



ALIGNMENT

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

WITH

Texas Early Learning and Prekindergarten Guidelines

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the Texas Early Learning and Prekindergarten Guidelines

This document aligns the content from the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines [2013] and the Texas Prekindergarten Guidelines [2015] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Infant, Toddler, and Three-Year-Old Guidelines				
Physical Health and Motor Development				
Health and Well-being				
1. Shows signs of healthy development				
2. Responds when physical needs are met				
3. Expresses physical needs nonverbally or verbally				
4. Participates in physical care routines				
5. Begins to develop self-care skills				
6. Begins to understand safe and unsafe behaviors				
0-8 months infants might	Gaze at object, person, or toy	Social- Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Turn towards sounds and noises	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begin to calm during bathtime	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Babble or coo with caregivers during diaper-changing time	Social- Communication	A. Early Social Communication	2.1 Coos and gurgles
8-18 months older infants might	Feed themselves with some assistance	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Ask, point, or sign for "more" when eating	Social- Communication	A. Early Social Communication	4.1 Make request of others
	Play during bathtime	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Listen to safety warnings and accept redirection	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Show interest in dressing themselves	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
18-36 months toddlers might	Participate in healthy care activities like washing hands and brushing teeth	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Use body language, sign, or say "wet!" to indicate wet or soiled pants	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
	Make personal food choices among several healthy options ("Want apple.")	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Eat with a spoon and fork and drink from a cup with some assistance	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensil
	Dress themselves with help	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Begin to respond to verbal safety warnings ("Danger. Hot.")	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
36-48 months three-year-olds might	Feed themselves with fork and spoon without assistance	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Choose their own clothes to wear and dress themselves	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Participate in healthy care routines, such as using a tissue to wipe own nose, covering mouth when coughing, and brushing teeth	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Alert a caregiver when another child is in an unsafe situation or try to stop an unsafe behavior	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Gross Motor Skills				
1. Moves body, arms, and legs with increasing coordination				
2. Demonstrates increasing balance, stability, control, and coordination				
3. Develops increasing ability to change positions and move body from place to place				
4. Moves body to achieve a goal				
0-8 months infants might	Turn head from side to side and shake or wiggle arms and legs	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Lift head and shoulders	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
	Roll or try to move towards a toy	Gross Motor	A. Body Control and Weight Transfer	3.2 Rolls from back or stomach to side
	Scoot forward or backwards	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Begin to sit with support	Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support
	Bat at or kick at toys or things hanging over them	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
		Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
8-18 months older infants might	Sit up and maintain balance while playing with a toy	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Crawl on hands and knees	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Use furniture to pull self up, cruise, and lower self from standing to sitting	Gross Motor	B. Movement and Coordination	2.4 Pulls to kneeling position
	Walk on their own and with increasing speed	Gross Motor	B. Movement and Coordination	5.2 Walks fast
18-36 months toddlers might	Walk easily or run from place to place	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Jump into puddles, piles of leaves, or sandboxes	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Climb on chairs, stools, and playground equipment	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Enjoy playing on slides and swings	Gross Motor	C. Active Play	2.1 Moves swing back and forth
		Gross Motor	C. Active Play	2.3 Goes down small slide
	Kick or throw a large ball toward another child or adult	Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Climb stairs one step at a time	Gross Motor	C. Active Play	2.2 Climbs play equipment
36-48 months three-year-olds might	Walk up and down stairs alternating feet	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	Kick, throw, and catch a large ball with accuracy	Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Run more confidently and ride a tricycle	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Hop or jump	Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Climb a small jungle gym	Gross Motor	C. Active Play	2.2 Climbs play equipment

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Fine Motor Skills				
1. Uses hands or feet to touch objects or people				
2. Develops small muscle control and coordination				
3. Coordinates eye and hand movements				
4. Uses tools and different actions on objects				
0-8 months infants might	Look at and follow faces and objects with their eyes	Social- Communication	B. Communicative Understanding	1.2 Looks toward object
	Bat or kick at objects or toys	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
		Gross Motor	A. Body Control and Weight Transfer	1.2 Waves arms
	Begin to grab at things with a purpose but may not hold things well yet	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Point to something they find interesting	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Look at objects while bringing them to their mouth	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
8-18 months older infants might	Bang toys together to make sounds or move toys from one hand to the other	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Scoop or rake with their hand to pick up objects, food, etc.	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
	Use thumb and index finger to pick up, squeeze, or poke small items	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Grab, drop, or throw toys	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
		Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
18-36 months toddlers might	Fit objects together by pressing and turning (peg in small hole, ring onto pole, nesting, etc.)	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
		Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Dig in sand with spoon or shovel	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Tear paper	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Put on easy clothing (button and unbutton large buttons, unzip large zippers)	Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing
		Adaptive	C. Dressing and Undressing	1.3 Takes off front-opening coat, jacket, or shirt
	Play with and complete simple puzzles	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
36-48 months three-year-olds might	Handle or squeeze delicate or tiny objects between thumb and forefinger	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Start using simple tools like safety scissors (cut in a line or around a picture, etc.)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Copy simple shapes and write some letters and numbers	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Dress and undress with minimal help	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
		Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Feed self relatively neatly	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social and Emotional Development				
Trust and Emotional Security				
1. Establishes secure relationships with primary caregivers				
2. Differentiates between familiar and unfamiliar adults				
3. Shows emotional connections and attachment to others while beginning to show independence				
0-8 months infants might	Show interest in familiar faces by staring at them	Cognitive	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Imitate familiar adults' body language and sounds	Cognitive	B. Imitation and Memory	1.2 Imitate familiar simple motor action
		Cognitive	B. Imitation and Memory	2.1 Imitate novel vocalization
	Respond with smiles and cooing when picked up by a familiar caregiver	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Follow movement of caregiver around the room with their eyes	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Prefer sight, smell, and sound of primary caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show social interaction with a smile and mutual eye gaze	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
8-18 months older infants might	Stop crying and calm down when comforted by a familiar caregiver	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Try to get help from familiar adults with sounds and body language (says "mama" or cries)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Clap and smile back and forth with familiar adult	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Cry or show fear when separated from their primary caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show affection, such as hugs and kisses, leaning in, or reaching out	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Look for familiar adults to comfort them when hungry or tired	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
