



ALIGNMENT

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

WITH Idaho Early Learning eGuidelines (Birth to Kindergarten)

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

This document aligns the Birth to Kindergarten content from the Idaho Early Learning eGuidelines [2020] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*. Brookes Publishing Co.

Idaho Early Learning eGuidelines. (2020). Retrieved from: <https://healthandwelfare.idaho.gov/services-programs/about-idaho-early-learning-eguidelines>

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Domain 1: Approaches to Learning, Executive Function, and Cognitive Development

Sub-Domain: Learning Approaches

Curiosity, Motivation, Exploration, and Experimentation

Goal 1: Children show curiosity and interest in learning and experimenting.

Birth through 8 Months	Seek, initiate, and respond to interactions with people and objects.	Shows interest in people by kicking legs, smiling, reaching, and looking at the person.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Respond with verbalizations and curiosity to objects, people, and their traits.	Shows interest, explores, manipulates, or stares at objects in the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Shows interest by pointing, gesturing, or verbalizing.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Explores objects through mouthing, banging, dumping, moving, and throwing.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Uses senses to explore the environment (tasting, touching, hearing, smelling, looking).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Experiments with objects and actions.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
16 to 38 Months	Display curiosity with deliberate exploration and experimentation with people and objects.	Explores immediate environment (asks about a new object, actively searches through a collection of toys).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Shows interest in new activities and others' activities.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Asks simple "wh" questions (why, who, what, where, and when).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Asks about people in their own environment.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Turns objects around, upside down, and inside out to examine the characteristics of the object.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Opens, closes, fills, empties, and builds up and knocks down objects and containers.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
36 to 60 Months	Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding.	Asks others for information (e.g., "What is that?" "Why is the moon round?").	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Investigates and experiments with materials; matching, sorting, and grouping	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Shows interest in how and why others do things.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding.	Uses “wh” questions to get additional information about how their world works (why, who, what, where and when).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Develops personal interests (trains, animals, dinosaurs).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Develops sense of competence by actively engaging in play and putting materials together in new ways to test end results.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Builds a vocabulary of adjectives and adverbs to describe and categorize words and actions.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Uses fantasy and reality to explain phenomenon.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
60 Months through Kindergarten	Acquire the ability to think logically; showing increased interest for reasoning about complex information about people, objects, and actions.	Talks about new events and occurrences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Asks questions about changes in their world.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Shows enthusiasm for field trips and other outings to new places.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Looks for new information, with assistance, and wants to know more about personal interests.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
		Uses available tools to explore (books, technology, other people).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Uses multiple strategies to explore a new situation or object.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Creativity and Inventiveness

Goal 2: Children are able to generate new ideas, approaches, and activities in daily routines

Birth through 8 Months	Using all of their senses, actively explore themselves and their immediate surroundings.	Inspects own hands and feet, by mouthing.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Mouths, shakes, bangs, drops, or throws objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Responds to smells (especially mother’s smell).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Turns and responds to familiar voices and/or new sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Cries, coos, and makes single syllable sounds around certain activities.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
		Startles easily around new sounds, smells, textures.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Use sensory exploration of objects and sounds by trying different things and making different noises or movements.	Imitates actions observed in another situation (tries to stack blocks after watching other children, bangs on a surface after watching drumming at a cultural event).	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Uses objects differently and creatively (a bucket is turned upside down to build a tower or be a pedestal).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Looks to caregiver for assurance when trying something new or risky.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Plays with sounds by babbling, cooing, or clicking their tongue.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
16 to 38 Months	Use imagination and pretend play to plan experimentation with objects and roles.	Invents new uses for everyday materials (bangs on pots and pans).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Approaches tasks experimentally; adapting the use of objects as the play evolves.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Displays understanding of how objects work together (gets the dustpan when an adult is sweeping the floor).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Enjoys opportunities for pretend play and creating things.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Uses creative language to describe events, sometimes with made-up sounds.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Builds with blocks and other manipulatives.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
		Plays with dolls, costumes, and acts out roles.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
36 to 60 Months	Expand personal expression through inventive language and play.	Uses dramatic play to take on roles.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Invents new activities or games.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Uses imagination to create a variety of ideas.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Creates and negotiates acceptable rules for group activities.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Makes up words, songs, or stories.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Expresses ideas through art, construction, movement, or music.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Engages in extensive pretend play that includes role-play (playing house or explorers).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Engages in open-ended exploration of raw materials messy play).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Uses materials in a new or novel way.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Chooses new and different materials to represent thoughts.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Become more elaborate and cooperative in creative expression.	Uses dramatic or symbolic play to pretend.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Combines activities, materials, and equipment in new ways (builds tent by using a sheet or blanket around a table).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Completes projects differently from other children (uses a unique approach in block structures or paintings).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Makes changes to a familiar story by adding actions or characters.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Represents reality in a variety of ways (pretend play, drawing, making up songs, or making rhymes).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Approaches tasks and experiences with increased flexibility, imagination, and inventiveness.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Confidence and Initiative					
Goal 3: Children are confident to initiate and complete activities using a variety of approaches.					
Birth through 8 Months	Engage in interactions with familiar people and explore people and objects around them.	Holds the attention of caregivers (smiles, babbles, sustains eye- contact).	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
		Directs attention towards objects by reaching, grasping, or staring at them.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Examines a face, toy, or rattle for a brief period of time.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
		Repeats simple motions or activities (swats at a mobile, consistently reaches for objects).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Engages familiar adults and children in interactions.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
6 to 18 Months	Seek out familiar people and objects to engage in pleasurable activities.	Remembers where favorite items are stored.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
		Focuses on the reader or storyteller for brief periods of time.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
		Tries different ways of doing things.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Shows willingness to try a new activity or a familiar activity in a new setting.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Expresses a desire to feed themselves in the culturally defined manner.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Engages in and actively explores new surroundings.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Selects a book, toy, or item from several options.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Seek out familiar people and objects to engage in pleasurable activities.	Looks to their caregiver/parent for reassurance and moves away to try a new activity.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Shows preferences and dislikes for activities, experiences, and interactions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16 to 38 Months	Take initiative in selecting activities and seeking out new experiences with familiar people, objects, and settings.	Initiates play with others.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Responds with “no!” or “mine!” when someone takes a toy.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
		Chooses one activity over another and pursues it for a brief period of time.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Proposes an idea for how to spend time.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Shows interest in wanting to take care of themselves (dressing).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
16 to 38 Months	Take initiative in selecting activities and seeking out new experiences with familiar people, objects, and settings.	Initiates activities at their caregivers’ suggestions.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
		Seeks and takes pleasure in both new and familiar skills and experiences.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Pretends to be in new and familiar places with new and familiar roles.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Shows willingness to try less familiar environments and situations; depending on temperament.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
		Plays beside others, using similar materials, though not necessarily sharing the same toy.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
36 to 60 Months	Display initiative and confidence interacting in a variety of social and physical settings.	Asks a peer to join in play.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Joins a play activity already in progress, with assistance.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
		Selects new activities during play time (selects characters for dress up, tries a new scooter).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Offers to help with chores (sweeping sand from the floor, helping to clean up juice spills).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Finds and uses materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Makes decisions about activities and materials to work with from the selection offered.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Plans time for completing activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Shows completed projects to others and explains what they did.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Initiate and sustain play and activities with confidence through increased personal and shared interests.	Chooses to work on a project because the activity is of personal interest.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Invents projects and works on them with little assistance.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Forms a plan for an activity and acts on it.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Tells the difference between appropriate and inappropriate (or dangerous) risk-taking, with assistance.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
		Chooses to leave a project and returns to it later for completion or elaboration.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Participates in displaying a completed project.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Sub-Domain: Executive Function					
Cognitive Self-regulation/Persistence and Attentiveness					
Goal 4: Children demonstrate an expanding ability to develop and carry out plans.					
Birth through 8 Months	Will respond to pleasurable experiences and repeat actions that stimulate pleasure.	Seeks out and acquires desirable objects within reach.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Wiggles, rolls, or crawls to get to a desired visible object.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Shows interest in objects presented to them by kicking, swatting, reaching, cooing, or increased breathing.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Shows interest in facial expressions and people (laughing, talking, crying).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6 to 18 Months	Carry out simple goals to obtain a desired object or activity.	Uses two to three steps to solve a problem.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Uses several trial and error attempts to solve a problem.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Starts to use objects to solve problems.	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
16 to 38 Months	Carries out more complex goals using multiple strategies and pursues a larger range of activities with assistance.	Uses many trial and error attempts at to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Starts to transfer problem-solving strategies across situations.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Seeks adult’s help in getting an object or solving a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Sees the world primarily from their own perspective.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Develop schemas for how things work and attempt more complex tasks requiring problem- solving strategies.	Waits briefly for desired object or turn and knows they will have a turn.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Develops analogical thinking; schemas for what has worked and what to try.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
		Increases intentional, goal directed activities.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
60 Months through Kindergarten	Anticipate activities and sustain activity using rules of the game and negotiation.	Knows that rules and negotiation will help them get a turn in a group of children.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
		Wants others to follow rules of games.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
		Anticipates an activity (after class, a friend comes to play, and we will build with blocks and play outside).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Uses narratives to plan, review, and fantasize.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Uses intentional, goal directed activities.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
		Displays a willingness to try increasingly complex tasks.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Goal 5: Children sustain attention to tasks even when faced with challenges and frustration.					
Birth through 8 Months	Briefly sustain attention to caregiver’s actions and objects in the environment.	Attends to and holds the attention of caregivers (smiles, babbles, sustains eye-contact).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Focuses on a face or object from a wide variety of stimuli (watches their own face in a mirror, stares at a rattle).	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
		Directs attention towards objects or people by reaching for, grasping, or staring at them.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Examines a face, toy, or rattle for a brief period of time.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Repeats simple motions or activities (swat at a mobile, consistently reaches for objects).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Reaches for or moves body to resolve a frustration or challenge.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6 to 18 Months	Focus on stimulating activities and return to them after distractions.	Persists with a task or challenge (pulling up to a low table).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Returns to a desired task even when distracted, (banging a toy, dumping a container, pulling up, or trying to walk).	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
		Remembers where favorite toys are stored.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
		Focuses on the reader or storyteller for brief periods of time.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Maintain attention and extend favorite activities by repeating them frequently.	Shows interest in favorite activities over and over again.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Persists in the face of difficulty and seeks assistance to complete difficult tasks.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Completes simple projects (three- to-five-piece puzzles, can stack blocks on top of one another).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Continues to try a difficult task for a brief period of time (can build a block structure for 3 to 5 minutes).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Insists on some choices (what to wear, completing a project).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Seeks and accepts assistance when encountering a problem.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
		Listens and participates in story time (turning pages of book or using hand motions, such as claps).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
36 to 60 Months	Use trial and error skills and attention for more complex tasks.	Sustains focus on tasks of interest to them, when few distractions exist.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Remains engaged in an activity for at least 5 to 10 minutes, much of the time.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
		Completes favorite tasks repeatedly.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Manages tasks with sequences of three to four steps.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a tower).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Uses at least two different strategies to solve a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Uses self-talk to guide action when solving a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Participates in basic routines of daily living (meal time, circle time, or nap routines).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Finds hidden object by searching in more than one place.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
60 Months through Kindergarten	Maintain interest in activities and persist through challenges to complete project. Can complete projects in cooperation with peers or adults.	Maintains interest in a project or activity until finished, even over multiple days.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Sets goals and follows through on plans, with assistance. Sustains attention while peers and adults are the focus of attention (pays attention during storytelling or “show and tell”).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
			Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Works on a task over a period of time, leaving and returning to it (block structure).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Maintain interest in activities and persist through challenges to complete project. Can complete projects in cooperation with peers or adults.	Shifts attention back to the activity at hand after being distracted. Focuses on projects despite distractions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Accepts reasonable challenges and continues through frustration.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Cooperates with a peer or adult on a task.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Cognitive Self-regulation/Reflection and Interpretation					
Goal 6: Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.					
Birth through 8 Months	Respond to and adapt to trusted people in their environment.	Seeks responses from others.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Depending on temperament; has more regulated sleeping, feeding, and waking cycles.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Seeks and displays comfort with family members.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Expresses temperamental indicators of regularity, intensity, persistence, sensitivity, adaptability, activity level, approaches to newness, mood, and distractibility.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Begins to develop coping skills to help self-regulate.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
6 to 18 Months	Explore familiar people, objects, and situations with varying levels of adult influence and assistance.	Responds to modeling (can copy hand-clapping).	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Demonstrates responses to interactions; is engaged in trusting relationships.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
		Visually and vocally checks in with caregiver; exhibits social referencing.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Uses self-calming strategies and seeks trusted adult for coping.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		May test limits of safety-seeking information by looking toward caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 38 Months	Begin to take some risks exploring familiar people, objects, and situations with differing needs for adult assistance. Are more capable of coping with stressful situations.	Demonstrates open, uninhibited self-expression.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Develops a relaxed rhythm with caregivers in daily routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Responds to externally-driven interactions, relationships, and inhibitions.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
		Seeks information from others through observation and relationships.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Begin to take some risks exploring familiar people, objects, and situations with differing needs for adult assistance. Are more capable of coping with stressful situations.	Begins to regulate strong emotional expression (tantrums, acting impulsively).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Demonstrates some coping skills in the face of adversity.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
36 to 60 Months	Display different levels of initiative and confidence in exploring a wider variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance.	Chooses personal strategies to control emotional responses.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Seeks shared experiences.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
		Begins to allow peers to impact how they see themselves.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Explains and problem-solves issues of emotion (label emotions of self and others).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
			Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Can observe and respond to a friend or family members’ ideas, likes, or dislikes.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
60 Months through Kindergarten	Can recognize and identify a wider variety of emotions. They can better interpret complex emotional states and recover more easily from strong emotions, with adult assistance.	Begin to understand there is a variety of expressions and reactions to shared experiences (de-centering).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Recover from strong emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Mental Flexibility/Reflection and Interpretation					
Goal 7: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations..					
Birth through 8 Months	Interact with people and objects that are in their immediate range of motion.	Repeats simple motions or activities (mouths objects, bangs things).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Notices objects and people in their environment.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Tracks people and objects by moving head.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Looks where interesting object was seen or heard, after it disappears.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Notices objects and people who move out of sight and return.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Behaves in a consistent way to elicit desired response (kicks a mobile).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Birth through 8 Months	Interact with people and objects that are in their immediate range of motion.	Picks out nuances of visual and vocal cues. Baby turns head or makes noise when sees bottle or breast.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Sustain play with objects. Use trial and error experimentation.	Throws, empties, dumps, gestures.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Recognizes similarities and differences.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Adjusts play that varies slightly (“Peek-a-Boo” with a variety of objects).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Seeks person or object that moves out of sight.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
		Experiments to see if similar objects will cause a similar response (shakes stuffed animal in the same way as a rattle to hear noise).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Displays recognition and excitement about a toy or game from a previous day.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Applies knowledge to new situations (bangs on a bucket as if it were a drum).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Shows preference for specific objects.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
16 to 38 Months	Expand on previous learning to evoke new experiences with people and objects in their familiar environment.	Enjoys repetition, stories, scripts, rhymes, and songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Is egocentric and has favorite objects that are hard to share.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
		Substitutes similar objects (stacks boxes like blocks).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Realizes certain behaviors can precede events (If mom puts the pot on the stove, she is fixing something to eat, or if she puts her coat on, she is leaving.).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Alters behavior based on a past event and builds on it (this didn’t work; I’ll try this instead).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Relates an experience today to one that happened in the past (don’t go near the fence where the big dog lives).	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
36 to 60 Months	Take more risks by extending previous learning to the exploration of new settings, people, and objects.	Plays beside others and uses common materials.	Social-Emotional	C. Interactions with Others	1.3 Plays near one or two peers
		Begins to plan play themes corporately with others.	Social-Emotional	C. Interactions with Others	3.1 Initiates cooperative activity
		Plays with shared meaning and evolving scripts.	Social-Emotional	C. Interactions with Others	3. Maintains cooperative activity
		Shows interest by asking about new things and people around them.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Seeks out and engages in new experiences and with toys that are unfamiliar.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Take more risks by extending previous learning to the exploration of new settings, people, and objects.	Tells others about events that happened in the past.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
		Represents things in the environment with available materials; moving from simple to complex representations.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
		Thinks out loud and talks themselves through a situation.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Works out problems mentally or remembers past experience as well as using trial and error.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
60 Months through Kindergarten	Consider multiple approaches to new situations and tasks. Cooperate with peers and adults to assess new situations and tasks.	Engages in activities and solve problems cooperatively.	Social-Emotional	C. Interactions with Others	3. Maintains cooperative activity
		Uses a variety of methods to express thoughts and ideas (discussions, art activities).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Demonstrates long-term memory of meaningful events and interesting ideas.	Cognitive	B. Imitation and Memory	3. Relates past events
		Recognizes others’ feelings and begins to consider them in problem-solving.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Applies past learning to new activities and object through trial and error testing out of hypotheses.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
		Shows interest in and asks many questions about new things and people.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Desires to solve problems on their own.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Prefers to choose activities and are self-sufficient in following through with the choice.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Working Memory/Concept Formation					
Goal 8: Children use prior relationships, experiences, and knowledge to expand understanding.					
Birth through 8 Months	Begin to anticipate routines through relationships with people and objects.	Tracks people and objects by moving head as an adult or object moves.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Turns to familiar adult’s voice.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
		Prefers familiar adults to strangers.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Anticipates familiar events or routines (feel of changing pad means a diaper change, cradled near breast means feeding).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Smiles and wiggles to engage and respond to family members.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
		Memory is short term and based in emotional relationships and sensory experience.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Birth through 8 Months	Begin to anticipate routines through relationships with people and objects.	Behaves in consistent ways to elicit a response (kicks a mobile).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
		Shows surprise and delight by games such as Peek-a-Boo, holding and examining objects, or pushing and pulling objects.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6 to 18 Months	Build on experiences and emotions to expand memory through routines and relationships.	Shows attachment to primary caregivers/parents through preference or clinging to parents and familiar people.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Object memory is short term and based on what is visible and accessible.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
		Experiments to see if similar objects cause similar responses (shakes stuffed animal in the same way as a rattle to hear noise).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Displays recognition and excitement about games or toys from the previous day.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Applies knowledge to new situations (bangs on bucket as if it were a drum).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Recognizes differences between familiar people and strangers.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Realizes that objects exist when they are not seen for a short time.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
		Anticipates the return of a face when playing Peek-a-Boo and the trajectory of a moving object.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Looks for a hidden object after seeing it hidden/moved in two to three places (object permanence).	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
		Looks for a familiar person, toy, or pet, when asked.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Uses transitional object to support transitions and separations (favorite toy or blanket).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Greets people with “Hi.”	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Waves bye-bye when leaving.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
16 to 38 Months	Begin to use prior relationships and experiences to expand understanding and problem-solving.	Generalizes actions to similar objects (stacks boxes like blocks).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Realizes that behaviors can precede events (if mom puts a pot on the stove, she is going to cook something to eat; when mom puts on her coat, she is leaving).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Anticipates separation and reunion.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Begin to use prior relationships and experiences to expand understanding and problem-solving.	Alters behavior based on a past event and builds on it (I did this and it didn't work, so I will do this instead.).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Relates an experience today to one that happened in the past (hand washing prior to mealtime).	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
		Looks in several places for a desired object, or when asked to find an object (e.g., "Go see if your other shoe is under your bed.").	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
		Enjoys simple hide-and-seek games.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
		Begins to understand that a parent goes away to work but will come home.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		May over generalize terms such as hot/cold/sweet/sour/big/old based on limited experiences.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Talks to self, saying words repetitively (referred to as rehearsal; where child tries out putting thoughts into words).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
36 to 60 Months	Connect current behavior and past experience to new situations, relationships, and problem-solving.	Explains events that happened in the past.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
		Represents things in environment with available materials; moving from simple to complex representations (recreate picture of a house, build road with blocks, or make a tree with modeling clay).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Thinks out loud and talks themselves through a situation.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Works out problems using information from prior experiences rather than through trial and error.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
		Tells a story or recounts an event from photographs of self and others (e.g., "We made a big tent with boxes and blankets.").	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
		Points to objects that are out of place.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Points out objects in complex pictures and puzzles.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
		Completes a sequence of three to six pictures or pieces of a sequence puzzle.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Sings and chants along with repetitive lines in songs, poems, and stories.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Uses words for yesterday, today, and tomorrow even though the timing may be incorrect.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Mediate current behavior, exploration, and problem-solving by remembering past experiences.	Uses a variety of methods to express thoughts and ideas discussion, (art activities).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Demonstrates memory of meaningful events and interesting ideas using explanations and creative expression.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Describes or acts out a memory of a situation or action.	Cognitive	B. Imitation and Memory	3. Relates past events
		Seeks information for further understanding.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Uses multiple sources of information to complete projects and acquire new information, with assistance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Plans activities and sets goals based on past experience.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Demonstrates beginning understanding of what others are thinking, their intentions, or motivations.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
		Collects and categorizes objects from field trips or travels (rocks, shells, photos).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Tells stories about the past or future and elaborates on stories told by others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Working Memory/Imitation					
Goal 9: Children show emerging ability to imitate behaviors that they have observed.					
Birth through 8 Months	Initiate, sustain, and replicate brief interactions and expressions.	Looks at objects and faces.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
		Responds to adult facial expressions with same expression (sticking out tongue, pursing lips).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Mimics sounds.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
		Stares, smiles at, or shows concern or puzzlement to a caregiver.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Wiggles, kicks, increases rate of breathing in response to observation.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Babbles in tandem with caregiver’s sounds.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
6 to 18 Months	Initiate, sustain, and replicate	Waves bye-bye.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Plays imitation games (clapping and marching, jumping to music).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Prefers objects frequently used by caregiver (keys, cell phone).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Initiate, sustain, and replicate	Offers objects to others (though they may quickly take the object back).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Imitates actions from daily routines of the family or early childhood program (rocks a baby doll, puts on a hat, feed the caregiver).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
16 to 38 Months	Imitates a single action from a finger play or dance movement.	Imitates a single action from a finger play or dance movement.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
		Demonstrates a sequence of behavior after observing another child or adult.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Imitates parent or caregiver’s familiar behavior or gestures (pulls clothes from dryer, puts hands on hips, strikes a familiar pose).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Uses imitation, which leads to functional play (pouring water in the bathtub or pretending to hammer nails in the sandbox).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
36 to 60 Months	Use imitation as a foundation for symbolic play and sequencing.	Imitates sequences of action (songs with gestures, movement games).	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Uses phrases or plays out plots from favorite books or movies.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Sings and gestures to songs with both actions and words (Wheels on the Bus, folk songs with gestures).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
60 Months through Kindergarten	Use fantasy and pretend play more elaborately and use more perspective taking and experimentation with cultural roles and competencies in cooperation with others.	Engages extensively in pretend role-play with peers and alone with a variety of objects.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Narrates their play and speaks for dolls and other imagined people, taking on several roles in play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Likes games or songs with imitation (“Simon Says”).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Sub-Domain: Cognition and Cognitive Processes					
Reasoning and Logic					
Goal 10: Children demonstrate awareness of cause and effect relationships.					
Birth through 8 Months	Increasingly aware of self and primary caregivers.	Looks for or orients toward a dropped object or sound.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Uses sounds, gestures, and movements to impact the environment and interactions.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Acts on an object to make a pleasing sight, sound, or motion (kicks or swats mobile, continues to bat object to repeat sound).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Repeats actions many times to cause the desired effect.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Birth through 8 Months	Increasingly aware of self and primary caregivers.	Sustains brief interactions, with caregiver support.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		When mobile, seeks caregiver for support.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
6 to 18 Months	Use goal-oriented exploration. Actively explore self, others, and objects; recognize the effect of actions on the environment.	Uses variety of tools (containers, switches, doors).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Manipulates object to experiment with cause and effect.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Uses motor skills to experiment with cause and effect.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Uses two- to three-step sequencing.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Experiments with effects of own actions on objects and people.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Looks to others for understanding and response (social referencing with caregivers).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Begins to express an understanding of cause and effect.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
		Understands “no,” but may not inhibit actions.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
		Begins to understand that meaning and language are linked to actions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Does not understand impact of actions on others (biting, pushing).	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
16 to 38 Months	Generalize understanding of cause and effect to new people, objects, and settings expanding exploration.	Observes others’ actions to see the effect they have on objects and people.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Experiments with the effect of own actions on objects and people.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Learns to anticipate an adult’s response to an action.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Understands “no,” but can control actions at times.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
		Predominately uses “Why?” to ask questions even though the child may actually be asking Who?” “What?” “Where?” “How?” or “When?”	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Likes push and pull toys, and toys with wheels that they can move.	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
		Uses fill/dump, build up/knock down, and push/pull strategies.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Are aware of and interested in simple causal relationships. Uses magical thinking.	Identifies objects that influence or affect other objects (food coloring makes the water blue).	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Asks “why” questions to show effort at understanding causation (if I do this, why does that happen?).	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
		Explains the effects that simple actions may have on objects (it will be dark when you turn off the light).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Recognizes which element of an object causes the effect in simple relationships (the beads inside the box make the noise).	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
		Begins to use “What?” “Who?” “When?” and “Where?” questions.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
60 Months through Kindergarten	Building on past experiences, express curiosity about cause and effect with people and objects and experiment to elaborate their understanding.	Structure experiments to see how changes in one factor influence changes in the others (plant seeds and put one in sunlight and one in a dark room), with assistance.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Attempt to explain how things might change given a change in circumstances (when it’s cloudy, it might rain).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Explain reasons why simple events occurred (e.g., “Carlos isn’t here today because he got sick yesterday.”).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
		Propose experiments to see what will happen.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Reasoning and Logic/Problem-Solving					
Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.					
Birth through 8 Months	Use all senses to explore environment and relationships.	Reaches for a toy or object that has rolled away.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Seeks assistance from caregiver using vocalizations, facial expressions, or gestures.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Experiments with different ways of sucking (bottle vs. breast vs. thumb).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Responds to caregiver’s voice when upset.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		Accepts or resists new tastes/textures.	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
6 to 18 Months	Explore familiar people, objects, and settings to observe outcomes. Use goal- oriented exploration.	Uses active exploration and trial and error to figure out how things work.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Uses objects as a means to an end (uses a bucket to transport blocks from one room to another, uses a spoon to reach for food).	Cognitive	D. Reasoning	1. Uses object to obtain another object
		With improving concentration, spends a longer time exploring objects.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Try new things with familiar people, objects, and settings to see what the consequences will be.	Tries several methods to solve a problem before asking for assistance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Communicates to request assistance.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Uses solutions that are often not reality based.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Uses solutions that tend to reflect the child’s own personal experience and perspective.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
		Becomes more persistent in trying to solve tasks on their own.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		May become frustrated when outcomes are different than expected.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
36 to 60 Months	Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.	Explores various ways to solve a problem and select one option.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Seeks assistance from another child or adult to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Modifies actions based on new information and experiences (change block structure when the tower continues to fall).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Uses magical thinking to influence solutions to problems (child thinks inanimate objects have intentions).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Uses emerging perspective taking to think of multiple situations for problem-solving.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Solves an increasing number of problems within everyday activities.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
60 Months through Kindergarten	Cooperate in groups and experiment with new situations and environments. Bring past experience to bear when approaching problems and challenges.	Works in a group to find a solution; building on the group’s problem-solving strategies.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Predicts when something might be a problem or challenge (puzzle may be hard to do).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
		Identifies some strategies to solve a problem or begin a complex task.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Explains part, or all, of the problem when asking for help.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Tries several strategies to solve a problem. Child might want help from peer or adult.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Solves increasingly complex problems and an increased number of problems.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Goal 12: Children expand abilities for conjecture, hypothesizing, and guessing.

