Sneak Preview!


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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
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
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
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
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

- **Goals**: Easy to more difficult as the goal is approached
- **Objectives**: Easy to more difficult

**STRAND A**
- Goal 1
- Goal 2
- Goal 3
- Obj. 1.1
- Obj. 1.2
- Obj. 1.3
- Obj. 2.1
- Obj. 2.2
- Obj. 2.3
- Obj. 3.1
- Obj. 3.2

**STRAND B**
- Goal 1
- Goal 2
- Obj. 1.1
- Obj. 1.2
- Obj. 2.1
- Obj. 2.2
- Obj. 2.3

**Colors**
- Green: Goals
- Orange: Objectives

**Legend**
- **Objectives**: Easy to more difficult as the goal is approached
- **Goals**: Easy to more difficult
Administration and Scoring
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.
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.
### Administration and Scoring

**Scoring Notes**

<table>
<thead>
<tr>
<th>Scoring Note</th>
<th>Possible Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>C Conduct</td>
<td>✓   ✓</td>
</tr>
<tr>
<td>M Modification</td>
<td>✓   ✓   ✓</td>
</tr>
<tr>
<td>Q Quality</td>
<td>✓   ✓</td>
</tr>
<tr>
<td>R Report</td>
<td>✓   ✓</td>
</tr>
</tbody>
</table>

![Score Grid](image)

- **Target**: A, M, Q, R
- **Score**: 0, 1, 2
- **Notes**: C, M, Q, R
Additional Scoring Note: C

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.”
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.
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.
### Administration and Scoring

#### 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.”

<table>
<thead>
<tr>
<th>Target</th>
<th>Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>C, A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>M, I</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Q, R</td>
</tr>
</tbody>
</table>
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)
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
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?