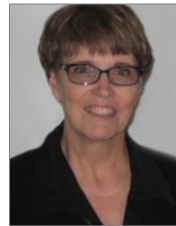


# Introducing AEPS®-3

## A Look at the Changes and Updates



Presented by  
Diane Bricker, Ph.D.  
Nancy Miller, M.Ed., OTR




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## Objectives

- Get a refresher on the AEPS-3 linked system
- Discover exciting updates to AEPS-3
- See samples of AEPS-3 Test and AEPS-3 Curriculum
- Learn about the research studies supporting the new third edition



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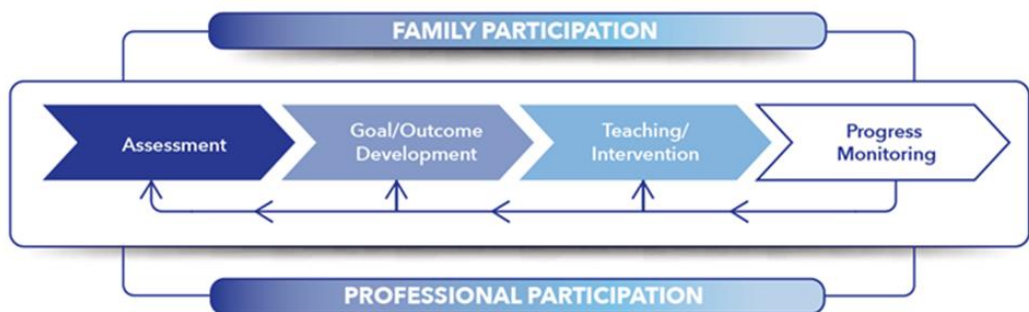
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# AEPS-3 Linked System



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AEPS<sup>®</sup>-3 is a comprehensive, reliable, linked system that seamlessly ties together assessment, goal/outcome development, teaching/intervention, and progress monitoring for infants and young children from birth to 6 years with and without disabilities.



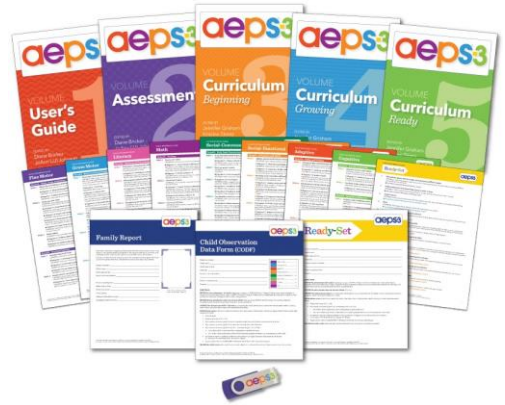
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# How AEPS-3 Helps

- Collect **reliable, useful assessment data**
- Link **assessment data to a tiered curriculum**
- Track and support **emerging skills**
- Strengthen children's **preacademic skills**
- Check for **school readiness**
- **Actively involve families** with handouts, forms, and reports



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# Foundation of AEPS

- Observational assessment
- Criterion included for each item
- 3-point scoring
- Families are integral to the process
- Useful for child outcomes reporting to OSEP
- Aligned with national and state standards
- Backed by extensive research



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# Updates to AEPS-3



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## Featured Updates

- One **seamless system** for birth to six years
- Improved **test items**
- Two **new test areas**—Literacy and Math
- Enhanced **family materials**
- **Ready-Set**—a shorter measure focused on school readiness skills
- **Multi-tiered curriculum** organized around routines and activities



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# AEPS-3 Test

- Now one continuous assessment for birth to six years
- No need to use two forms
- Can see clearly the full range of a child's skills
- Makes it easier to share results between programs (e.g., Part C and Part B 619) or classrooms (e.g., 2s to 3s)