Birth through 8 Months	Use all senses to explore environment and relationships.	Displays curiosity using senses (vision, hearing, taste, touch, smell).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Looks for or orients toward sights and sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Uses fingers at first for self soothing.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Uses sounds, gestures, and movements to impact the environment and interactions.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Uses repetitive actions to cause desired effect (kicks or swats mobile, continues to bat at object to repeat sound).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
		Looks at or listens to novel objects.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6 to 18 Months	Actively explore and act on familiar people, objects, and settings to achieve familiar and pleasant outcomes.	Engages in goal-directed behavior and shows persistence in getting a desired object.	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
		Bases problem-solving in exploration and trial and error with objects.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Begins to observe other's actions in relationship to their own.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Uses a variety of strategies to explore unfamiliar objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		May resist unfamiliar foods.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
16 to 38 Months	Initiates action, lengthens exploration, and responds to familiar people, objects, and settings.	Experiments with effect of own actions on objects and people.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Observes others' actions to see the effect they have on objects and people.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Needs adult help or explanation for problem (may use social referencing).	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Uses repetition in practicing behaviors and seeing consequences.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Begins to see how one thing leads to another.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Looks longer at surprising or irrational events than at a predictable event. May want the surprise to occur again, or to trigger the novel experience.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
36 to 60 Months	Testing ideas about how things work in a variety of social and physical settings.	Asks questions to get more information about why something happens.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Explains the effects that simple actions have and their outcomes.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
		Recognizes which object or element of an object causes the effect in simple relationships.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
		Answers "what next" questions.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Testing ideas about how things work in a variety of social and physical settings.	Uses self-talk when solving a difficult problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Acquires the ability to hold more than one attribute in mind.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Becomes aware that other people can have different ideas or thoughts from their own.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
		Can categorize objects into groups.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Begins to make, recognize, and extend patterns.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Changes from magical thinking to understanding causation and planned actions.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
		Uses “why” most often to ask questions as they hypothesize.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
		Begins to “Who,” “What,” “Where,” and “When” to gain information to form hypothesis.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
60 Months through Kindergarten	Cooperate with others and systematically test ideas about how things work. Draw on past experience and increasing awareness of others.	Structures experiments to see how changes in one factor can influence changes in others.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Explains how one change can lead to another.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
		Explains how simple events occur.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
		Sets up and pursues purposeful experimentation; trying out different solutions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
		Makes predications about what will happen next.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
		Builds an awareness of other peoples’ points of view and feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Can hold more than one attribute in mind at once (teacher can also be a parent).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Moves from magical thinking to reasons for events.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
		Understands difference between live, not alive, and dead.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Understands problem-solving process includes classifying and reframing within coconstructed meaning.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Uses analogical thinking to allow transfer of problem-solving strategies to new situations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Reasoning and Logic/Critical and Analytical Thinking

Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.

Birth through 8 Months	Interacts with and observes people and objects in their environment.	Shakes stuffed animal or objects in same way as rattle to hear noise.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
		Watches separate body parts, their movement, and experiments with control of their movements.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Imitates actions, gestures, and sounds.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
			Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
		Explores objects in many different ways.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Sustains gaze or tracks object.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
		Observes activities.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Notices changes to familiar places and people.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6 to 18 Months	Explore familiar people, objects, and settings to experience new outcomes.	Uses objects as intended.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Understands how familiar objects are used in combination (spoon in bowl, socks on feet).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Distinguishes sounds and combinations of sounds.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Follows the edges of objects in a space (blanket, bed, or room).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Recognizes and responds to people's facial expressions.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Tries out a variety of voice tones and way to vary sounds (babbling, squealing, yelling, shouting, pounding on a table, and ringing a bell).	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Stacks objects and knocks them over.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Fill and dump buckets and containers of toys.	Cognitive	D. Reasoning	1. Uses object to obtain another object
		Places objects around or carries them around.	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Begin to take some risks and actively explore new ways of doing things with familiar people, objects, and settings to achieve additional positive consequences.	Generalizes ideas based on past experiences (watches caregiver blows on hot food before eating, then blows on food, hot or cold, at next meal).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Connects objects and ideas (broom for sweeping, swimsuit for swimming).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Labels that a person’s apparel is based on the weather outside (wearing a sweater means it is cold outside).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Imitates behavior seen in another place and time.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Notifies and describes how items are the same or different.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Uses actions or words to justify choices.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Makes choices when given options (which toy to play with).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Articulates changes noticed in familiar places and people.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Identifies differences between own and others’ work.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		36 to 60 Months	Are eager to explore a wider variety of people, objects, and situations and can use past experience and observations in novel ways in unfamiliar situations.	Applies new information or vocabulary to an activity.	Cognitive
Uses information gained through one modality and applies it to a new context via another modality (tries to build a tower of blocks like the one seen in a book, draws pictures after a field trip).	Cognitive			E. Scientific Discovery	4. Transfers knowledge
Generates a strategy based on one learning event and extends it to a new learning opportunity learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon).	Cognitive			E. Scientific Discovery	4. Transfers knowledge
Shows an understanding of same and different.	Cognitive			C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Recognizes and labels aspects of an event.	Social-Communication			D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Sorts objects based on attributes (shape, size, and color).	Cognitive			C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Compares experiences, with or without prompting.	Cognitive			C. Conceptual Knowledge	4. Uses early conceptual comparisons
Explains simple benefits and/or drawbacks of choosing one course of action, with/without prompting.	Cognitive			D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Sometimes thinks about problems and situations from the perspective of others and from different physical viewpoints.	Explains that a person stays the same, although appearance is changed through masks, costumes, or makeup.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Understands that words are made up of letters.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
		Recognizes the defining characteristics of shapes (squares, rectangles, circles, ovals, triangles).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Organizes objects by more than one common characteristic.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Uses comparative words.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Compares the main characters or events of stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
		Describes experiences using comparative language.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Considers peers’ perspectives when making decisions.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Explains how he/she makes decisions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Representational Thought and Play			
Goal 14: Children participate in exploratory play.					
Birth through 8 Months	Use sensory exploration.	Gathers information through the senses (mouthing, grasping, reaching).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Uses more than one sense at a time (uses sight, touch, taste, and hearing by examining and shaking a toy).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Observes objects in the environment for a brief period of time.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Initiates familiar play scheme (banging objects, grabbing spoon).	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
6 to 18 Months	Use sensory motor skills with some imitation; not goal directed. Refine movement using large and small muscles.	Uses all five senses to examine different objects with attention to detail.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Enjoys movement and motor play.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Observes and manipulates objects.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Engages in self-talk while playing.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Engages in reciprocal play with balls or throwing toys.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Use sensory motor skills with some imitation; not goal directed. Refine movement using large and small muscles.	Enjoys filling and dumping or pushing and pulling activities.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Enjoys movement games with caretaker (Pat-a-Cake, Peek-a-Boo).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Seeks objects child sees caregivers use (keys, phones).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Lacks sequencing and abstraction until the end of this period.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16 to 38 Months	Use sensory motor play to extend the use of materials in functional ways.	Uses sorting and classifying.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Observes and manipulates objects to identify similarities or differences.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Uses simple tools (scoops, funnels, shovels, buckets).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Explores and plays with sand, mud, and water.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Enjoys hiding and finding games.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
		Enjoys jumping, climbing, and chase games.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
		Plays in front of a mirror.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Stacks, builds, and knocks down blocks.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Plays with malleable materials (play dough, clay, art materials).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Starts playing with wagons, tricycles, and push toys.	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
			Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
			Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
		Initiates play with another child through gestures, offering toys, smiling, and eye contact.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Constructs using blocks, building bricks, and other manipulative toys.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
36 to 60 Months	Explore materials and actions.	Uses sorting, classifying, seriation, and patterning.	Cognitive	C. Conceptual Knowledge	3 (All)
		Climbs, swings, jumps, dances, and hops to test skills.	Gross Motor	B. Movement and Coordination	6 (All)
			Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
			Gross Motor	C. Active Play	2 (All)

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Explore materials and actions.	Aims, throws, catches, and kicks balls to explore projectile management.	Gross Motor	C. Active Play	1.3 Catches ball
			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
		Uses tools, hammers, saws, shovels, and levers to explore the physical properties of moving masses.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity.	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
			Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
			Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
		Uses art materials to make functional objects.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Constructs with building bricks and manipulative toys to explore spatial relationships	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Uses senses to explore physical environment (sand and water, sweet and sour, loud and soft, identify smells).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore		
60 Months through Kindergarten	Work with persistence and confidence.	Creates elaborate block construction.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Uses rules and boundaries in representational building.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Experiments with balance, ramps, pulleys, and other tools when block building, constructing, or manipulating objects.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Takes apart/deconstructs to gain an understanding (gears, old sewing machine).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Works to replicate a building, object, or event through drawing/painting or block building.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
		Climbs, slides, runs, kicks, and jumps to explore movement.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
			Gross Motor	B. Movement and Coordination	6 (All)
			Gross Motor	C. Active Play	1.4 Kicks ball
			Gross Motor	C. Active Play	2.2 Climbs play equipment
		Makes up games to test skills.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Reinterprets the rules for a game or sport to fit skill levels.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies		

Representational Thought and Play

Goal 15: Children participate in pretend or symbolic play.

Birth through 8 Months	Sustain brief interactions with caregiver support.	Coordinates body and visual cues with caregiver.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Responds with interest to Peek-a-Boo and hand clapping.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
		Plays with sounds while exploring a toy.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
		Smiles, coos, relax muscles in reciprocal play with caregiver.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
6 to 18 Months	Use senses and mobility to explore functionally and evolve into using sensory motor objects symbolically.	Uses objects functionally.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Uses objects symbolically. Use simple abstraction (a stick for a spoon, a tissue for a blanket).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
		Makes animal sounds.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
		Uses make-believe play (rocking or feeding a baby doll).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Imitates the roles of adults and older children.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16 to 38 Months	Use objects symbolically and creates symbolic play.	Uses one object as a symbol for another (holds blocks to ear to represent a cell phone).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
		Explores experiences by taking on family roles from within the family. Uses simple, not elaborate, forms.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Moves from mostly solitary play to some parallel play.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
		Uses props in pretend play (dolls, animals, trucks, objects).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		May have an imaginary friend.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Reacts to people in costume as if they are the characters they portray.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Reacts to puppets as if they are real and not extensions of an adult or another child.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		May use play to address some fears.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Initiates play with another child through gestures, offering a toy, smiling, and eye contact.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Uses theme play (animals go to the barn; babies are fed and put to bed).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Use objects symbolically and creates symbolic play.	Initiates favorite play themes with peer or adult.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Starts giving emotions and language to dolls and other play characters.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
36 to 60 Months	Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of reality and fantasy.	Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor’s office).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Takes on pretend roles and situations. Uses appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Engages in complex make-believe play (theme-oriented play that involves multiple characters and settings).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Makes connections between characters in books, stories, or movies, with people in real-life.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
		Questions if characters in books, family, and traditional oral stories and movies are real or not.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Believes objects, events, and characters can be “magic” or have “powers.”	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Understands that conflict can arise from “misunderstanding each other.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
		Can return to favorite play themes with friends.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
		Uses dramatic play to recreate a real situation with self involvement.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Plays out social and emotional issues (power, loss, fears).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Uses block and dramatic play areas for imaginative settings and extended play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Extends and consolidates understanding through play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
60 Months through Kindergarten	Use elaborate fantasy play and can distinguish fantasy from reality. Negotiate scripts and characters.	Explains if a story is real or make-believe, when prompted.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Understands and expresses when fantasy is influencing actions (e.g., “I was just pretending to do that.”).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Engages in games with rules. Can spend more time negotiating rules and scripts than in actual play.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
		Uses representational block play to create and recreate experiences.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Uses block building for both real and pretend scenarios and describes the difference.	Social-Emotional	C. Interactions with Peers	1.3 Remains with group during small-group activities

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Use elaborate fantasy play and can distinguish fantasy from reality. Negotiate scripts and characters.	Expresses own ideas through dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		May have favorite and recurring play themes.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Can transform written stories into dramatizations.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.					
Birth through 8 Months	Due to neurological immaturity, very young children are just developing sensory awareness that will later lead to intentional symbolic representation.	Varies intonation in their voices.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
		Looks for disappearing objects.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Enjoys Peek-a-Boo.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
		Pulls cloth off of face as part of a Peek-a-Boo game and giggle.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Responds to variation in temperature or taste of food.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Engages in pre-symbolic play.	Draws or scribbles and explains what the drawing is.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
		Experiments with new uses for familiar objects.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
		Provides a simple description of a person or object that is not present (child barks when asked what noise the dog makes).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Shows object permanence (hiding and finding games, Peek-a-Boo).	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
		Reacts to mental images of objects or events (claps hands when told that a favorite person is coming to visit).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16 to 38 Months	Begin to use symbolic expression in dramatic play and creative expression.	Offers brief explanations of drawings.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
		Expresses emotion and experiences through movement, drawing, music, or singing.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		May use self-talk in play or painting/drawing.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		May tell stories about an experience or event.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		May scribble and call it writing.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Makes animal noises and looks to caregiver for recognition.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
		Identifies symbols or logos for familiar objects/place (McDonald’s arches).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Use symbolic expression in arts, communication, and quantity.	Provides a complex description of a person or object that is not present (child describes the dog is black, soft, and runs around; child gestures to show how big).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Uses symbols or pictures as a representation of oral language.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
		Uses objects to represent real items in make-believe play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Recognizes objects, places, and ideas by symbols (recognize which is the men’s room and which is the women’s room by looking at the stick figure symbols).	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
		Uses creative means to express emotions when vocabulary is inadequate.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		May use shapes and letters to “write messages.”	Literacy	E. Writing	3.4 Writes using “scribble writing”
60 Months through Kindergarten	Use symbolic representation for numbers, letters, and words; and for expression in creative arts.	Combines drawing and art expression with words.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Uses art, music, and movement to express self and feelings that are beyond verbal expression.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Responds to books and pictures that express emotions and social roles with empathy or association.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Represents simple objects through drawings, movement, mime, and three-dimensional constructs.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Uses physical objects to demonstrate vocabulary (create two piles of blocks to demonstrate “more” and “less”).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Independently chooses new and different materials to represent original thoughts, ideas, and feelings.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Motor Development

Gross Motor Skills: Balance, Movement, and Coordination

Goal 17: Children demonstrate strength and coordination of large motor muscles.

Birth through 8 Months	Gain control of head, trunk, arms, and legs.	Moves initially in a predominantly reflexive way (rooting, sucking, grasping, blinking, and swallowing).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Holds head erect and steady when held on a shoulder.	Gross Motor	A. Body Control and Weight Transfer	4.6 Holds head in midline when sitting supported

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Birth through 8 Months	Gain control of head, trunk, arms, and legs.	Lifts head and chest while lying on tummy.	Gross Motor	A. Body Control and Weight Transfer	2.2 Remains propped on nonextended forearms with head lifted
		Extends legs and kicks when lying on tummy or back.	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
		Supports upper body with arms when lying on tummy.	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
		Sucks thumb or fingers.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Gains control of arm and leg movements.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
		Rolls from side to back, then from back to front.	Gross Motor	A. Body Control and Weight Transfer	3 (all)
		Pounds on things with hands and kicks legs.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Reaches for feet and brings them to mouth.	Fine Motor	A. Reach, Grasp, and Release	All
		Sits with support.	Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support
		Moves from sitting position to crawling or prone position.	Gross Motor	A. Body Control and Weight Transfer	4.1 Assumes hands-and-knees position from sitting
6 to 18 Months	Develop strength, balance, and coordination to change the position of the body from lying to sitting, to standing, and then to walking, with or without support.	Sits in lap with head steady.	Gross Motor	A. Body Control and Weight Transfer	4.6 Holds head in midline when sitting supported
		Rocks back and forth on hands and knees and, later, crawl.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
			Gross Motor	B. Movement and Coordination	1.1 Rocks while in creeping position
		Moves to sitting position, without assistance.	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
		Sits steady, without support.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
		Pulls self up to stand while holding onto something or someone.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
		Walks two or three steps, without support.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Walks holding on to furniture, then, later as the primary means of moving around.	Gross Motor	B. Movement and Coordination	3.4 Cruises
		Stoops over to explore things on the ground; first without, and then with balance.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		Tries to climb stairs, with assistance.	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
		Carries toys or objects while walking.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Coordinate whole body to make complex movements for moving from place to place (walk, run, hop, climb).	Walks and runs with skill; changing both speed and direction.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
			Gross Motor	B. Movement and Coordination	3.1 Walks without support
			Gross Motor	B. Movement and Coordination	5 (All)
		Walks backwards.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Climbs in and out of bed, or onto a steady adult chair.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
		Pounds object with intent and precision (hammers peg with accuracy).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Kicks and throws a ball, but with little control of direction or speed.	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
		Jumps in place.	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Balances on one foot briefly.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
		Bends over easily at the waist without falling.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		Walks in a straight line.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Walks up and down stairs (not alternating feet), without assistance.	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
36 to 60 Months	Coordinate whole body to move in complex ways with strength, agility, and balance.	Walks and runs following circular paths (around obstacles and corners).	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
		Runs, pivots to change direction, and stops as appropriate.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Crawls through a play tunnel or under tables.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Climbs on play equipment. Throws large beanbags or ball with some accuracy.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
			Gross Motor	C. Active Play	2.2 Climbs play equipment
		Catches large balls with two hands.	Gross Motor	C. Active Play	1.3 Catches ball
		Kicks ball forward.	Gross Motor	C. Active Play	1.4 Kicks ball
		Balances on one foot; hops forward on one foot.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Coordinate whole body to move in complex ways with strength, agility, and balance.	Jumps on two feet and jumps over small objects with balance and control.	Gross Motor	B. Movement and Coordination	6. Jumps forward
		Jumps from a height.	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
		Jumps for distance.	Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gallops.	Gross Motor	B. Movement and Coordination	7.1 Gallops
		Pedals consistently when riding a tricycle.	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
		Starts and stops a tricycle intentionally.	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
		Walks up and down stairs using alternating feet.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
60 Months through Kindergarten	Coordinate multiple movements with accuracy and purpose.	Runs with an even gait and with few falls.	Gross Motor	B. Movement and Coordination	5.1 Runs
		Hop on each foot separately, without support and with balance.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
		Maintains balance while bending, twisting, or stretching.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		Walks up and down stairs while holding an object in one or both hands.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Moves body into position to catch a ball; then throws the ball in the right direction.	Gross Motor	C. Active Play	1.3 Catches ball
			Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Kicks large ball to a given point, with some accuracy.	Gross Motor	C. Active Play	1.4 Kicks ball
		Alternates weight and feet while skipping or using stairs.	Gross Motor	B. Movement and Coordination	7. Skips
		Throws a medium-size ball, with some accuracy.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Moves to a rhythm (marching).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Runs forward, backward, slides to the side, and pivots without pausing.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

Fine-Motor Skills: Prehension, Reaching, and Manipulation

Goal 18: Children demonstrate strength and coordination of small motor muscles.