18-36 months toddlers might	Express affection for familiar caregivers, such as telling a caregiver "love you" or greeting a caregiver excitedly	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Check back with caregiver often when playing or exploring	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Reach for familiar caregivers when unfamiliar adults approach	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Look for familiar caregivers after falling down or getting hurt	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Take a familiar toy or blanket along on a trip or a visit to a new place	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
36-48 months three-year-olds might	Consistently seek out a trusted adult for comfort when they are upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show interest and comfort in playing with and meeting new adults	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Show comfort in new situations	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Self-Awareness				
1. Expresses needs and wants through facial expressions, sounds, or gestures				
2. Develops awareness of self as separate from others				
3. Shows confidence in increasing abilities				
4. Shows awareness of relationship to family/community/cultural group				
0-8 months infants might	Cry when hungry, uncomfortable, tired, or unhappy	Social- Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Turn head, frown, and/or arch back when over-stimulated	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulations
	Begin to express several clearly different emotions, such as happiness, excitement, and anger	Social-Emotional	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Emotional	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Turn and look at caregiver when their name is called	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulations
	Look at and/or smile at themselves in the mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explore own hands and feet	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Push away bottle, breast, or food, or turn head away when full	Social- Communication	A. Early Social Communication	4.4 Expresses negation or protests
8-18 months older infants might	Express a variety of emotions, like happiness, sadness, surprise, and discomfort	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Begin pointing to and naming body parts on themselves and others	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Enjoy making faces at themselves in mirror	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Make choices by shaking head “no” and/or nodding head “yes”	Social- Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Enjoy pointing to or naming pictures of family members	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Choose culturally familiar foods over other foods	Social- Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Enjoy praise and clapping to celebrate their accomplishments	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
18-36 months toddlers might	Recognize and name their own emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	In front of the mirror, point to and name many body parts	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Begin to describe themselves in words (“I run fast!”, “I strong”, “I got brown hair”)	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Show pride in own accomplishments by smiling, clapping, cheering for themselves, or saying, “I did it!”	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Say first and last name when asked	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Use words and actions to assert themselves (“No!”, “Mine!”, while pushing another child away)	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Choose areas to play in or activities they prefer	Social- Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Place their own items in their own cubby or area	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Begin to show comfort in a greater variety of familiar settings important to family, such as church, local library, or neighborhood park	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Name things related to family’s culture (“menorah”, “Christmas tree”, “sari”)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36-48 months three-year-olds might	Refer to themselves as “I” when speaking (“I can do it.”, “I go with Mommy.”)	Social- Communication	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Express more emotions through words, actions, gestures, and body language	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Show more familiarity with personal space (sit on own carpet square during Circle Time, keep their hands to themselves)	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Make choices, such as clothing or art materials	Social- Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Enjoy being a helper with a special job to do	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Speak about family members and friends who are not present	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Begin to notice how people’s skin color, hair color, and abilities are different or the same	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Be able to speak about familiar community places and activities, such as going to church, post office, or grocery store	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Enjoy joining others in cultural celebrations	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Self-Regulation				
1. Begins to manage own behavior and demonstrates increasing control of emotion				
2. Shows ability to cope with stress				
3. Develops understanding of simple routines, rules or limitations				
0-8 months infants might	Turn their head, frown, and/or arch back when over-stimulated	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Seek and respond to comfort from familiar caregivers when frightened or upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Calm when held or gently rocked	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Start sleep/wake cycles	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Show some routine behaviors, such as babbling themselves to sleep and thumb-sucking	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
8-18 months older infants might	Use a comfort object for security, such as blanket or toy, when feeling stressed or upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Look toward familiar caregivers for help when becoming upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Crawl to familiar caregivers who are holding another child	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Express own needs by gesturing or moving toward bottles, toys, or other objects they want	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use emotional expressions (pouting, whining, and crying) to obtain things they want	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Anticipate and participate in transitions, such as getting a blanket for naptime	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Try different ways to calm themselves when they are upset, such as singing themselves to sleep	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
18-36 months toddlers might	Understand what “no” means	Social- Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Recover from emotional outbursts (tantrums, biting, or hitting) in a few minutes with adult support	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Use words to obtain things they want	Social- Communication	A. Early Social Communication	4.1 Makes requests of others
	Begin to use various emotion words, such as “I’m mad.”	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Listen to and begin to follow rules	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Change to new or different activities with adult support	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Show beginnings of self-control, such as walking around rain puddles	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
18-36 months toddlers might	Say “no” or shake head when they don’t want to do something or don’t like something	Social- Communication	A. Early Social Communication	4.4 Expresses negation or protests

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36-48 months three-year-olds might	Express strong emotions constructively with assistance, such as going to quiet area or asking for a favorite book to be read when upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Stick with difficult tasks without becoming overly frustrated	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Tell a story that shows their feelings ("I was so happy...")	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Know what will happen next in their day, such as knowing that naptime comes after lunch	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Gently handle materials and living things, such as a plant or pet animal	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Follow schedules with few reminders, such as cleaning up toys and joining group activities	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Change behavior for different surroundings, such as running outside and walking inside	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Relationship with Others				
1. Shows interest in and awareness of others				
2. Responds to and interacts with others				
