

Social-Emotional

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
A. Interactions with Adults																		
1. Initiates positive social behavior toward familiar adult	B	B	B	B	B	B	B		B	B		B	B	B				
1.1 Responds appropriately to familiar adult's affective tone	B	B	B	B	B	B	B		B	B		B	B	B				
1.2 Responds to familiar adult's positive social behavior FS 1.2a Child responds to familiar adult's social behavior by maintaining or continuing interaction (e.g., child knocks down block tower that adult built and waits for or helps adult to rebuild tower). FS 1.2b Child shows interest in communication from familiar adult (e.g., child stops crying when adult talks soothingly, increases motor action when adult speaks playfully, looks at adult who is talking, watches adult as adult sings).	B	B	B	B	B	B	B		B	B		B	B					
2. Maintains social interaction with familiar adult FS 2a Child responds to communication from familiar adult and maintains interaction (e.g., adult asks child to tell about pictures in book, and child makes vocalizations about pictures; then adult supplies words for pictures, and child vocalizes again or points to picture).	B	B	B	B	B		B		B	B	B	B	B					
2.1 Initiates simple social interaction with familiar adult FS 2.1a Child assumes active role in drawing attention of or getting close to familiar adult to continue social game (e.g., child crawls after father, tugs at grandma's clothes, or climbs into mother's lap).	B	B	B	B	B		B		B	B	B	B	B	B				
2.2 Repeats part of interactive game or action in order to continue game or action	B		B	B	B	B		B	B	B	B		B					
2.3 Responds to familiar game or action FS 2.3a Child interacts with familiar adult in vocally similar manner by matching patterns of vocal exchanges (e.g., child gurgles when adult stops vocalizing, child varies length of vocalizations as function of length of adult's verbalizations, child changes rhythm of vocalizations when adult sings to child).	B		B	B	B	B		B	B	B	B							

AEPS-3 SKILLS MATRIX

Social-Emotional (continued)

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3. Participates in familiar social routines with caregivers				G								G	G	G			G		
3.1 Initiates next step of familiar social routine		G	G	G		G	G		G			G	G	G	G			G	
3.2 Follows familiar social routines with familiar adults FS 3.2a Child responds to established social routines.		G	G	G	G	G	G		G	G		G	G	G	G			G	
B. Social-Emotional Expression and Regulation																			
1. Responds appropriately to others' emotions FS 1a Child responds appropriately to familiar adult's affect. FS 1b Child displays affection toward familiar adult. FS 1c Child returns affection modeled by adult. FS 1d Child smiles in response to familiar adult. FS 1e Child reacts differently to familiar and unfamiliar adults. FS 1f Child stops crying in response to familiar adult (e.g., approach, vocalization, smile, appearance).	G	G		G	G	G		G		G		G						G	
1.1 Identifies/labels emotions in others	G	G		G	G	G		G		G							G	G	G
1.2 Identifies/labels own emotions	G	G		G	G	G	G	G		G							G	G	G
2. Uses appropriate strategies to manage emotional states FS 2a Child shows awareness of external physical needs such as being cold, hot, dirty, wet, or hurt. Child demonstrates discomfort by frowning or whining while wearing dirty or wet clothes. FS 2b Child uses pacifier, own thumb, or adult's finger for nonnutritive sucking. FS 2c Child can be soothed by familiar adult caregiver.	G	G		G	G		G	G		G		G	G	G	G	G		G	
2.1 Responds appropriately to soothing by peer	G	G			G			G		G			G		G	G		G	

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<p>2.2 Seeks comfort, closeness, or physical contact from familiar adult</p> <p>FS 2.2a Child responds in attempt to prolong positive interaction (e.g., when mother looks away from child, child touches mother’s face to get her to look back again).</p> <p>FS 2.2b Child uses familiar adults for comfort, closeness, or physical contact.</p> <p>FS 2.2c Child differentiates between familiar and unfamiliar adults for comfort, closeness, or physical contact.</p>	B	B			B	B	B		B	B		B	B	B			B		
<p>2.3 Responds appropriately to soothing by adult</p> <p>FS 2.3a Child shows interest in familiar adult’s social behavior (e.g., child looks at adult when adult plays Peekaboo or smiles when adult peeks around corner).</p>	B	B			B		B		B	B		B	B	B			B		
<p>3. Makes positive statements about self or accomplishments</p>	G	G	G		G	G	G	G		G								G	
	R	R	R	R	R	R	R	R		R								R	
<p>3.1 Explains or shows others how to do tasks mastered</p>	G	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	R
<p>3.2 Shares accomplishment with familiar caregiver</p>	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
C. Interactions with Peers																			
<p>1. Maintains interaction with peer</p>	G	G	G		G			G		G		G	G		G	G		G	
<p>1.1 Initiates social behavior toward peer</p>	G	G	G		G			G		G	G	G	G		G	G		G	
<p>1.2 Responds appropriately to peer social behavior</p> <p>FS 1.2a Child shows interest in peer’s social behavior (e.g., child looks at toy offered by peer, child waves arms and smiles while watching peer on swing).</p>	G	G	G		G			G		G	G	G	G		G				G