Birth through 8 Months	Bring hands and objects to mouth. Purposefully manipulate objects.	Grasps caregiver's fingers.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Brings hands into visual space and moves them.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Reaches and swipes at a dangled object.	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
		Reaches for a toy, mouth open, and brings object to mouth for exploration.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Watches hands while reaching, making some spatial corrections.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Grasps and releases an object.	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
		When on back, brings extended hands together over chest to grasp or to swipe mobile.	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
		When on tummy, or supported sitting, uses both hands to grasp toy and brings towards self.	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
		Grasps a toy, releases it to the other hand, or drops it.	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
		When relaxed or playing, uses mostly open hands, ready to grasp.	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
6 to 18 Months	Demonstrate development and precision of eye-hand coordination by grasping and manipulating objects in exploration and including both hands in accomplishing a task.	Turns pages with adult help.	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
		Shakes a rattle.	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
		Transfers small object from hand to hand.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
		Pushes an object off highchair tray.	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
		Picks up small objects with thumb and forefinger.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Bangs objects together.	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
		Waves bye-bye and claps hands.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Empties objects from container.	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
		Tries to imitate scribbling.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Turns pages of a board book independently.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Points at object that is out of reach.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
		Holds fat crayon with a full-hand grasp and scribbles on large paper.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Fits two cups together, one inside the other.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Demonstrate development and precision of eye-hand coordination by grasping and manipulating objects in exploration and including both hands in accomplishing a task.	Holds toys in one hand and explores it with the other.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Stacks two to three objects.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
16 to 38 Months	Coordinate arms, hands, and fingers to accomplish purposeful fine-motor tasks.	Turns book pages, one page at a time, most of the time.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Scribbles with crayons and begins to imitate marks (a circle).	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Uses a paintbrush.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
		Folds blanket, cloth diaper, or paper, with assistance.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Pours or dumps water, sand, and other materials using other containers or a simple tool.	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
		Opens doors, with assistance, by turning and pulling doorknobs.	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
		Eats with utensils; using some eating utensils appropriately.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
		Pours liquid from a small pitcher to a cup.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Completes simple insert puzzles (uses shape sorter box or puts pegs into peg board).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
		Imitates hand motions of simple finger plays or songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
36 to 60 Months	Use fingers and hands for purposeful tasks.	Eats with utensils; scoops, spears, and spreads food.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
		Uses various drawing and art materials (crayons, brushes, finger paints).	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
		Copies shapes and geometric designs.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Opens and closes blunt scissors with one hand.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Cuts a piece of paper on a straight line and on a curve. Child needs sharp scissors to cut accurately.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Manipulates small objects with ease (strings beads, fits small objects into holes).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Use fingers and hands for purposeful tasks.	Fastens large buttons.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Uses large zippers.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Uses stapler or paper punch. Completes increasingly complex puzzles (single, cut-out figures to 10-piece puzzles).	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
			Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Writes some recognizable letters or numbers.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
60 Months through Kindergarten	Manipulate materials in a purposeful way, planning and attending to fine details.	Removes and replaces easy-to-open container lids.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Folds paper and makes paper objects (airplanes, origami), with assistance.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Cuts, draws, glues with provided materials.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Ties knots and shoelaces, with assistance.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Prints letters with some legibility.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Buttons large buttons on clothing.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Tears tape off a dispenser without letting the tape get stuck to itself, most of the time.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Puts together and pulls apart manipulatives appropriately.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
Sensory Motor Skills					
Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.					
Birth through 8 Months	Respond to sensory input.	Responds by turning toward sound, movement, and touch.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Focuses eyes on objects near and far.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Tracks objects by turning head.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Explores the environment with mouth and hands.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Adjusts to changes without becoming distressed (moving through space, sudden noises, etc.).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Distinguishes and responds to differences in sound and intonation.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Intentionally respond to sensory input and to coordinate actions based on input.	Orients to a speaker when addressed by name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
		Coordinates eye and hand movements (puts objects into large container).	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
		Explores and responds to different surface textures.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Moves body in response to music and sounds.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Explores and responds to a variety of textures, sounds, smells, tastes, and visual input.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Moves body in rhythm to music and sounds.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Seeks out sensory input by mouthing or touching objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		May respond with surprise or resistance to moved sensory input.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
16 to 38 Months	Regulate actions and responses based on sensory input.	Demonstrates awareness of own body in space (walks around table without bumping into it).	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Performs basic creative movements, with adult guidance or alone (dances to music or rhythm).	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
		Eats food with a variety of textures, tastes, and temperatures.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		Exhibits eye-hand coordination (builds with blocks, completes simple puzzles, or strings large beads).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Climbs, walks up inclines, slides, swings to integrate sensory input.	Gross Motor	C. Active Play	2.2 Climbs play equipment
		Plays with materials of different textures (sand, water, leaves).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
36 to 60 Months	Coordinate motor activities based on sensory input	Coordinates motor activity based on visual input.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Holds materials at an appropriate distance.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
		Moves eyes rather than head to track objects.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
		Physically reacts appropriately to the environment (bends knees to soften a landing, moves quickly to avoid obstacles).	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Demonstrates concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Improves eye-hand coordination for precise movement (catches a bounced ball).	Gross Motor	C. Active Play	1.3 Catches ball
		Coordinates motor activity based on auditory input (runs to look out the window when hearing a siren).	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Coordinate motor activities based on sensory input	Demonstrates sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.	Gross Motor	C. Active Play	2 (All)
60 Months through Kindergarten	Integrate sensory motor skills into actions.	Hits a medium-size ball (6 to 8 inches) with a bat, with some consistency.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
		Catches a ball thrown from a distance of 5 to 10 feet.	Gross Motor	C. Active Play	1.3 Catches ball
		Manipulates simple puppets.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Carries a glass of water or juice across the room without spilling it.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Participate in vigorous, active play (freeze tag, hide and seek, snow play).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
		Pivots, runs, and stops with control.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Successfully aims and tosses objects.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand

Sub-Domain: Physical Development

Physical Fitness

GOAL 20: Children demonstrate the stamina and energy to participate in daily activities.

Birth through 8 Months	Sustain strength for purposeful movement.	Walks, runs, climbs, jumps in place, crawls, squats, and rolls throughout the day.	Gross Motor	A. Body Control and Weight Transfer	3 (All)
			Gross Motor	B. Movement and Coordination	1 (All)
			Gross Motor	B. Movement and Coordination	2 (All)
			Gross Motor	B. Movement and Coordination	3 (All)
			Gross Motor	B. Movement and Coordination	5 (All)
			Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Alternates quiet and active movement.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Indicates fatigue or desire for movement by seeking rest or unrestrained movement.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Initiates and maintains active play and exploring and interacting with the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Sustain strength for purposeful movement.	Walks, runs, climbs, jumps in place, crawls, squats, and rolls throughout the day	Gross Motor	A. Body Control and Weight Transfer	3 (All)
			Gross Motor	B. Movement and Coordination	1 (All)
			Gross Motor	B. Movement and Coordination	2 (All)
			Gross Motor	B. Movement and Coordination	3 (All)
			Gross Motor	B. Movement and Coordination	5 (All)
			Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Alternates quiet and active movement.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers	
	Indicates fatigue or desire for movement by seeking rest or unrestrained movement.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate	
Initiates and maintains active play and exploring and interacting with the environment.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys		
16 to 38 Months	Sustain strength for increased periods of time.	Participates actively in simple games, and uses simple, active play materials and toys.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Runs spontaneously on sturdy surfaces.	Gross Motor	B. Movement and Coordination	5.1 Runs
		Engages in unstructured physical activities (playing on slides, swings, or tricycles; climbing and running games, dancing, and marching).	Gross Motor	C. Active Play	All
		Sleeps well; awakening rested and ready for daily activities.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
36 to 60 Months	Sustain strength for increased periods of time	Carries light objects, bags, or backpacks for a short distance.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Repetitively practices new skills.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Engages in sustained unstructured physical activity on a daily basis.	Gross Motor	C. Active Play	All
60 Months through Kindergarten	Sustain strength for increased periods of time.	Runs 50 to 75 yards, without stopping.	Gross Motor	B. Movement and Coordination	5.1 Runs
		Engages in physical activities (active games, bike riding, vigorous peer play) for up to 60 minutes throughout each day.	Gross Motor	C. Active Play	All
		Engages in sustained physical activities (movement games with other children, dancing to music).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game

Goal 21: Children engage in a variety of physical activities.

Birth through 8 Months	Child moves reflexively, then with intentionality.	Reaches for items, and kicks items with intention.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Child's body responds as reflexes are stimulated (grasping, rooting, and sucking reflexes).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Participate in a variety of age appropriate movement and physical daily activities.	Shows excitement when toys and objects are used in play.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Runs, climbs, jumps in place, crawls, squats, and rolls throughout the day.	Gross Motor	A. Body Control and Weight Transfer	3 (All)
			Gross Motor	B. Movement and Coordination	1 (All)
			Gross Motor	B. Movement and Coordination	2 (All)
			Gross Motor	B. Movement and Coordination	3 (All)
			Gross Motor	B. Movement and Coordination	5 (All)
			Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Participates in simple movement games.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
16 to 38 Months	Participate in a variety of age appropriate movement and physical daily activities.	Demonstrates willingness to try new games and toys.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Attempts new activities that require physical movement, with or without adult assistance.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
		Participates actively in simple games, dance, and movement activities.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Initiates physical activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
36 to 60 Months	Participate in a variety of age appropriate movement and physical daily activities.	Develops a sense of games, and starting play in games like "chase," or being active characters (firefighter or hero figures).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
		Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement.	Gross Motor	C. Active Play	All
		Initiates structured and unstructured physical activities throughout the day.	Gross Motor	C. Active Play	All
		Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Participates in cooperative games with peers.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Participate in a variety of age appropriate movement and physical daily activities.	Participates regularly in physical activity (walks, dances, and plays organized or informal sports).	Gross Motor	C. Active Play	All
		Helps with physical chores (raking leaves, sweeping the floor, carrying laundry, putting away toys).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Participates in cooperative games with peers.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
Sub-Domain: Health and Personal Care					
Daily Living Skills					
Goal 22: Children practice basic personal care routines.					
Birth through 8 Months	Begin to develop an awareness of basic physical needs related to personal care.	Indicates needs and wants such as sleep or discomfort from heat or cold.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Indicates anticipation of feeding on seeing the breast or bottle.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Demonstrates increasing ability to self-soothe and fall asleep.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Shows feelings of hunger and fullness in feeding routines.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Participate in routines.	Indicates needs and wants such as hunger or sleep.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Assists caregiver with holding bottle; later grasps a cup.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Begins to use fingers to self-feed crackers and other easy-to-dissolve foods.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
		May indicate when in need of diaper change.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		May assist adult when undressing, dressing, and diapering.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Removes loose clothing (socks, hats, mittens).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Holds own cup when drinking.	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
		Begins to use a spoon.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
16 to 38 Months	Participate in meeting personal care needs.	Shows through gestures, expressions, body language, or words that child is about to urinate or have a bowel movement.	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
		Feeds self with spoon, without assistance.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Washes hands, with assistance. Demonstrates interest in changing clothes when wet or muddy.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
			Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Participate in meeting personal care needs.	Participates in putting on shoes and socks.	Adaptive	C. Dressing and Undressing	2.5 Puts on socks
			Adaptive	C. Dressing and Undressing	2.6 Puts on shoes
		Dresses and undresses completely, with assistance.	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
			Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
		Uses personal care objects correctly and regularly, sometimes with assistance (drinks from open cup, brushes hair, brushes teeth).	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
		Participates in sleeping routines such as getting and arranging their bedtime comfort items.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
36 to 60 Months	Initiate and carry out personal care routines, with and without assistance.	Feeds self with fork and spoon; and spreads with a blunt knife, without assistance.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
			Adaptive	A. Eating and Drinking	6. Prepares food for eating
		Washes hands independently, with frequency.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
		Gets a drink of water from an appropriate tap, without assistance.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
		Dresses and undresses, with minimal help.	Adaptive	C. Dressing and Undressing	All
		Chooses own clothes to wear, when asked.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
		Puts shoes on, without assistance.	Adaptive	C. Dressing and Undressing	2.6 Puts on shoes
		Decides, with few prompts, when to carry out self-help tasks (to wash hands when dirty and before meals).	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
		Chooses to rest, when tired.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
		Participates in helping younger siblings with personal care routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Cares for toileting needs other than wiping.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Independently completes toileting activities, including wiping and flushing the toilet.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		60 Months through Kindergarten	Independently initiate and carry out personal care routines.	Uses fork, spoon, and (sometimes) a blunt table knife.	Adaptive
Adaptive	A. Eating and Drinking				6. Prepares food for eating
Pours milk or juice easily, with minimal spills.	Adaptive			A. Eating and Drinking	6.1 Pours liquid into variety of containers
Dresses and undresses in easy pull-on clothes, without assistance.	Adaptive			C. Dressing and Undressing	All
Ties single knot in shoelaces, with assistance.	Fine Motor			B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Independently initiate and carry out personal care routines.	Brushes and combs hair, with assistance.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
		Helps select clothes appropriate for the weather.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
Goal 23: Children demonstrate personal health and hygiene skills.					
Birth through 8 Months	Infant reacts and responds to an adult performing hygiene care giving.	Responds to vocalizations during routines including diaper changing, eating, and dressing.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Indicates needs and wants such as hunger, fatigue, a soiled diaper, or discomfort.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Relaxes during bathing routines.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Anticipate, respond, and participate in basic hygiene tasks, with assistance.	Indicates needs and wants such as hunger, fatigue, a soiled diaper, or discomfort.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Displays an awareness of hand washing routine and allows hands to be washed.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Enjoys bath time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Vocalizes needs and wants such as hunger, fatigue, a soiled diaper, or discomfort.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Participates in hand washing routine.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Begins to brush gums and teeth, with assistance.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Participates in bath time routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16 to 38 Months	Show limited awareness of personal health and hygiene skills.	Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper, when prompted.	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
		Shows interest in toilet training and begins to use toilet regularly by 36 months, with assistance.	Adaptive	B. Personal Care Routines	1.2 Has bowel and bladder control
		Participates in bathroom routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Washes and dries hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose).	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
		Uses tissue to wipe nose, with assistance.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
		Communicates with caregiver when they are not feeling well.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
		Cooperates and assists with tooth brushing.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Demonstrate independence in personal hygiene skills.	Takes care of own toileting needs.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Washes and dries hands before eating and after toileting, without assistance.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
		Cooperates and assists caregiver with tooth brushing.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
		Identifies health products (shampoo, toothpaste, soap).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Covers mouth and nose when coughing and sneezing with elbow or tissue.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
		Uses tissue to wipe own nose and throws tissue in wastebasket. Recognizes and communicates when experiencing symptoms of illness.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
			Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
		Cooperates and participates in care for acute and chronic illness (takes medicine, with assistance).	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
60 Months through Kindergarten	Initiate and independently carry out personal hygiene skills, with or without assistance.	Washes hands independently at appropriate times throughout the day.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
		Brushes teeth and attempts flossing, with supervision; and then allows assistance to complete the process.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
		Washes face, without assistance. Covers mouth and nose when coughing and sneezing with elbow or tissue.	Adaptive	B. Personal Care Routines	2.1 Washes and dries face
			Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
		Demonstrates an awareness of routines for maintaining good health.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Sub-Domain: Nutrition and Feeding					
Nutrition					
Goal 24: Children eat a variety of nutritious foods.					
Birth through 8 Months	Self-regulate food intake and indicate hunger and fullness.	Breastfeeds, if appropriate for family preferences and circumstances.	Adaptive	A. Eating and Drinking	1.2 Swallows liquids
		Regulates the speed and intensity with which they eat.	Adaptive	A. Eating and Drinking	1.1 Swallows semisolid foods
		Uses facial expressions and body movements to indicate feelings of hunger and fullness.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Birth through 8 Months	Self-regulate food intake and indicate hunger and fullness.	May experiment with tastes of pureed foods beginning at 6 months, with approval of the physician.	Adaptive	A. Eating and Drinking	2.3 Eats soft and dissolvable foods
		Explores food with fingers.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
6 to 18 Months	Begin eating soft and semi-solid foods; feed self different foods including finger foods; and indicate likes and dislikes of flavors and textures, hunger, and fullness with words and actions.	Consumes a variety of foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		Explores food with fingers.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
		Regulates the speed and intensity with which they eat	Adaptive	A. Eating and Drinking	5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite
		Uses facial expressions and body movements to indicate feelings of hunger and fullness.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Shows personal preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Begins to use fork and spoon, although not always with accuracy.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
		Increases food vocabulary.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
16 to 38 Months	Choose how much food to eat. Participate in mealtime routines, with support.	Expands recognition and eats a variety of foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		Distinguishes between food and non-food items.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Makes personal food choices among options.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Explores new foods when offered.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		Talks about being hungry or full.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
		Uses cup to drink beverages.	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
		Begins using serving utensils.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
		Begins to pass and receive food in serving containers.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
36 to 60 Months	Participate in mealtime routines with increasing independence and become more consistent at using utensils to eat and serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.	Uses fork and spoon, with limited accuracy, but continues to use fingers often.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
		Accepts a greater variety of foods, displays greater acceptance of textures and flavors.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		Expresses food preferences using increasingly descriptive vocabulary.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Uses spoon and fork but continues to use fingers for efficiency.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Begins to have accuracy with a knife for spreading soft foods such as butter or jelly.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
		Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals.	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Participate in mealtime routines with increasing independence and become more consistent at using utensils to eat and serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.	Uses serving utensils to self serve food, with increasing accuracy.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
		Passes food at the table and takes appropriate-sized portions or participates in other culturally-specific family serving styles.	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
		Expresses hunger and fullness using words such as “I’m hungry” or “My tummy is full.”	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
		Begins to identify sources of food.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
60 Months through Kindergarten	Are curious and enthusiastic about foods and eating. Take increasingly more responsibility for eating and food choices.	Chooses from a variety of foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		States food preferences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Provides simple explanations for own and others’ food allergies.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Tries most new foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Sub-Domain: Safety					
Safe Practices					
Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.					
Birth through 8 Months	Show discomfort or anxiousness in stressful situations.	Shows recognition of the differences between primary caregivers and strangers.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
		Demonstrates anxiety or exhibits disengagement cues when the child has undergone prolonged, painful, or stressful situations (medical procedures, chaotic environments).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Shows anxiety of the difference between primary caregivers and strangers.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Rely on adults to maintain safe environment and respond to adult indicators of unsafe or dangerous situations.	Begins to respond to cues from caregivers about warnings of danger.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		Begins to react when caregiver says, “no,” but may need assistance to stop unsafe behavior.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
		Respond to cues from caregivers about warnings of danger.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		Reacts when caregiver says, “no,” but may need assistance to stop unsafe behavior.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Begin to develop an awareness of harmful objects and situations and respond, with assistance.	Begins to avoid dangers (blowing on hot food, hot stoves, sharp knives), but cannot be relied on to keep self safe.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Knows to hold caregiver’s hand when walking in public places.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
		Communicates to adult when someone hurts or makes them feel bad.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
36 to 60 Months	Demonstrate an awareness and understanding of harmful objects and situations and respond, with and without assistance.	Communicates to peers and adults when seeing dangerous behaviors (throwing rocks on the playground).	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
		Carries scissors and pencils with points down to avoid accidents.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Looks both ways before crossing street or road and knows to cross with adult assistance.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Recognizes danger and poison symbols and avoids those objects or areas.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
		Does not touch or take medicine, without adult assistance; but knows that medicine can improve health, when used properly.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
		Understands the difference between safe touch and unsafe touch.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
		Identifies appropriate clothing and sunscreen for various weather conditions.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Recognizes safety issues with guns, fire, water, and strangers.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
60 Months through Kindergarten	Explain harmful objects and situations and respond independently most of the time.	Explains when not to accept rides, food, or money from strangers.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
		Understands that some practices may be personally dangerous (smoking, drinking alcohol, playing with matches, contact with blood, playing near ditches).	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
		Identifies adults who can assist in dangerous situations (parents, teachers, police officers).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Recognizes personal privacy in relation to their body.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
Rules and Regulations					
Goal 26: Children demonstrate awareness and understanding of safety rules.					
Birth through 8 Months	Rely on adults for safety.	No indicators.			

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Rely on caregivers for safety and protection. Responds to adult cues/directions when feeling unsafe.	Reacts and responds to caregiver’s words or actions; can be distracted from unsafe behavior with words, physical prompts, or signal from adult, but requires constant supervision and guidance (stops unsafe activity when told to “stop”).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		Follows some consistently set rules and routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Watches familiar adult for appropriate reaction.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
16 to 38 Months	Develop an awareness of safety rules and respond to safety rules, with assistance.	Displays recognition of the rules, though may not always follow them.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Anticipates consequences for not following rules.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Pays attention to safety instructions, with assistance (cooperates when told, “I need to hold your hand when we cross the street.”).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Verbally offers simple rules (hot, no-no, no running inside).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
36 to 60 Months	Follow safety rules, with and without assistance.	Understands and anticipates the consequences of not following rules.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Identifies safety signs posted indoors and outdoors.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
		Follows emergency drill instructions (fire, earthquake, bomb, lockdown).	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
		Follows basic safety rules, with assistance (bus, bicycle, boat, plane, playground, crossing the street, stranger awareness, using sidewalk).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Initiates getting buckled into age- and weight-appropriate car safety seats in vehicles.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Puts on or asks for helmet before riding a bicycle or other wheeled toy.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Shows an interest in participating in setting rules for indoor and outdoor play in a classroom setting.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
60 Months through Kindergarten	Verbalize and demonstrate application of safety rules and respond independently most of the time	Tells and follows safety rules consistently.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
		Explains why emergency drills are important.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
		Explains how to get help in emergency situations (calling 911, finding a police officer or responsible adult).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
		Demonstrates safety rules and engages in dramatic play (e.g., “Keep your fingers away from the hot stove so you do not get hurt.”).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Verbalize and demonstrate application of safety rules and respond independently most of the time	Participates in setting rules for indoor and outdoor play in a classroom setting.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Responds quickly to adult directives about safety.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Seeks adult help in unsafe situations.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Interaction with Adults

Goal 27: Children trust, interact with, and seek assistance from adults.