3. Begins to recognize and respond to the feelings and emotions of others and begins to show concern				
0-8 months infants might	Show interest in others by watching them and tracking their behaviors	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Cry, laugh, or smile with other infants	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8-18 months older infants might	Look back and forth between toy and adult while playing	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Reach out to touch another child's face, hair, or other body part	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Grab for an object another child is holding	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Play side-by-side with others using the same or similar toys	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
18-36 months toddlers might	Play with toys with other children or include other children in pretend play	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Show interest or concern for another child who is hurt or has fallen	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Know the names of familiar playmates and show favorite playmates by holding hands, sharing toys, and getting excited when friends arrive	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Watch and copy another child's behavior or activity	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Take turns during play with other toddlers, with lots of adult assistance	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
36-48 months three-year-olds might	Initiate play and share toys with friends and adults	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Ask questions about why another child is crying or tell a familiar caregiver when a friend is hurt	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Share and take turns with other children	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Encourage and praise peers	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Express interest in, acceptance of, and affection for others	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Begin to plan play with friends and follow through with actions, such as asking a friend to play in the block center, and then doing so	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Make decisions with other children with adult assistance	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Join others in group activities for brief periods of time	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Language and Communication Development				
Listening and Understanding				
1. Listens with interest to language of others				
2. Responds to nonverbal and verbal communication of others				
3. Begins to understand the rules of conversation				
0-8 months infants might	Turn towards sounds or voice of caregiver	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulations
	Smile when spoken to	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulations
	Watch a person's face and body language when they are talking	Social- Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Respond to body language and directions given by the caregiver (hold their arms out when caregiver reaches for child and says "Let me pick you up.")	Social-Emotional	A. Interaction with Adults	1.2 Responds to familiar adult's positive social behavior
	Respond to different tones of voice, such as becoming excited or calm when spoken to	Social-Emotional	A. Interaction with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Use hand motions and body movements (reaching, clapping, turning) in response to familiar words and phrases	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8-18 months older infants might	Quiet down or get excited when they hear familiar voices	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Look at person who calls their name or is speaking	Social- Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Recognize names of familiar objects (cup, banana, juice, etc.)	Cognitive	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Watch and listen while others speak and then speak or make sounds themselves	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Follow simple requests ("Get your ball.")	Social- Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Respond with body language or words to simple questions	Social- Communication	B. Communicative Understanding	4.1 Answers who, what and where questions
18-36 months toddlers might	Imitate caregiver's different vocal sounds and body language	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Laugh after caregiver says something funny	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Quiet and listen when caregivers say they have something to say	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Let others know when they want a turn to talk (says "me" or "my turn")	Social- Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Follow two-step requests	Social-Emotional	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Show understanding by pointing to or touching a picture in a book or talking about some part of a book	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Begin to talk or converse with other toddlers during play (listening and paying attention to each other)	Social- Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
36-48 months three-year-olds might	Follow three-step directions	Social-Emotional	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Participate in short conversations with expected words and phrases	Social- Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Produce expected responses to different types of requests	Social- Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Ask or gesture for a request to be repeated or clarified	Social- Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Ask a question and wait for an answer from others	Social- Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Provide expected responses to "wh" questions (who, what, where, when, why), as well as other question forms (how, if/then, etc.)	Social- Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
	Let others know when they are interrupted by saying "It's my turn."	Social- Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Know many words and the opposite of those words (tall/short, smooth/rough, light/heavy)	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Communication and Speaking				
1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes				
2. Imitates sounds, gestures, signs, or words				
3. Uses language to engage in simple conversations				
0-8 months infants might	Make a variety of sounds to express needs and interests (laughing, cooing, sucking noises to indicate excitement, hunger, tired cry versus hurt cry, babbling)	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Begin to imitate sounds like “da” when caregiver says “da”	Social- Communication	A. Early Social Communication	2. Produce speech sound
	Begin to move mouth while looking at caregiver talking	Social- Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Make sounds or signs to get caregiver’s attention	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8-18 months older infants might	Respond to caregiver’s talk by babbling or producing words in reply (“ba-ba-ba” repeated over and over for dialogue)	Social- Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Say first words by 8-12 months	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Try to name familiar people and objects like “mama” and “dada”	Social- Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Use single words combined with hand motions and body movements to communicate (wave while saying “bye-bye”)	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Point or use hand motion to communicate wants or needs	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Begin to repeat words in simple songs and rhymes	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use approximately 50-100 words in home language or in English by 18 months	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
18-36 months toddlers might	Combine words into simple sentences (“Mommy bye-bye” or “milk all gone”)	Social- Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Use new words in everyday experiences (“books in box”)	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Ask caregivers to help name unfamiliar objects	Social- Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use three- to four-word sentences with a noun and a verb	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Use approximately 400 words in home language or in English by 30 months	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Use approximately 1000 words in home language or in English by 36 months	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
36-48 months three-year-olds might	Ask more difficult questions that need more information and clarification (“Why does __ happen?”)	Social- Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use multiple words to describe and communicate feelings	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Use more abstract words to understand their world (use words like “think”, “know”, “guess”)	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Speak using the past tense or possessive (“Daddy carried the cake.” “Mommy’s car is blue.”)	Social- Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	Use approximately 4000+ words in home language or in English by 48 months	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Emergent Literacy				
1. Shows interest in songs, rhymes, and stories				
2. Develops interest in and involvement with books and other print materials				
3. Begins to recognize and understand symbols				
4. Begins to develop interests and skills related to emergent writing				
