on *typical developmental sequences* for developmental areas
- Maintains the *same relationship between Goals and associated Objectives*
- Includes Goals that are *primarily sequenced from easy to more difficult* within Strands
- Uses *no age scores* on items (cutoffs will be established)



## What Is New? ASSESSMENT

Key changes and improvements:

- *One seamless assessment*, combining Level 1 (birth to three years) and Level 2 (three to six years) into a single test
- Expanded content in two new areas—*Literacy* and *Math*
- Expanded difficulty range, with *more items at the upper and lower ends* of the test
- *Refined scoring for emerging skills*, requiring use of specific qualifying scoring notes for scores of “1”
- Updated *optional scoring notes*



## What Else Is New? ASSESSMENT

- *More examples* to assist with scoring
  - Examples that address cultural diversity
  - Examples that include technology
- Refined, *clearer criteria*
- *New items* reflecting current content expectations for young children
- New name for the scoring form—*Child Observation Data Form*
- *Variations in developmental hierarchy* with combined levels—strands may not follow a clear hierarchy



## What Else Is New? READY, SET

*AEPS Ready, Set*—a collection of AEPS-3 items to specifically assess skills identified for early school success:

- 40 items from the AEPS-3 Test
- Goals only from all 8 Areas
  - 2 Fine Motor
  - 3 Gross Motor
  - 2 Adaptive
  - 6 Cognitive
  - 10 Literacy
  - 6 Math
  - 3 Social-Communication
  - 8 Social-Emotional



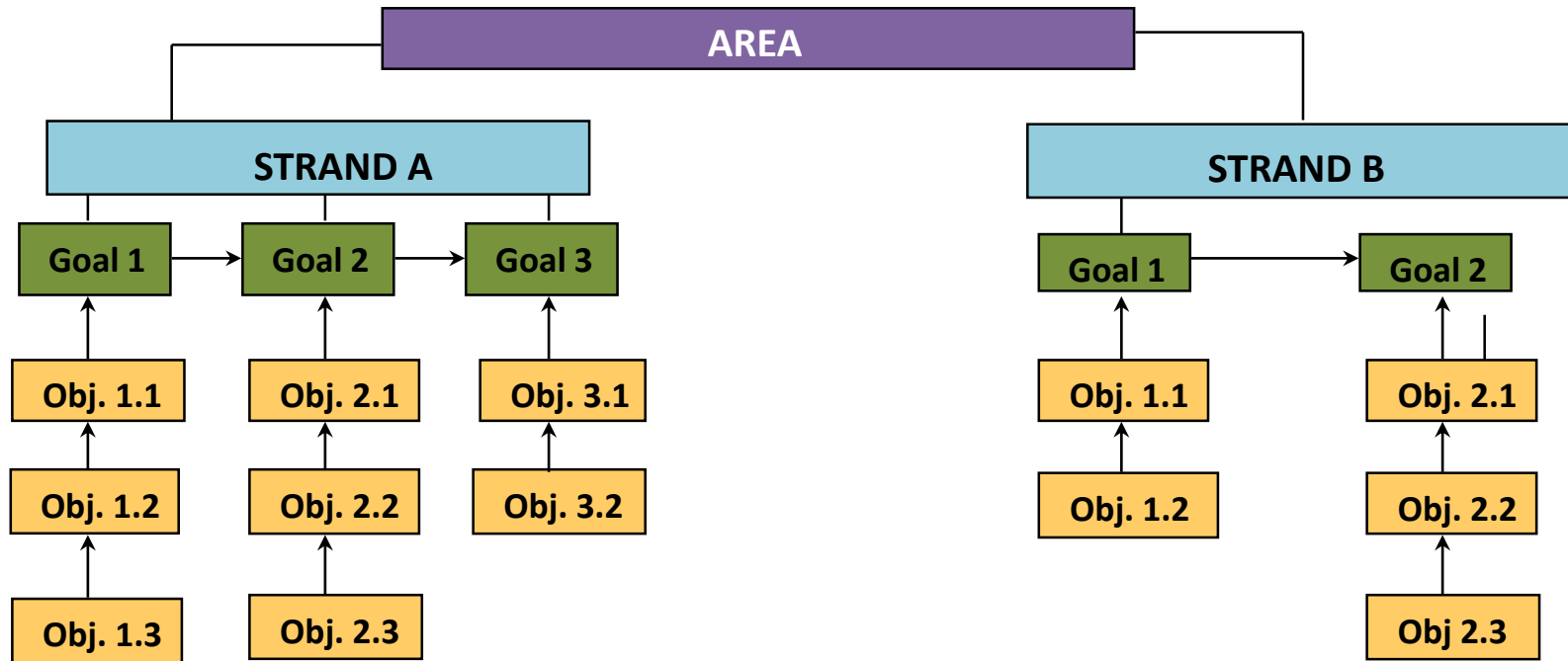
## Areas and Items


- 8 developmental/content areas
  - Fine Motor (31 items in 4 Strands)
  - Gross Motor (65 items in 3 Strands)
  - Adaptive (53 items in 4 Strands)
  - Cognitive (50 items in 5 Strands)
  - Literacy (57 items in 5 Strands)
  - Math (41 items in 4 Strands)
  - Social-Communication (49 items in 4 Strands)
  - Social-Emotional (62 items in 5 Strands)
- 408 items total





# Organizational Structure of AEPS-3



 Objectives: Easy to more difficult as the goal is approached

 Goals: Easy to more difficult

# Administration and Scoring

**AEPS**  
Real Progress for Every Child

**FINE MOTOR AREA**

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

Target	Score	Notes
2		<input type="checkbox"/> C
1	<input type="checkbox"/> A	<input type="checkbox"/> M
0	<input type="checkbox"/> I	<input type="checkbox"/> Q
		<input type="checkbox"/> R

**A. Reach, Grasp, Hold, and Release**

**1. Makes directed batting and/or swiping movements with each hand**

Criterion: Child extends one or both hands to make directed movements in presence of object or person.