Birth through 8 Months	Develop secure primary attachments.	Responds to the caregiver's attempts to interact.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
		Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or the need for comfort.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Turns toward sight, sound, and smell of mother as opposed to an unfamiliar adult.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Shows preference for primary caregivers.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Establishes an attachment with the primary caregiver and other consistent adults in the child's life.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Is quieted by or seeks comfort by an attachment figure when crying.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
		Lifts arms to be picked up by an adult.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Establishes and maintains interactions with caregivers.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Shows preference for familiar adults through smiling and gestures.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Gestures and babbles back and forth with caregiver.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Uses body movements to initiate social interactions (pats adult's face).	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Looks for caregivers' response in uncertain situations.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Follows caregiver's gaze to look at toy.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
		Gives cues to initiate and maintain interaction with the caregiver by the end of the period.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

Developmental Growth	Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Develop sense of self in relation to familiar adults.	Gives cues to initiate and maintain interaction with the caregiver.	Social-Emotional	A. Interactions with Adults 2. Maintains social interaction with familiar adult
		Explores environment, with support.	Cognitive	A. Sensory Exploration 1. Orients to events or stimulation
		Enjoys solitary play (playing alone with books or toys for a few minutes).	Social-Emotional	D. Independent and Group Participation 3.3 Entertains self by playing with toys
		Distinguishes between familiar and unfamiliar adults.	Social-Emotional	A. Interactions with Adults 1. Initiates positive social behavior toward familiar adult
		Seeks support and security with familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		May exhibit separation reaction by crying when caregiver is not in sight or clinging to caregiver in the presence of strangers (separation anxiety increases over time and then diminishes).	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Cries out or follows caregiver when he/she leaves the room.	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
		May seek comfort from a favorite blanket or toy especially when a favored caregiver is absent.	Social-Emotional	B. Social-Emotional Expression and Regulation 2. Uses appropriate strategies to manage emotional states
		Turns excitedly and lifts arms to a favored adult on reunion after an absence.	Social-Emotional	A. Interactions with Adults 2.1 Initiates simple social interaction with familiar adult
		Calms quickly after primary caregiver returns.	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		May display anxiety when an unfamiliar adult gets too close.	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
		Reconnects with the caregiver by making eye contact with him/her from time to time.	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Plays confidently when caregiver is in the room but runs or crawls to him/her when frightened.	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Seeks assistance and attention from caregiver using verbal cues, words, sounds, or body movements.	Social-Communication	A. Early Social Communication 4.1 Makes requests of others
		Shows awareness of feelings displayed by others by matching the facial expressions and smiling responsively.	Social-Emotional	A. Interactions with Adults 1.1 Responds appropriately to familiar adult's affective tone

Developmental Growth	Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Develop a growing sense of autonomy from familiar adults.	Calls to caregiver from across the room to make sure he/she is paying attention.	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Feels comfortable when playing away from primary caregiver but cries out or seeks familiar adult when they fall down.	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Talks about transitions (e.g., “Mama goes to work.” “It’s time for snack time, right?”).	Social-Emotional	A. Interactions with Adults 3. Participates in familiar social routines with caregivers
		Shows skillful ways to keep parent/caregiver with them (gestures for one more hug when parent is leaving for work or asks parent to help with one more task).	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Tests own abilities and the boundaries with familiar adults. Resists transitions or finds ways to change transitions (bring grandma’s favorite book to her to see if she will read it again after she says, “We are all done reading, and it is time for a nap.”).	Social-Emotional	A. Interactions with Adults 3.1 Initiates next step of familiar social routine
		Imitates adult activities (pretends to cook or read next to an adult who is reading).	Social-Emotional	C. Interactions with Peers 2.1 Enacts roles or identities in imaginary play
		Initiates interactions and plays with adults.	Social-Emotional	A. Interactions with Adults 1. Initiates positive social behavior toward familiar adult
		Responds appropriately to adults’ verbal greetings.	Social-Emotional	A. Interactions with Adults 1.2 Responds to familiar adult’s positive social behavior
		Seeks adult assistance with challenges.	Social-Emotional	D. Independent and Group Participation 4.1 Uses strategies to resolve conflicts
		Will play longer independently with toys or outside.	Social-Emotional	D. Independent and Group Participation 3.3 Entertains self by playing with toys
		May insist on dressing, eating or fixing a toy without help; even if the child struggles.	Social-Emotional	A. Interactions with Adults 3.1 Initiates next step of familiar social routine
		Checks periodically with caregiver for help or reassurance when playing by self or with peers.	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Knows some rules and limits but will test them.	Social-Communication	A. Early Social Communication 4. Uses intentional gestures, vocalizations, and objects to communicate
		Starts activity after a caregiver makes suggestions (uses adult’s suggestions to find missing pieces to a toy, or items needed for an art activity).	Social-Emotional	D. Independent and Group Participation 3.2 Responds to request to begin activity
		Begins to follow and tell basic safety guidelines and requirements (hot – don’t touch).	Adaptive	D. Personal Safety 2. Complies with common home and community safety rules

Developmental Growth	Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Show confidence in seeking assistance from familiar adults.	In familiar settings, separates, with assistance from significant adults, without undue anxiety (younger child may need extra help).	Social-Emotional	A. Interactions with Adults 3. Participates in familiar social routines with caregivers
		Expresses affection for significant adults.	Social-Emotional	A. Interactions with Adults 1. Initiates positive social behavior toward familiar adult
		Approaches adults for assistance and offers to assist adults.	Social-Emotional	A. Interactions with Adults 2.1 Initiates simple social interaction with familiar adult
		Carries out actions to please adults, at times.	Social-Emotional	A. Interactions with Adults 1.2 Responds to familiar adult's positive social behavior
		Tells feelings about adults (e.g., "I love Grandpa!").	Social-Emotional	B. Social-Emotional Expression and Regulation 1.2 Identifies/labels own emotions
		Plays independently but seeks comfort from familiar adults when distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation 2. Uses appropriate strategies to manage emotional states
		Asks questions of adults, as needed, to obtain information.	Social-Communication	D. Social Use of Language 2.1 Asks questions to obtain information
		Follows caregiver's guidance for appropriate behavior in different environments.	Social-Emotional	E. Meeting Social Expectations 3.2 Follows established social rules in familiar environments
		Identifies known safety roles and distinguishes between trusted and unknown adults (police officers, fire fighters).	Cognitive	C. Conceptual Knowledge 3.1 Classifies according to function
		Brings simple problem situations to adult's attention.	Social-Emotional	E. Meeting Social Expectations 2.1 Meets behavioral expectations in familiar environments
		Works independently and asks for help only when necessary.	Social-Emotional	D. Independent and Group Participation 3. Initiates and completes independent activities
		Works cooperatively with an adult to plan and organize activities and solve problems.	Cognitive	D. Reasoning 3. Solves problems using multiple strategies
60 Months through Kindergarten	Use strategies to interact with familiar adults in a variety of situations.	Shows confidence and positive feelings about relationships with significant adults in addition to primary caregivers (teachers, next door neighbors, custodian, bus driver).	Social-Emotional	B. Social-Emotional Expression and Regulation 3.2 Shares accomplishment with familiar caregiver
		Plays independently but seeks comfort from adults when distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation 2. Uses appropriate strategies to manage emotional states
		Uses words to express needs and negotiates with adults.	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
		Seeks adult assistance to resolve conflict or safety concerns.	Social-Emotional	D. Independent and Group Participation 4.1 Uses strategies to resolve conflicts
		Asks questions and checks with an adult before deviating from rules and routines.	Social-Emotional	E. Meeting Social Expectations 3.1 Seeks adult permission when appropriate
		Confides in at least one adult.	Social-Emotional	B. Social-Emotional Expression and Regulation 3.2 Shares accomplishment with familiar caregiver

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Use strategies to interact with familiar adults in a variety of situations.	Demonstrates knowledge of culturally-specific communication styles and their appropriate uses.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
Interaction with Peers					
Goal 28: Children develop friendships with peers.					
Birth through 8 Months	Shows interest in babies and other children.	Initially responds and prefers caregiver's face and voice.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
		Gazes and smiles spontaneously at other children.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Shows enjoyment in interactions with other children by kicking and reaching, and using gestures, facial expressions, and vocalizations.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Responds verbally when interacting with peers (laughing or babbling).	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Shows interest in other children and visually tracks their actions.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Observes other children and imitates their sounds, actions, and motions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Becomes sad or cries when other children are crying.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Begins to show awareness of feelings displayed by others by matching facial expressions and smiling responsively.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
6 to 18 Months	Begins to show interest in peers.	Initially engages in self play.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Reaches out to and engages momentarily with other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Pats/touches child nearby.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Pokes or reaches at other children to explore.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Pushes toys toward another child. Hands toys to other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Takes objects from other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Observes other children and mimics their behavior (sees another child banging a toy and they begin to bang their toy).	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
		Babble, make sounds toward, and respond to other babies and older children (talking, smiling, babbling).	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Begins to show interest in peers.	Shows interest when other children are crying and tries to help (brings child a toy) or begins to cry.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Engages in parallel play or briefly plays beside other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
16 to 38 Months	Engage in play with peers.	Plays side-by-side with another child.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
		Observes and imitates another child’s behavior or activity.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
		Initiates social interaction with peers (brings toys to child, moves close to child, or takes a child’s toy).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Shows enthusiasm about the company of other children.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Spontaneously shows preference for familiar playmates.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Responds verbally when interacting with peers (talking or signing).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Will ask about other children (e.g., “Where’s Rafael?”).	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Begins to understand how to take turns during play with peers, with considerable assistance.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Gives up and keeps objects during playful interactions with peers, with assistance.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Mimics other children’s behaviors or movements.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
		Engages in brief social games (rolling the ball, Ring Around the Rosy).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
36 to 60 Months	Engage in mutual social play that involves cooperation and shared purpose.	Plays beside and interacts with peers.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
		Sometimes share toys with other children as they play.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
		Shows enjoyment in playing with other children.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
		Engages with other children in play involving a common idea (dramatic play, block building).	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Begins to show preference for particular playmate.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Tries a variety of strategies to engage a peer.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Separates willingly from adults to play with friends.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Has at least one other friend.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Engage in mutual social play that involves cooperation and shared purpose.	Initiates conversations with other children; asks questions and responds.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Makes decisions with other children, with adult prompts as needed (making rules).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
		Can wait briefly for a turn when playing with other children.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Leads or participates in planning cooperative play with others.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Uses play as a vehicle to build relationships and develops an appreciation for their own ability and accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
60 Months through Kindergarten	Engage in cooperative interaction with peers.	Gives social support to others (offers to help a peer who cannot find his/her toy).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Have friends in different settings (neighborhood, school, extended family).	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Maintains ongoing friendship with at least one peer.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Carries on conversations with peers.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Completes simple projects with other children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Sets goals with other children for play and projects.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Goal 29: Children demonstrate positive negotiation skills.					
Birth through 8 Months	Initiate and respond to caregiver’s attempts to interact.	Communicates needs through crying, vocalizations, and movements.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Uses voice to interact with caregiver in a conversational way (e.g. baby says, “ooh” and caregiver says, “ooh”).	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Reaches out to touch adults, other children, or others’ toys.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Expresses self through differing vocalizations (differentiated cry, hunger, pleasure, protest).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Mimics facial expressions and simple movements.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		Gives eye contact and follows movement in the room.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Gives or takes toys from a familiar adult.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult

Developmental Growth	Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Birth through 8 Months	Initiate and respond to caregiver's attempts to interact.	Gives cues to initiate interaction with caregiver, by the end of the period.	Social-Emotional	A. Interactions with Adults 2.1 Initiates simple social interaction with familiar adult
6 to 18 Months	Give cues to initiate interaction with caregiver and peers.	Uses others' facial expressions, gestures, or voices to guide behavior.	Social-Emotional	A. Interactions with Adults 1.1 Responds appropriately to familiar adult's affective tone
		Uses repeated actions to let others know what is wanted, or to have fun.	Social-Communication	A. Early Social Communication 4.3 Expresses desire to continue activity
		Accepts adult intervention to settle disputes over toys.	Social-Emotional	A. Interactions with Adults 1.1 Responds appropriately to familiar adult's affective tone
		Takes or leads others toward desired toy or activity to play (takes caregiver's hand and leads them to a toy).	Social-Emotional	A. Interactions with Adults 2.1 Initiates simple social interaction with familiar adult
		Initiates an interaction by pointing.	Social-Emotional	A. Interactions with Adults 2.1 Initiates simple social interaction with familiar adult
		Gives and takes toys from other children or adults.	Social-Emotional	A. Interactions with Adults 2. Maintains social interaction with familiar adult
		Asks for help through sign language, crying, or simple speech.	Social-Communication	A. Early Social Communication 4.1 Makes requests of others
		Calls out to caregiver from across the room.	Social-Emotional	A. Interactions with Adults 2.1 Initiates simple social interaction with familiar adult
		Looks over at caregiver to check in.	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Shares food with significant caregiver.	Social-Emotional	A. Interactions with Adults 2.1 Initiates simple social interaction with familiar adult
		Engages in a series of actions with caregiver and peers by the end of the period.	Social-Emotional	A. Interactions with Adults 2. Maintains social interaction with familiar adult
16 to 38 Months	Engage in a series of actions with caregiver and peers to solve problems or communicate ideas.	Brings toys or objects to others as a gesture of play.	Social-Emotional	C. Interactions with Peers 1.1 Initiates social behavior toward peer
		Spontaneously gives hugs to others.	Social-Emotional	A. Interactions with Adults 1. Initiates positive social behavior toward familiar adult
		Follows a brief social game (rolling the ball, chasing, Ring Around the Rosie).	Social-Emotional	C. Interactions with Peers 4.2 Participates in game
		May push, hit, or bite when another child takes a toy.	Social-Emotional	D. Independent and Group Participation 4.2 Claims and defends possessions
		Uses adult help to take turns, including giving up and keeping toys and other objects.	Social-Emotional	D. Independent and Group Participation 4.1 Uses strategies to resolve conflicts
		Follows simple directions and will sometimes test limits.	Social-Emotional	E. Meeting Social Expectations 3.2 Follows established social rules in familiar environments
		Asserts ownership by saying "mine."	Social-Emotional	D. Independent and Group Participation 4.2 Claims and defends possessions
		Communicates with other children to settle arguments, with assistance.	Social-Emotional	D. Independent and Group Participation 4.1 Uses strategies to resolve conflicts

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Engage in a series of actions with caregiver and peers to solve problems or communicate ideas.	Indicates preferences and intentions by communicating yes/no questions (e.g., “Are you done with that?” “Are you still using it?” “Can Javier use it now?” “Do you want to keep it?”).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
36 to 60 Months	Solve problems and communicate ideas with a peer, with adult supervision.	Understands the concept of “mine” and “his/hers.”	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
		Approaches other children positively.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult).	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
		Uses different turn-taking strategies (bartering, trading, and beginning to share).	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
		Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
		States a position with reasons (I do not want to play right now because I am tired.).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Seeks out adult when needing help to solve a conflict.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
		Considers the need or interest of another child and accepts or suggests mutually acceptable solutions.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
60 Months through Kindergarten	Communicate with peers to solve conflicts, negotiate solutions, and share ideas.	Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights, and the other child’s needs; with assistance (e.g., “I’ll use the paste for these two pieces of paper, and then give it to you.”).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
		Acknowledges that play includes issues of fairness, rules, intentions, or motives.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Verbally asserts needs when disagreeing with friends, without aggression.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Offers solutions and is open to suggestions when solving problems with others (e.g., “You can have it now, if I can have it later.”).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

Pragmatic Behavior

Goal 30: Children demonstrate awareness of behavior and its effects on others.

Birth through 8 Months	Become aware that their actions may be linked to another's response.	Repeats actions many times to cause a desired effect (smiles because it makes caregivers smile and laugh).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Recognizes that certain adult actions are associated with expected behavior ("When my caregiver puts me in my crib... I am supposed to go to sleep.").	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Repeats vocal sounds or screeching to gain caregiver's attention.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Pushes or drops items off highchair and looks to caregiver for reaction.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Repeatedly bangs or waves object and looks to caregiver for response.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
		Anticipates specific reactions to their actions, by the end of the period.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
6 to 18 Months	Begin to anticipate reactions to their actions.	Uses others' facial expressions or gestures to guide own behavior ("I will look at my mother as I reach for the electric outlet.").	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Begins to respond to words and tone of voice for redirection.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		May repeat behaviors despite negative consequences.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
		Shakes head "no" or "yes" in response to questions, mostly "no," even when child means "yes."	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Uses simple gestures or signs to indicate needs or wants.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Shows understanding that characters from books are associated with certain actions or behaviors (animal book and animal sounds).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
		Brings or gives toys to others to connect or play.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Moves towards or reaches for caregiver to be held.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Uses repeated sounds or words to gain caregivers attention or reaction (e.g., child says, "ba, ba, ba," and caregiver responds, with "ba, ba, ball.").	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Modifies behavior in an effort to solicit others' actions or responses, by the end of the period.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Modify behavior in an effort to solicit others' actions or responses.	Imitates peers' behaviors (herding behavior - everyone goes to the block area).	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
		Experiments with the effects of own actions on objects and people.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Demonstrates understanding that playing with certain objects will get adult's attention. Experiences consequences of a specific behavior but may not understand why the behavior warrants the consequence (e.g., "Why can't I bang on the pot?").	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Recognizes that certain behaviors will elicit positive or negative responses from adults.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Anticipates the impact of their actions (will squint their eyes or look to caregiver before they drop an object).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Can discriminate actions according to age, gender, and circumstances.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Will take others' hand or ask others to come play.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Will tell others "no" or "yes" to simple questions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Begins to understand the concept of taking turns in a game.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Begins to anticipate the impact of their actions, by the end of the period.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
36 to 60 Months	Anticipate the impact of behaviors on others.	Asks "why" questions to understand effects of behavior ("If I do this, why does that happen?").	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Asks "what" questions to understand effects of behavior ("What will happen if I do this?").	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Demonstrates understanding of the consequences of own actions on others ("If I share my toy, they will be happy.").	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Recognizes other children's kind behaviors.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
		Shows sympathy and/or empathy for physically hurt or emotionally upset child.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Understands the need to wait for a short period of time for a fun game or activity.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Understands the reasons for rules and routines within the group and accepts them.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Begins to accept the consequences of behavior.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Logically connects actions and reactions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Are increasingly aware that certain behaviors bring positive response and others do not.	Describes how own actions make others feel and behave.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Cooperates with peers to complete a project or games, with little conflict.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Engages in empathetic, caring behavior so others respond positively.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Explains his/her response to others’ actions and feelings (e.g., “I gave her a hug, because she was sad.”).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Engages in and can maintain conversations.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Differentiates interactions with family members, acquaintances, and friends depending on the settings and circumstances.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Goal 31: Children participate positively in group activities.

Birth through 8 Months	Begin to develop awareness of self and others.	Reaches out to touch other children or grabs their toys.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Smiles at other children and adults.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Expresses contentment or joy when with other children, or when a familiar adult is present.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Participates in simple give-and-take with adults, by the end of the period.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
6 to 18 Months	Begin to make connections and associations with other people, places, and regular routines.	Responds to other children in their environment by looking and reaching toward peers.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Begins to watch simple associative play of other children, with adult support.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
		Begins to participate in simple parallel play with other children (same toys but no playing together).	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
		Sits together briefly during some activities (snack, story time, lap time).	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
		Imitates others' behaviors in the group.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Begins to take turns with simple activities, with assistance.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Knows some children's names.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
		Shows empathy for a child who is crying or upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Becomes familiar with routines and rituals within the group or family.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Begin to understand and act upon social concepts and how they work in a social environment.	May spontaneously laugh and squeal in response to other children.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
		Engages briefly with peers in structured play.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Uses names of other children. Able to wait to take turns, with assistance.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Able to share some objects, people, and space with peers; with adult assistance.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
		Shows increasing enthusiasm about the company of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Participates in loosely structured group games (chase, dramatic play).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
		Follows family and group routines (meal time behavior).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Mindful of own space and toys.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
36 to 60 Months	Participate in a group activity in a cooperative manner and sustain play toward a common goal with other children.	Notifies and comments on who is absent from routine group settings (play groups).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Identifies self as a member of a group (refers to our family, our school, our team, our tribe).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Uses play to explore, practice, and understand social roles.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Joins a group of other children playing, with adult prompts, as needed.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
		Understands and complies with group rules.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
60 Months through Kindergarten	Sustain group participation and work toward a common goal.	Follows simple rules of participation in group activities.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Participates cooperatively in large and small group activities (sometimes a leader and sometimes a follower).	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
		Participates in classroom and group routines (join other children feeding the fish or building a structure).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Willing to join in the middle of an on-going group activity with friends.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
		Invents and sets up activities that include more than one child.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Sometimes part of the audience; sometimes active participants in group events.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

Goal 32: Children demonstrate sympathy and empathy.

Birth through 8 Months	Learn about their world through observation.	Watches and observes adults and other children's reactions and behaviors.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Smiles when seeing a smiling face.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Shows caution or distress when someone is crying or upset.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Responds to others by vocalizing or cooing.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
		May reach out to others to touch.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Reacts to human face more than to objects.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Responds to another's cry, by the end of the period.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Explore relationships through observation and interaction.	Explores plants, flowers, and other living things with multiple senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Expresses interest and excitement about animals and other living things.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Recognizes and responds or reacts to strong emotion in caregiver or other children.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Likes to look at and can recognize self and caregiver in a mirror.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Increasingly uses social referencing (others' reaction) and emotions to guide behavior.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Offers objects, food, hugs to others.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		May try to comfort another person who is upset.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		May become upset when others are hurt.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Matches emotions of others.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
		Shows interest and excitement about living things around them.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Choose which emotions to show. Verbalize emotions and feelings.	Demonstrates awareness of feelings during pretend play (soothes a crying doll).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Comforts peers when they are hurt or upset, with adult assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Names emotions of self and others (happy, sad).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
			Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Realizes and expresses how another child might feel (e.g., “Tanya is crying, I think she is sad.”).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Acts kindly and gently with safe, child-friendly animals.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Increasingly shares with others, helps others, and “cares” for baby siblings.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Becomes concerned about objects related to social behavior (broken toys, missing buttons, or puzzle piece).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Will initiate interactions with others.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Begins to understand that others may have some feelings, by the end of the period.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
36 to 60 Months	Recognize and respond to another’s emotions and situation.	Notices and shows concern for peers’ feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Continues to observe others’ reactions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Adopts a variety of roles and feelings during pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Communicates appropriate feelings for characters in stories.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Considers what is alive, not alive, and dead.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Keenly aware of what is unfair to themselves.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Recognize and respond to another’s emotions and situation.	Labels own emotions and, increasingly, the emotions of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
			Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
60 Months through Kindergarten	Can adjust their plans in consideration of others.	Communicates others’ feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Comforts family members or friends who are not feeling well or are upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Expresses excitement about special events and accomplishments of others within cultural context and expectations.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Volunteers to assist and comforts peer by using words and actions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Adjusts plans in consideration of others’ wants and needs, at times.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Treats the earth and living things with respect.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Has a growing sense of what is fair and unfair for self and others.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Goal 33: Children develop a sense of humor.					
Birth through 8 Months	Laugh with pleasure, often in response to primary caregiver.	Giggles and laughs in response to environment or people.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		Starts to differentiate familiar from unfamiliar.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Reacts to small surprises such as sounds, faces, and Peek-a-Boo.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
		Reacts to physical sensations (rocking, lifting).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Reacts to gentle tickling and tummy “raspberries”.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
		Begins to initiate interactions with caregivers or other children.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Watches and observes the environment and the people in it.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Recognizes and takes interest in new experiences and objects.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Has ability to engage in a relationship.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