0-8 months infants might	Focus attention, move body, or make sounds during familiar songs, fingerplays, or rhymes	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Touch, look at, or make sounds when looking at picture books with adult	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Look at others writing or drawing on paper	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8-18 months older infants might	Imitate body language and/or make sounds during familiar songs, fingerplays, or rhymes	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalization
	Enjoy being read to and exploring books (in home language and in English)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Point to or name familiar characters, pictures, or photographs in books	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Participate in activities or songs that require listening (listens to songs/ rhymes in English and home language)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Turn pages of sturdy books, look at the pictures, and make sounds or words	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Reach for and hold various writing tools, such as crayons or chalk	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Make marks or scribbles on paper	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
18-36 months toddlers might	Sing along with familiar songs fingerplays, or rhymes	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Enjoy singing familiar songs or saying rhymes with and without adult assistance	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Begin to produce real or nonsense words that sound alike	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Enjoy being read to and exploring books and reading materials on their own (in English and in home language)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Ask to be read to and has favorite books	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Pretend to read familiar books	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Name and describe familiar characters, pictures, or photographs in books with adult assistance	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Recall characters or events in familiar books	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Recognize some print or symbols in their surroundings (stop sign, local store sign)	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Make circular scribbles, line marks, or letter-like forms when asked to write	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Try different ways to grip or use writing and drawing tools, such as crayons or paintbrushes	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Identify some letters (the first letter in their name) with assistances	Literacy	C. Alphabet Knowledge	1.4 Name letters in own first name

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36-48 months three-year-olds might	Like to repeat phrases in books or nursery rhymes, read aloud as a group	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Enjoy doing "pretend readings" of familiar books and making up a story to match drawings (in English and in home language)	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Enjoy a variety of literacy activities, including shared book reading, listening to recorded stories with headphones, or interacting with e-books	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Recall characters and events or predict what will come next in familiar books without help	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Handle books with increasing skill	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Show increasing understanding that print in most languages is read from left to right, top to bottom, and front to back	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Begin to understand that letters are combined to make words	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Recognize some familiar words in print, like their name	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Identify some letters and know some sounds that letters make	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Begin to write letter-like forms and attempt to write from left-to-right and top-to-bottom in English writing	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Attempt to reproduce letters (or characters depending on home language) by copying one or more letters (or characters)	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Use various writing and drawing tools without adult assistance	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Count words in a sentence	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	Break words into syllables (clap syllables in own name)	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Cognitive Development				
Exploration and Discovery				
1. Pays attention and exhibits curiosity in people and objects				
2. Uses senses to explore people, objects, and the environment				
3. Shows interest in colors, shapes, patterns, and pictures				
4. Makes things happen and watches for results and repeats actions				
0-8 months infants might	Focus on caregivers' face and follow face or voice	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Turn head when a new person enters the room	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Reach out to touch objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Put objects in their mouth to touch and taste	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Reach out and grab new toys, and turn them over and over to explore or bang them	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Hit or kick toys to make them move over and over	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8-18 months older infants might	Look at books	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Look to see where objects went when they are dropped	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Touch and feel others' faces, skin, or hair	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Enjoy playing with objects that make sounds and pay attention to different sounds objects can make, such as drums, noise makers, or bells	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Ask to continue a game by signing or saying "more"	Social- Communication	A. Early Social Communication	4.1 Makes requests of others
	Push a button on a toy to make objects pop up or to make a sound over and over again	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Sit on a rocking horse or toy and move it back and forth	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Look closely at small objects, such as pieces of paper or leaves	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Put a shape in a box with different shape openings (shape sorters)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
18-36 months toddlers might	Stack blocks or objects	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Notice, point at, or talk about animals or insects	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Pick up rocks, sticks, or other objects when outdoors	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Pour, scoop, and explore sand and water	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Match colors and shapes and sort toys or objects that are alike	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Show interest in mixing colors of water or paints	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Push/pull riding toys in order to make them move	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36-48 months three-year-olds might	Talk about and ask about objects in nature	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Observe and discuss changes in weather	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Name basic colors and shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Copy simple patterns	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Experiment with different objects during play to compare their effects (pushes toy cars down different types of ramps to see which car goes faster)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Repeat actions, such as blowing bubbles or pumping legs on swing, to improve results	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Problem Solving				
1. Experiments with different uses for objects				
2. Shows imagination, creativity, and uses a variety of strategies to solve problems				
3. Applies knowledge to new situations				
4. Begins to develop interests and skills related to numbers and counting				
0-8 months infants might	Make sounds, cry, or fuss to get caregiver's attention	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Roll over to get a toy just out of reach	Gross Motor	A. Body Control and Weight Transfer	3.2 Rolls from back or stomach to side
	Turn objects over to look at and handle them from different positions	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Begin to repeat actions to get an effect (drop a toy to hear it land or bang hands on table)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8-18 months older infants might	Use objects or utensils to bang on table and make noise	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Crawl into, around, or over obstacles	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Attempt to nest three or four cups of different sizes	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Enjoy taking objects out of containers and putting them back in	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Ask, gesture, or sign to be picked up to reach something	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18-36 months toddlers might	Ask for the names of new objects or people ("What's that?" or "Who's that?")	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Climb on a stool to reach an object	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Experiment with new toys to see how they work	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Turn puzzle pieces many different ways to complete a puzzle	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Count objects while pointing to each one and saying the number (one-to-one correspondence)	Math	A. Counting	1. Count out 3 items