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<p>1.3 Plays near one or two peers</p> <p>FS 1.3a Child plays near one or two peers in presence of familiar adult (e.g., child plays with Legos in proximity of teacher reading a story to a peer).</p> <p>FS 1.3b Child observes peers or siblings (e.g., child watches older sibling playing with friend).</p> <p>FS 1.3c Child entertains self by playing appropriately with toys.</p>	B	B			B			B		B	B		B					B	B
<p>2. Plans and acts out recognizable event, theme, or storyline in imaginary play</p> <p>FS 2a Child uses action associated with common object, but object is absent; focus of child's play is on action rather than imaginary object (e.g., child kicks imaginary ball, eats imaginary cookie, throws imaginary ball).</p>	R			R	R			R	R										
<p>2.1 Enacts roles or identities in imaginary play</p> <p>FS 2.1a Child enacts typical action of familiar character or animal by using real object associated with character or animal (e.g., child sits in baby brother's chair and pretends to cry, child takes mother's keys and pretends to go bye-bye).</p> <p>FS 2.1b Child enacts imaginary events related to daily routine activities (e.g., child pretends to sleep on bed, drink from empty cup).</p>	R			R	R			R	R										
<p>2.2 Uses imaginary props in play</p> <p>FS 2.2a Child uses imaginary objects in play.</p>	R			R	R			R	R	R									
<p>3. Maintains cooperative activity</p>	RS 8	R	R		R			R	R	R								R	
3.1 Initiates cooperative activity	G		G		G			G	G	G								G	
3.2 Joins others in cooperative activity	G		G		G			G	G	G								G	
3.3 Shares or exchanges objects			G		G			G		G	G		G		G				G
<p>4. Maintains engagement in games with rules</p>	R							R		R	R	R	R					R	
4.1 Knows and follows game rules	R							R		R	R	R	R					R	
4.2 Participates in game	R			R				R		R	R		R					R	

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D. Independent and Group Participation																			
1. Interacts appropriately with others during small-group activities	RS 9	G		G		G	G		G		G	G	G	G		G	G		G
1.1 Interacts appropriately with materials during small-group activities			G		G	G		G		G	G	G	G		G	G	G		G
1.2 Responds appropriately to directions during small-group activities		G		G		G		G		G	G	G	G		G	G	G		G
1.3 Remains with group during small-group activities		G		G		G		G		G	G	G	G		G	G	G		G
2. Interacts appropriately with others during large-group activities	RS 10					G				G	G		G		G				G
2.1 Interacts appropriately with materials during large-group activities						G				G	G		G		G				G
2.2 Responds appropriately to directions during large-group activities		G				G				G	G		G		G				G
2.3 Remains with group during large-group activities		G				G				G	G		G		G				G
3. Initiates and completes independent activities	RS 11		G	G		G		G		G	G	G		G	G				G
3.1 Responds to request to finish activity		G	G	G	G	G		G	G	G	G	G			G				G
3.2 Responds to request to begin activity			G	G	G	G	G	G	G	G	G	G			G				G
3.3 Entertains self by playing with toys			B	B	B	B			B		B	B							B
			G	G	G	G		G		G	G								G
4. Resolves conflicts using negotiation	RS 12	G				G		G		G		G	G	G	G				G
4.1 Uses strategies to resolve conflicts		G				G		G		G	G	G	G	G	G				G
4.2 Claims and defends possessions		B	B	B		B			B		B	B	B	B					B
			G	G		G		G		G	G	G	G		G				G

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E. Meeting Social Expectations																		
1. Meets observable physical needs in socially appropriate ways RS 13	R	R		R	R	R	R	R	R	R	R	R	R	R	R	R	R	G
1.1 Meets internal physical needs of hunger and thirst	G				G			G		G		G						
2. Meets accepted social norms in community settings	R	R			R	R	R			R		R	R		R	R		
2.1 Meets behavioral expectations in familiar environments	G	G	G	G	G	G	G	G			G	G	G	G		G	G	
2.2 Adjusts behavior based on feedback from others or environment <i>FS 2.2a</i> Child understands how own behavior affects others.	G	G	G	G	G	G	G	G		G	G	G	G	G		G	G	
3. Follows context-specific rules RS 14	R	R	R	R	R	R	R	R		R		R	R	R	R	R	R	R
3.1 Seeks adult permission when appropriate	G	G	G	G	G		G	G	G	G			G					G
3.2 Follows established social rules in familiar environments	G	G	G			G	G	G			G	G	G	G		G	G	G
4. Relates identifying information about self RS 15	R	R		R		R		R		R		R			R			R
4.1 States birthday				R				R				R			R			R
4.2 States age						G		G										
4.3 Provides given name or nickname of self and others		G	G			G		G										