Developmental Growth	Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Initiate and respond to caregiver with laughter. Begin to understand abstraction and absurdity.	Likes novel sounds and funny faces from familiar people – incongruity.	Social-Emotional	A. Interactions with Adults 1.2 Responds to familiar adult’s positive social behavior
		Anticipates favorite routines.	Social-Emotional	A. Interactions with Adults 3.2 Follows familiar social routines with familiar adults
		Begins to understand physical humor (falling down, laughing, looking between legs).	Social-Emotional	A. Interactions with Adults 2.2 Repeats part of interactive game or action in order to continue game or action
		Laughs at surprises and changes from the usual.	Social-Emotional	A. Interactions with Adults 1.1 Responds appropriately to familiar adult’s affective tone
16 to 38 Months	Increase ability to use language and body to initiate social humor. Have increased awareness of incongruity.	Laughs at incongruities; visual and spoken (pants on head, cow says, “quack”).	Social-Communication	A. Early Social Communication 4. Uses intentional gestures, vocalizations, and objects to communicate
		More secure with concept knowledge allowing flexibility for humor.	Cognitive	C. Conceptual Knowledge 3.3 Discriminates between objects or people using common attributes
		Exhibits social referencing, joint attention, and reciprocation with adults and peers (plays chase).	Social-Emotional	C. Interactions with Peers 4.2 Participates in game
		Exhibit physical humor (falls down and laughs).	Social-Emotional	C. Interactions with Peers 1.1 Initiates social behavior toward peer
		Begins word play – repeats sounds.	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play
		Begins to initiate humorous situations.	Social-Emotional	C. Interactions with Peers 1.1 Initiates social behavior toward peer
		Makes animal sounds.	Cognitive	B. Imitation and Memory 2.2 Imitates familiar vocalizations
		Mimics adults as they laugh, with or without knowing the reason for the laughter.	Cognitive	B. Imitation and Memory 2.2 Imitates familiar vocalizations
36 to 60 Months	Use novel language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes.	Likes simple verbal jokes/riddles, although may not be able to replicate format (Knock-Knock); pre-riddle stage.	Social-Communication	D. Social Use of Language 3.3 Responds to topic initiations from others
		Participates in group glee.	Social-Emotional	E. Meeting Social Expectations 2.2 Adjusts behavior based on feedback from others or environment
		Mimics impersonation.	Social-Emotional	C. Interactions with Peers 2.1 Enacts roles or identities in imaginary play
		Uses slapstick, physical humor.	Social-Emotional	E. Meeting Social Expectations 2.2 Adjusts behavior based on feedback from others or environment
		Laughs for the delight of laughing.	Social-Emotional	B. Social-Emotional Expression and Regulation 1.2 Identifies/labels own emotions
		Uses body function humor.	Social-Communication	D. Social Use of Language 3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Makes rude noises.	Social-Communication	D. Social Use of Language 3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Makes up sounds and rhymes without meaning.	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Use novel language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes.	Combines nonsense and real words	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Uses distortions of familiar attributes/concepts (man’s head/dog’s body, changes in size, shape).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Laughs at gender reversals and incongruous actions (a cow on skates).	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
60 Months through Kindergarten	Use humor to consolidate understanding of concepts and language use. Use increased abstract thinking and humor as a social skill.	Uses more word play, rhymes, magic tricks, and jokes.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Begins to tell riddles and jokes with a format (Knock-Knock); riddle stage.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Participates in social interaction with humorous situations (silly pretend play).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Uses deliberate, humorously provocative actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Uses physical humor (jumping, silly walks).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Uses humor for leadership and group acceptance.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Likes gag jokes and toys (plastic poop or vomit).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Likes stories with funny characters, expressions, or outcomes.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
		May use humor to initiate interaction with a trusted adult.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Uses humor with peers to initiate or extend social interactions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Appreciating Diversity					
Goal 34: Children adapt to diverse settings.					
Birth through 8 Months	React differently to different settings and people.	Actively observes surroundings.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Demonstrates recognition of a new setting by changing behavior (looks to parent for guidance).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		When ready, explores new settings with support from caregiver.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		May show different reactions to familiar and unfamiliar people, by the end of the period.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
			Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Developmental Growth	Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Initially become aware and are anxious when their primary caregiver leaves. By the end of the period can become very upset and cling.	Explores new settings with support from caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Demonstrates awareness of different settings by clinging or staying close to caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		May become anxious when separated from primary caregiver, if not routine.	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
		May refuse to look at or respond to unfamiliar people.	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
		May show irritability when routines are disrupted.	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
16 to 38 Months	Initially show concern when new people and new experiences are presented without time for adapting to the new idea. Begin to adapt to new settings and people with some assistance by the end of the period.	Begins to separate from primary caregiver in familiar settings outside the home environment (not always easily).	Social-Emotional	A. Interactions with Adults 3. Participates in familiar social routines with caregivers
		Explores and plays in a range of familiar settings.	Social-Emotional	D. Independent and Group Participation 3.3 Entertains self by playing with toys
		Displays ease and comfort in a variety of places with familiar adults (home, store, car, playground).	Social-Emotional	A. Interactions with Adults 3. Participates in familiar social routines with caregivers
		Asks questions or acts in other uncertain ways in unfamiliar settings and environments.	Social-Communication	D. Social Use of Language 2.1 Asks questions to obtain information
		May resist leaving a familiar setting.	Social-Communication	A. Early Social Communication 4. Uses intentional gestures, vocalizations, and objects to communicate
36 to 60 Months	Adjust/transition to new settings and people, with and without adult assistance.	Explores objects and materials and interacts with others in a variety of new settings.	Social-Emotional	E. Meeting Social Expectations 2.1 Meets behavioral expectations in familiar environments
		Adjusts behavior in different settings (home, playground).	Social-Emotional	E. Meeting Social Expectations 2.2 Adjusts behavior based on feedback from others or environment
		Adjusts to transitions from one activity/setting to the next during the day.	Social-Emotional	E. Meeting Social Expectations 3.2 Follows established social rules in familiar environments
60 Months through Kindergarten	Begin to anticipate what to expect in new settings.	Expresses anticipation of special events in different settings.	Social-Emotional	B. Social-Emotional Expression and Regulation 1.2 Identifies/labels own emotions
		Accommodates a variety of settings throughout the day.	Social-Emotional	E. Meeting Social Expectations 2. Meets accepted social norms in community settings
		Anticipates diverse settings and what will be needed in them, with assistance (e.g., "We're going to the park, so I'll bring a ball." "We're going to the lake, so I'll need my swimsuit.").	Social-Emotional	E. Meeting Social Expectations 2.2 Adjusts behavior based on feedback from others or environment

Goal 35: Children recognize, appreciate, and respect similarities and differences in people.

Birth through 8 Months	Become aware of the differences between primary caregiver and strangers.	Observes self in mirror. Initially does not recognize the image as self.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
		Focuses attention on others.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Notifies others' physical characteristics (pats another person's hair).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Will respond more to a familiar face than a stranger's face.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Can distinguish primary caregivers from others, by the end of this period.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
6 to 18 Months	Recognize primary caregiver and strangers.	May express curiosity about others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs; if they have the opportunity to regularly interact with others.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Recognizes self in mirror.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Observes strangers from a distance.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Seeks primary caregiver if stranger approaches too quickly.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Approaches and is curious about other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Plays in the presence of other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
		Can play near others who are different than them, by the end of the period.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
16 to 38 Months	Become aware of similarities and differences between themselves and others.	Becomes aware of differences in gender and other basic similarities and differences between self and others, with adult guidance.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		May verbalize general differences in gender, clothing, skin color, or hair color.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Demonstrates awareness of personal preferences (mommy likes the red car, I like the fire truck).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		May be shy or reserved with new people or animals.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Are curious about why they are different to and similar to others.	Compares similarities or differences of others (height, hair color) in his/her circle of contact.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Develops awareness, knowledge, and appreciation of own gender and cultural identity.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Demonstrates an understanding of inclusion or fairness through words and actions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
60 Months through Kindergarten	Recognize and are curious about differences and similarities in people.	Shows concern about personal fairness within a peer group (e.g., "Everyone else gets a turn. That's not fair.").	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Recognizes others' abilities in certain areas (e.g., "Jamie sings really well. Marie is a fast runner.").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Names and accepts differences and similarities in preferences (food preferences or favorite play activities).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Notifies that other children might use different words for the same object (mother is said differently in different languages).	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
		Begins to examine a situation from others' perspective.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Defends their right and others' rights to fair treatment.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

Sub-Domain: Emotional Development

Self-Concept

Goal 36: Children perceive themselves as unique individuals.

Birth through 8 Months	Attach to primary caregivers.	Explores own body (observes hands, reaches for toes).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Explores the face and other body parts of others (touches caregivers' ears, hair, hands).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Shows awareness of self in voice and body.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Responds with gestures or vocalization to sounds, movement, or the facial expressions of others.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
		Shows interest in and may reach for others.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Develop awareness of self as separate from primary caregiver.	May express curiosity about signal caregivers for assistance, attention, or the need for comfort.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		May become upset when separated from parent.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
		Points to at least two body parts when asked.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Responds with gestures or vocalizations when name is spoken.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
		Shows awareness of self in a mirror image.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Protests when preferred activity is stopped.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
		Grasps and bangs objects. Feels a sense of ability in one’s own body to make something happen.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
		Increases independence in playing with toys.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Increases interest in others bodies, especially faces.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16 to 38 Months	Increase awareness of their personal characteristics and preferences.	Tests limits and strives for independence.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Becomes upset when separated from primary caregiver and may cling upon reunion.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Recognizes and calls attention to self when looking in the mirror or at photographs.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Identifies self and uses own name when asked (e.g., “I am a boy. “My name is Rueben.”).	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
		Identifies objects as belonging to him or her (e.g., “Mine!”).	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
		Shows awareness of being seen by others (exaggerates or repeats behavior when child notices someone is watching).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Occupies self appropriately for brief periods of time (10 to 15 minutes).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Attempts to complete basic daily living tasks (eating, getting dressed).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Can make choices when given two to three options.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Indicates preferences by answering yes/no questions.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Use strategies to differentiate themselves from others, and to get their needs met.	Demonstrates awareness of their abilities, characteristics, and preferences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in the third person.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
		Chooses individual activities (doing puzzles, painting).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Expresses self in different roles during pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Can express feelings about separating from primary caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Compares self with others.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Describes self as a person with a mind, a body, and feelings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Describes family members and begins to understand their relationship to one another.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Exerts will and preferences.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
60 Months through Kindergarten	Begin to recognize their personal characteristics, preferences, and abilities.	Takes pride in their responsibilities and follows through on them (help with chores).	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
		Begins to show self-direction in actions.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Differentiates preferences for self and others (e.g., “I like to play with blocks.” “She likes to play with trucks.”).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Verbalizes their individual abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
		Identifies roles within family, school, and community.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Asks for help, as needed.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Self-Efficacy					
Goal 37: Children demonstrate belief in their abilities.					
Birth through 8 Months	Begin to calm self for very brief periods.	Can calm self for very brief periods by sucking or staring at an object.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Repeats a sound or gesture that creates an effect (repeatedly shakes a rattle after discovering that it makes a sound).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Birth through 8 Months	Begin to calm self for very brief periods.	Recognizes that adults respond to cues.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Explores environment. At first in close contact with caregiver, and then farther away from caregiver as the child grows.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Looks to caregiver when accomplishing new tasks (sitting, pulling up).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		May sometimes show signs of “global empathy” and get upset when someone else is upset.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Begin to view self as capable of influencing their environment.	Gives objects or toys to others (picks up a rock then reaches to give it to caregiver).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Smiles when succeeding in a task/activity.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Monitors caregiver’s emotional expressions in situations of uncertainty.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		Begins to express a desire for individuality.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Says “no” and uses frequent tantrums to express the desire to be independent.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Shows genuine concern for another’s distress.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		Projects empathetic behavior of their own needs on another.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
		Continually needs to stay away from danger.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Shows concern about broken toys or damaged goods that do not conform to an expected standard.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16 to 38 Months	View self as capable of starting and completing a simple task.	May show a few signs of feelings associated with actions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Recognizes own accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
		Shows completed projects (drawing, pile of blocks) to caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
		Acts as if they are capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adult-sized broom, wants real tools).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Seeks help after trying something new or challenging.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	View self as capable of starting and completing a simple task.	Occasionally demonstrates rudimentary self-control when they stop themselves from doing something but is still unreliable.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Begins to follow internalized rules part of the time (puts self in timeout).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Uses social referencing (checks out emotional responses of others) to regulate behavior.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Often pretends to discipline doll during play, showing understanding of rules.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Still has difficulty transferring rules across time and setting.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Still relies on caregiver to follow rules and to contain impulses some of the time and may act out if no one else is in the room.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		May not be able to generalize about objects that cannot be touched.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Shows several signs of feelings associated with actions, by the end of the period.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Begins to understand that sharing is important.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Remains likely to take another child’s toy and possessions.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Realizes others’ needs may be different from their own.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Are aware when they have done something wrong and anticipates the feelings of others and possible consequences.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Are aware of differences between moral and social conventional violations and respond by telling other children about the effects of their behavior.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
36 to 60 Months	Develop sense of competence.	Expresses delight with mastery of a skill (e.g., “I did it myself!”).	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
		Asks others to view own creations (e.g., “Look at my picture!”).	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
		Demonstrates confidence in own abilities (e.g., “I can climb to the top of the big slide!” A child in leg braces has a big smile on their face when using a walker by themselves.).	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
		Expresses own ideas and opinions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Develop sense of competence.	Enjoys the process of creating.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Demonstrates pride and pleasure when someone reacts to the child’s action or creation.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
		May argue with caregiver about what they are supposed to do.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
		Will use private or inner speech to help remember rules and standards for behavior.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Shows less negativism and complies most of the time.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Are more likely to experience guilt when they hit other children, break toys, or make a parent sad.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		May show a few signs of feelings associated with actions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Shows some self-criticism, shame, and guilt if they do not succeed or make a mistake.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Are more consistent in sharing and view it as an obligation.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
60 Months through Kindergarten	Believe self capable of influencing the surrounding world.	Takes on new tasks and improves skills with practice (wheeling self in wheelchair).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Initiates actions or activities with peers.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Views self as capable of starting and completing a task.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Expresses delight over a successful project and wants others to like it too.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
		Persists with tasks until finished.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Participates in community service projects.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

Self-Control

Goal 38: Children regulate their feelings and impulses.

Birth through 8 Months	Begin to calm and sooth self for brief periods of time.	Signals needs with sounds or motions (cries when hungry or reaches for wanted object of comfort).	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
		Relaxes or stops crying when comforted (when swaddled or spoken to softly).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Comforts self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket; get fist, fingers, or pacifier to mouth for self-soothing).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Cries or uses other vocalizations, facial expressions, or body language to express emotions and to get needs met.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Communicates need for support or help from adults (holds out arms when tired).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Anticipates routine interactions (lifts arms toward caregiver to be picked up).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Develops increasing consistency in sleeping, waking, and eating patterns.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Shows awareness of change and routine; may object to changes.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Responds to emotional cues and social situations (crying when other babies cry).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Begin to recognize and respond to the emotional cues of others.	Seeks caregiver's support and attention when feeling strong emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Begins to control impulses (says "no" when reaching for forbidden object; restrains self from stepping on a book on the floor).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Engages in some regular behaviors (sings or babbles self to sleep, goes to high chair to be fed).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Participates in routine interactions (quiets body when picked up; cooperates in dressing).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Follows some consistently set rules and routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Smiles, waves, or laughs in response to positive adult interaction.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
		Shakes head or gestures to indicate wants and needs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Developmental Growth	Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Learn to accept limits and boundaries with adult support.	Matches emotions to environment and situations.	Social-Emotional	B. Social-Emotional Expression and Regulation 1.2 Identifies/labels own emotions
		Tests limits and strives for independence.	Social-Emotional	A. Interactions with Adults 3.1 Initiates next step of familiar social routine
		Anticipates and manages emotions associated with them (helps to pick-up and put away blocks at cleanup time).	Social-Emotional	A. Interactions with Adults 3. Participates in familiar social routines with caregivers
		Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means.	Social-Emotional	B. Social-Emotional Expression and Regulation 1.2 Identifies/labels own emotions
		Learns about and begins to name own feelings. Realizes that it is okay to feel silly, sad, angry, and all other emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation 1.2 Identifies/labels own emotions
		Seeks caregiver's support when needing help.	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Shows anxiety over separation from teacher but calms down once teacher has left.	Social-Emotional	B. Social-Emotional Expression and Regulation 2. Uses appropriate strategies to manage emotional states
		Plays near and is interested in other children.	Social-Emotional	C. Interactions with Peers 1.3 Plays near one or two peers
		Will offer or take toys from other children.	Social-Emotional	C. Interactions with Peers 1.1 Initiates social behavior toward peer
		Begins to understand the concept of property ("yours, "his," "mine").	Social-Emotional	D. Independent and Group Participation 4.2 Claims and defends possessions
		Will carry out simple one- or two- step directions.	Social-Communication	B. Communicative Understanding 3.1 Follows multistep directions with contextual cues
			Social-Communication	B. Communicative Understanding 3.3 Follows one-step direction with contextual cues
		May become easily frustrated with challenging tasks (cries when a toy won't do what they want, or they can't get their socks off).	Social-Emotional	B. Social-Emotional Expression and Regulation 1.2 Identifies/labels own emotions
36 to 60 Months	Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.	Expresses strong emotions constructively, at times and with assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation 1.2 Identifies/labels own emotions
		Expresses ownership of feelings and desires to control self, with assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation 2. Uses appropriate strategies to manage emotional states
		Calms self after having strong emotions, with guidance (goes to quiet area or requests favorite book to be read when upset).	Social-Emotional	B. Social-Emotional Expression and Regulation 2. Uses appropriate strategies to manage emotional states

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.	Sometimes waits for turn and shows patience during group activities.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Sticks with difficult tasks without becoming overly frustrated.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Participates easily in routine activities (meal time, snack time, bedtime).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Follows simple rules without reminders (handles toys with care).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Demonstrates increasing ability to use materials purposefully, safely, and respectfully.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Adapts to changes in daily schedule.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Predicts what comes next in the day, when there is an established and consistent schedule.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Names and talks about own emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Uses pretend play to understand and respond to emotions.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Associates emotions with words, and facial and body expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Uses drawing, painting, and clay to express emotions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
60 Months through Kindergarten	Manage and express feelings appropriately, most of the time.	Expresses self in safe and appropriate ways (expresses anger or sadness without fights).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Shows ability to control destructive impulses, with guidance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Seeks peaceful resolution to conflict.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
		Stops and listens to instructions before jumping into activity, with guidance.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Participates in own care routines when there is a special health care need.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
		Follows rules in different settings (lowers voice when entering library).	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
		Applies rules in new but similar situations.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
		Explains simple family or classroom rules to others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Manage and express feelings appropriately, most of the time.	Expresses feelings through play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Shares own excitement with peers, caregivers, and adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
		Acknowledges sadness about loss (changes in caregiver, divorce, or death).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Does not inhibit emotional expression (cries when feeling sad).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Names some types/levels of emotion (frustrated, angry).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Domain 4: General Knowledge

Sub-Domain: Mathematics and Numeracy

Number Sense and Operations

Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.

Birth through 8 Months	Begin to develop awareness of quantity.	Begins to show awareness of differences between people and objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Begins to show awareness of small quantity differences; looking at or reaching for two or more people or objects.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Begins to respond to the spoken concept, "more" in reference to food or play.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Shows cues of hunger and fullness.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Uses gestures to request "more."	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Responds by focusing on an object pointed to by someone.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
6 to 18 Months	Manipulate objects with a variety of attributes and quantities.	Notifies characteristics of objects (size, color, shape, or quantity).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Shows interest in real-life mathematical concepts (matching objects, lining up objects, enjoying books with numbers and counting).	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
		Begins to use symbols, signs, and language to show wanting "more" and "all gone".	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Fills and dumps containers with objects.	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Manipulate objects with a variety of attributes and quantities.	Searches for objects that are out of sight.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
		Drops objects; then looks for the object.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
16 to 38 Months	Compare differences between two or more objects or groups of objects. Compare differences in the quantity of objects.	Matches objects by a single characteristic (size, color, shape, or quantity).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Sorts objects by a single characteristic (size, color, shape, or quantity).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		May begin to imitate counting. Uses some number words (one, two...).	Math	A. Counting	1.2 Recites numbers 1–3
		Recognizes that a single object is “one” regardless of size, shape, or other attributes.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
		Imitates counting rhymes or songs (Five Little Monkeys).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Recognizes some quantities (sees 2 blocks and says, “Two.”).	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
		Uses words to symbolize quantity and comparisons of quantity (all, some, none, more).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
		Understands basic common relations (toothbrush and toothpaste).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
36 to 60 Months	Use number words and concepts to explore and manipulate quantity, size, and relationships.	Develops understanding of counting process (recognition and naming numerals one, two and three); counting up to ten from memory in home language (e.g., recites, “one, two, three), without assistance.	Math	A. Counting	2.2 Recites numbers 1–10
		Counts up to ten objects; matching numbers one-to-one with objects (cubes, toys, and pennies) within daily activities.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
		Develops understanding that when counting items, they must be counted only once, and that none should be left out.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
		Begins recognizing that the last number counted represents the “total objects” (for quantities up to ten). Counting is cumulative.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
		Applies numbers and counting concepts within daily routines (count numbers of children at the table).	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
		Applies counting to new situations (counting objects, counting groups).	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
		Demonstrates understanding that numbers represent quantity (gets three apples out of the box).	Math	A. Counting	2. Counts out 10 items

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Use number words and concepts to explore and manipulate quantity, size, and relationships.	Uses math concepts (more, less, some, many, all, a few, none, huge, tiny, small, smaller, large, larger) to compare quantities.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
		May count backwards from ten.	Math	D. Addition and Subtraction	2.2 Says number before 2–10
		Differentiates numerals from letters.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Recognizes and names some numerals (pointing to written numerals named by adult).	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Writes and identifies some numerals named by adult.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Uses meanings of numbers to create strategies for solving problems and responding to practical situations, with assistance (e.g., “Jimmy took two crackers and I didn’t get any.”).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
60 Months through Kindergarten	Count with understanding. Recognize “how many” are in sets of objects; demonstrating an understanding of discrete numbers.	Tells what number comes before or after a given number up to 10.	Math	D. Addition and Subtraction	1.4 Says number after 1–10
			Math	D. Addition and Subtraction	2.2 Says number before 2–10
		Tells what number comes before or after a given number up to 20, with assistance.	Math	A. Counting	3.2 Recites numbers 1–20
		Demonstrates the difference between addition (more) and subtraction (take away), with assistance.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
			Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
		Understands that quantity is not affected by the arrangement of the objects being counted.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
		Understands that when counting items, they must be counted only once and none should be left out.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
		Uses numbers to predict and make realistic guesses (e.g., “I think there are about 20 marbles in that jar.”).	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
		Puts numeral cards in order 1 to 10.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
			Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
		Counts backwards from 10.	Math	D. Addition and Subtraction	2.2 Says number before 2–10

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Count with understanding. Recognize “how many” are in sets of objects; demonstrating an understanding of discrete numbers.	Shows the verbal, symbolic, and physical representation of a number up to 10.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
			Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
		Understands and uses numbers in meaningful ways.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Demonstrates knowledge of our numeration system by counting forward by ones to at least 31.	Math	A. Counting	4.1 Recites numbers 31–100
		Identifies a penny as a value of money.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Selects strategies appropriate for solving a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Performs computation accurately.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
			Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
		Uses concrete objects to illustrate the concepts of addition and subtraction.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
			Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
		Estimates and judges reasonableness of results.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
		Uses estimation to identify a number of objects and evaluates the reasonableness of an answer.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Measurement					
Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).					
Birth through 8 Months	Show awareness of spatial relationships.	Begins to show awareness of own body space.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Holds, handles, and plays with toys and objects (different sizes and shapes).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6 to 18 Months	Compare spatial relationships	Increases awareness of body space in relation to people and objects.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Groups/arranges a few objects by size (smaller and bigger), with assistance.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Fills and empties containers with objects.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Nests two to three sequential cups or blocks.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
		Takes objects apart and attempts to put them together.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16-38 months	Takes objects apart and attempts to put them together.	Uses size words, such as “many,” “big,” and “little,” appropriately.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Fills and empties containers (with sand or water).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Compares the size of various everyday objects (puts different people’s shoes side by side to see which is longest).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Identifies objects by a single characteristic such as big or small, heavy or light, and tall or short; with assistance.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Looks at two objects and identifies which one is bigger or smaller.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Explores measuring tools (measuring cup, ruler).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Demonstrates comparative behavior by nesting up to five cups.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
		Orders objects by size, volume, height, weight, and length; with assistance.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
36 to 60 Months	Use geometric modeling and spatial reasoning according to different dimensions.	Engages in activities that explore and develop vocabulary for measurable properties such as length and weight, or capacity.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Compares amongst several objects based on one or more attributes (length, size, weight) using words such as “shorter”, “bigger”, or “lighter”.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Understands positional terms such as “between”, “inside”, “over”, “under”, and “behind”.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Sorts and classifies objects based on one or more attributes.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Orders objects by size, volume, height, weight, and length; with assistance.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Measures objects using variable nonstandard units.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Begins to measure objects using standard unit (one-inch cubes, paper clips).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Uses measuring tools in play activities (measuring tape, measuring cups).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Measures sand or water using a variety of containers.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Uses picture cookbook to follow sequence and measures amounts for cooking projects, with assistance.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Uses some vocabulary in relationship to measurement tools (scale, cup, ruler). May not have accurate understanding of meaning.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Estimates size (e.g., “I’m as tall as the yellow bookshelf.”).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Order objects according to spatial attributes using nonstandard and standard units of measurement.	Compares objects by measurement attributes (longer/shorter, heavy/light, more/less).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Exhibits spontaneous comparison by sorting, classifying, and placing objects in series; using a variety of properties (size, volume, height, weight, and length) simultaneously.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Begins to measure using standard units in the customary and metric systems (measures inches using a ruler or measuring tape).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Uses picture cookbook to independently measure amounts and follow steps in cooking project.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Estimates how many steps it will take to walk across the room.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
		Uses conventional vocabulary of measurement (“pound”, “inch”, “cup”).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Uses basic time vocabulary.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Names days of the week. Orders events in a day.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Compares temperatures (hotter/colder).	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Reads calendar according to days, weeks, and months.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Properties of Ordering					
Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem-solving.					
Birth through 8 Months	Develop awareness of sounds, sights, or motor activities that occur regularly in daily routines.	Develops awareness of familiar sequences of events in daily routines.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Begins to develop expectations for familiar sequences of events in daily routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Feel, handle, and explore objects with a variety of textures, shapes, and sizes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Responds to variations in sounds, smells, tastes, and touch.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6 to 18 Months	Notice and respond to patterns	Demonstrates expectations for familiar sequences of events in daily routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Groups a few objects by color, shape, or size; with assistance.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Begins to match simple two-dimensional shapes in form board and puzzles.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
		Reaches for utensils when food is placed in front of them.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