Example: Child uses hands to touch caregiver's face or reaches toward toy, pet, or bottle.

1.1 Brings hands together at or near midline

1.1.1 Brings hands together at middle of body at same time.

**AEPS**  
Real Progress for Every Child

**GROSS MOTOR AREA**

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

Target	Score	Notes
2		<input type="checkbox"/> C
1		<input type="checkbox"/> M
0		<input type="checkbox"/> Q
		<input type="checkbox"/> R

**A. Body Control and Weight Transfer**

**1. Turns head, moves arms, and kicks legs independently of each other**

Criterion: Child moves arms, legs, and head independently of each other when on back. Child turns head to both sides with equal frequency. Arms and/or legs should move alternately. Arms and/or legs should move with equal frequency.

Example: Child turns head to left, then right, then left, then right.

## Scoring Option: 2 (Mastery)

Score of 2 represents *mastery* of a skill:

- Child performs skills as specified in the criterion, *without assistance*.
- Child performs the entire item *independently*.
- Behavior is a *functional* part of the child's daily routine.
- Child uses the skill *consistently* across materials, settings, people, and other relevant conditions.



## Scoring Option: 1 (Emerging)

Score of 1 indicates the skill is emerging, with a required scoring note providing new information:

- 1 A (assistance)—Child performs the item with assistance (physical, verbal, or environmental).
- 1 I (incomplete)—Child performs only part(s) of the stated criterion OR child performs the item only under specific situations or conditions.
- 1 A I (both above)—Child performance requires assistance AND is incomplete.



## Scoring Option: 0 (No performance)

- Child does not or is not yet able to perform the item as specified in the criterion even with repeated opportunities or assistance or when modification are made.
- Child was not observed performing the item because it is not expected based upon knowledge of development.



## Scoring Notes

Scoring Note		Possible Scores		
		0	1	2
C	Conduct	✓	✓	
M	Modification	✓	✓	✓
Q	Quality		✓	✓
R	Report	✓	✓	✓

Target	Score		Notes
	2		<input type="checkbox"/> C
	1	<input type="checkbox"/> A	<input type="checkbox"/> M
	0	<input type="checkbox"/> I	<input type="checkbox"/> Q
			<input type="checkbox"/> R

## Additional Scoring Note: C

Target	Score	Notes
	2	<input type="checkbox"/> C
	1	<input type="checkbox"/> A <input type="checkbox"/> I
	0	<input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R

### Conduct (C)

Child's ***conduct*** hinders or creates a barrier to the demonstration of the skill described in the item criterion (possible score of 1 or 0).

For example, child may ***tantrum*** or ***refuse to perform a skill*** by yelling, crying, throwing materials, or saying, "No."

## Additional Scoring Note: M

Target	Score	Notes
	2	<input type="checkbox"/> C
	1	<input type="checkbox"/> A <input type="checkbox"/> I
	0	<input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R

### Modification (M)

**Modification** indicates an item is permanently modified so the child can demonstrate the intent of the item in a way that is different than the stated criterion in order to accommodate a child's disability or culture (possible score of 2, 1, or 0).

For example, the use of a wheelchair for a non-ambulatory child is a possible modification to the walking items.



## Additional Scoring Note: Q

### Quality (Q)

The ***quality*** of a child's performance reflects some underlying concern with the way the child meets the item criterion (possible score of 2 or 1).

For example, a child may successfully run avoiding obstacles (score of 2), but the child consistently runs on toes.

Target	Score		Notes
	2		<input type="checkbox"/> C
	1	<input type="checkbox"/> A <input type="checkbox"/> I	<input type="checkbox"/> M <input type="checkbox"/> Q
	0		<input type="checkbox"/> R

## Additional Scoring Note: R

### Report (R)

**Report** indicates information from a source other than the test administrator's own observations (e.g., another test, a person's memory, written documents, or developmental knowledge) is used to score an item (possible score of 2, 1, or 0).

For example, when a child is walking and running, the items addressing crawling can be given a score of "2."

Target	Score		Notes
	2		<input type="checkbox"/> C
	1	<input type="checkbox"/> A <input type="checkbox"/> I	<input type="checkbox"/> M <input type="checkbox"/> Q
	0		<input type="checkbox"/> R

## What Is New? CURRICULUM GUIDES

- Organized in *three levels*
  - *Beginning*—infant and very early skills  
(birth to 18 months developmentally)
  - *Growing*—toddler and early skills  
(18 months to 3 years developmentally)
  - *Ready*—preschool and school preparation skills  
(3 to 6 years developmentally)



## What Else is New? ACTIVITIES & ROUTINES

Curriculum content for 18 activities and routines:

- *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*

## Additional Key Changes

Each Activity/Routine contains:

- Description of activity/routine with overview of areas to address
- AEPS-3 items that may be embedded into the activity/routine
- Specific embedded learning opportunities
- Tiered instructional strategies
  - *Universal*
  - *Targeted*
  - *Specialized*



## Additional Key Changes

Curriculum offers explicit guidance on:

- Determining what outcomes to teach *all, some, and individual* children
- Identifying the level to use (i.e., *beginning, growing, ready*)
- Identifying the instruction tier (i.e., *universal, targeted, systematic*)
- Universal strategies
- Targeted strategies
- Specialized strategies
- Using AEPS-3 data for progress monitoring

# Questions?