**Child Observation Data Form (CODF)**

Child(s) completed: \_\_\_\_\_

Child's name: \_\_\_\_\_

Child's date of birth: \_\_\_\_\_

Child ID: \_\_\_\_\_

Family's name and address: \_\_\_\_\_

Person completing form: \_\_\_\_\_

Program: \_\_\_\_\_

Date testing/administration completed: \_\_\_\_\_

**Legend:**

- FINE MOTOR
- GROSS MOTOR
- ADAPTIVE
- SOCIAL-COMMUNICATION
- COGNITIVE
- LITERACY
- MATH

**DIRECTIONS:**

REVIEW the test administration information beginning on page 4 of AEPS-3 Volume 2, Chapter 2. Review item criteria, illustrations, examples, and notes beginning on page 5 of AEPS-3 Volume 2, Chapter 3. Make sure you understand the methods for collecting child performance data and scoring procedures before using this form.

RECORD the test administration date and the maximum number of days of each AEPS-3 area (Fine Motor, Gross Motor, Adaptive, Social-Communication, Cognitive, Literacy, and Math).

OBSERVE the child and score AEPS-3 Test Items by comparing the child's performance on each item with its stated criterion. Scoring items using the stated criterion will produce the test results.

ENTER all item scores in the Score column and notes in the Notes column. Follow these rules for scoring the AEPS-3 Test to obtain valid measurement results:

- Score all goals.
- Assign only scores of 2, 3, or 4.
- If you assess and score a goal 2, score all objectives under that goal 2 without assessing each objective.
- If you assess and score a goal 3 or 4, assess and score all associated objectives.
- If you assess and score a goal or objective 3, you must assign an L or health.
- Use A if the child requires some form of assistance to perform the item.
- Use F if the child's performance of the item is incomplete (partial performance or inconsistent use of the item).
- Use Notes to assist in qualifying children scores (optional but highly recommended). Notes are as follows: C = Conduct, L = Identification, Q = Quality, N = None.

RECORD the child's results at the end of each area (Use Raw Score and Area Percent Score). Also record comments as needed.

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## 8 Test Areas, 407 Items, 0 to 6 years

- **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)

New color coding of areas continues throughout AEPS-3 system

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# AEPS-3 Test

- Items haven been reviewed and refined
- Changes made in item criteria for clarity
- More examples
- Updated illustrations

**Strand D Reasoning**

**GOAL 1 Uses object to obtain another object**

CRITERION: Child moves or manipulates object to obtain another object.  
 Example: Child moves stick to reach object placed out of reach. Child uses wooden spoon to reach and get object across table.

**Objective 1.1 Uses part of object or support to obtain another object**

CRITERION: Child obtains object by pulling on part of object or by pulling supports on which object is resting.  
 Example: Child uses attached string to pull toy. Child pulls placement on which bowl is placed out of reach.  
 FS 1.1a: Child uses object to rest upon another object (e.g., child hits down with stick or draws line with stick in wet sand).  
 FS 1.1b: Child acts on part of object or support to produce visible or auditory effect (e.g., child pulls placement and sticks out, child pulls string and toy moves).  
 FS 1.1c: Child moves own body parts to produce effect on object (e.g., child kicks with mouth).

**Objective 1.2 Retains an object when second object is obtained**

CRITERION: Child uses any means to retain one object when second one is obtained.  
 Example: Child holds cookie in one hand and picks up second cookie with other hand.  
 FS 1.2a: Child retains object with one hand while reaching second object (e.g., child holds block while hanging another block with other hand).  
 FS 1.2b: Child retains one object while looking at second object.

**GOAL 2 Coordinates actions with objects to achieve new outcomes**

CRITERION: Child coordinates simple actions into more complex sequence to achieve goal.  
 Example: Child uses table knife to open package. Child uses hammer to create fork. Child uses marker for fish illustration.

**Objective 2.1 Uses different simple actions to achieve goal**

CRITERION: Child uses variety of simple actions on objects to produce specific outcomes.  
 Example: Child has limited success making noise with opening toy by dropping, reaching, or throwing it, and then discovers repeating action. Child brings inflated toy roughly to mouth, bungee it, and quickly smashes it in toy.  
 FS 2.1a: Child uses variety of simple actions on objects to produce specific outcomes.