Developmental Growth	Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Notice and respond to patterns	Understands what clothing is for by putting clothing on like hats, socks, loose pants, and shirts.	Social-Emotional	A. Interactions with Adults 3. Participates in familiar social routines with caregivers
16 to 38 Months	Recall, group, and anticipate familiar sequences of events and use these memories to predict and respond to events.	Shows recognition of sequences of events or objects.	Social-Emotional	A. Interactions with Adults 3.1 Initiates next step of familiar social routine
		Repeats actions in sequence such as finger-plays.	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play
		Plays with shape toys (the round block goes in the round hole; the square block goes in the square hole).	Fine Motor	B. Functional Skill Use 3.3 Fits variety of shapes into corresponding spaces
		Groups objects on the basis of visual characteristics (shape or color) or themes (functional uses such as items for scooping).	Cognitive	C. Conceptual Knowledge 3.1 Classifies according to function
			Cognitive	C. Conceptual Knowledge 3.2 Classifies according to physical attribute
		Classifies everyday objects that go together (shoe/sock, pencil/paper, comb/brush).	Cognitive	C. Conceptual Knowledge 3.1 Classifies according to function
		With practice and development, uses groupings to create patterns.	Cognitive	C. Conceptual Knowledge 3.2 Classifies according to physical attribute
		Matches simple two-dimensional shapes in form board and puzzles (circles, squares, triangles).	Fine Motor	B. Functional Skill Use 3.3 Fits variety of shapes into corresponding spaces
36 to 60 Months	Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape.	Matches simple two-dimensional shapes in form board and puzzles (circles, squares, triangles).	Fine Motor	B. Functional Skill Use 3.3 Fits variety of shapes into corresponding spaces
		Compares shape and size of familiar objects.	Cognitive	C. Conceptual Knowledge 4. Uses early conceptual comparisons
		Sorts and builds with two- and three-dimensional shapes (sphere, cube, cone).	Cognitive	D. Reasoning 3. Solves problems using multiple strategies
		Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, triangle).	Cognitive	C. Conceptual Knowledge 4.2 Identifies concrete concepts
		Draws and creates pictures using various shapes.	Fine Motor	C. Mechanics of Writing 1.1 Writes or draws using mixed strokes
		Recognizes non-geometrical shapes in nature (clouds or other things that are not circles, squares, triangles).	Cognitive	E. Scientific Discovery 2.3 Makes observations
		Describes characteristics of familiar geometric and nongeometric shapes in the environment, with assistance.	Cognitive	E. Scientific Discovery 2.3 Makes observations
		Puts together and takes apart shapes to make other shapes (use two triangles to make a rectangle or square with blocks).	Cognitive	E. Scientific Discovery 3.2 Manipulates materials to cause change
		Makes and describes patterns including serialization based on numbers, shapes, and size.	Cognitive	C. Conceptual Knowledge 3.3 Discriminates between objects or people using common attributes
		Predicts what comes next in a pattern and completes the pattern.	Cognitive	C. Conceptual Knowledge 3.3 Discriminates between objects or people using common attributes

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape.	Creates or extends a complex pattern with more than two repeating elements.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
60 Months through Kindergarten	Sort, classify, and order objects by size, number, shape, and other properties.	Recognizes, names, builds, compares, and sorts two- and three-dimensional shapes (sphere, cube, cone).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Combines shapes to create two-dimensional figures.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Describes characteristics of familiar geometric and nongeometric shapes in the environment, with assistance.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Investigates and predicts the results of putting together and taking apart two- and three-dimensional shapes.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
		Recognizes and creates shapes that have symmetry.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Recognizes, describes, and extends patterns; and translates from one representation to another.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Describes (using rules/generalizations) and replicates patterns.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Creates own patterns applying determined rules or generalizations.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Sub-Domain: Science

Scientific Inquiry

Goal 42: Children observe, describe, and collect information by exploring the world around them.

Birth through 8 Months	Show interest in familiar people, objects, and events in their immediate environment.	Observes physical relationships using the senses (turns head toward sounds, mouthing, grasping, reaching).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Shows interest in surroundings by focusing on familiar faces, objects in close proximity (including plants and animals), and events.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Demonstrates/indicates individual needs (hunger, thirst).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Begins to demonstrate an awareness that people or objects exist after they are no longer present (beginning of object permanence).	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	By observing, begins to describe new or unfamiliar toys, objects, people, and events.	Demonstrates interest in surroundings by focusing on familiar and unfamiliar faces, objects in different environmental settings (including plants and animals), and events.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Notifies and begins to express individual wants and needs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		After repeated exposure to the same toys and objects, begins to explore new ways of using these materials.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Begins to notice and label objects and events in the environment.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
		Enjoys outdoor play.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Observes, and may play with and describe water, sand, and mud.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Observes and describes sun and clouds (sun is bright, clouds are white).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Begins to integrate the simultaneous use of more than one sense (uses sight, touch, and hearing by examining and shaking a toy).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Uses senses to explore characteristics of certain living things (scent of flower, rough texture of tree bark).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Shows some understanding of object permanence; looking for people and objects that have disappeared, with assistance.	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
16 to 38 Months	Construct and describe simple observable characteristics of objects, people, and events.	With continued exposure to the same toys and objects, explores new and multiple ways of using these materials.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Enjoys and expands on choices for outdoor play.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Enjoys playing with, exploring, and experimenting with water, sand, and mud.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Notifies, understands, and expresses individual wants and needs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Demonstrates curiosity about the natural environment and identifies or labels the earth’s materials.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Uses senses to identify details of similarities and differences through observation and exploration.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Explores and investigates physical properties of living and nonliving things.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Demonstrates increased understanding of object permanence; looking for people and objects that have disappeared.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Call attention to, describe, discuss, and explain observable similarities and differences among objects or events.	Shows interest and curiosity in exploring, investigating, and words to describe living and nonliving things.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Uses senses to explore materials, objects, and natural phenomena (sand, pinecones, crawling ants).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Makes comparisons and calls attention to details; and with adult assistance, explores the ways in which things are alike and different (notices how shells are the same or different; notices objects that float or sink; listens to different sounds that animals make).	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Notifies, describes, and predicts changes in the environment (dark clouds mean possible rain).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Observes, compares, classifies, measures, and communicates observations of events and objects.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Explores earth science, physical science, and life science through observations and experimentation with concrete objects.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Begins to use simple tools (magnifiers, lenses, droppers) for exploration and investigation.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Predicts the outcome of an investigation based on observation or experience.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
		Demonstrates respect for living things (watering plants, trying to avoid stepping on anthills).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Explores answers to questions and forms new questions or conclusions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
60 Months through Kindergarten	Collect, organize, and display results of observations to construct relationships that help them organize and make sense of the natural world.	Uses observations, descriptions, and predictions to examine the natural world around them.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Increases awareness and understanding of the physical world as the child collects, organizes, and displays results of observations and experimentations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Makes comparisons based on observations and vocabulary that includes descriptive and comparative words.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Makes inferences, draws more meaning than from what is visible, and predicts future events.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		By describing events, compares predictions with what was observed.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Uses scientific tools that are not limited to observations, but also includes locomotion devices (gears and pulleys), technological tools, and measurement devices.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Scientific Inquiry –Thinking, Asking, Acting, and Solving Problems

Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.

Birth through 8 Months	Sensory awareness.	Uses senses to begin understanding cause and effect during daily experiences and routines.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Shows surprise when events occur that do not follow expected sequences (shows surprise when a ball rolls into a tube and does not roll out at the opposite end) that may suggest the beginning of object permanence.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Begins to observe and predict the people, objects, and events in the world around them.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6 to 18 Months	Explores cause and effect relations through observation, and trial and error.	Uses senses and initial attempts at trial and error to solve problems.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Attempts to repeat cause and effect events.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
		Observes, describes, and begins to predict the world around them.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Shows surprise when events occur that do not follow expected sequences.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
		With increased motor skills, actively pursues an object that disappears in an unusual location (object permanence).	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
		Begins to problem solve when they use a series of actions, an object, or a caregiver to reach a goal (pulling a string to reach an attached toy).	Cognitive	D. Reasoning	1. Uses object to obtain another object
		Imitates a caregiver's action(s) to solve a problem.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Begins using trial and error to find a solution to a problem.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16 to 38 Months	Vary actions in order to see what happens as a result (cause and effect).	Uses senses, and trial and error to solve problems.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Expands on their ability to observe, describe, and predict the world around them.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Increases problem-solving as they use a series of actions, an object, or a caregiver to reach a goal (pulling a string to reach an attached toy) or intentional outcome.	Cognitive	D. Reasoning	1. Uses object to obtain another object
		Imitates and begins to vary a caregiver's action(s) to solve a problem.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
		Uses trial and error to find possible solutions to a problem (moving a puzzle piece around to find the right place).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items		
36 to 60 Months	Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.	Uses senses and develops strategies (from trial and error) to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies		
		Explores the use of investigative tools to extend the senses in a trial and error fashion.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information		
		Eagerly observes, describes, and predicts the world around them.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry		
		As child investigates new phenomena, makes progress from trial and error toward a more systematic approach to problem-solving.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses		
		More apt to verbalize observations than ask meaningful questions.	Cognitive	E. Scientific Discovery	2.3 Makes observations		
		Uses questioning as a way to engage conversation rather than as an intended means for gathering information.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction		
		Shows curiosity and interest about familiar/unfamiliar and living/nonliving things.	Cognitive	E. Scientific Discovery	2.3 Makes observations		
		Begins to demonstrate respect for living things.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings		
		Eagerly observes, describes, and predicts the world around them.	Cognitive	E. Scientific Discovery	2.3 Makes observations		
		Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation		
		Compares their predictions with actual observations.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses		
		Begins making predictions about changes in the environment that lead to generalizations based on understanding.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes		
		60 Months through Kindergarten	Plan and conduct simple investigations to explore questions or problems.	Uses senses combined with specific strategies to solve problems and make predictions that lead to generalizations about the world around them.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
				Uses investigative tools to gather information and extend the senses.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Makes inferences, predictions, and generalizations based on observations and experiences.	Cognitive			E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations		
Compares predictions with actual observations.	Cognitive			E. Scientific Discovery	3. Investigates to test hypotheses		
Actively asks questions about objects, organisms, and events in the environment.	Cognitive			E. Scientific Discovery	2.1 Generates specific questions for investigation		
Makes predictions about changes in the environment that lead to generalizations about the natural world.	Cognitive			E. Scientific Discovery	4.1 Communicates results of investigations		

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Plan and conduct simple investigations to explore questions or problems.	Eagerly acts on curiosity and interest to organize and plan observations, explorations, and experiments with living and nonliving things and events in the environment.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Respect for living things becomes a personal responsibility.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Begins using gathered information (data) to construct and communicate reasonable explanations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Sub-Domain: Social Studies					
Social Studies					
Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self group identity, and a sense of their community.					
Birth through 8 Months	Demonstrate a sense of comfort with the familiar.	Recognizes and responds to familiar people, places, activities, and events (smiles when dad enters the room).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Begins to anticipate a familiar setting, group, or routines with trusted primary caregivers.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Responds to a familiar sequence of events in daily routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Begins to demonstrate awareness and response to familiar activities (songs, stories, lullaby) from the home culture.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Shows trust in a relationship dependent on wants and needs satisfied by caregivers.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Looks to where things are located in the environment.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Begins to recognize that people move in and out of their immediate environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Shows preferences for one adult over another.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
		Responds to others emotions (happy, sad, angry, excited, tense).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Engage and respond to familiar people, places, activities, and events within their family, program, community, and culture.	Recognizes and responds to familiar people, places, activities, and events (runs to mother for comfort; reaches out for favorite toy).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Demonstrates awareness of self and body image (enjoys mirror image and movement).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Anticipates, demonstrates, and begins to express enjoyment in response to a familiar setting, group, or routines with trusted primary caregivers.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Demonstrates expectations for familiar sequence of events in daily routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Demonstrates awareness and responds to familiar activities (songs and stories) from the home culture.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Develops and maintains trusting relationships with primary caregivers and family members.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Begins to engage in cooperative pretend play with peers around familiar activities and routines (cooking, cleaning, yard work).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Increases awareness of where things are located in the environment. Recognizes that people move in and out of their immediate environment.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Begins to explore familiar environments (within home, child care, familiar spaces).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Pays attention to adult use of common technological devices and begins to imitate the use of devices (computer, cell phone).	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
May show interest in daily community routines (lawn mowers, road construction, garbage trucks, trains, plains).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation		
16 to 38 Months	Actively select and participate in daily activities and routines reflecting cultural traditions, values, and beliefs with adults and peers to develop awareness of group membership.	Begins to recognize and associate different environments, activities, and routines with different people needed to develop awareness of group membership.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Points to, identifies, and describes self and others' mirror images.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Begins to make predictions about what may happen and connects new experiences to past experiences (understands that a parent goes to work and later returns home).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
		Shows recognition of simple sequence in events (naptime is after lunch).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Actively selects and participates in activities and routines with peers and adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Actively select and participate in daily activities and routines reflecting cultural traditions, values, and beliefs with adults and peers to develop awareness of group membership.	Increases understanding of where things are located in the environment (outdoor shoes are kept in cubbies; dishes are stored in the kitchen).	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
		Maintains trusting relationships with caregivers and begins developing trusting relationships with peers.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Actively selects and engages in pretend play with familiar activities and routines (cooking, cleaning, yard work).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Demonstrates an awareness of daily routines (gets coat because it is cold outside).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Begins to recognize the beginning and end of an event and may recall information about the immediate past.	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
		Begins to identify items in the store that they want.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Begins to develop sense of self in relation to the environment (recognizes house as “my home;” building as “my school”).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Begins to role-play with simple objects and toys (pushing doll stroller, feeding doll with toy bottle, pretends to talk on the phone).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
36 to 60 Months	Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.	Begins to demonstrate awareness of group membership according to different environments, activities, and routines (farmers grow food on the farm; identifies family members to include mom, dad, siblings, aunts, uncles).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Recognizes physical characteristics of self and others around them (two eyes, one nose, black hair, child who is deaf uses sign language).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Observes, describes, and predicts events around them as they connect new experiences to past experiences (when we go to the park; Sunday, yesterday, we went to church).	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
		Begins to recognize familiar community helpers and their association with activities, routines, and locations (firefighters, fire truck, fire station; doctor, clinic; policeman, police car).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Develops and maintains trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Begins to understand own life experience and the different roles of family members.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.	Understands knowledge and mental relationships used during role-play based on home and family themes (playing house, using tools, caring for those who are sick).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Begins to use play money for items in role-play situations (play store).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Uses the term “buy.”	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Recognizes that people rely on others for goods and services (mail delivery, health care, market).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Recognizes and uses spatial concepts concerning the beginning and end of an event.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Recalls information about the immediate past.	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
		Uses vocabulary associated with time and sequence (now, today, later) during daily routines and activities.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Constructs geographic concepts and meanings in relation to self and community (the library book is returned to the library a block from home; uses blocks to construct buildings on Main Street).	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Discusses different people, places, and regions as experienced through books, videos, and television.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Role-plays with simple machines and transportation toys (using tape measure in road construction with blocks).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
60 Months through Kindergarten	Construct mental relationships about group membership across family, community, school, and culture as they recognize and generalize shared and different characteristics of self and others during daily activities and routines	Constructs mental relationships about group membership between people, places, activities, and events (identifies teammates, recognizes classmates).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Recognizes and generalizes shared and different characteristics in relation to others (everyone has hair but with different colors, textures, length; some children run fast; some children have trouble running).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Makes inferences, predictions, and generalizations about people, activities, and events based on observations and participation in past and present activities and routines (Joey’s birthday; David celebrates Hanukah).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Demonstrates an understanding of own personal history as part of family, school, and community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Construct mental relationships about group membership across family, community, school, and culture as they recognize and generalize shared and different characteristics of self and others during daily activities and routines	Explains roles and jobs of community workers within systems of service (mail delivery system, waste disposal system).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Recognizes and associates different relatives with different locations. Shares and discusses similarities and differences in family travel with peers and adults.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Expands on and maintains trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
		Examines and explores various family roles in other families to see how they differ from or are the same as their own.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Engages in sophisticated roleplay with themes and plots (police, firemen, teachers, doctors).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Negotiates role-play activity and responsibilities according to logic and perspective taking (e.g., “I’ll be mommy because I’m a girl; you be daddy because you’re a boy.”).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Expresses increased understanding of different people, places, and regions as experienced through books, videos, and television.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Expands use of vocabulary associated with time (“now”, “then”, “before”, “after”, “today”, “yesterday”, and “tomorrow”).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Identifies current events in the community and in other areas or regions.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Uses common technological devices (cell phone, gears, hinges, microwave, computers) for designed purposes (uses a calculator in a play store or lemonade stand).	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
		Describes and explains how machines, inventions, and technology are used in the home (toaster, vacuum, can opener).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Records and discusses calendar and historical events (yesterday, last week, month, or year).	Cognitive	B. Imitation and Memory	3. Relates past events
		Recognizes that people meet their needs by sharing, trading, and using money to buy goods and services.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Identifies different means of transportation used today to travel from place to place (airplanes, boats).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Developmental Growth
Child Indicators
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).

Birth through 8 Months	Show range of emotions.	Shows awareness of change and routine with emotional response. May object to changes.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Watches familiar people and responds in relation to their emotions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Begins to indicate the need for assistance (crying, vocalizing, gesturing) to adults and caregivers.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
6 to 18 Months	Show awareness of emotions	Indicates the need for assistance (crying, vocalizing, gesturing) to adults and caregivers.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Comforts self by sucking, stroking, or hugging familiar objects (blankets or toys).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Responds to emotions expressed by others (crying when others cry).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Follows simple directions or requests made by caregivers.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Looks to caregivers for assistance and guidance, when needed.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Begins to become aware of boundaries for people, objects, activities, and settings (must sit in stroller; dog walks on a leash).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		May show interest in self-help skills like feeding and dressing themselves.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		May show interest in helping with household and classroom chores like clearing their spot, feeding the dog, sweeping, and cleaning dishes.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16 to 38 Months	Regulate their behavior, with adult assistance, to participate in organized, culturally acceptable ways with familiar people, objects, and events.	Actively seeks assistance by approaching adults and using words to express emotions.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Comforts self, as needed, using familiar objects.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Responds to others' expressed emotions in more complex ways (comforting another child).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Begins to participate as a group member of a family or classroom community (helps clean up, helps prepare snack).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Increases awareness of physical/spatial boundaries (must stay in nursery room; sit at table to eat snack).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Helps with family, school, and community routines, with adult encouragement and assistance.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Regulate their behavior, with adult assistance, to participate in organized, culturally acceptable ways with familiar people, objects, and events.	May engage in pretend “house” play helping with cleaning, cooking, mowing, painting.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		May show interest in community or neighborhood routines (garbage truck, mail truck, lawn mowing, street sweeper).	Cognitive	E. Scientific Discovery	2.3 Makes observations
36 to 60 Months	Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.	Shows increased ability to recognize own feelings, control behavior, and follow simple rules and limits.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Shows increasing ability to choose acceptable behaviors in group situations.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Shows increased capacity to monitor own behavior; following and contributing to classroom procedures.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Uses most materials safely and purposefully in different contexts and settings.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Manages most transitions and changes in routines.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Recognizes their roles as part of a group.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Shows awareness of group rules and the ability to follow rules.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Begins to understand reasons or logic assigned to different rules.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Begins to demonstrate respect for rules at home, school, and community.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
		Observes that people have needs and wants.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Begins to initiate sharing with the support of adults.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
		Begins to identify individuals who are helpful to people in their everyday lives (principal, police officer).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Begins to take own initiative to be helpful to family, school, and community.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
		Demonstrates an understanding of the need for leadership in the family, school, and community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Begins to demonstrate respect for the opinions, feelings, and actions of others.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
		Demonstrates the ability to make choices and take responsibility for own actions.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Monitor and regulate behavior, emotions, and actions required to successfully and cooperatively participate with familiar and unfamiliar people, objects, settings, and events in varying group arrangements.	Actively monitors and regulates own behavior, emotions, and actions needed to successfully participate cooperatively in a variety of activities.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		States own feelings, needs, and opinions; and can also recognize others' feelings, needs, and opinions (perspective taking).	Social-Emotional	B. Social-Emotional Expression and Regulation	1 (all)
		Uses perspective taking to resolve conflict without harming self, others, or property.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
		Demonstrates respect and appreciation for the opinions and recognizes others' feelings and actions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Names rules and the reasons for them.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Discusses how groups make decisions and solve problems.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Identifies ways to be helpful to family and school.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Participates cooperatively with self-direction in classroom events that promote community interdependence.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Manages transitions and changes in routines throughout the day.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Demonstrates ways to be helpful to the environment and the community; and understands why it is important.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
		Demonstrates understanding of how people in the community help each other and encourage others to help.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Takes initiative to be helpful and encourages others' cooperation within the family, school, and community.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Names rules and demonstrates that child understands the reasons for rules and the need to follow them in relation to self and others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Sub-Domain: Creative Arts

Expression and Representation

Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.

Birth through 8 Months	Responds to light, color, sound, texture, and motion.	Gazes at pictures, photographs, and mirror images.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Seeks visual complexity such as light and dark or strong patterns. Visually tracks moving colorful objects or persons.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Enjoys repetition.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
		Imitates sounds, facial expressions, and gestures of another person.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Responds to music and dancing in caregiver's arms.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Responds to visual, auditory, tactile stimulation with kinesthetic and sensory exploration.	Explores sounds by making changes in pitch and loudness, and mimicking animal sounds.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Exhibits an increased variety of movements to express self using different body parts.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Dances or moves to music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Imitates sounds or actions of an animal or object.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
		Experiments with a variety of art materials (paint, markers, crayons, pencils).	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Shows preferences for colors, textures, shapes, and sizes.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Tries on dress-ups and simple costumes for play, dancing, or just for the sake of trying on the item.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
16 to 38 Months	Use singing, drawing/painting, and movement to express self and make meaning of experiences.	Makes up rhymes and songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Uses a variety of materials for tactile experience and exploration (paint, glue, 3-dimensional materials, musical instruments, dance).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Engages in messy play activities such as painting, water-play, and building sand structures.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Engages in the artistic process with enthusiasm.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
		Explores various ways of moving with or without music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Explores simple songs using voice and/or instruments.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Use singing, drawing/painting, and movement to express self and make meaning of experiences.	Makes up songs and uses the voice as the primary instrument.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Engages in pretend play with hats, clothing props, shoes, purses, and other props.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Enjoys picture books; especially with photographs of familiar objects or places.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Uses objects for more than one purpose (big hat used for a baby carrier).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
36 to 60 Months	Uses artistic expression and language to communicate emotions and make meaning of experiences.	Participates in group music experiences (sings, finger plays, chants, musical instruments).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Explores simple songs using voice and/or instruments.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Remembers the words to an oft- repeated song.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Makes up songs and uses the voice as the primary instrument.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Asks to sing a particular song.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Participates freely in dramatic play activities (pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Tries one type of art many times (painting at easel several days in a row, using different colors, or covering the whole paper with paint).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Uses a variety of media and tools to create original works of art.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Creates artwork with details representing ideas, experiences, and feelings.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Performs simple elements of drama (audience, actors, stage).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Pretends to be on stage and uses a microphone to sing.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Pretends to be on stage and uses a microphone to sing.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Display a repertoire of skills for using tools of art, music, and vocabulary to show knowledge and feelings.	Uses music to express thoughts, feelings, and energy.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Expresses his/her feelings and ideas through creative art, drama, and movement.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Shows interest in more complicated instruments (piano, guitar, marimba, drums).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Develops ability to plan and work, both alone and with others; and to demonstrate care, persistence, and elaboration in a variety of art projects.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
			Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Illustrates dictated books, adds words to illustrations, and then illustrations to dictated words.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Uses a variety of media to express ideas, experiences, and emotions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Finds new ways to use objects and media for creative expression (combining paper cups, collage scraps, and carpentry to make a mobile).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Understanding and Appreciation

Goal 47: Children demonstrate understanding and appreciation of creative arts.