	Offer to trade toys with other children	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
36-48 months three-year-olds might	Like to play "hide and seek"	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Show more thought in problem solving (use a bucket to move toys from one place to another)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Complete simple jigsaw puzzles	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Negotiate turn-taking with other children	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Compare and sort objects using one or two features (put all the large red cars together)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Use tools to measure items (scoop into bucket, string to determine length or height)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Apply numbers and counting concepts to daily life (count the number of children at school today)	Math	A. Counting	1. Count out 3 items

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Memory				
1 . Shows ability to acquire and process new information				
2 . Recognizes familiar people, places, and things				
3 . Recalls and uses information in new situations				
4 . Searches for missing or hidden objects				
0-8 months infants might	Look intently at new faces or objects	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Smile in recognition of familiar caregiver and show excitement when they enter the room	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Look in appropriate direction for toys that have been dropped or partially covered by a blanket	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
8-18 months older infants might	Enjoy playing peek-a-boo	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Look for hidden objects or toys	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Ask for a familiar caregiver when not present	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Look for a favorite object in its usual location, and ask for it when not present	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Recognize a favorite book when caregiver calls it by name	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Bring familiar people their shoes or other personal objects	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
18-36 months toddlers might	Go to the correct location for familiar activity (goes to bathroom when caregiver says "It's time for your bath")	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Know what sounds animals make and can make the sounds	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Recognize and name people and animals	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Use words and phrases that familiar caregivers use ("Be right back." or "See you later.")	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Sing familiar songs over and over	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Bring favorite book to caregiver to have it read to them	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Know familiar words and complete sentences in their favorite books	Literacy	D. Vocabulary and Story Comprehension	2. Retell simple story
36-48 months three-year-olds might	Tell what will happen next in a familiar book	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Answer simple questions about past experiences ("Who took you swimming yesterday?")	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Recognize familiar driving routes and locations in neighborhood (says, "That's where Grandma lives!" when approaching her house)	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	Talk about how common objects, such as spoon, hair brush, or pencil, are used	Social- Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Imitation and Make Believe				
1. Uses objects in new ways or in pretend play				
2. Uses imitation in pretend play to express creativity and imagination				
0-8 months infants might	Copy caregiver actions, such as sticking out tongue or clapping hands together	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Imitate playing with a toy, such as shaking, banging, or pushing buttons to make a toy work	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Coo, squeal, or laugh when their caregiver talks and plays games with infant	Social- Communication	A. Early Social Communication	2.1 Coos and gurgles
8-18 months older infants might	Imitate adult actions (waving “bye-bye” or brushing hair)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Play with toys the way they are intended, such as pretending to drink tea from a toy tea cup	Social-Emotional	C. Interaction with Peers	2.2 Uses imaginary Props in play
	Pretend to feed doll or stuffed animal with their own bottle or food	Social-Emotional	C. Interaction with Peers	2.2 Uses imaginary Props in play
18-36 months toddlers might	Imitate adult actions, such as pretending to wipe a dirty table or talking on the phone	Social-Emotional	C. Interaction with Peers	2.1 Enacts roles or identities in imaginary play
	Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished	Social-Emotional	C. Interaction with Peers	2.1 Enacts roles or identities in imaginary play
	Pretend objects are other things, such as a banana for a phone or a block for a car	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Pretend that a doll or stuffed animal has feelings, such as making a crying noise to indicate that the doll is sad	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Play with stuffed animals one day to play “veterinarian” and then to play “farmer” another day	Social-Emotional	C. Interaction with Peers	2.1 Enacts roles or identities in imaginary play
36-48 months three-year-olds might	Reenact actions that have multiple steps that they have seen at an earlier time, such as pretending to get ready for work by making breakfast or putting on jewelry	Social-Emotional	C. Interaction with Peers	2.1 Enacts roles or identities in imaginary play
	Have pretend play scenarios that include different roles (“I’ll be the mommy and you be the baby.”)	Social-Emotional	C. Interaction with Peers	2.1 Enacts roles or identities in imaginary play
	Plan what they are going to pretend before play, such as saying “Let’s play baking!”	Social-Emotional	C. Interaction with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Play with imaginary objects, such as serving an invisible slice of pizza on a plate	Social-Emotional	C. Interaction with Peers	2.2 Uses imaginary Props in play

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Prekindergarten Guidelines				
Social and Emotional Development Domain				
A. Self Concept Skills				
By around 48 months of age	Child is building competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests).	Gross Motor	A. Body Control and Weight Transfer	4.2 Regains balanced, upright sitting position after reaching across body
	Child can identify own physical characteristics and indicate some likes and dislikes when prompted.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Child may overestimate or underestimate own abilities.	Social- Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Child shows initiative in trying new activities, but may not persist in solving problems.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
End of Prekindergarten Year Outcomes	I.A.1. Child is aware of where own body is in space and respects personal boundaries.	Social- Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	I.A.2. Child shows self-awareness and can express pride in age appropriate abilities and skills.	Social- Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	I.A.3. Child shows reasonable opinion of his own abilities and limitations.	Social- Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	Social- Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
B. Self Regulation Skills				
1. Behavior Control				
By around 48 months of age	Child follows simple rules and routines when assisted by adults.	Social- Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Child is able to manage a small number of materials with support.	Social- Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Child needs adult guidance to help manage her behavior.	Social- Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
End of Prekindergarten Year Outcomes	I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	Social- Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	I.B.1.b. Child takes care of and manages classroom materials.	Social- Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	Social- Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
2. Emotional Control				
By around 48 months of age	Child recognizes and expresses a range of emotions/feelings.	Social- Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Child becomes familiar with basic feeling words (happy, sad, mad, scared).	Social- Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Child needs adult assistance to modulate level of emotional intensity.	Social- Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
End of Prekindergarten Year Outcomes	I.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors.	Social- Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	I.B.2.b. Child can communicate basic emotions/feelings.	Social- Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	Social- Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
3. Control of Attention				