**Objective 2.2 Uses simple actions on objects**

CRITERION: Child uses simple actions on variety of objects to produce effect.  
 Example: Child bungee toy or shakes rattle. Child kicks marble.

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# AEPS-3 Test

- Item descriptions and criteria allow more accurate and consistent scoring
  - More reliable results to inform better teaching/intervention for improved child outcomes
- Easier to learn and faster for staff

**Strand A Eating and Drinking**

**GOAL 3 Eats with eating utensils**

CRITERION: Child eats with utensil appropriate to culture (e.g., chopsticks, fork) by scooping, stirring, or grasping food and bringing to mouth.  
 Example: Child uses spoon or chopsticks to eat rice.

**Objective 3.1 Brings food to mouth with eating utensil**

CRITERION: Child eats with utensil appropriate to culture (e.g., chopsticks, fork) by bringing utensil to mouth. Some spilling may occur. Child may be messy.  
 Example: Child uses spoon by dipping into cereal, loading spoon, and eating.  
 FS 3.1a: Child eats by scooping food with utensil (e.g., fork, chopsticks).  
 FS 3.1b: Child eats by bringing food with utensil (e.g., spoon, stick, fork, tongs).

**Objective 3.2 Eats with fingers**

CRITERION: Child eats with fingers by grasping and bringing to mouth.  
 Example: Child uses fingers to pick up small piece of bread or cookie off plate.

**Objective 3.3 Accepts food presented on eating utensils**

CRITERION: When offered food from utensil appropriate to culture (spoon, fork, chopsticks, tongs), child uses mouth and does not use hands (e.g., utensil, spoon, yogurt, rice pudding). Some spilling may occur.  
 Example: Child opens mouth and takes appearance from spoon offered.

**GOAL 4 Drinks from open-mouth container**

CRITERION: Child drinks from open-mouth container (e.g., child is holding by bringing container to mouth without spilling). Child takes in liquid.  
 Example: Child lifts cup and sips and swallows liquid.

**Objective 4.1 Drinks from cup with spooned lid**

CRITERION: Child brings spooned cup to mouth and drinks some juice.  
 Example: Child lifts spooned cup to mouth and drinks some juice.

**Objective 4.2 Drinks from container held by adult**

CRITERION: Child sucks and swallows liquid from child-size or non-child-size container held by another person.  
 Example: Child uses straw from small bowl held by caregiver with lips of bowl.  
 FS 4.2a: Child drinks from cup using straw to lip closer to rim of container.

**Objective 4.3 Eats soft and chewy foods**

CRITERION: Child uses teeth to bite through and chew hard foods (e.g., apple, raw vegetables, pretzels) and chewy foods (e.g., granola bars, meats, dried fruits, tortillas) appropriate to child's family culture. Food moves from side to side within mouth as jaw moves up, down, and diagonally to break up food.  
 Example: Child bites off piece of apple and sufficiently chews until food can be swallowed without choking.  
 Note: Foods that cause choking, such as hot dogs, nuts, grapes, popcorn, or raw vegetables, should be prepared for children younger than five or to children who experience difficulty eating.

**Objective 4.4 Eats crisp foods**

CRITERION: Child uses teeth or gums to bite through and chew crisp foods (e.g., crackers, chips). Food moves from side to side within mouth as jaw moves up, down, and diagonally to break up food.  
 Example: Child bites cracker or cracker and chews until bite can be swallowed without choking.

**Objective 4.5 Eats soft and disposable foods**

CRITERION: Child uses teeth to bite through and swallow soft, moist, and moist foods (e.g., soft meats, mashed bananas, cooked vegetables, pasta) and disposable (e.g., tortillas, biscuits, crackers, pulled pork). Child smacks and/or swallows food while opening and closing mouth. Jaw moves up and down.  
 Example: Child smashes mashed banana and cooked carrots with food fork for easy swallowing.