Birth through 8 Months	Sensory exploration.	Shows interest in sounds, tones, voices, music, colors, and shapes.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Interacts with others through touch and motion.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Reacts to sensory aspects of light, sound, color, texture, and movement.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Respond to visual, auditory, tactile stimulation with kinesthetic and sensory exploration.	May enjoy looking at children's books of dance, music, theatre, and visual arts.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		May enjoy rhythms and songs.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		May enjoy rhythms and songs.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Responds to light, color, patterns, and textures.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		May show interest in tactile experiences like sand, water, mud, and soft or hard surfaces.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Respond to visual, auditory, tactile stimulation with kinesthetic and sensory exploration.	May show interest in art materials (crayons, markers, pens, paper, notebooks).	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
16 to 38 Months	Explores tools to create light, color, image, music, movement, and textures.	Observes and responds to artwork produced by other individuals and/or cultures.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Imitates movement after participating in or watching others perform games, dance, or songs.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Exhibits interest when watching musical, dance, or theatre performances by other individuals.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Identifies favorite storybook characters.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
		May show interest and work with different art materials like play dough, crayons, markers, scissors, pens, paper, notebooks, book making.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
36 to 60 Months	Respond to and create symbolic and representation art, music, dance, and dramatic themes.	Watches other children dance and then tries to mimic the dance steps.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Listens attentively at a children’s concert, play, or puppet show.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Hums or moves to the rhythm of recorded music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Shares various forms of art found in own environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Wonders about or asks questions about works of art, paintings, songs, dance, and theatre.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
60 Months through Kindergarten	Chooses and has opinions about aesthetic likes and dislikes, recognizes familiar cultural forms and shows, and is willing to explore new forms.	Describes all art forms and considers potential intentions of the artist.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Appreciates the artistic creations of others; the skill of a dancer; or someone’s ability to play a musical instrument, sing, or act.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Comments on the artwork of other children, asking simple questions about methods used and noticing details.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Domain 5: Communication, Language, and Literacy

Sub-Domain: Communication

Listening

Goal 48: Children demonstrate the meaning of language by listening.

Birth through 8 Months	Respond to environmental sounds and recognize familiar voices.	Turns to locate the source of a sound.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Orients to speaker in response to communication.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Visually attends to familiar object with verbal cue.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
		Reaches for familiar objects with verbal cue.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Shows a preference for human voice to other sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Vocalizes or gestures in response to another person's voice or gesture.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Recognizes familiar sounds and voices.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
6 to 18 Months	Recognize names for familiar people and objects. Respond to simple requests.	Reaches for familiar objects with verbal cue.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Shows understanding of words by appropriate behavior or gesture (pointing to, hugging, smiling, crawling towards, reaching).	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Imitates adult actions that go along with simple songs, rhymes, and traditional songs ("Row, Row, Row Your Boat," "Pin Pon," "Eensy Weensy Spider").	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Follows single-step directions (e.g., "Please bring me the ball.>").	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
16 to 38 Months	Understand increasingly complex statements and requests.	Shows understanding of words by appropriate behavior or gesture; receptive language.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
		Locates items with verbal cue.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Performs simple actions with verbal cue (jump, wave, get, come).	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
		Locates familiar objects, people, and body parts.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Listens to short and simple stories; read and told.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Responds to two-step directions (e.g., "Go into your bedroom and get your socks.>").	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Understand messages in conversations, directions, music, and stories.	Attends to simple stories.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Follows simple oral directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
		Gains information and understanding through listening.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Understands messages in conversation.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Listens to finger plays,	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Selects specific details in a story and repeats them.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
		Listens to others in a group discussion for a short period.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Responds to questions with appropriate answers.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
		Attends to an adult or peer who is speaking.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Follows multiple-step oral directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Attends to complex stories.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Has a growing ability to discern fantasy from reality.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Is working on understanding yesterday, today, and tomorrow.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		60 Months through Kindergarten	Interpret messages in conversations, directions, music, and stories with increased complexity.	Attends to book reading/storytelling for at least five minutes.	Literacy
Listens to others and responds in group conversations and discussions.	Social-Communication			D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
Notifies different tones and cadences (recognizes the difference between humorous and serious voice inflection).	Social-Communication			D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Enjoys listening to stories from different sources (in person, on the radio).	Literacy			A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Oral Communication					
Goal 49: Children communicate effectively.					
Birth through 8 Months	Begin communication with facial expressions and vocal play to interact with others.	Initiates communication by smiling and eye contact.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Changes volume and pitch to convey meaning.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Imitates sounds, signs, or gestures.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Progress to more structured sounds, words, and gestures to interact with others.	Imitates sounds, signs, or gestures.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
			Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
		Engages in vocal play and turntaking.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Matches facial expression, tone, and words with response.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Makes new sounds; attempts to say words.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
		Babbles using intonation and tone to convey meaning.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
		Uses single-word sentences.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
		Initiates communication using words, signs, and gestures.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16 to 38 Months	Develop communication by moving from simple word combinations and gestures to more complex interactions.	Initiates communication using jargon, words, signs, and gestures.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Changes intonation and tone to convey meaning of words.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Uses sound effects in play.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Uses descriptors to describe object or event.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Vocalizes wants and needs.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Uses phrases or short sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Uses pronouns to refer to self (e.g., “Me do it.”).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Asks and answers simple questions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		May tell simple stories and recount events.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
		Uses non-verbal gestures and body language to express needs and feelings (gives spontaneous hug).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Addresses listener appropriately to get attention (when speaking to another child, uses child’s name).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Use communication with purpose to convey a message.	Asks and answer simple questions (what, where, when).	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
			Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Relays a simple message.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		States opinions and preferences using words, signs, or picture boards.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Speaks clearly enough to be understood by most listeners.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Describes objects and events in detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Initiates conversation by making statements or asking questions (why, how, what, where).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Expresses an idea in more than one way.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Uses character voices when retelling a story or event.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Uses multiple-word sentences to communicate.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Responds meaningfully in conversation with adults and peers.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
		Adjusts communication style appropriately to a variety of settings.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Starts to dictate stories or messages for adult to write out.	Literacy	E. Writing	1.1 Dictates description of drawing
		Listens while engaged in conversation in order to extend or connect an idea expressed.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Makes comments related to the topic being discussed.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
60 Months through Kindergarten	Adjust communication to varied conversational and situational contexts.	Initiates conversation by making statements or asking questions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Expresses an idea in more than one way.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Adjusts communication style to listener (when talking to a younger child uses simple words).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Uses character voices when retelling a story or event.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Understands the concept of writing to communicate information or messages (attempts to write a short phrase or greeting).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Draws pictures with objects and people to communicate an idea or event, with assistance.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Adjust communication to varied conversational and situational contexts.	Makes, with assistance, a simple storybook using pictures, personal experience, or culture and some words.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Conventions of Social Communication					
Goal 50: Children comprehend and use conventions of social communication.					
Birth through 8 Months	Initiate and respond to social interaction from caregiver.	Turns head in reaction to human sound.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Tracks items of interest (especially people) with eyes.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Initiates nonverbal cues.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Responds to the environment (smiles, cries, grimaces, etc.)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Seeks and maintains eye contact.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
		Responds positively to physical touch and contact.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
		Imitates facial expressions.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Initiates communication by smiling and eye contact.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		May return a smile or facial expression with caregiver.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
6 to 18 Months	Sustain shared interactions.	Returns a physical demonstration of affection; a laugh or hug.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
		Expresses preference for familiar people.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Responds to nonverbal cues.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Engages in vocal play and turntaking.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Initiates communication using words, signs, and gestures.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Says "no" meaningfully.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
		Uses object to initiate play with another.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		May respond when name is called or signed.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
		Uses nonverbal gestures for social conventions of greeting (waves goodbye).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		May participate in during one-on-one communication by making sounds or using words.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Initiate interaction using social conventions.	Uses object to initiate play or seek assistance from another child or caregiver.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Initiates communication using jargon, words, signs, gestures, and facial expression (e.g., says “hi” and touches a friend).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Vocalizes wants and needs.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Asks and answers simple questions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Takes turns in simple nonverbal directions.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		May use common expressions of politeness.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
		Attends to speaker for a portion of a conversation, one on one.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Makes a related comment (e.g., adult says, “Here is your water,” child says “cup” or “water cup”).	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
		Makes a formal verbal or sign request or response (e.g., “Milk please,” “More,” “May I,” “Please,” “Thank you”).	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
		Participates in conversation that builds on an idea, request, or feelings.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
36 to 60 Months	Actively seek and engage in social interactions.	Attends to speaker during a conversation.	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
		Seeks interaction with others (e.g., “Sing along with me,” “Read a story.”).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Interprets subtle, nonverbal cues.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Asks for help.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Initiates and takes turns in group conversations.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Recognizes appropriate time to enter conversation.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Recognizes rising and falling intonations and what they mean (difference between a “what” question and a statement).	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Begins to demonstrate understanding of nonverbal cues (facial expressions for pride, displeasure, encouragement).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		A bilingual child can adjust language and communication form according to the person with whom he/she is speaking.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Actively seek and engage in social interactions.	Uses and interprets appropriate language depending on the purpose.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Communicates appropriately with peers during play.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Defines the expectations during play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Relates personal experiences to others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
60 Months through Kindergarten	Use appropriate social conventions in communication with adults and peers.	Uses language appropriately with different audiences (uses different words with peers and adults), most of the time.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Uses language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Adjusts intonation and volume in a variety of settings (whispers when a baby is sleeping).	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Engages appropriately in communication with peers during play (talking, listening, gesturing).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Sub-Domain: Language					
Vocabulary					
Goal 51: Children use receptive vocabulary.					
Birth through 8 Months	Respond to voices and environmental sounds.	Moves in response to a voice.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Responds to a caregiver’s voice and mouth.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Responds differently to varied voices (angry versus friendly).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		May turn and look at new sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Responds to his/her name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
6 to 18 Months	Respond in meaningful, purposeful ways.	Begins to recognize words (Mama, blankie).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Understands simple phrases (wave bye-bye, up).	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
		Responds with gestures.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Responds to the context of “no.”	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		Attends to music or singing.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Gives objects on request.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Respond in meaningful, purposeful ways.	May look to or go to familiar objects and people when named.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Understands and responds to simple questions (e.g., “Where is the doggie?”).	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Has a receptive vocabulary of over fifty words in home language.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16 to 38 Months	Respond reciprocally to an expanding receptive vocabulary.	Understands and responds to simple questions.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Points to body parts.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Follows one to three step directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
		Points to pictures in books.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
		Enjoys rhymes and finger plays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Understands some prepositions.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Can match objects and pictures.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
		Identifies objects by function.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Begins to understand action words. Responds to directions that include verbs (run, jump, reach, open).	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Identifies some people, objects, and actions by name.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
36 to 60 Months	Use responses that demonstrate an increased knowledge of specific concepts.	Identifies objects by category.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Identifies objects by attribute.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Responds to who, what, where, why, and when questions.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
			Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Understands simple time concepts (tonight, tomorrow, yesterday).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Understands relationships expressed by if then, or because sentences.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
		Begins to identify shapes and colors.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Understands number concepts (one, all, sets).	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
		Correctly answers yes and no questions.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Use responses that demonstrate an increased knowledge of specific concepts.	Responds appropriately to a request (e.g., “Bring me the green towel.”).	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
		Has a receptive vocabulary of several hundred words in home language.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Distinguishes between real and made-up words.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Recognizes and responds to some family and traditional stories and their meanings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Identifies parts of an object.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Shows interest in why and how things work.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
		Follows simple directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
		Identifies verb tense in pictures.	Social-Communication	C. Communicative Expression	3 (All)
		Understands full adult sentences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Responds to opposites, comparatives, and superlatives.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Appreciates absurdities.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Responds to how questions.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Recognizes and follow routines.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Follows a change in a routine that has been described.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
60 Months through Kindergarten	Use responses that increase participation in specific learning and social contexts.	Demonstrates understanding of an increasing number of technical and specialized words (pediatrician is a child’s doctor).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Understands words that mean the same thing (synonyms) and some words that mean the opposite thing (antonyms).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Goal 52: Children use expressive vocabulary.					
Birth through 8 Months	Initiate sounds and facial expressions.	Makes sounds to indicate pleasure, discomfort, wants, or pain.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Begins to use basic turn-taking in communication.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Imitates cooing and babbling.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
		Experiments with sounds.	Social-Communication	A. Early Social Communication	2. Produces speech sounds

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Birth through 8 Months	Initiate sounds and facial expressions.	Imitates facial expressions and reaching.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Varies intonation.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
6 to 18 Months	Use meaningful vocalizations and gestures. Use words with intent.	Uses meaningful vocalizations.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Imitates gestures	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Babbles using two-lip sounds (“p,” “b,” and “m”) followed by a vowel sound (ba ba ba da da da).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Uses consistent sound combinations to indicate specific object or person (“dada” for daddy).	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
		Imitates and repeats words.	Cognitive	B. Imitation and Memory	2. Imitates novel words
		May use eight to ten understandable words (“daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all done”).	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
		Has a vocabulary of 1 to 50 words.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
		Uses single words to communicate.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
		Strings together varied intonation patterns with intent (jargon).	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
		Pairs gestures with words.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Recognizes consonants and vowels in their vocalizations.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
16 to 38 Months	Use words and simple phrases with intent.	Increasingly uses words and phrases.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		May exhibit a period of silence when learning a second language.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Expands vocabulary rapidly (up to 1,000 words by 36 months).	Social-Communication	A. Early Social Communication	1. Produces multiple-word sentences to communicate
		Initiates gestures.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Initiates communication.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		May ask “wh” questions (why and what).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Asks others to label unfamiliar objects.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Starts to use short sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Uses personal pronouns (e.g., “Me do it.”).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Use words and simple phrases with intent.	Uses attributes (descriptive words - big boy, red ball).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
36 to 60 Months	Use phrases and sentences with functional and descriptive vocabulary.	Uses sentences three to seven words in length.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Takes turns in conversation.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Answers why, what, and where questions.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
			Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Retells an event or story.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
		Answers simple comprehension questions from a story read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
		Memorizes and recite simple songs and finger plays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Uses new vocabulary in spontaneous speech.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Asks the meaning of unfamiliar words and then experiments with using them.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Uses words to further describe actions or adjectives (running fast, playing well).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Uses multiple words to explain ideas (e.g., when talking about primary caregiver says “mother/father” and/or “parent”).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Uses words to express emotions (happy, sad, tired, scared).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Uses more complex vocabulary to describe events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Uses lengthened and complex sentences.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
60 Months through Kindergarten	Use oral and written communication for a variety of purposes.	Uses multiple sentences to communicate experiences and tell a story.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Expresses different tenses.	Social-Communication	C. Communicative Expression	3 (All)
		Expresses most feelings and emotions using words.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Names some non-present objects using appropriate words.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Uses words correctly to indicate understanding.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
		Defines words, with assistance (e.g., “Firefighters put out fires.”).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Grammar and Syntax

Goal 53: children demonstrate progression in grammar and syntax.

Birth through 8 Months	Initiate and respond to change and variety in sounds.	Makes sounds to indicate pleasure, discomfort, wants, or pain.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Varies intonation, volume, and plays with sounds.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
		Strings together varied intonation patterns.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
6 to 18 Months	Begin to use intonation and single words to communicate.	Strings together varied intonation patterns.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Uses no for negation.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
		Uses intonation to indicate meaning.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Uses single word speech (one word to communicate message; child says, "up" when wanting to be carried by adult) or beginning sign language and symbols ("more," nurse/bottle," all done).	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
		Uses some pronouns (mine).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
		Says short telegraphic sentences (e.g., "Me go." or "There mama.").	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
16 to 38 Months	Move from using simple words to more complex word order, word combinations, and word endings to convey meaning more fully.	Uses words and phrases. Uses primary pattern of noun plus verb.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Experiments with word endings (– ing, regular plural - s, past tense - ed, and possessives – 's).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
			Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Uses negation in phrase form (e.g., "No milk." "Not open.").	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
		Includes adjectives with appropriate placement.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Increases phrases from two words to three and four words.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Uses three to four-word sentences with noun and verb.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Describes a self-made drawing.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
		Uses simple questions in speech but may not use correct grammar.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Use basic conventions of grammar and syntax.	Uses articles in sentences (the ball, a cat).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Uses complete sentences in conversations during play with peers.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Begins to use correct question forms.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Begins to use prepositions.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Talks in sentences with five to six words to describe people, places, and events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Uses more complex grammar and parts of speech.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Describes a task, project, and/or event sequentially in three or more sentences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Asks questions for information/clarification.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Uses sequence sentences in logical order.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Begins to correctly use subject and verb tense.	Social-Communication	C. Communicative Expression	2 (All)
			Social-Communication	C. Communicative Expression	3 (All)
		Strings multiple sentences together in logical order.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Uses complex grammar and parts of speech.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Combines more than one idea using complex sentences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
60 Months through Kindergarten	Use most conventions in speech form and structure.	Demonstrates beginning skills in using sentences in a logical sequence.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Uses sentences (in child’s home language) that show an emergence of grammatical correctness with subject/verb agreement.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Begins to use verb-tense appropriately with regular verbs.	Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Begins to notice when simple sentences do not make sense, with assistance.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Comprehension

Goal 54: Children demonstrate comprehension and meaning in language.

Birth through 8 Months	Demonstrate awareness and attention to sounds and human voices.	Looks at familiar objects when named.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Turns and looks at new sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Recognizes own name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
		Attends to speaking.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
		Reacts to loud, angry, and friendly voices.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Respond and attend to verbal and nonverbal communication.	Looks at familiar objects when named.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Responds to simple directions (e.g., "Wave bye-bye.").	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Turns and looks at new sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Recognizes own name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
		Attends to speaking.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
		Reacts to loud, angry, and friendly voices.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
16 to 38 Months	Rapid increase in receptive vocabulary to reflect knowledge of their environment.	Through play, may understand prepositions (in and on).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Responds and acts on a familiar object when named.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Follows direction, moving from one step to two steps or three steps within a routine.	Social-Communication	B. Communicative Understanding	3 (All)
		Understands new words rapidly.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Understands simple descriptors (hot, wet, tall).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Begins understanding of size concepts, counting, and family members' names.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
			Math	A. Counting	2.1 Counts 10 items to determine "How many?"
			Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
		Responds to yes/no questions.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
		Understands location phrases.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Rapid increase in receptive vocabulary to reflect knowledge of their environment.	Recognizes and responds appropriately to nonverbal cues.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
36 to 60 Months	Respond verbally and non- verbally to verbal and gestural communication.	Understands new words rapidly.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Responds to simple questions.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Understands location phrases.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Follows simple commands.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Responds to “wh” questions (what, when).	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
			Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Begins to understand and recall information from stories.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
		Recognizes and responds appropriately to nonverbal cues.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., “Please pick up your toys and then get your shoes.”).	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Extends/expands the thought or idea expressed by another.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
		Engages in conversation that develops a thought or idea (tells about a past event).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Understands and recalls information in books and stories.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
		Understands quantitative concepts (how many more chairs do we need?).	Math	B. Quantitative Relations	All
		Recognizes and responds in a culturally appropriate way to more subtle nonverbal cues.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Comprehends analogies.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Understands complex sentences.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Respond to verbal and nonverbal communication and recognize subtleties in communication.	Follows two-part and three-part directions unfamiliar to the daily routine.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Uses and understands complex sentences in the home language.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Plays with language (jokes, riddles, words that sound fun together).	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Begins to represent a storyline through drawing, acting, or singing; with assistance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Retells simple stories in sequence.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Expressive/Oral Language					
Goal 55: Children use language for a variety of purposes.					
Birth through 8 Months	Use a variety of vocalizations.	Vocalizes to get attention (cries to get needs met).	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
		Experiments with and uses sounds and facial expressions.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Laughs to display emotion.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Shows more interest in people than objects.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Vocalizes to express pleasure and displeasure.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
			Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
		Vocalizes sounds other than crying and cooing.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
6 to 18 Months	Use vocalizations and words for a variety of purposes	Produces different cries for different reasons.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
		Vocalizes in response to vocalization.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Imitates facial expressions.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Vocalizes in response to singing.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Whines with a purpose.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
		Replaces most gestures with words.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
		Plays simple games with an adult (peek-a-boo, patty cake).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Responds to peer vocalizations and words.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Use vocalizations and words for a variety of purposes	Says single words to convey meaning (e.g., “Up,” meaning, I want up.).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
16 to 38 Months	Use words, phrases, and sentences to meet social and physical needs.	Uses gestures or vocalizations to protest or to gain attention.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Exchanges gestures with adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Initiates turn-taking routines.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Uses more words during turntaking.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
		Responds to peers with words.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
		Uses words and gestures to engage others in play (gestures and says, “chase!”).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Uses short sentences or telegraphic speech to announce what he/she has done.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
		Begins to recount an event, with assistance.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
		Begins to recall parts of a previously heard story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
		Requests to hear familiar stories, songs, and rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Begins to follow the sequence of events in an orally narrated story.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
		Mimics animal sounds.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
36 to 60 Months	Follow social conventions to access, gain, and share information.	Uses words and phrases to relate observations, concepts, ideas, and relationships.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Takes turns in conversation.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Talks in sentences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Responds to questions.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
		Uses words to protest.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Relates past or future events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Asks questions to obtain information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Participates in conversations about a variety of topics.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Follow social conventions to access, gain, and share information.	Engages in conversation with peers and adults.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Interprets written symbols, pictures, and letters to a listener.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Uses language to interpret the world.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Uses words to express feelings of self and others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
			Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Uses own words to retell a story or to discuss an event in life.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
60 Months through Kindergarten	Use language to address functional needs, to solve complex problems, and to create ideas and schemes.	Describes the details of a recent event or occurrence.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Tells stories with descriptions of characters and events.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
		Uses oral language to express emotions and thoughts.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Enjoys listening to stories from diverse cultures.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Enjoys making up stories.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
		Tells jokes to elicit others' laughter.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Creates made-up words and jokes.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

Sub-Domain: Literacy

Reading

Goal 56: Children develop phonological awareness.