By around 48 months of age	Child focuses attention on one task at a time but may not stay with it to completion.	Social- Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Child sits and listens to stories and/or participates in large group activities for up to 10–15 minutes at a time.	Social- Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
End of Prekindergarten Year Outcomes	I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	Social- Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.	Social- Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
C. Relationships with Others				
By around 48 months of age	Child forms positive relationships with teachers.	Social- Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Child feels comfortable and confident within classroom environment.	Social- Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Child shows interest in peer play but may be less skilled (or lack confidence) initiating and joining a group.	Social- Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Child enjoys parallel and associative play with peers.	Social- Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Child seeks adult help when experiencing conflicts with another child.	Social- Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Child responds with concern when a child or adult is distressed.	Social- Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Child interacts with playmates and may have preferred friends.	Social- Emotional	C. Interactions with Peers	1. Maintains interaction with peer
End of Prekindergarten Year Outcomes	I.C.1. Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.	Social- Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	Social- Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	I.C.3. Child shows competence in initiating social interactions.	Social- Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Social- Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	Social- Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	I.C.6. Child demonstrates empathy and caring for others.	Social- Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	I.C.7. Child interacts with a variety of playmates and may have preferred friends.	Social- Emotional	C. Interactions with Peers	3. Maintains cooperative activity
D. Social Awareness Skills				
By around 48 months of age	Child is interested in other people and their feelings.	Social- Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
End of Prekindergarten Year Outcomes	I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	Social- Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Language and Communication Domain				
A. Listening Comprehension Skills				
By around 48 months of age	Child responds to situations in ways that demonstrate he understands what has been said.	Social- Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Child follows simple single step requests.	Social- Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Child demonstrates understanding of following classroom routines.	Social- Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
End of Prekindergarten Year Outcomes	II.A.1. Child shows understanding by responding appropriately.	Social- Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. Child shows understanding by following one to two-step oral directions in English.	Social- Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	II.A.3. Child shows understanding of the language being spoken by teachers and peers. Child shows understanding of the new language being spoken by English-speaking teachers and peers.	Social- Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
B. Speaking (Conversation) Skills				
By around 48 months of age	Child sometimes uses language for different purposes.	Social- Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Child sometimes uses language for different purposes.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Child sometimes uses accepted language and style during communication with familiar adults and children.	Social- Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Child is able to communicate basic information in familiar social settings.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Child sometimes uses accepted language and style during communication with familiar adults and children.	Social- Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Child sometimes uses appropriate nonverbal standards in conversations with others.	Social- Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Child sometimes uses appropriate volume and intonation for different situations.	Social- Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
End of Prekindergarten Year Outcomes	II.B.1. Child is able to use language for different purposes.	Social- Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	II.B.1. Child is able to use language for different purposes.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	II.B.2. Child engages in conversations in appropriate ways.	Social- Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	II.B.3. Child provides appropriate information for various situations.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	II.B.4. Child demonstrates knowledge of verbal conversational rules.	Social- Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	Social- Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	II.B.6. Child matches language to social contexts.	Social- Communication	D. Social Use of Language	1.1 Follows social conventions of language

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
C. Speech Production Skills				
By around 48 months of age	Child's speech is understood by familiar adults and children.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Child may confuse words that sound similar.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Child joins in songs and finger plays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
End of Prekindergarten Year Outcomes	II.C.1. Child's speech is understood by both the teacher and other adults in the school.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	II.C.2. Child perceives differences between similar sounding words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language.	Literacy	B. Phonological Awareness	2. Segments compound words into component words
		Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
D. Vocabulary Skills				
By around 48 months of age	Child understands and uses accepted words for objects, actions, and attributes.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Child responds to instructional language of the classroom.	Social- Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Child shows understanding of many words and a steady increase in vocabulary.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Child uses increasingly larger vocabulary.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Child participates through actions to begin to develop common object names and phrases.	Social- Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
End of Prekindergarten Year Outcomes	II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	Social- Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses. Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses.).	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
		Social- Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
		Social- Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
E. Sentences and Structure Skills				
By around 48 months of age	Child uses simple sentences of three to four words to express needs.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Child may over generalize grammatical rules.	Social- Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Child links two ideas together by combining sentences	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Child uses simple sentence structures with usually one idea.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Child understands and uses increasingly longer sentences.	Social- Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
End of Prekindergarten Year Outcomes	II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject verb agreement.	Social- Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
		Social- Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social- Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	II.E.3. Child uses sentences with more than one phrase.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	II.E.4. Child combines more than one idea using complex sentences.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
		Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
		Social- Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her native language.	Social- Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	II.E.8. Child attempts to use new vocabulary and grammar in speech.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Emergent Literacy: Reading Domain				
A. Motivation to Read Skills				
By around 48 months of age	Child enjoys being read to and knows when a favorite story has a part left out.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Child enjoys looking at books and telling a story from the pictures or from memory.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Child notices environmental print and connects meaning to it.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
End of Prekindergarten Year Outcomes	III.A.1. Child engages in pre-reading and reading-related activities.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	III.A.3. Child recognizes that text has meaning.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
B. Phonological Awareness Skills				
By around 48 months of age	Note: Phonological awareness is just beginning to develop between the ages of 36 and 60 months. Children should be engaged in listening to books, poems, nursery rhymes, and songs that feature rhyme and alliteration.			