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# AEPS-3 Test

- Expanded difficulty range, with more items at the upper and lower ends
- New items reflecting current expectations for young children
  - Fine Motor Strand D. Use of Electronic Devices
- Provides more comprehensive look at child's skills

Child's Performance Data Table		Fine Motor		aepe3	
Item	Score	Target	Score	Notes	Score
<b>A. Reach, Grasp, and Release</b>					
1. Makes directed touching or grasping movements with each hand					
1.1 Strips handle together near midline					
1.2 Makes directed movements with arms					
<b>B. Functional Skill Use</b>					
1. Activates object with finger					
1.1 Uses finger to point or touch					
1.2 Uses hand to activate object					
1.3 Uses fingers to explore object					
2. Releases what to manipulate object					
2.1 Turns object using other hand					
2.2 Releases object with two hands, each performing					
2.3 Manipulates					

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# New Test Areas

- Literacy and Math
- Important skills for school readiness
- New areas align AEPS-3 more tightly with national and state early learning standards

**Strand A Awareness of Print Concepts**

**GOAL 1 Participates in shared group reading**

**Objective 1.1 Participates in shared one-on-one reading**

**CRITERION:** Child participates actively by listening or responding to with adult or older child. Adult or older child may read text or use picture.

**Example:** Child holds book, turns pages, looks at pictures, responds verbally to questions by nodding or pointing, fills in blank spaces, and repeats words or actions from book.

**FB 1.1a** Child demonstrates functional use of reading materials while looking.

**FB 1.1b** Child orally fills in or completes familiar text while looking at picture.

**FB 1.1c** Child indicates awareness that familiar text is left to right or skipped over when reading.

**FB 1.1d** Child points to objects and answers questions while looking at picture.

**FB 1.1e** Child responds to request to sit and read book with adult.

**GOAL 2 Demonstrates understanding that text is read in one direction and from top to bottom of page**

**CRITERION:** Child reads, points to, or moves finger to follow line of appropriate for child's native language) and from top to bottom of page. Child may skip picture and read text below each line of text as long as direction from top to bottom.

**Example:** Child uses finger to point to words in left-to-right sequence on page. Child scrolls screen from top to bottom of page.

**Objective 2.1 Turns pages of book from beginning toward end**

**CRITERION:** Child orients book right side up, opens cover, and turns moving consistently toward end of book. It is acceptable to miss pages page at a time.

**Example:** Child turns book or reading device to correct orientation when search book pages from front to back. Child skips screens of e-book reader. Child attempts to turn pages.

**FB 2.1a** Child holds book or other printed material with pictures correctly and CRITERION: Child holds and rotates book, magazine, electronic game so that pictures are correctly oriented.

**Example:** Child picks up book and correctly adjusts its orientation. Child correct orientation.

**FB 2.1b** Child holds book or other printed materials with or without pictures using both hands. Book does not need to be correctly oriented.

**Strand B Quantitative Relations**

**GOAL 1 Compares items in sets to 5 by counting**

**CRITERION:** Child uses one-to-one correspondence to match items in two sets comprising 5 items each and then correctly indicates that one set has more than, less than, or is equal to the other set.

**Example:** Child counts 4 dots on card and 5 dots on friend's card and says, "You has more dots than me."

**Objective 1.1 Compares items in sets to 5 by matching**

**CRITERION:** Child uses one-to-one correspondence to match items in two sets comprising up to 5 items each and then correctly indicates that one set has more than, less than, or is equal to the other set.

**Example:** Child has 3 cars and 4 people. Child places 1 person in each car, has 1 extra person, and says, "There's too many people."

**Objective 1.2 Creates equivalent sets of 5 items**

**CRITERION:** Child uses one-to-one correspondence to match each item in existing set of 5 items to make second set of 5.

**Example:** Child places 1 plastic insect in front of each of 5 plastic frogs in water tub.

**Objective 1.3 Uses quantity comparison words**

**CRITERION:** Child uses words more, less, and equal/none to compare sets of items. Score 2 if child correctly uses more, less, and equal/none.

**Example:** Child says, "Christie has more raisins than I do, but she has the same crackers. Child demonstrates understanding of quantity words (e.g., child points to person at table who has more).

**FB 1.3a**

**GOAL 2 Compares items in sets of 6 to 10 by counting**

**CRITERION:** Child uses one-to-one correspondence to match items in two sets comprising up to 10 items each and then correctly indicates that one set has more than, less than, or is equal to the other set.

**Example:** Child counts 8 fish crackers on plate and 10 fish crackers on friend's plate and says, "My, you got more fishies than me."

**Objective 2.1 Compares items in sets of 6 to 10 by matching**

**CRITERION:** Child uses one-to-one correspondence to match items in two sets comprising up to 10 items each and then correctly indicates that one set has more than, less than, or is equal to the other set.

**Example:** Child has 7 paper cups and 8 straws. Child places 1 straw by each cup and says, "There's not enough cups. Or too many straws."

**Objective 2.2 Creates equivalent sets of 10 items**

**CRITERION:** Child uses one-to-one correspondence to match each item in existing set of 10 items to make second set of 10.

**Example:** Child places 1 paper napkin on each of 10 plates at snack table.

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# Literacy and Math Strands

## 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

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# Qualified Scoring

- Qualified scoring for emerging skills ("1") to indicate if incomplete or done with assistance
  - 1A = Assistance, 1I = Incomplete, 1AI = Assistance/Incomplete
- Helps provides more information about the child's skill level and what to do next

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

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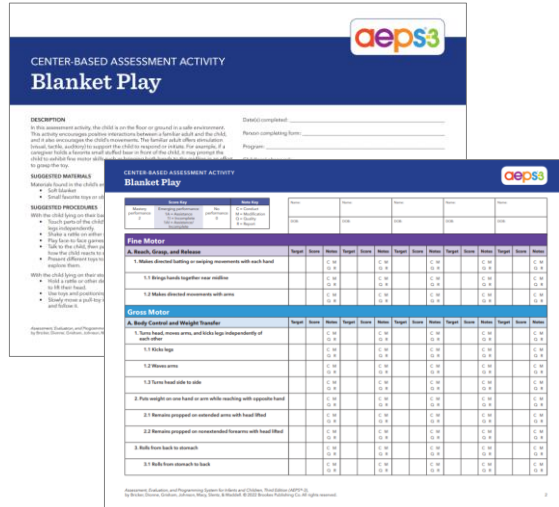


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# Assessment Activities

- Assessment activities help providers efficiently use observation to complete the AEPS-3 Test for up to 5 children at once
- 10 center-based activities
- 10 home-based activities
- Available on AEPS-3 Forms USB and in AEPSi

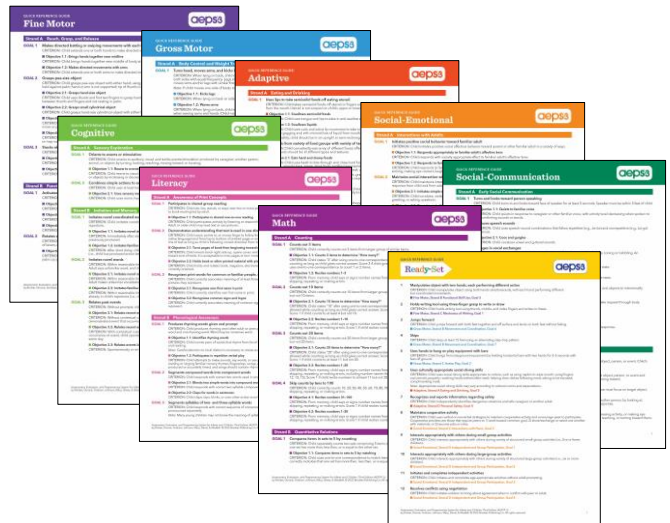


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# Quick Reference Guides

- On-the-go guides provide all AEPS-3 Test items and criteria in clear, convenient format
- Helpful reference as users observe children and administer the test
- Pack includes 9 separate laminated guides, one for each developmental area and one for Ready-Set



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# Enhanced Family Materials

- Improved materials to communicate with families
- Two family forms to give programs more flexibility
- Forms and handouts available in **English & Spanish**
- Provided on AEPS-3 Forms USB for easy printing or emailing
- Helps programs meet family engagement requirements



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# Family Report

Collects information about child and family and child's participation in activities and routines

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# Ready-Set

Goals from all 8 areas

- **Fine Motor**—2
- **Gross Motor**—3
- **Adaptive**—2
- **Social-Emotional**—8
- **Social-Communication**—3
- **Cognitive**—6
- **Literacy**—10
- **Math**—6

## Example goals

2. Holds writing tool using three-finger grasp to write or draw
6. Uses culturally appropriate social dining skills
8. Maintains cooperative activity
12. Resolves conflicts using negotiation
16. Uses language to initiate and sustain social interaction
29. Names all uppercase and lowercase letters of alphabet
36. Reads and writes numerals for quantities up to 5

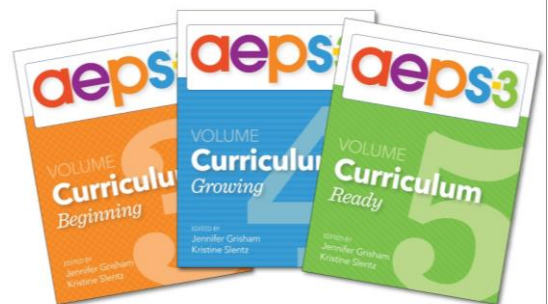
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# AEPS-3 Curriculum

- Guided by multi-tiered systems of support, blended practices, and activity-based intervention frameworks
- 3 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)



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# AEPS-3 Curriculum

- Reflects current best practices used by early childhood programs
- Organized by routines and activities, which fits well with the structure of classrooms and homes
- Makes linking assessment with intervention/teaching even easier and streamlines creation of IFSP and IEP plans



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# AEPS-3 Curriculum

Includes  
content  
for  
18 routines  
& activities

- 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

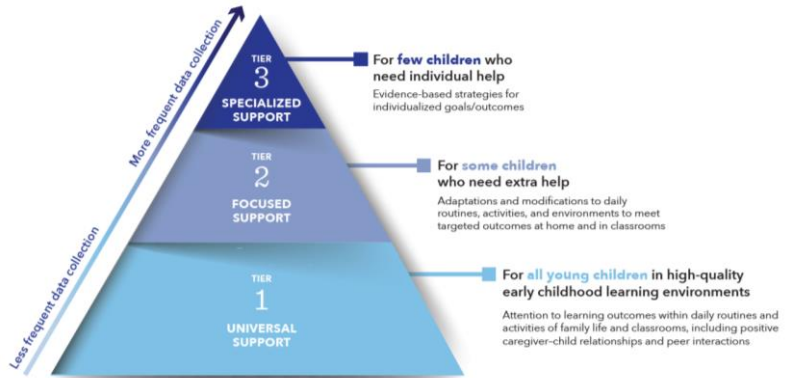
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# AEPS-3 Curriculum

Includes universal, targeted, and specialized strategies for each routine/activity



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# AEPS-3 Curriculum

- Included for each routine/activity
  - Description
  - Concurrent skills by AEPS-3 area
  - Universal strategies–best practices for all children
  - Focused strategies–for teaching some children who are struggling
  - Specialized strategies–for teaching individual children who need intensive support

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# AEPSi

## **AEPSi will be better than ever, too!**

- Completely redesigned AEPSi interface
- Mobile-optimized for phones and tablets
- Family login for AEPS-3 family reporting



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# Transitioning to AEPS-3

- Throughout 2022, we'll support programs transitioning to AEPS-3
- Free AEPS-3 webinars to continue in 2022
- Pricing for new online system to be announced in October 2021
- AEPSi free trials available in Spring 2022

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# Training

- Self-paced, AEPS-3 introductory online course
- Updated interrater reliability certification
- Live training through Brookes on Location
  - Introductory
  - Advanced
  - AEPSi

Available  
in 2022

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# Research Studies

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# AEPS-3 Content Validity Study

- Conducted 2012–2015
- Expert review of test items in 8 areas; 4-5 experts per area
- Expert review of entire test
- Qualitative analysis by author workgroups
- Content changes and reordering of test items followed review


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# AEPS-3 Field Test

- Utility study
  - 11 providers from two sites in Kentucky and Oregon
- Concurrent validity study
  - Early childhood program in Kentucky
  - 50 children assessed with AEPS-3 and BDI-2
- Interrater reliability study
  - 116 providers from 14 test sites in 7 states
  - Watched training modules and scored video clips of children
- Cutoff determination based on 874 children

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## In Summary

The field test studies supported the belief that **AEPS-3 provides useful information** about young children's development and is **useful in making a variety of teaching and intervention decisions.**

Results from the field study also indicate that **practitioners may use AEPS for eligibility determination.**

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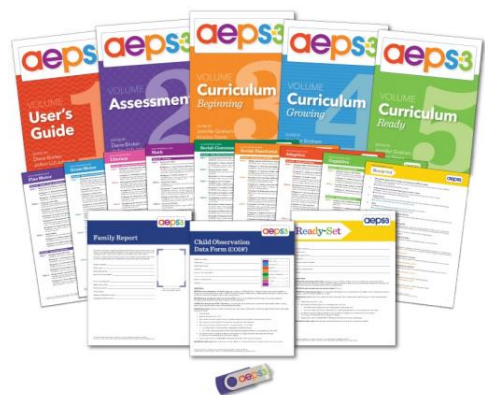
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## AEPS-3 Products

Available in November 2021

Special Introductory Price!  
AEPS-3 Complete Kit: \$499.00

Products also available  
individually



**Preorder at [bpub.fyi/AEPS-3](http://bpub.fyi/AEPS-3)**

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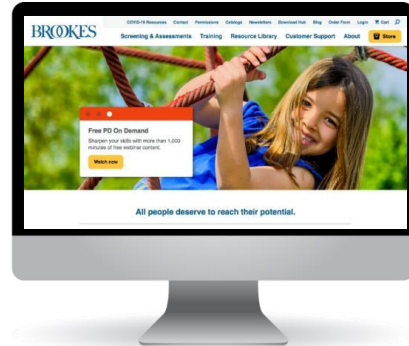
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# Special Offer

## FREE SHIPPING

Use code

## AEPSWEB



Preorder at [bpub.fyi/AEPS-3](https://bpub.fyi/AEPS-3)

*\*Expires 12/31/21. Not to be combined with any other discounts or offers. Consumer orders only, please. Standard shipping to US and Canada only.*

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## More AEPS-3 Webinars

### Introducing the AEPS®-3 Ready-Set

Presented by Ching-I Chen, Ph.D., and Marisa Macy, Ph.D.

Thursday, October 21 at 12:00 pm ET

### Introducing the Reimagined AEPS®-3 Curriculum

Presented by Jennifer Grisham, Ed.D., and Christy Kaylor

Thursday, November 4 at 2:00 pm ET

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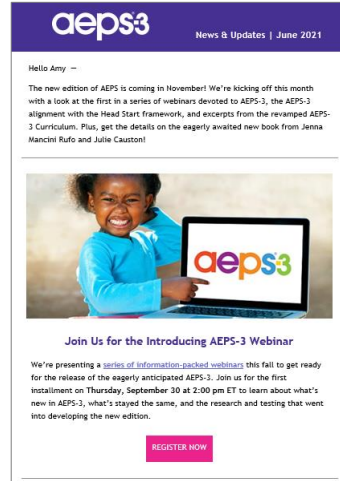


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# Questions?



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