Birth through 8 Months	Respond differentially to sounds.	Shows beginning sound awareness by reacting differently to different sounds (startled reflex with loud sudden noise, turns head toward a rattling noise).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Imitates vocalizations and sounds.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
		Recognizes mother's and father's voice before he/she sees them.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Birth through 8 Months	Respond differentially to sounds.	Calms when he/she hears a repeated lullaby.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Initially makes vowel sounds.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
		Combine vowel sounds with consonant sounds by the end of the period.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
6 to 18 Months	Use sounds for a variety of purpose.	Vocalization and use of sounds become more complex.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Experiments with sounds such as blending vowels and consonants in babbling (bababa, dadada) and first words like Mama, Dada, ba for ball).	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
		Begins to label objects, pictures, and body parts.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
		Makes the sounds of animals and moving objects.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Vocalizes familiar words when read to.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
		Recites last word of familiar rhymes, with assistance.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
16 to 38 Months	Purposefully engage in activities that promote phonological awareness.	Anticipates action to accompany a song (“Ring around the Rosie... we all fall down!”).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Anticipates auditory signals in the environment.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Repeats a refrain from a song heard before (E-I-E-I-O).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Recognizes and labels familiar sounds in the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Plays with sounds and words when taught (nanna banana, wiggle waggle wump).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Recites phrases from familiar rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Completes a familiar rhyme by providing the last word.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Imitates tempo and speed of sound (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Manipulate phonemes to make new words and to rhyme.	Discriminates sounds that are the same and different.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
		Discriminates one sound out of many.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
		Joins in and repeats rhyming songs, finger plays, and poems.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Listens for a particular word or phrase.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Fills in the missing rhyming word in a song or story. Shows beginning understanding of rhyme and alliteration.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Makes three or more letter sound correspondences (e.g., identifies that “David,” “day,” and “dog” all begin with “d”).	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
		Finds objects in a picture with the same beginning sound, with assistance.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
		Differentiates between similar sounding words (three and tree).	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
		Fills in the missing rhyming word in a song or story.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Begins to recognize the similar initial sounds of words that begin the same way (bug, bat, boy).	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
		Identifies the beginning sound of familiar words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
		Claps syllables of own name and of familiar words.	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
		60 Months through Kindergarten	Recognize individual sounds in words.	Matches picture with articulated initial letter sound (matches the picture of a dog with the sound “d”).	Literacy
Begins to recognize vowel sounds, with assistance.	Literacy			B. Phonological Awareness	4.2 Identifies middle sounds in CVC words
Begins to blend individual letter sounds to make a new word, with assistance (e.g., “b” “a” “l” ... what’s the word? “Ball.”).	Literacy			B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
Recognizes which segment of a word is left off when spoken aloud, with assistance, (e.g., “picture,” and can recognize the “p” is left off when “icture” is said).	Literacy			B. Phonological Awareness	4. Segments CVC words into individual sounds
When given a word (“man”) and a new beginning sound (“f”), can create the familiar word (“fan”).	Literacy			B. Phonological Awareness	1. Produces rhyming words given oral prompt
Divides words into syllables, with assistance.	Literacy			B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
Begins to create and invent words by substituting one sound for another (dambaid for Band-Aid).	Literacy			B. Phonological Awareness	1. Produces rhyming words given oral prompt

Goal 57: Children demonstrate awareness of letters and symbols.

Birth through 8 Months	Respond to visual stimuli in the environment.	Discriminates between familiar objects (bottle, blanket, rattle).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Initially enjoys faces and contrasting colors.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Responds to visual stimuli (self in mirror).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Starts patting a picture.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Prefers pictures of faces.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
		Demonstrates awareness of familiar people and objects.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Responds to high contrast and visually complex patterns.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6 to 18 Months	Recognize visual representations of spoken language.	Points and makes sounds for pictures.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
		Shows a preference for favorite books.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Can begin to point to pictures when named.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
		Looks at books and turns pages.	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
		Shows increasing awareness of the sound of spoken words by focusing on the speaker.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
16 to 38 Months	Recognize visual symbols in their environment.	Names familiar pictures in books.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
		Uses symbols or pictures to represent oral language.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Begins to sing songs with alphabet by rote.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Begins to match similar shapes (shape puzzles or sorters).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
		Moves finger along in books - pretends to read text.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Holds books upright and turns pages.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
36 to 60 Months	Recognize letters as special symbols to represent spoken language.	Sings alphabet songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Knows that letters are symbols with individual names.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
		Begins to recognize letters in their name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
		Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Recognize letters as special symbols to represent spoken language.	Recognizes beginning letters in familiar words (Mom, classmates’ names).	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Names and recognizes several letters beginning with letters in their own name.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Recognizes written name.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
		Begins to recognize letters in familiar words and names them.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Begins to make letter sound connections.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
		Recognizes the difference between numbers and letters.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
60 Months through Kindergarten	Attach meaning to letters and the sounds they make.	Demonstrates understanding that letters have a name and a sound.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
		Makes many letter/sound matches.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
		Identifies a letter for a given letter name, for most letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
		Recognizes letters in own name and the names of others.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
		Correctly identifies ten or more letters of the alphabet.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
Goal 58: Children demonstrate awareness of print concepts.					
Birth through 8 Months	Build foundational experiences for later concept development.	Investigates books (mouthing, turning them upside down, moving them from hand to hand, or shaking and throwing them).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Attends to colorful pictures in books.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6 to 18 Months	Attend to visual features of a book.	Pays attention to pictures in books.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
		Holds cloth, plastic, or board book.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Turns pages of a board book.	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
		Responds to mirrors and sensory material in books.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Recognizes a picture when named from a book.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
		Begins to position book right side up.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
		Shows increasing ability to handle books, without assistance.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end

Developmental Growth	Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Display awareness of the function and use of printed materials.	Handles book with purpose and care.	Literacy	A. Awareness of Print Concepts 2.1 Turns pages of book from beginning toward end
		Knows where books are kept.	Literacy	D. Vocabulary and Story Comprehension 3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
		Returns books to designated place when asked.	Literacy	D. Vocabulary and Story Comprehension 3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
		Finds specific pictures in a familiar book.	Literacy	D. Vocabulary and Story Comprehension 1.2 Locates familiar objects, people, events, and actions in picture books
		Begins to turn pages; move from board books to conventional books.	Literacy	A. Awareness of Print Concepts 2.1 Turns pages of book from beginning toward end
		Recognizes specific books by cover.	Literacy	D. Vocabulary and Story Comprehension 1. Demonstrates understanding that pictures represent text
		Communicates a desire to be read to (locates a book and takes it to the reader).	Social-Communication	A. Early Social Communication 4.1 Makes requests of others
		Points to pictures in books.	Literacy	A. Awareness of Print Concepts 1.1 Participates in shared one-on-one reading
		Holds a book right side up.	Literacy	A. Awareness of Print Concepts 2.2 Holds book or other printed material with pictures correctly oriented
		May have a favorite book.	Social-Communication	A. Early Social Communication 4.2 Makes choices to express preferences
36 to 60 Months	Know that languages and words can be in written form.	Turns pages one at a time.	Literacy	A. Awareness of Print Concepts 2.1 Turns pages of book from beginning toward end
		Begins to read books from front to back.	Literacy	A. Awareness of Print Concepts 2.1 Turns pages of book from beginning toward end
		Enjoys following along as book is read.	Literacy	A. Awareness of Print Concepts 1.1 Participates in shared one-on-one reading
		Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.	Literacy	D. Vocabulary and Story Comprehension 2.3 Tells story associated with series of pictures
		Begins to understand that printed text carries meaning when read.	Literacy	D. Vocabulary and Story Comprehension 1. Demonstrates understanding that pictures represent text
		Differentiates between print and pictures.	Literacy	D. Vocabulary and Story Comprehension 1.1 Labels familiar people, actions, objects, and events in picture books
		Knows first and last page of a book.	Literacy	A. Awareness of Print Concepts 2.1 Turns pages of book from beginning toward end
		Identifies some individual letters in text (usually letters in name).	Literacy	C. Alphabet Knowledge 1.4 Names letters in own first name
		Shows understanding that letters make up words.	Literacy	A. Awareness of Print Concepts 3. Recognizes print words for common or familiar people, objects, or pictures
		Recognizes front and back of book.	Literacy	A. Awareness of Print Concepts 2.2 Holds book or other printed material with pictures correctly oriented
		Identifies or recognizes signs, symbols, or labels in the environment.	Literacy	A. Awareness of Print Concepts 3.2 Recognizes common signs and logos

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Know that languages and words can be in written form.	Recognizes that written words represent spoken words.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
		Shows general knowledge of how print works (know that name begins with a big letter).	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
		Identifies words that look similar and different, with assistance.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
		Begins to understand that print progresses from left to right (exceptions are Arabic, Chinese, and Japanese text).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
60 Months through Kindergarten	Demonstrate increasing skills in print directionality and understand that print holds meaning.	Demonstrates how to follow text in proper order on a written page while reading or following along (for English: 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
		Recognizes difference between letters and numbers.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
		Identifies letters in first name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
		Points to the title of a book when asked.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
		Reads familiar sight words (names on cereal boxes).	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
		Reads own first name and those of some peers.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
		Reads some environmental print (bus).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
		May recognize when something is written in his/her home language.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Goal 59: Children demonstrate comprehension of printed materials and oral stories.					
Birth through 8 Months	Build foundational experiences for later concept development.	Quiets to a familiar story, song, or nursery rhyme.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Smiles or expresses pleasure when viewing pictures of familiar objects or people.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Attends to an adult’s voice when being held and read to.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6 to 18 Months	Engage actively with stories and pictures.	Participates in word games and finger play.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Begins to show preference for favorite stories and books.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Makes sounds to represent parts of a story.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Anticipates action that accompanies parts of a story, song, or interactive play activities.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Responds to pictures, characters, or objects in books (points, vocalizes, or gestures).	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
		Points or makes sounds when looking at picture books.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Engage actively with stories and pictures.	Points to familiar pictures, characters, and objects in books.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
		Identifies familiar people and objects in photographs.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
16 to 38 Months	Begin to find meaning in stories and pictures.	Labels pictures with words.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
		Repeats familiar parts of a story, nursery rhyme, or music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Uses a questioning intonation when talking about a story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
		Responds to “wh” questions (who, what, where, when, why) after hearing or reading a story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
		Recalls specific characters or actions from a story.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
		May have a favorite book and ask for it to be read multiple times.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Pretends to read a book to self or favorite toy.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
		Uses pictures to describe actions (e.g., views a picture of a person running, child says, “run.”).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
		Produces a multiple-word response to printed materials.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
		Anticipates what comes next in known stories, with assistance (anticipates the next animal in an animal concept book).	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
		May use pretend play to act out familiar story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
36 to 60 Months	Understand information from oral stories, reading books, and pictures.	Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
		Orally fills in or completes familiar text when looking at picture books.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Begins to make predictions for what comes next in the story.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
		Explores characters in stories with puppets, dramatic play, and flannel board figures.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Begins to make personal connections to character and events in a story.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
		Uses pictures to predict a story.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
		Matches pictures with spoken words in the home language.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
		Recognizes own name when spelled out in letters.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Understand information from oral stories, reading books, and pictures.	Recites some words in familiar books from memory.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Identifies major characters in story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
		Begins to understand the sequence of a story (beginning, middle, and end).	Literacy	D. Vocabulary and Story Comprehension	Child correctly answers questions and uses terms (e.g., character, setting, plot, timeline, sequence, problem) to discuss or retell stories.
		Makes up an ending for a story.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
		Pretends to read a familiar book.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
		Recognizes that oral language has a written counterpart (a spoken phrase can be written and read).	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
		Describes character and events in stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
		Relates stories to real life experiences.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
		Retells sequence of events in a story using illustrations in a book or literary props.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
		Asks questions for clarification and further understanding.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
		Recalls specific details or events in a story.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
60 Months through Kindergarten	Interpret information from stories and printed material.	Knows that print conveys meaning.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
		Compares stories with real life	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
		Uses pictures to infer or predict meaning in text read aloud and/or shared with others.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
		Uses strategies such as questioning or predicting to comprehend printed material.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
		Recalls a story with some level of detail pertaining to the characters and setting.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Goal 60: Children demonstrate awareness that written materials cane used for a variety of purposes.					
Birth through 8 Months	Build foundational experiences for later concept development.	Uses senses to explore books with different textures.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Experiences new vocabulary paired with objects and pictures.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Participate actively in looking at picture books and written materials with caregiver.	Initiates interactions for sharing written materials.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Recognizes pictures that represent real objects.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
		Shows preference for familiar food labels, clothing, graphics, and characters.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Enjoys books with clear pictures or photos about daily routines (eating, toileting).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Finds comfort and enjoyment in being read to.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16 to 38 Months	Engage independently in looking at books and listening to read stories.	Uses purposefully a variety of books for information, enjoyment, and recreation.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Recognizes familiar environmental print labels and logos (stop signs, cereal boxes, toys).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
		Enjoys books about different things (animals, occupations, trucks, farms, fairy tales, etc.).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Responds to emotional expressions in books.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Uses labels and pictures to organize and categorize materials.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
		Enjoys books with clear pictures or photos about daily routines (eating, toileting).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
36 to 60 Months	Use books and written materials to gain information and enjoyment.	Uses signs in the environment for information.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
		Recognizes that print is read in stories.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Uses maps, menus, cookbooks, and dictionaries during play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Uses printed materials for entertainment (pretending to read).	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
		Recognizes that different text forms have different purposes (grocery list is different than a written story).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Finds information in books.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Imitates common reading activities appropriately in play (pretends to use directions while putting something together, pretends to write a list or message).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Realizes that letters and words represent ideas and feelings.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
		Follows pictorial directions for cooking, assembling toys, and building models.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Use books and written materials to gain information and enjoyment.	Recognizes that printed materials have power (addresses, phone numbers, last name, knowledge).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Selects books to read.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Cares appropriately for books and pictures.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
60 Months through Kindergarten	Use books and written materials to expand knowledge and enjoy creative themes.	Uses picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
		Recognizes function of common labels in the environment (restroom sign).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
		Uses a simple cookbook, map, or similar printed material; with assistance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Makes up rhymes, word walls, and short stories	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Writing					
Goal 61: Children demonstrate knowledge and use of letters and symbols.					
Birth through 8 Months	Build foundational experiences for later concept development.	Uses senses to explore the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6 to 18 Months	Begin to create symbols for communicating.	Makes marks on paper and other surfaces.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Explores materials and medium with hands, feet, and body.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Begins to recognize that they can make marks on paper or surfaces.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
16 to 38 Months	Recognize that symbols have meaning.	Uses increasingly more purposeful scribbling.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Uses drawing and painting expressively.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
		Uses horizontal scribbling to label drawings or imitate adults.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Makes intentional impressions with different materials.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Notifies both words and pictures on a page.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Labels pictures using scribble writing.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Uses symbols or pictures as a representation of oral language.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Recognize that symbols have meaning.	Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (a spoken word is also represented in print).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Talks about the meaning of what is being written or drawn (e.g., “this is the dinosaur eating...”).	Literacy	E. Writing	1.1 Dictates description of drawing
		May substitute object as symbol (use block as phone or car).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
36 to 60 Months	Begin to write and draw to communicate language.	Uses horizontal scribbling with breaks or separate marks to represent writing.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Creates representational drawings.	Literacy	E. Writing	2.1 Makes representational drawings
		Uses scribbling to represent their name.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Knows the difference between printed letters and drawings.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
		Attempts to copy one or more letters of the alphabet.	Literacy	E. Writing	3.3 Copies entire first name
		Labels pictures using letter-like marks.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Knows that alphabet letters are a special category of graphics that can be individually named.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Identifies letters to match the said-aloud letter name.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Works at writing own name.	Literacy	E. Writing	3.3 Copies entire first name
		Shows awareness of the difference between own writing and conventional print.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Shows awareness of two or more different writing systems (especially appropriate for ELL and bilingual/multilingual children).	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Uses pictures, symbols, and letters to convey meaning.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Uses letters to represent sounds in words.	Literacy	E. Writing	3.1 Writes using developmental spelling
		Prints some alphabet letters for given letter names.	Literacy	E. Writing	3. Writes words using conventional spelling
60 Months through Kindergarten	Use print for communication.	Works to write own name.	Literacy	E. Writing	3.3 Copies entire first name
		Recognizes several uppercase and lowercase letters.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Prints some alphabet letters for given letter names.	Literacy	E. Writing	3. Writes words using conventional spelling
		Writes some uppercase and lowercase letters, without assistance.	Literacy	E. Writing	3. Writes words using conventional spelling
		Writes first names of others or some simple words.	Literacy	E. Writing	3. Writes words using conventional spelling
		Writes some simple words on paper after adult segments words into individual sounds, out loud (c – l – a – p = clap).	Literacy	E. Writing	3. Writes words using conventional spelling
		Recognizes initial letters in their names and titles of books.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters

Goal 62: Children use writing skills and demonstrate knowledge of writing conventions.

Birth through 8 Months	Move from reflexive to intentional hand and finger skills	Grasps objects.	Fine Motor	A. Reach, Grasp, and Release	2 (all)
		Begins to use both hands together.	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
6 to 18 Months	Pick up objects with increasing control.	Uses palmer grasp (fist) to hold writing tools.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
		Picks up small items using pincer grasp.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Crosses midline with hands.	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
		Passes objects from one hand to the other.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
16 to 38 Months	Begin to use tools to write and draw	Adjusts body position to facilitate writing.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Holds paper with one hand while writing with the other hand.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Copies vertical and horizontal lines.	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
		Makes circular motions with writing utensil.	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
		Uses a variety of writing tools.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Begins to use fingers to hold writing tools instead of fist.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
		Uses whole arm to make writing movement.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Scribbles and make marks on paper purposefully.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Names scribbles (tells others what scribbles mean).	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
		Pretends to write on paper, without regard to location or direction.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
36 to 60 Months	Use tools to write and draw	Uses tripod grasp to hold writing tools.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
		Begins to demonstrate hand preference for writing.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
		Uses whole arm and finger movements to write.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
		Intentionally scribbles to convey meaning; tells caregiver what it means.	Literacy	E. Writing	3.4 Writes using "scribble writing"

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 to 60 Months	Use tools to write and draw	Makes strings of letters or marks from left to right.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Begins to copy simple shapes.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Draws a basic six (plus)-part person with some detail and content.	Literacy	E. Writing	2.1 Makes representational drawings
		Intentionally scribbles or writes to convey meaning.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Uses invented spelling with letters and marks to represent words.	Literacy	E. Writing	3.1 Writes using developmental spelling
		Uses letter-like symbols to express an idea.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Writes some letters or numerals. Prints or copies first name.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
			Literacy	E. Writing	3.2, 3.3
		Attempts to copy words from print.	Literacy	E. Writing	3. Writes words using conventional spelling
		Draws basic geometric shapes (circle, triangle).	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Uses pretend writing activities during play to show print conventions in home language.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Uses letters and symbols to label or convey directions (SV for Save sign on block building).	Literacy	E. Writing	3.1 Writes using developmental spelling
60 Months through Kindergarten	Use tools to copy and write shapes and letters.	Uses writing tool with tripod grasp.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
		Uses multiple writing tools to create pictures.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
		Copies shapes and letters.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Uses invented spelling with letters and marks to represent words.	Literacy	E. Writing	3.1 Writes using developmental spelling
		Imitates common writing activities in play (letters, cards, menus).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Uses multiple writing tools (paint, crayons, pencils, and/or pens) to create a picture.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Adjusts grasp to size of writing tool.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
		Demonstrates beginning of creative writing by using invented spelling and/or pictures to express an idea or story.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Goal 63: Children use writing for a variety of purposes.					
Birth through 8 Months	Initiate and respond to sensory experiences.	Explores and experiences environment using all senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6 to 18 Months	Experiment with cause and effect in the environment.	Explores cause and effect on the physical environment.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
		Makes marks on paper and shows them to others.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Makes marks with fingers (in food, dirt, or sand).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16 to 38 Months	Make scribbles and marks in Imitation of writing.	Makes scribbles and pictures to share with others.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Imitates the act of writing during play and familiar routines.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Uses writing props during play.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		May request an adult to write name or message on their work.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
		Recognizes some environmental print/symbols (stop sign).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
		Asks adult to label pictures that he/she has drawn.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
		Makes cards to give peers and significant adults, with assistance.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
36 to 60 Months	Make scribbles, pictures, and symbols with meaning.	Makes scribbles and pictures to express an idea.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
		Uses representational scribbles and marks during play.	Literacy	E. Writing	2.1 Makes representational drawings
		Asks an adult to label a picture.	Literacy	E. Writing	1.1 Dictates description of drawing
		Uses letter-like symbols to make lists, letters, and stories.	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Copies some environmental print/symbols.	Literacy	E. Writing	3. Writes words using conventional spelling
		Talks out loud about creative ideas and stories and asks adult to write them out.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Asks adult to write out rhymes, or child’s invented song.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Creates notes and messages for a purpose.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
60 Months through Kindergarten	Assign meaning to writing attempts.	Creates notes and messages for a purpose.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Dictates stories and ideas.	Literacy	E. Writing	1.1 Dictates description of drawing
		Shares writing with others.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Imitates common writing activities in play (writing letters, cards, newspaper).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Writes simple expressions in greeting cards and letters (Hi, Hello).	Literacy	E. Writing	3. Writes words using conventional spelling
		Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story.	Literacy	E. Writing	3.1 Writes using developmental spelling

Sub-Domain: English Language Learners

Dual Language Acquisition

Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English

Birth through 8 Months	Initiate and respond to differences in sounds including intonation.	Attends to spoken sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Communicates needs through vocalization, gestures, facial expressions, and actions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6 to 18 Months	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Continues to develop communication skills in home language.	Responds to familiar words in home language.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Responds to simple voice commands and labeling in two languages.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
		Communicates needs in one- to two-word phrases in home language.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
		Uses eight to ten understandable words in home language and may not possess any words in the English vocabulary.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
		Communicates needs through single-word speech in home language and through facial expression, gestures, or actions (points to desired object) if attempting to communicate in English.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16 to 38 Months	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Continues to develop vocabulary and fluency in home language.	Often uses sounds from home language when speaking in English.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Has a larger receptive and expressive vocabulary in home language.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Uses increased expressive and receptive English vocabulary.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		May exhibit a period of silence before a language surge.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Follows simple verbal direction in home language and attempts to make sense of a direction given in English when accompanied by a non-verbal gesture (signal for come here).	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Often uses sounds from home language when speaking in English (e.g., Spanish "v" may be pronounced like "b" so Spanish-speaking child might say "bery" for "very").	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Has a larger vocabulary in home language and is beginning to acquire an English vocabulary.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Recalls words from simple songs in home language and recognizes words from songs in English.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 to 38 Months	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Continues to develop vocabulary and fluency in home language.	Asks simple questions in home language and uses gestures or single words to ask questions in English.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Occasionally inserts words from home language while speaking in English.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
36 to 60 Months	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information and uses phrases and sentences with more complex vocabulary in home language.	Recalls words from simple songs in home language and recognizes words from songs in English.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Occasionally inserts words from home language while speaking English.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Demonstrates understanding that there are languages other than the home language (identifies sentence spoken in home language in comparison to one spoken in English).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Relies on non-verbal cues to communicate in English but does not rely on non-verbal cues to communicate in home language.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Focuses on the meaning of words rather than grammar in acquiring spoken English language competency	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Follows linguistic rules of home language and constructs own rules for English.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		A bilingual child adjusts language and communication form used according to person with whom he/she is speaking or place where he/she is at.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Developmental Growth		Child Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 Months through Kindergarten	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Uses appropriate forms of communication for a variety of purposes in home language; vocabulary continues to increase.	Recognizes the difference between words spoken in home language and words spoken in English.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Exhibits a gap between conversational language and instructional language.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Makes consistent grammatical errors (mans for men).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Begins to understand that nonfamily adults and peers may not understand home language.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Follows multi-step directions in home language and single-step directions in English.	Social-Communication	B. Communicative Understanding	3 (All)
		Demonstrates understanding of words used in the home language that are different from English.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Re-tells a simple story told in the home language but may only be able to re-tell a few words from a story told in English.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
			Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books