	Child can distinguish when two words rhyme.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Child can distinguish when two words begin with the same sound.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
End of Prekindergarten Year Outcomes	III.B.1. Child separates a normally spoken four-word sentence into individual words.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	III.B.2. Child combines words to make a compound word.	Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
	III. B.3. Child deletes a word from a compound word.	Literacy	B. Phonological Awareness	2. Segments compound words into component words
	III.B.4. Child blends syllables into words.	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
	III.B.5. Child can segment a syllable from a word.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	III.B.6. Child can recognize rhyming words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
	III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
C. Alphabet Knowledge Skills				
By around 48 months of age	Child names the first letter of his or her name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Child identifies the letter associated with the sound of the first letters of his name.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	Child produces the correct sound for the first letter of his name.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
End of Prekindergarten Year Outcomes	III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
D. Comprehension of Text Read Aloud Skills				
By around 48 months of age	Child interacts with a story as it is being read aloud.	Literacy	D. Vocabulary and Story Comprehension	1. Participates in shared group reading
	Child interacts with books by describing what is seen/read in the book.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Child asks and answers age-appropriate questions about the book.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
End of Prekindergarten Year Outcomes	III.D.1. Child retells or re-enacts a story after it is read aloud.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	III.D.3. Child asks and responds to questions relevant to the text read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	III.D.4. Child will make inferences and predictions about text.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
E. Print Concepts				
By around 48 months of age	Child understands that illustrations and print carry meaning.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Child imitates actions that demonstrate that text progresses across pages.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
End of Prekindergarten Year Outcomes	III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Emergent Literacy: Writing Domain				
A. Motivation to Write Skills				
By around 48 months of age	Child engages in free drawing and writing activities.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Child spontaneously “writes” in different situations.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
End of Prekindergarten Year Outcomes	IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	Literacy	E. Writing	2.1 Makes representational drawings
	IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
B. Writing as a Process				
By around 48 months of age	Child verbally shares ideas and/or tells stories associated with marks on paper.	Literacy	E. Writing	1.2 Verbally labels representational drawings
	Child notices when an adult does not repeat or dictate his spoken language accurately.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
	Child shows written products to others.	Literacy	E. Writing	1.1 Dictates description of drawing
End of Prekindergarten Year Outcomes	IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	IV.B. 2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class made drafts.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	IV. B.3 Child shares and celebrates class-made and individual written products	Social- Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
C. Conventions in Writing				
By around 48 months of age	Child records own name in whatever manner she is able.	Literacy	E. Writing	3.2 Prints first name
	Child spontaneously “writes” in various ways.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Child uses letter-like forms and actual letters to replace scribbles.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Child may use directionality based on a random starting place.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Child notices print and realizes that print is what is read rather than the picture.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
End of Prekindergarten Year Outcomes	IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	Literacy	E. Writing	3.2 Prints first name
	IV. C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	Literacy	E. Writing	3.1 Writes using developmental spelling
	IV.C.3 Child independently uses letters to make words or parts of words.	Literacy	E. Writing	3.1 Writes using developmental spelling
	IV. C 4. Child uses appropriate directionality when writing (top to bottom, left to right).	Literacy	E. Writing	3.4 Writes using “scribble writing”
	IV.C.5. Child begins to experiment with punctuation when writing.	Literacy	E. Writing	3.1 Writes using developmental spelling

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Mathematics Domain				
A. Counting Skills				
By around 48 months of age	Child identifies objects.	Math	A. Counting	1. Counts out 3 items
	Child recites number words in order up to 10.	Math	A. Counting	2.2 Recites numbers 1–10
	Child counts up to 4 objects with one count per item.	Math	A. Counting	2. Counts out 10 items
	Child identifies items that can be counted.	Math	A. Counting	1. Counts out 3 items
	Child counts up to 4 items, and demonstrates understanding that the last count indicates how many items were counted.	Math	A. Counting	2. Counts out 10 items
	Child begins to understand that items can be counted.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Child demonstrates proper use of the word “first.”	Math	A. Counting	1. Counts out 3 items
	Child verbally identifies without counting the number of objects from 1 to 3.	Math	A. Counting	1. Compares items in sets to 5 by counting
	Child recognizes one-digit numerals 1–4.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
End of Prekindergarten Year Outcomes	V.A.1. Child knows that objects, or parts of an object, can be counted.	Math	A. Counting	2. Counts out 10 items
	V.A.2. Child uses words to rote count from 1 to 30.	Math	A. Counting	4.2 Recites numbers 1–30
	V.A.3. Child counts 1–10 items, with one count per item.	Math	A. Counting	2. Counts out 10 items
	V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	Math	A. Counting	4. Skip counts by tens to 100
	V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	Math	A. Counting	3. Counts out 20 items
	V.A.7. Child uses the verbal ordinal terms.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	V.A.9. Child recognizes one-digit numerals, 0–9.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
B. Adding To/Taking Away Skills				
By around 48 months of age	Child understands that adding one or more concrete objects to a set will increase the number of objects in the set.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Child understands that taking away one or more objects from a set will decrease the number of objects in the set.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	Child identifies two groups of objects placed side-by-side as being equal or non-equal.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
Math		B. Quantitative Relations	1.1 Compares items in sets to 5 by matching	
End of Prekindergarten Year Outcomes	V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
C. Geometry and Spatial Sense Skills				
By around 48 months of age	Child recognizes common shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Child manipulates shapes using fine and gross motor skills.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Child begins to use language to describe location of objects.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Child moves objects during informal play.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
End of Prekindergarten Year Outcomes	V.C.1. Child names common shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	V.C.2. Child creates shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
D. Measurement Skills				
By around 48 months of age	Child understands that lengths of objects can vary and be compared.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Child begins to recognize how much can be placed within an object.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Child understands that weights of objects can vary and be compared.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Child shows awareness of the passage of time.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
End of Prekindergarten Year Outcomes	V.D.1. Child recognizes and compares heights or lengths of people or objects.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	V.D.2. Child recognizes how much can be placed within an object.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	V.D.3. Child informally recognizes and compares weights of objects or people.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	V.D.4. Child uses language to describe concepts associated with the passing of time.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
E. Classification and Patterns Skills				
By around 48 months of age	Child sorts objects that are the same and different.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Child recognizes that data can be organized into a graphic representation.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Child begins to recognize patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
End of Prekindergarten Year Outcomes	V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	V.E.2. Child collects data and organizes it in a graphic representation.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	V.E.3. Child recognizes and creates patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Science Domain				
A. Physical Science Skills				
End of Prekindergarten Year Outcomes	VI.A.1. Child observes, investigates describes, and discusses properties and characteristics of common objects.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	VI.A.2. Child observes, investigates describes and discusses position and motion of objects.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	VI.A.3. Child uses simple measuring devices to learn about objects.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	VI.A.4. Child observes investigates describes and discusses sources of energy including light, heat, and electricity.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
B. Life Sciences Skills				
End of Prekindergarten Year Outcomes	VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	VI.B.2. Child describes life cycles of organisms.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environments.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
C. Earth and Space Science Skills				
End of Prekindergarten Year Outcomes	VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	VI.C.2. Child identifies, observes, and discusses objects in the sky.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	VI.C.3. Child observes and describes what happens during changes in the earth and sky.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	VI.C.4 Child demonstrates the importance of caring for our environment and our planet.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social Studies Domain				
A. People, Past and Present Skills				
End of Prekindergarten Year Outcomes	VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	VII.A.2. Child identifies similarities and differences in characteristics of families.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	VII.A.3. Child connects their life to events, time, and routines.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
B. Economic Skills				
End of Prekindergarten Year Outcomes	VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	VII.B. 2. Child demonstrates understanding of what it means to be a consumer.	Social- Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
C. Geography Skills				
End of Prekindergarten Year Outcomes	VII.C.1. Child identifies and creates common features in the natural environment.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	VII.C.2. Child explores geography tools and resources.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
D. Citizenship Skills				
End of Prekindergarten Year Outcomes	VII.D.1. Child identifies flags of the United States and Texas.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence.	Social- Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	VII.D.3. The child engages in voting as a method for group decision-making.	Social- Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Fine Arts Domain				
A. Art Skills				
End of Prekindergarten Year Outcomes	VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	Cognitive	E. Scientific Discovery	1.2 Use senses to explore
	VIII.A.2. Child uses art as a form of creative self-expression and representation.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
B. Music Skills				
End of Prekindergarten Year Outcomes	VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	Social- Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Social- Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	VIII.B.2. Child responds to different musical styles through movement and play.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
C. Dramatic Expression Skills				
End of Prekindergarten Year Outcomes	VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	Social- Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Physical Development Domain				
A. Gross Motor Development Skills				
By around 48 months of age	Child has mastered basic skills of running, jumping, climbing, and pedaling.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3.1 Pedals and steers bicycle with training wheels
	Child engages in movement sequences with adult prompts.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
End of Prekindergarten Year Outcomes	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	IX.A.2. Child coordinates sequence of movements to perform tasks.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
B. Fine–Motor Development Skills				
By around 48 months of age	Child experiments with a variety of fine-motor tasks but may lack strength and control.	Fine Motor	B. Functional Skill Use	1. Activates object with finger
		Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
		Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Child shows emerging proficiency on tasks requiring eye-hand coordination (draws pictures recognizable to child but not others, cuts with scissors but may not cut all the way across a page).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
End of Prekindergarten Year Outcomes	IX.B.1. Child shows control of tasks that require small muscle strength and control.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
C. Personal Safety and Health Skills				
End of Prekindergarten Year Outcomes	IX.C.1. Child practices good habits of personal safety.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	IX.C.2. Child practices good habits of personal health and hygiene.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	IX.C.3. Child identifies good habits of nutrition and exercise.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Technology Applications Domain				
Technology and Devices Skills				
End of Prekindergarten Year Outcomes	X.A.1. Child opens and navigates through digital learning applications and programs.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	X.A.2. Child uses, operates, and names a variety of digital tools.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	X.A.4. Child uses technology to access appropriate information.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	X.A.5. Child practices safe behavior while using digital tools and resources.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules