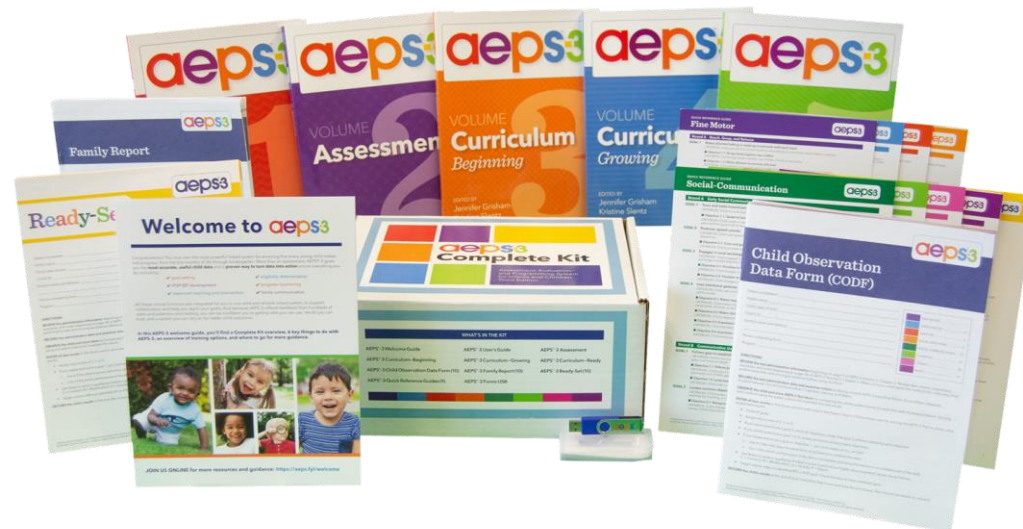


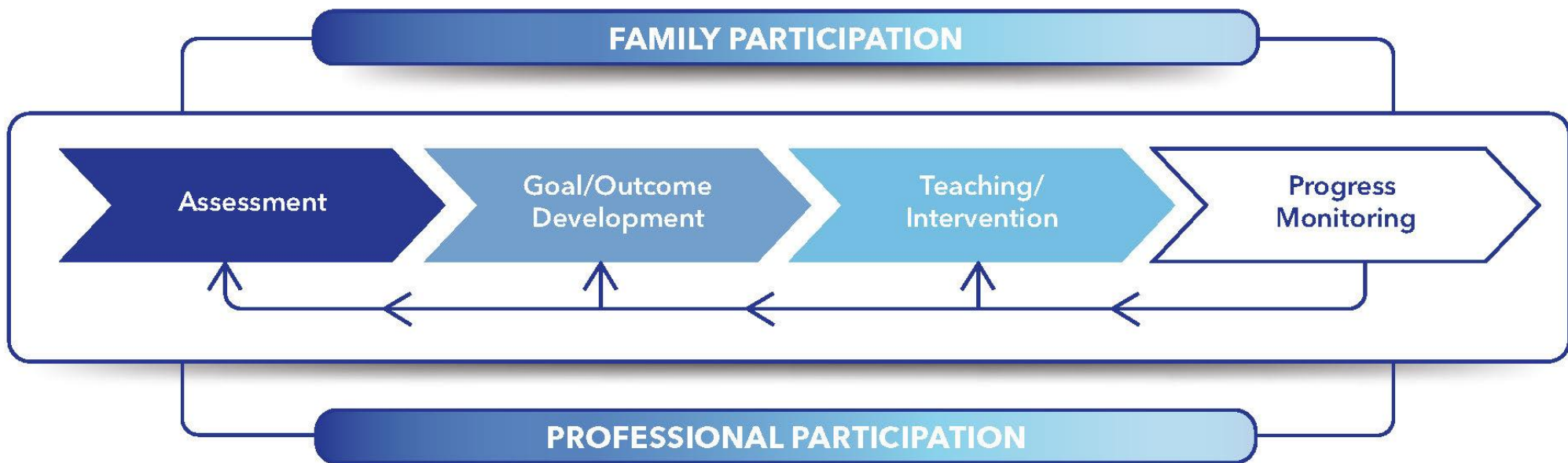
# An Introduction to aeps<sup>®</sup>3



AEPS®-3 helps your program  
*reimagine practices*  
so you can  
*streamline your work AND*  
*increase your impact.*

That's because AEPS-3 delivers on  
the promise of early childhood tools:  
it gives you the  
*most accurate, useful child data*  
and a proven way to  
*turn data into action*  
across everything you do.

AEPS-3 is a **comprehensive, reliable, linked system** that seamlessly ties together assessment, goal/outcome development, teaching/intervention, and progress monitoring.





# AEPS-3 Helps You

 Collect **assessment data you can trust**

 Track and support **emerging skills**

 Identify **teaching strategies** to support the skills children are developing

 Strengthen **preacademic skills**

 Check for **school readiness**

 **Actively involve families** using helpful handouts, forms, and reports





# AEPS-3 At a Glance

- **Assessment:** Observational, curriculum-based, criterion-referenced assessment
- **Curriculum:** Multi-tiered curriculum organized around daily routines and activities
- **Age Range:** Birth to 6 years
- **Who uses it:** Early childhood educators, special educators, early interventionists, therapists, home visitors

# 8 Developmental Areas

- Fine Motor
- Gross Motor
- Adaptive
- Social-Emotional
- Social-Communication
- Cognitive
- Literacy
- Math

## aeps3 Areas & Strands

AEPS-3 covers 8 key developmental areas, each divided into strands of related skills. With these comprehensive areas and strands, AEPS-3 gives you the most accurate picture of child development and shows you exactly where a child is—and what your next steps should be.

### Fine Motor



- A. Reach, Grasp, and Release
- B. Functional Skill Use
- C. Mechanics of Writing
- D. Use of Electronic Devices

### Gross Motor



- A. Body Control and Weight Transfer
- B. Movement and Coordination
- C. Active Play

### Adaptive



- A. Eating and Drinking
- B. Personal Care Routines
- C. Dressing and Undressing
- D. Personal Safety

### Social-Emotional



- A. Interactions with Adults
- B. Social-Emotional Expression and Regulation
- C. Interactions with Peers
- D. Independent and Group Participation
- E. Meeting Social Expectations

### Social-Communication



- A. Early Social Communication
- B. Communicative Understanding
- C. Communicative Expression
- D. Social Use of Language

### Cognitive



- A. Sensory Exploration
- B. Imitation and Memory
- C. Conceptual Knowledge
- D. Reasoning
- E. Scientific Discovery

### Literacy



- A. Awareness of Print Concepts
- B. Phonological Awareness
- C. Alphabet Knowledge
- D. Vocabulary and Story Comprehension
- E. Writing

### Math



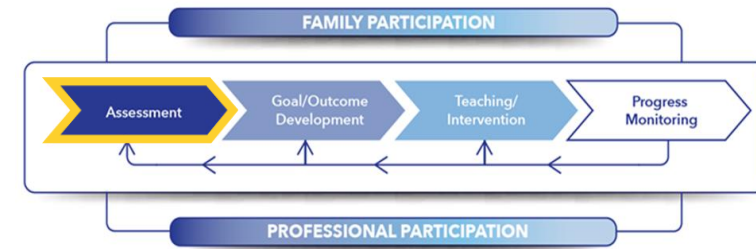
- A. Counting
- B. Quantitative Relations
- C. Reading and Writing Numbers
- D. Addition and Subtraction

**BROOKES**

www.aepsinteractive.com

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# How AEPS-3 Works



## Step 1: Assessment

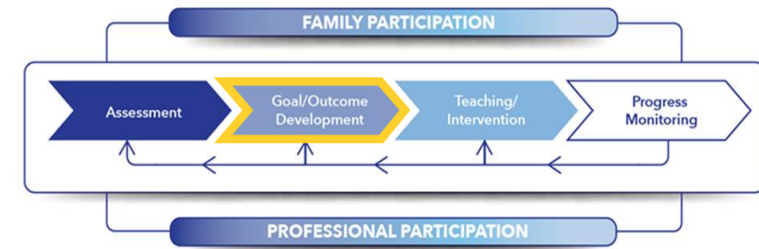
Complete the AEPS-3 Test by gathering information about a child, observing their development during activities and play, and talking with their family.



| Assessment Key  | Note Key   | Test date:        |               |         |       |         |
|---|--|-------------------|---------------|---------|-------|---------|
| g: good performance<br>A = Assistance<br>I = Incomplete<br>AI = Assistance/Incomplete | No performance<br>C = Conduct<br>M = Modification<br>Q = Quality<br>R = Report | June 7, 2021      |               |         |       |         |
|   |  | (Examiner's Name) | Amanda Peters |         |       |         |
| Self-Care Routines  |  | Target            | Score         | Notes   | Score | No      |
| as out all toileting functions  |  |                   | 2             | C M Q R |       | C A Q R |
| 1 Indicates need to use toilet  |  |                   | 2             | C M Q R |       | C M Q R |
| 2 Has bowel and bladder control   |  |                   | 2             | C M Q R |       | C M Q R |
| 1 Indicates awareness of soiled and wet pants or diapers                              |  |                   | 2             | C M Q R |       | C I Q   |
| und dries self  |  |                   | 0             | C M Q R |       | C       |
| s and dries face  |  |                   | 0             | C M Q R |       | C       |
| dries hands   |  |                   | 2             | C M Q R |       | C       |
| onal hygiene, including brushing teeth,   |  |                   | 0             | C M Q R |       | C       |
| mb hair, and  |  |                   |               |         |       |         |



# How AEPS-3 Works



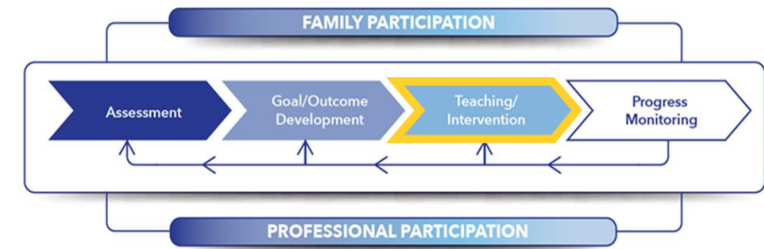
## Step 2: Goal/Outcome Development

Use test results to inform the development of meaningful goals for the child. IFSP/IEP goal examples are provided for all test items.

| Note Key   |                | Note Key         |       | Test date:    |         |
|--|----------------|------------------|-------|---------------|---------|
| g performance  | No performance | C = Conduct      |       | June 7, 2021  |         |
| 1 = Assistance   | 0              | M = Modification |       | (Examiner's)  |         |
| 2 = Assistance/Incomplete                                |                | Q = Quality      |       | Amanda Peters |         |
|  |                | R = Report       |       |               |         |
| Care Routines  |                | Target           | Score | Notes         | Score   |
| as out all toileting functions                           |                |                  | 2     | C M Q R       | C M Q R |
| 1 Indicates need to use toilet                           |                |                  | 2     | C M Q R       | C M Q R |
| 2 Has bowel and bladder control                          |                |                  | 2     | C M Q R       | C M Q R |
| 1 Indicates awareness of soiled and wet pants or diapers |                |                  | 2     | C M Q R       | C M Q R |
| und dries self   |                |                  | 0     | C M Q R       | C M Q R |
| s and dries face   |                |                  | 0     | C M Q R       | C M Q R |
| dries hands  |                |                  | 2     | C M Q R       | C M Q R |
| onal hygiene, including brushing teeth,                  |                |                  | 0     | C M Q R       | C M Q R |
| mb hair, and   |                |                  |       |               |         |



# How AEPS-3 Works



## Step 3: Teaching/Intervention

Use the AEPS-3 Curriculum to plan strategies and embed teaching and intervention in everyday activities to help the child reach their goals.

### Tier 1. Universal Strategies

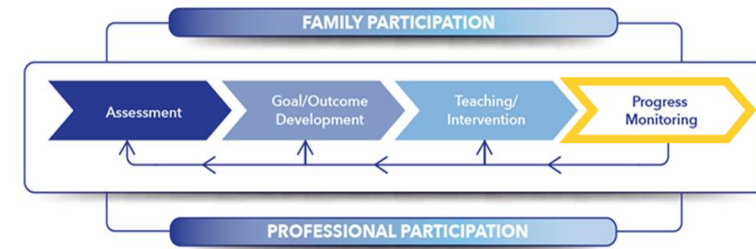
These are best practices for ALL young children, with attention to meeting learning outcomes within daily routines and activities of family life and early childhood classrooms while promoting positive adult-child relationships and peer interactions.

Active and outdoor play in the very early developmental level involves infants and children becoming more mobile to readily access and explore their environment. Sitting, cruising, crawling, standing, and walking are all skills that allow children to explore. Adults are responsible for providing safe and appropriate outdoor and indoor environments for children to develop these skills. A safe and appropriate environment may include things like an age-appropriate climber, push toys, riding toys, balls, sand and water, and buckets and shovels. These materials should be in a secure place with surface materials and fall zones that meet safety standards.

Along with supporting active play and gross motor development, outdoor play provides opportunities for development of science concepts through exploration of different textures and materials, especially play with water. Social-communication skills are easily incorporated into our by labeling items in the environment. Questioning and discussion skills.



# How AEPS-3 Works



## Step 4: Progress Monitoring

Collect data with AEPS-3 to measure progress; more frequent data collection is needed with more intensive instruction. Review results and discuss with a child's family. Adjust goals/outcomes and teaching strategies as needed.

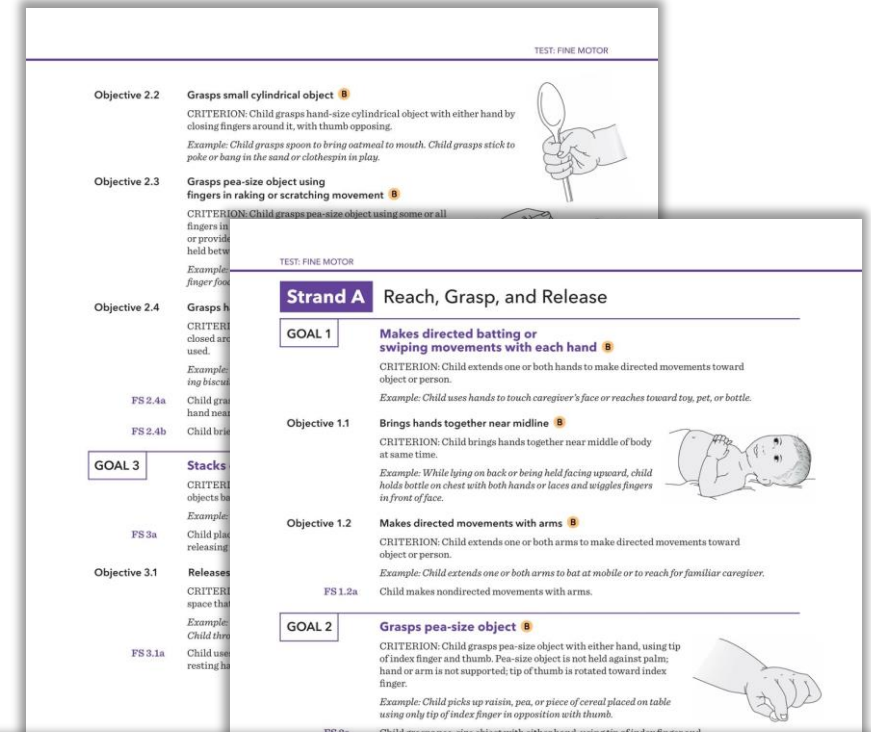
| Area   | Target | Score   | Notes | Score | No      |
|--|--------|---------|-------|-------|---------|
| <b>Care Routines</b>                                     |        |         |       |       |         |
| as out all toileting functions                           | 2      | C M O R |       |       | C A O R |
| 1 Indicates need to use toilet                           | 2      | C M O R |       |       | C M O R |
| 2 Has bowel and bladder control                          | 2      | C M O R |       |       | C M O R |
| 1 Indicates awareness of soiled and wet pants or diapers | 2      | C M O R |       |       | C I O R |
| and dries self   | 0      | C M O R |       |       | C       |
| and dries face   | 0      | C M O R |       |       | C       |
| dries hands  | 2      | C M O R |       |       |         |
| nal hygiene, including brushing teeth,                   | 0      | C       |       |       |         |
| mb hair, and   |        |         |       |       |         |



# AEPS-3 Test

# AEPS-3 Test

- Observational assessment
- Items scored on 3-point scale
  - 2 – Mastery performance
  - 1A – Emerging performance, assistance
  - 1I – Emerging performance, incomplete
  - 1A/I – Emerging performance, assistance/incomplete
  - 0 – No performance
- Refined, clear item-level criteria



## GOAL 1

### Makes directed batting or swiping movements with each hand **B**

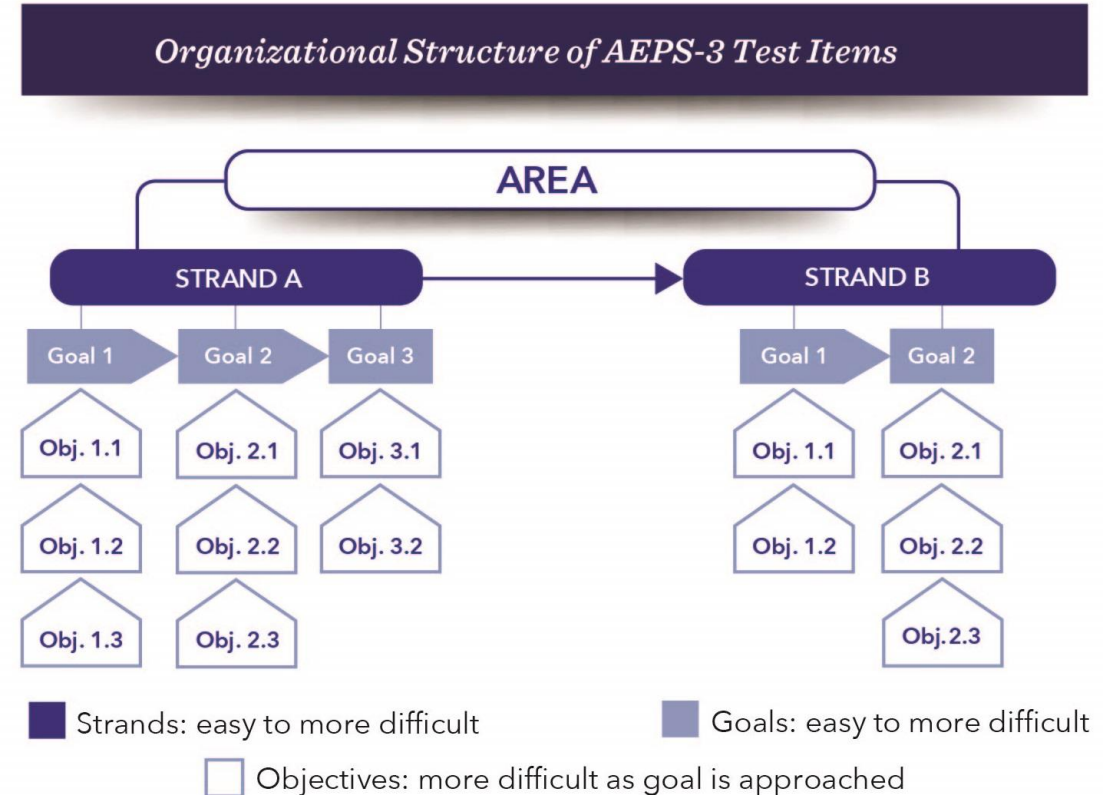
CRITERION: Child extends one or both hands to make directed movements toward object or person.

*Example: Child uses hands to touch caregiver's face or reaches toward toy, pet, or bottle.*



# AEPS-3 Test

- Each area has multiple strands
- Each strand has multiple goals
- Goals build in difficulty
- Objectives under each goal build in difficulty



# AEPS-3 Test

## Gross Motor

### Strand C Active Play

#### Goal 3 Rides and steers bicycle

- 🏠 Objective 3.1 Pedals and steers bicycle with training wheels
- 🏠 Objective 3.2 Pedals and steers tricycle
- 🏠 Objective 3.3 Pushes riding toy with feet while steering
- 🏠 Objective 3.4 Sits on riding toy or in wagon while in motion

#### Strand C

##### Goal 3

##### Obj. 3.1

##### Obj. 3.2

##### Obj. 3.3

##### Obj. 3.4

- Test organization facilitates administration
- Easily see child's progress

# AEPS-3 Test

- Provides comprehensive look at child's skills with more than 400 items across 8 developmental areas
- Culturally sensitive
- Available in English and Spanish
- Aligned with state and national standards

**FORMULARIO DE DATOS PARA LA OBSERVACIÓN INFANTIL**  
**Habilidades de lectoescritura**

Nombre: \_\_\_\_\_

| Cual y cómo se realiza  |                | Cual y cómo se realiza  |                |
|---|----------------|---|----------------|
| Habilidad   | Lección        | Habilidad   | Lección        |
| 1. Participa en lecturas compartidas en un grupo  | 1A = Con ayuda | 2. Demuestra que conoce la dirección en la que se lee un texto y que va de la parte superior a la parte inferior de la página | 2A = Con ayuda |
| 1.1 Participa en lecturas compartidas entre él/ella y otra persona  | 1B = Con ayuda | 2.1 Pasa las páginas desde el inicio/comienzo hacia el final del libro  | 2B = Con ayuda |
| 2. Demuestra que conoce la dirección en la que se lee un texto y que va de la parte superior a la parte inferior de la página | 2C = Con ayuda | 2.2 Sostiene un libro u otro material impreso con las ilustraciones/ imágenes orientadas correctamente                        | 2D = Con ayuda |
| 2.1 Pasa las páginas desde el inicio/comienzo hacia el final del libro  | 2E = Con ayuda | 3. Reconoce palabras impresas de personas, objetos o imágenes que le resultan comunes o familiares                            | 3A = Con ayuda |
| 2.2 Sostiene un libro u otro material impreso con las ilustraciones/ imágenes orientadas correctamente                        | 3B = Con ayuda | 3.1 Reconoce su propio nombre de pila impreso   | 3C = Con ayuda |
| 3. Reconoce palabras impresas de personas, objetos o imágenes que le resultan comunes o familiares                            | 3D = Con ayuda | 3.2 Reconoce símbolos y logotipos comunes   | 3E = Con ayuda |
| 3.1 Reconoce su propio nombre de pila impreso   | 3F = Con ayuda |   |                |
| 3.2 Reconoce símbolos y logotipos comunes   | 3G = Con ayuda |   |                |

**A. Conocimiento de conceptos impresos**

1. Participa en lecturas compartidas en un grupo

1.1 Participa en lecturas compartidas entre él/ella y otra persona

2. Demuestra que conoce la dirección en la que se lee un texto y que va de la parte superior a la parte inferior de la página

2.1 Pasa las páginas desde el inicio/comienzo hacia el final del libro

2.2 Sostiene un libro u otro material impreso con las ilustraciones/ imágenes orientadas correctamente

3. Reconoce palabras impresas de personas, objetos o imágenes que le resultan comunes o familiares

3.1 Reconoce su propio nombre de pila impreso

3.2 Reconoce símbolos y logotipos comunes

**B. Conciencia fonológica**

1. Produce palabras que riman cuando se le da una indicación verbalmente

1.1 Identifica palabras que riman

1.2 Participa en juegos de repetición verbal

2. Separa las palabras compuestas en palabras individuales

2.1 Combina dos palabras individuales en palabras compuestas

2.2 Aplauda por cada palabra en las oraciones

3. Separa las sílabas de palabras que tienen dos y tres sílabas

3.1 Mezcla sílabas para crear palabras que tienen dos y tres sílabas

3.2 Aplauda por cada sílaba en palabras que tienen dos y tres sílabas

4. Separa las palabras que tienen una estructura de CVC en sonidos individuales

4.1 Junta sonidos separados que tienen una estructura de CVC en palabras simples

4.2 Identifica sonidos en la mitad de palabras que tienen una estructura de CVC

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**CHILD OBSERVATION DATA FORM**  
**Literacy**

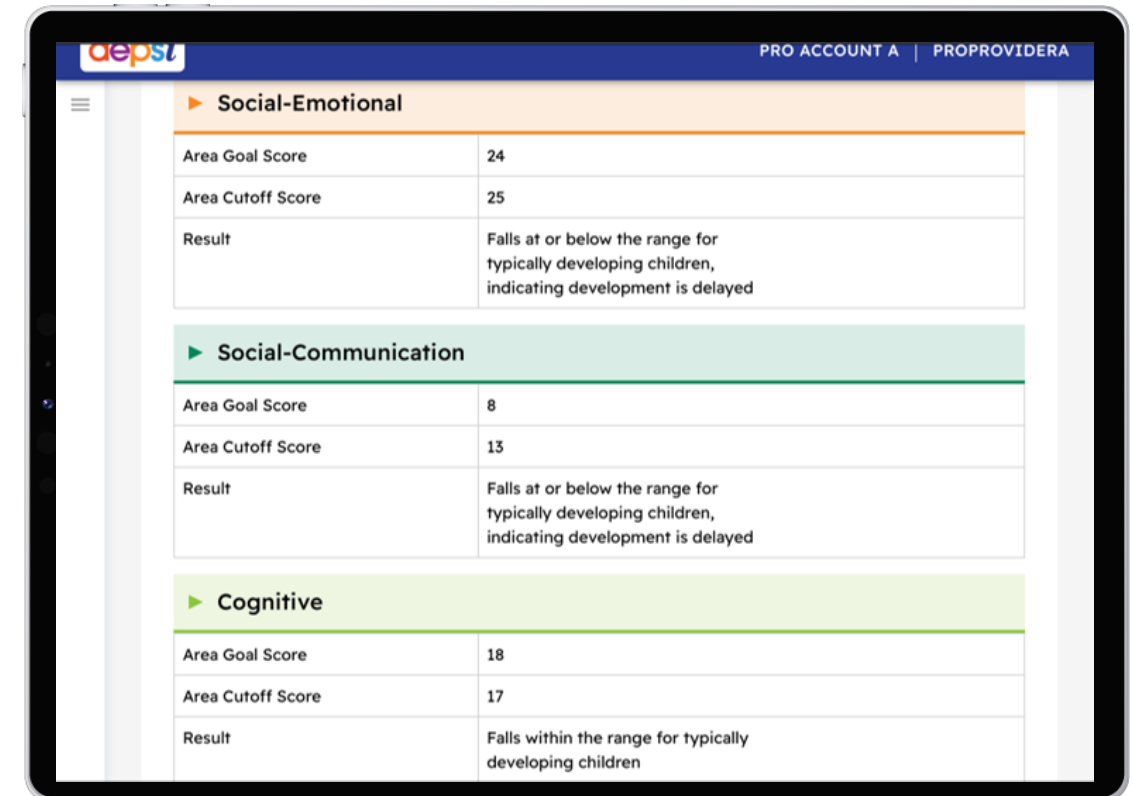
Nombre: \_\_\_\_\_

| Emerging performance<br>2   |        | No performance<br>0 |       | C = Conduct<br>M = Modification<br>Q = Quality<br>R = Repeat |       |
|---|--------|---------------------|-------|--|-------|
| A. Awareness of Print Concepts  |        |                     |       |  |       |
| 1. Participates in shared group reading   | Target | Score               | Notes | Score  | Notes |
| 1.1 Participates in shared one-on-one reading   |        |                     |       |  |       |
| 2. Demonstrates understanding that text is read in one direction and from top to bottom of page |        |                     |       |  |       |
| 2.1 Turns pages of book from beginning toward end   |        |                     |       |  |       |
| 2.2 Holds book or other printed material with pictures correctly oriented                       |        |                     |       |  |       |
| 3. Recognizes print words for common or familiar people, objects, or pictures                   |        |                     |       |  |       |
| 3.1 Recognizes own first name in print  |        |                     |       |  |       |
| 3.2 Recognizes common signs and logos   |        |                     |       |  |       |
| B. Phonological Awareness   |        |                     |       |  |       |
| 1. Produces rhyming words given oral prompt   |        |                     |       |  |       |
| 1.1 Identifies rhyming words  |        |                     |       |  |       |
| 1.2 Participates in repetitive verbal play  |        |                     |       |  |       |
| 2. Segments compound words into component words   |        |                     |       |  |       |
| 2.1 Blends two simple words into compound words   |        |                     |       |  |       |
| 2.2 Claps for words in sentences  |        |                     |       |  |       |
| 3. Segments syllables of two- and three-syllable words  |        |                     |       |  |       |
| 3.1 Blends syllables into two- and three-syllable words   |        |                     |       |  |       |
| 3.2 Claps for each syllable in two- and three-syllable words                                    |        |                     |       |  |       |
| 4. Segments CVC words into individual sounds  |        |                     |       |  |       |
| 4.1 Blends separate CVC sounds into simple words  |        |                     |       |  |       |
| 4.2 Identifies middle sounds in CVC words   |        |                     |       |  |       |

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# AEPS-3 Test

- Unlike other tools, AEPS-3 captures small increments of progress—important for recognizing growth!
- Empirically-derived eligibility cutoffs available
  - Age norms or percent delay not provided



The screenshot displays the AEPS-3 Pro Account A interface. It features three main sections: Social-Emotional (orange header), Social-Communication (teal header), and Cognitive (light green header). Each section contains a table with three rows: Area Goal Score, Area Cutoff Score, and Result. The Social-Emotional section shows a goal score of 24 and a cutoff of 25, with a result indicating delayed development. The Social-Communication section shows a goal score of 8 and a cutoff of 13, also indicating delayed development. The Cognitive section shows a goal score of 18 and a cutoff of 17, with a result indicating typical development.

| Social-Emotional  |  |
|-------------------|--|
| Area Goal Score   | 24   |
| Area Cutoff Score | 25   |
| Result            | Falls at or below the range for typically developing children, indicating development is delayed |

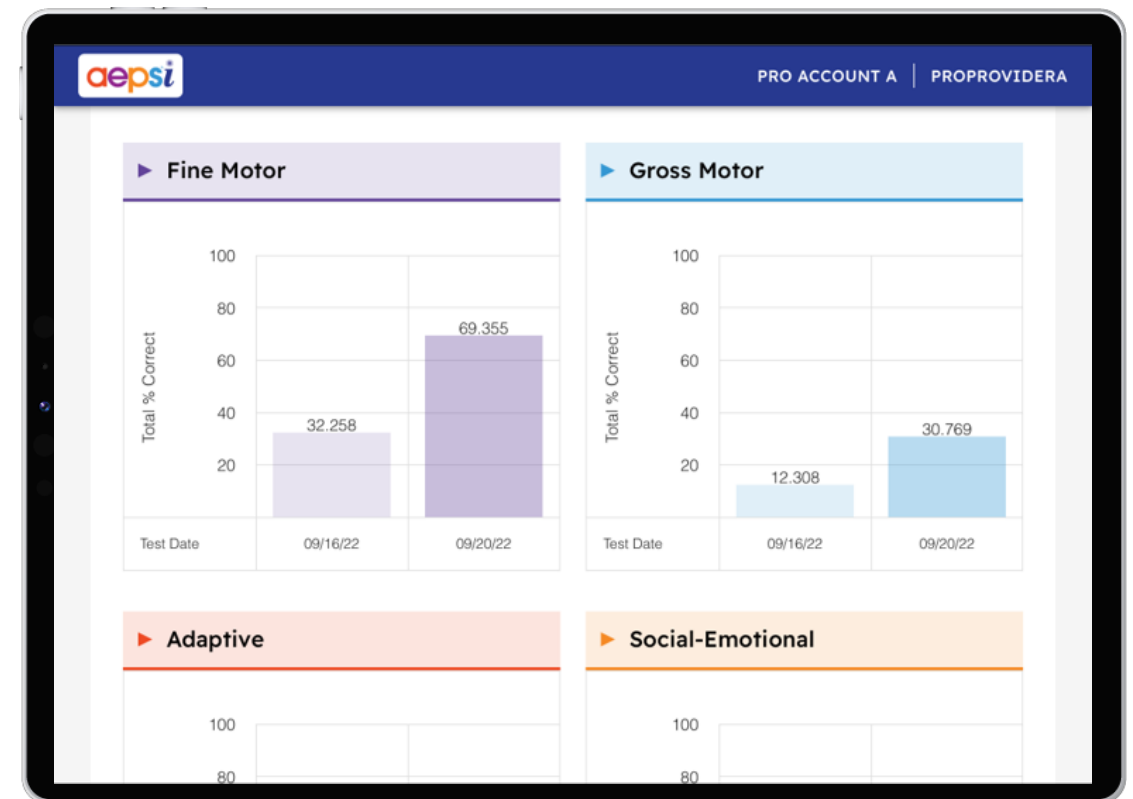
| Social-Communication |  |
|----------------------|--|
| Area Goal Score      | 8  |
| Area Cutoff Score    | 13   |
| Result               | Falls at or below the range for typically developing children, indicating development is delayed |

| Cognitive         |  |
|-------------------|--|
| Area Goal Score   | 18   |
| Area Cutoff Score | 17   |
| Result            | Falls within the range for typically developing children |

# AEPS-3 Test

| Literacy  |                                     |       |    |    |     |   |
|---|-------------------------------------|-------|----|----|-----|---|
| Strand A: Awareness of Print Concepts   |                                     |       |    |    |     |   |
|   | Target                              | Score |    |    |     |   |
|   |                                     | 2     | 1A | 1I | 1AI | 0 |
| + 1. Participates in shared group reading   | <input checked="" type="checkbox"/> | 2     | 1A | 1I | 1AI | 0 |
| + 1.1 Participates in shared one-on-one reading   | <input checked="" type="checkbox"/> | 2     | 1A | 1I | 1AI | 0 |
| + 2. Demonstrates understanding that text is read in one direction and from top to bottom of page | <input type="checkbox"/>            | 2     | 1A | 1I | 1AI | 0 |
| + 2.1 Turns pages of book from beginning toward end   | <input type="checkbox"/>            | 2     | 1A | 1I | 1AI | 0 |
| + 2.2 Holds book or other printed material with pictures correctly oriented                       | <input type="checkbox"/>            | 2     | 1A | 1I | 1AI | 0 |



Electronic completion, scoring, and extensive reporting in AEPSi



# AEPS-3 Test

- Save time by assessing up to 5 children at once with assessment activities
- Complete one set of activities to assess all AEPS-3 Test items
  - 10 center-based activities
  - 10 home-based activities

**aeeps3**

CENTER-BASED ASSESSMENT ACTIVITY  
**Blanket Play**

**DESCRIPTION**  
In this assessment activity, the child is on their stomach. This activity encourages positive interaction and it also encourages the child's movement (visual, tactile, auditory) to support the caregiver holds a favorite small stuffed child to exhibit fine motor skills such as to grasp the toy.

**SUGGESTED MATERIALS**  
Materials found in the child's environment:

- Soft blanket
- Small favorite toys or objects (rattles, etc.)

**SUGGESTED PROCEDURES**  
With the child lying on their back:

- Touch parts of the child's body to the blanket.
- Shake a rattle on either side of the child.
- Play face-to-face games with the child.
- Talk to the child, then pause to let the child react to stimulation.
- Present different toys to the child to explore them.

  
With the child lying on their stomach:

- Hold a rattle or other desired object to lift their head.
- Use toys and positioning to encourage the child to pull-toy in front of them and follow it.

**Score Key**  
Mastery performance 2  
Emerging performance 1A = Assistance  
1I = Incomplete  
1AI = Assistance/Incomplete  
No performance 0

**Note Key**  
C = Conduct  
M = Modification  
Q = Quality  
R = Report

Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Name: \_\_\_\_\_ DOB: \_\_\_\_\_

**Fine Motor**

|   | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|---|--------|-------|---------|--------|-------|---------|--------|-------|---------|--------|-------|---------|--------|-------|---------|
| <b>A. Reach, Grasp, and Release</b>                           |        |       |         |        |       |         |        |       |         |        |       |         |        |       |         |
| 1. Makes directed batting or swiping movements with each hand |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 1.1 Brings hands together near midline                        |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 1.2 Makes directed movements with arms                        |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |

**Gross Motor**

|   | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|---|--------|-------|---------|--------|-------|---------|--------|-------|---------|--------|-------|---------|--------|-------|---------|
| <b>A. Body Control and Weight Transfer</b>                            |        |       |         |        |       |         |        |       |         |        |       |         |        |       |         |
| 1. Turns head, moves arms, and kicks legs independently of each other |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 1.1 Kicks legs  |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 1.2 Waves arms  |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 1.3 Turns head side to side   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 2. Puts weight on one hand or arm while reaching with opposite hand   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 2.1 Remains propped on extended arms with head lifted                 |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 2.2 Remains propped on nonextended forearms with head lifted          |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 3. Rolls from back to stomach   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 3.1 Rolls from stomach to back  |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |

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2

# AEPS-3 Test

- Two forms for collecting data from families

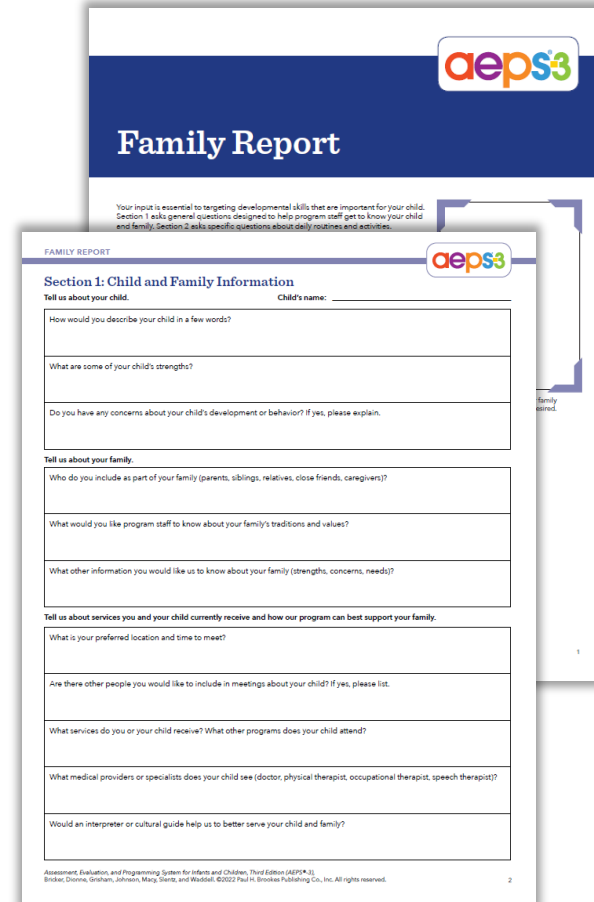
## AEPS-3 Family Report

*Child and family information and participation in activities*

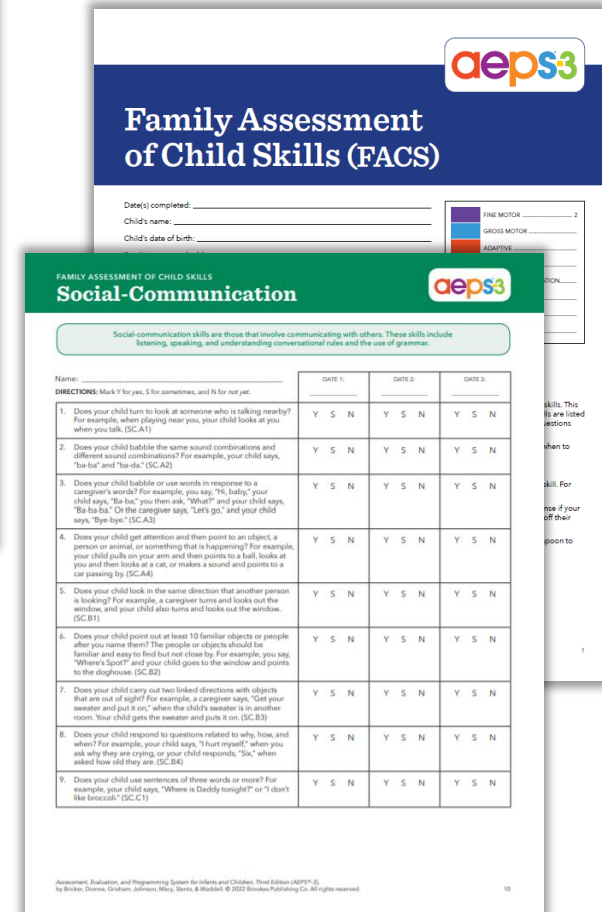
## AEPS-3 Family Assessment of Child Skills

*Child's developmental skills*

- Available in English and Spanish



The image shows the AEPS-3 Family Report form. It is a blue and white document with the AEPS-3 logo at the top right. The title "Family Report" is in white on a blue background. Below the title, there is a section for "Section 1: Child and Family Information". This section includes fields for "Child's name", "How would you describe your child in a few words?", "What are some of your child's strengths?", "Do you have any concerns about your child's development or behavior? If yes, please explain.", "Tell us about your family.", "Who do you include as part of your family (parents, siblings, relatives, close friends, caregivers)?", "What would you like program staff to know about your family's traditions and values?", "What other information you would like us to know about your family (strengths, concerns, needs)?", "Tell us about services you and your child currently receive and how our program can best support your family.", "What is your preferred location and time to meet?", "Are there other people you would like to include in meetings about your child? If yes, please list.", "What services do you or your child receive? What other programs does your child attend?", "What medical providers or specialists does your child see (doctor, physical therapist, occupational therapist, speech therapist)?", and "Would an interpreter or cultural guide help us to better serve your child and family?". At the bottom, there is a small copyright notice: "Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS-3), by Brookes, Dennis, Graham, Johnson, Mary, Dennis & Washett. ©2002 Paul H. Brookes Publishing Co., Inc. All rights reserved."



The image shows the AEPS-3 Family Assessment of Child Skills (FACS) form. It is a blue and white document with the AEPS-3 logo at the top right. The title "Family Assessment of Child Skills (FACS)" is in white on a blue background. Below the title, there is a section for "Social-Communication". This section includes a table with 9 rows of questions and 3 columns for "DATE 1", "DATE 2", and "DATE 3". The questions are: 1. Does your child turn to look at someone who is talking nearby? For example, when playing near you, your child looks at you when you talk. (SC.A1); 2. Does your child babble the same sound combinations and different sound combinations? For example, your child says, "ba-ba" and "da-da". (SC.A2); 3. Does your child babble or use words in response to a caregiver's words? For example, you say, "Hi, baby," your child says, "Ba-ba," you then ask, "What?" and your child says, "Ba-ba-ba." Or the caregiver says, "Let's go," and your child says, "Bye-bye!" (SC.A3); 4. Does your child get attention and then point to an object, a person or animal, or something that is happening? For example, your child pulls on your arm and then points to a ball, looks at you and then looks at a cat, or makes a sound and points to a car passing by. (SC.A4); 5. Does your child look in the same direction that another person is looking? For example, a caregiver turns and looks out the window, and your child also turns and looks out the window. (SC.B1); 6. Does your child point out at least 10 familiar objects or people after you name them? The people or objects should be familiar and easy to find but not close by. For example, you say, "Where's Spot?" and your child goes to the window and points to the doghouse. (SC.B2); 7. Does your child carry out two linked directions with objects that are out of sight? For example, a caregiver says, "Get your sweater and put it on," when the child's sweater is in another room. Your child gets the sweater and puts it on. (SC.B3); 8. Does your child respond to questions related to why, how, and when? For example, your child says, "I hurt myself," when you ask why they are crying, or your child responds, "See," when asked how old they are. (SC.B4); 9. Does your child use sentences of three words or more? For example, your child says, "Where is Daddy tonight?" or "I don't like broccoli!" (SC.C.1). At the bottom, there is a small copyright notice: "Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS-3), by Brookes, Dennis, Graham, Johnson, Mary, Dennis & Washett. ©2002 Paul H. Brookes Publishing Co., Inc. All rights reserved."

# Ready-Set



# Ready-Set

- New to third edition
- Brief assessment and progress monitoring measure
- Used with 4- and 5-year-olds
- Available in English and Spanish
- Electronic completion and scoring with AEPSi



The image displays the Ready-Set assessment form and its electronic interface on a tablet. The paper form includes a header with the 'aepps3' logo and 'Ready-Set' title. It contains fields for 'Date(s) completed:', 'Child's name:', 'Child's date of birth:', 'Child's ID:', 'Family's name and address:', 'Person completing form:', 'Program:', and 'Date testing/administration completed:'. Below these are 'DIRECTIONS' for administration and scoring, and a section for 'RECORD the child's results at the end (Raw Score and Percent)'. The tablet interface shows the 'Ready-Set' title and two sections: 'Fine Motor' and 'Gross Motor'. Each section has a table with columns for 'Target', 'Score', 'Previous Score', 'Notes', and 'Comments'. The 'Fine Motor' section lists two items: '1. Manipulates object with two hands, each performing different action' and '2. Holds writing tool using three-finger grasp to write or draw'. The 'Gross Motor' section lists '3. Jumps forward'. The 'Score' column for each item has a grid with options: 2, 1A, 1I, 1AI, and 0.

**Ready-Set**

**Fine Motor**

|  | Target                   | Score         | Previous Score | Notes | Comments |
|--|--------------------------|---------------|----------------|-------|----------|
| 1. Manipulates object with two hands, each performing different action | <input type="checkbox"/> | 2 1A 1I 1AI 0 |                | --    |          |
| 2. Holds writing tool using three-finger grasp to write or draw        | <input type="checkbox"/> | 2 1A 1I 1AI 0 |                | --    |          |

**Gross Motor**

|                  | Target                   | Score         | Previous Score | Notes | Comments |
|------------------|--------------------------|---------------|----------------|-------|----------|
| 3. Jumps forward | <input type="checkbox"/> | 2 1A 1I 1AI 0 |                | --    |          |

# Ready-Set

- Focused on skills essential for **school readiness** and **early school success**
- 40 developmentally and academically challenging goals from AEPS-3 Test
- Useful in preschool and Head Start classrooms for children who may not need full AEPS-3 assessment

**34 Writes and draws for a variety of purposes**

CRITERION: Child writes for functional purposes in at least three different activities or routines. Child describes drawings and written work spontaneously and when asked. Letters may be large, backward, or reversed, and words do not have to be spelled correctly.

■ Literacy, Strand E Writing, Goal 2

**35 Compares items in sets of 11 to 20 by counting**

CRITERION: Child separately counts items in two sets comprising 11 to 20 items and then compares to correctly indicate that one set has more than, less than, or is equal to the other set.

■ Math, Strand B Quantitative Relations, Goal 3



# Ready-Set

- Seamless to move to AEPS-3 Test for a child as needed
- Links to tiered AEPS-3 Curriculum
- Includes Assessment Activities for assessing up to 5 children at once
  - Set of 4 center-based activities
  - Set of 3 home-based activities

**Ready-Set** CENTER-BASED ASSESSMENT ACTIVITY  
**Outdoor Play** **aepps3**

| Score Key            |   | Note Key  |                  |
|----------------------|---|---|------------------|
| Mastery/ performance | 2 | Emerging performance (A = Assistance, B = Incomplete, C = Assistance/ Incomplete) | No performance 0 |
|                      |   | C = Correct, M = Modification, Q = Quality, R = Report                            |                  |

| Name:   |        | Name: |         | Name:  |       | Name:   |        | Name: |         |
|---|--------|-------|---------|--------|-------|---------|--------|-------|---------|
| DOB:  |        | DOB:  |         | DOB:   |       | DOB:    |        | DOB:  |         |
| <b>Gross Motor</b>                                |        |       |         |        |       |         |        |       |         |
| <b>B. Movement and Coordination</b>               |        |       |         |        |       |         |        |       |         |
| 6. Jumps forward                                  | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 7. Skips  | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| <b>C. Active Play</b>                             |        |       |         |        |       |         |        |       |         |
| 2. Uses hands to hang on play equipment with bars | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| <b>Social-Emotional</b>                           |        |       |         |        |       |         |        |       |         |
| <b>D. Independent and Group Participation</b>     |        |       |         |        |       |         |        |       |         |
| 2. Interacts appropriately with others            | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| <b>E. Meeting Social Expectations</b>             |        |       |         |        |       |         |        |       |         |
| 1. Meets observable physical needs in             | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 3. Follows context-specific rules                 | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| <b>Cognitive</b>                                  |        |       |         |        |       |         |        |       |         |
| <b>E. Scientific Discovery</b>                    |        |       |         |        |       |         |        |       |         |
| 1. Expands simple observations and ex             | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 2. Anticipates outcome of investigation           | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 3. Investigates to test hypotheses                | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 4. Transfers knowledge                            | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
|   |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |

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**Ready-Set** CENTER-BASED ASSESSMENT ACTIVITY  
**Outdoor Play** **aepps3**

**DESCRIPTION**  
Being outdoors and engaging with the natural world is a healthy, positive activity for young children. Outdoor activities such as playing in a sandbox or discovering nature are often part of children's daily schedule in a center-based program. Outdoor play can include child- or adult-directed games and activities with peers. Outdoor play is a good context for large-group assessment activities, because it is possible for the team to observe whether children know and follow game rules and how they participate. These games offer the opportunity for children to run, jump, and play with bells.

**SUGGESTED MATERIALS**  
No special materials are necessary other than those already available in the natural world (plants, insects, stones, leaves) or in the school yard (balls, etc.).

**SUGGESTED PROCEDURES**  
An adult can encourage and show children how to use their senses to explore nature (small leaves, flowers, or herbs; feel textures of bark and sand) and ask questions to encourage them to comment on their experiences. An adult can also facilitate imaginary play by suggesting a setting such as a forest, farm, or jungle. The child takes on an imaginary role, such as an animal, explorer, or adventurer and uses props during the imaginary play.

Outdoor play assessment activities can also be used to elicit targeted test items, such as by having children:

- Explore the environment
- Make simple observations ("A bucket of leaves is lighter than a bucket of sand")
- Expand their observations and explorations through further inquiry
- Experiment to answer questions they have about natural phenomena
- Generate hypotheses and investigate to test them ("If I throw a leaf and a rock with the same force, which one will go farther?")
- Explain their understanding of phenomena
- Anticipate outcomes of their investigations
- Draw plausible conclusions about events beyond their personal experience

If playing outside is not possible, consider indoor options such as doing Olympic-style throwing and jumping events or a scavenger hunt using natural materials. Be sure to find a safe place with enough space to accommodate participation. Encourage children to organize the activity. It is a good opportunity to discuss safety rules with children.

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2

# Ready-Set

## Ready-Set Family Assessment of Child Skills

- Gathers information from families about child's developmental skills
- Available in English and Spanish

Ready-Set FACS aeps3

### Fine Motor

Fine motor skills are those that involve the movement and use of the hands. These skills include grasping and releasing, using the index finger and thumb, using scissors and writing implements, drawing shapes, and printing letters.

Name: \_\_\_\_\_

|   | DATE 1: | DATE 2: | DATE 3: |
|---|---------|---------|---------|
| 1. Does your child use two hands to move or manipulate objects using each hand separately or independently? For example, your child strings beads on a shoelace, buttons small buttons, or threads and zips a zipper. | Y S N   | Y S N   | Y S N   |
| 2. Does your child use three fingers to hold objects such as a spoon, pencil, or crayon? For example, your child uses three fingers to hold a crayon to draw, a paintbrush to paint, or a spoon to scoop food.        | Y S N   | Y S N   | Y S N   |

What fine motor skills do you want your child to learn?

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Ready-Set aeps3

### Family Assessment of Child Skills (FACS)

Date(s) completed: \_\_\_\_\_

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

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

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

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

Relationship to child: \_\_\_\_\_

Phone/text number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Preferred method(s) of contact: \_\_\_\_\_

Language(s) spoken at home: \_\_\_\_\_

| Area             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------|---|---|---|---|---|---|---|---|
| FINE MOTOR       |   |   |   |   |   |   |   |   |
| GROSS MOTOR      |   |   |   |   |   |   |   |   |
| ADAPTIVE         |   |   |   |   |   |   |   |   |
| SOCIAL/EMOTIONAL |   |   |   |   |   |   |   |   |
| COGNITIVE        |   |   |   |   |   |   |   |   |
| LITERACY         |   |   |   |   |   |   |   |   |
| MATH             |   |   |   |   |   |   |   |   |

The Ready-Set Family Assessment of Child Skills allows parents and other caregivers to share details about a child's developmental skills. This information is needed to select appropriate learning goals. Easy to answer questions about a child's skills and behaviors are grouped together in eight areas: Fine Motor, Gross Motor, Social/Emotional, Social Communication, Adaptive, Cognitive, Literacy, and Math.

You may complete this form independently or with help from program staff. Please let program staff know if you have any questions or need assistance.

For each question, watch your child use the skill first, then mark your rating as follows:

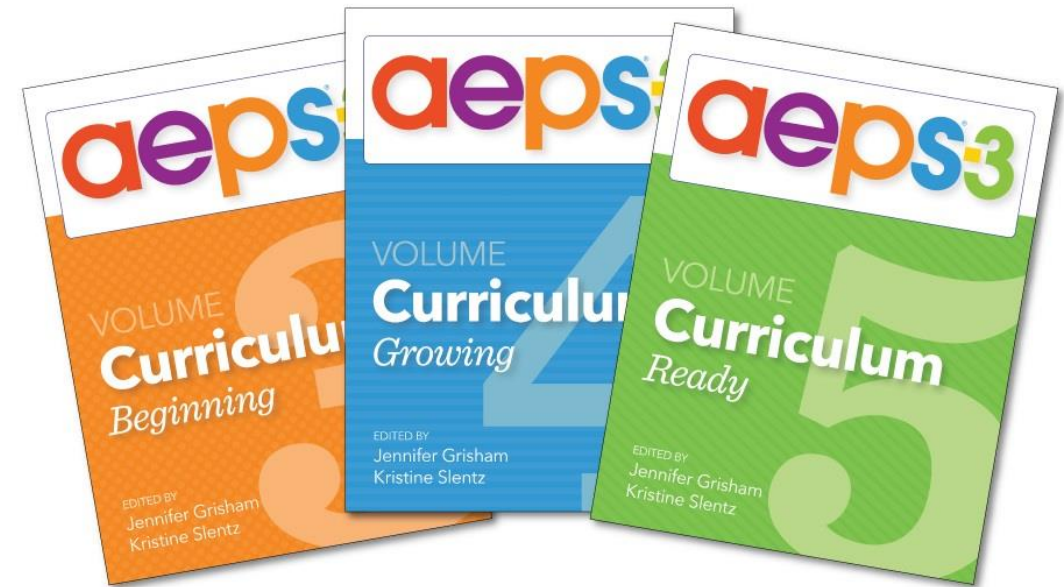
- Mark yes (Y) if your child uses the skill or action described. Also mark yes if your child previously was able to do the skill.
- Mark sometimes (S) if your child uses the skill or action sometimes or partially. Sometimes is an appropriate response if your child does not consistently use, partly uses, or needs help to use the skill.
- Mark not yet (N) if your child does not yet use the skill or action described.

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# AEPS-3 Curriculum

# AEPS-3 Curriculum

- Guided by multi-tiered systems of support, blended practices, and activity-based intervention frameworks
- 3 levels
  - **Beginning**—infant and very early skills (birth to 18 months developmentally)
  - **Growing**—toddler and early skills (18 months to 3 years developmentally)
  - **Ready**—preschool and school preparation skills (3 to 6 years developmentally)



# AEPS-3 Curriculum

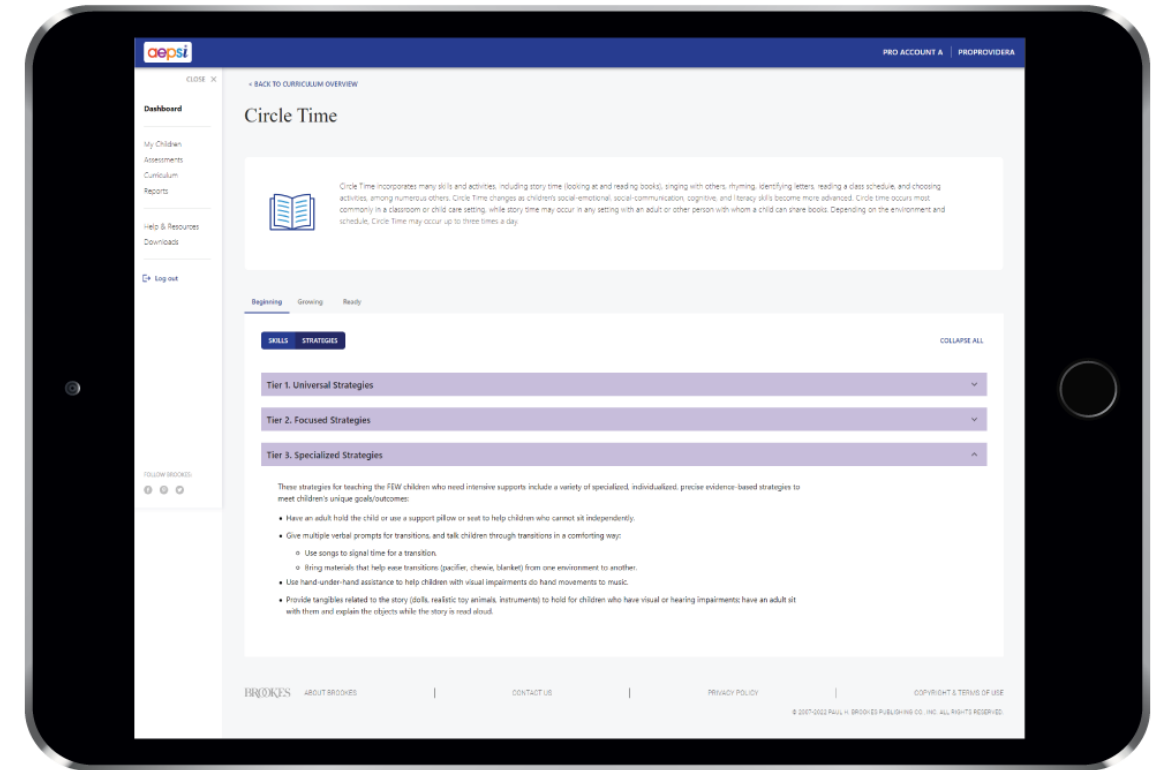
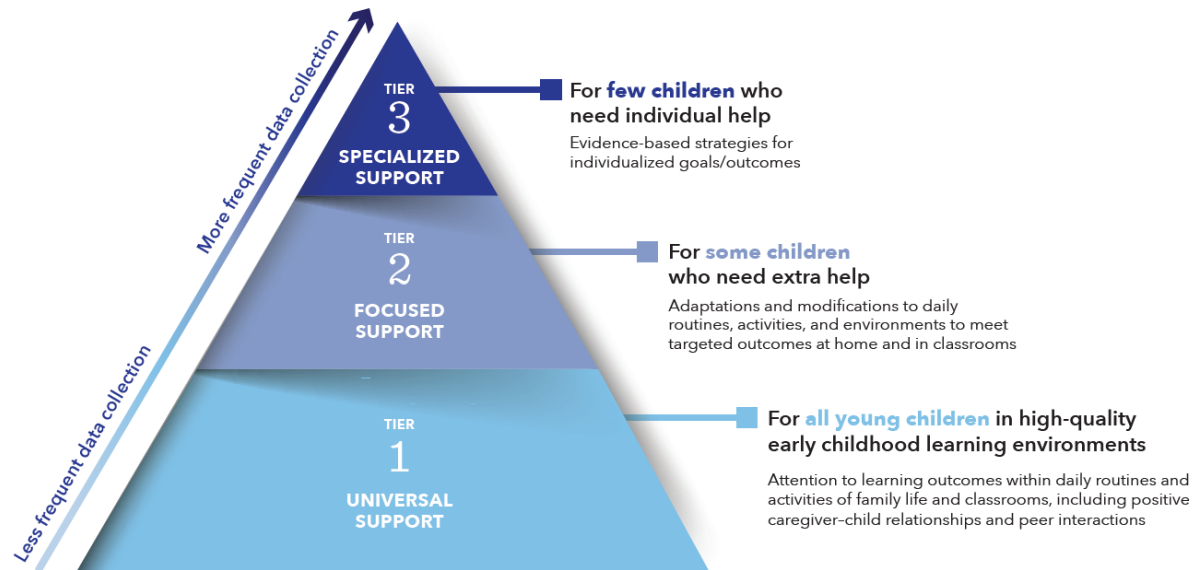
Strategies and embedded learning opportunities for 18 routines and activities

- Active & Outdoor Play
- Arrival & Departure
- Art
- Bath Time
- Block Play
- Circle Time
- Diapering, Toileting, & Handwashing
- Dramatic Play
- Dressing
- Field Trips
- Math
- Meals & Snacks
- Music & Movement
- Nap & Sleep
- Science
- Sensory
- Technology
- Writing



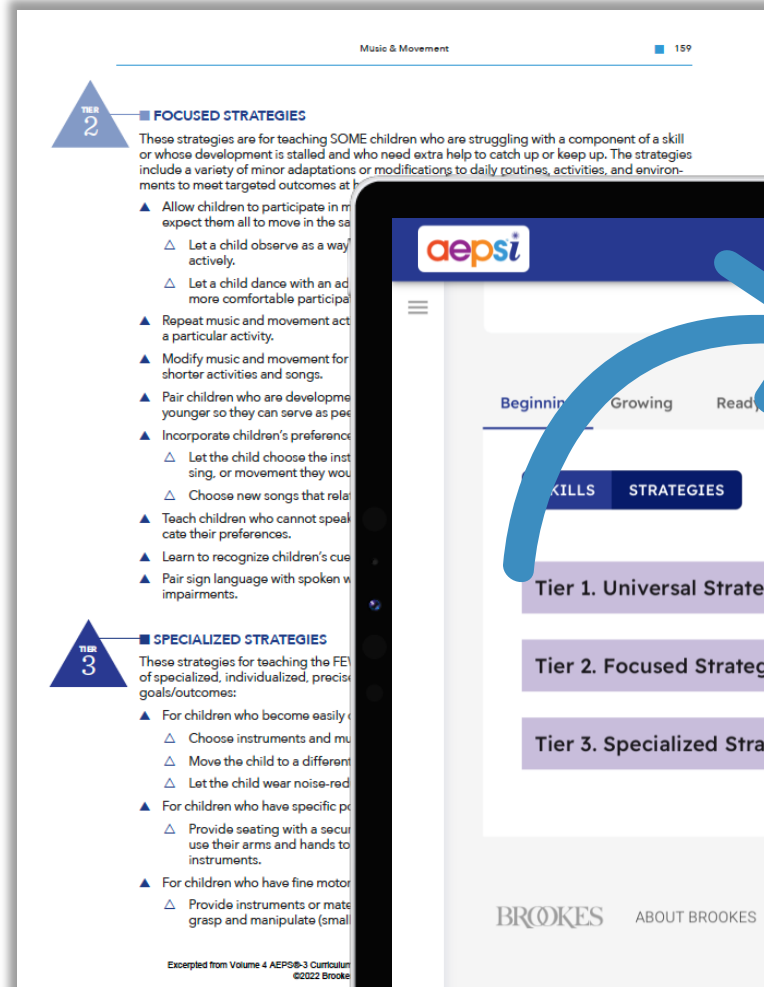
# AEPS-3 Curriculum

Includes universal, targeted, and specialized strategies for each routine/activity across 3 levels



# AEPS-3 Curriculum

Perfect for teaching in a home or classroom setting, the curriculum taps into almost every aspect of your day



## Tier 1. Universal Strategies

These are best practices for ALL young children, with attention to meeting learning outcomes within daily routines and activities of family life and early childhood classrooms while promoting positive adult-child relationships and peer interactions.

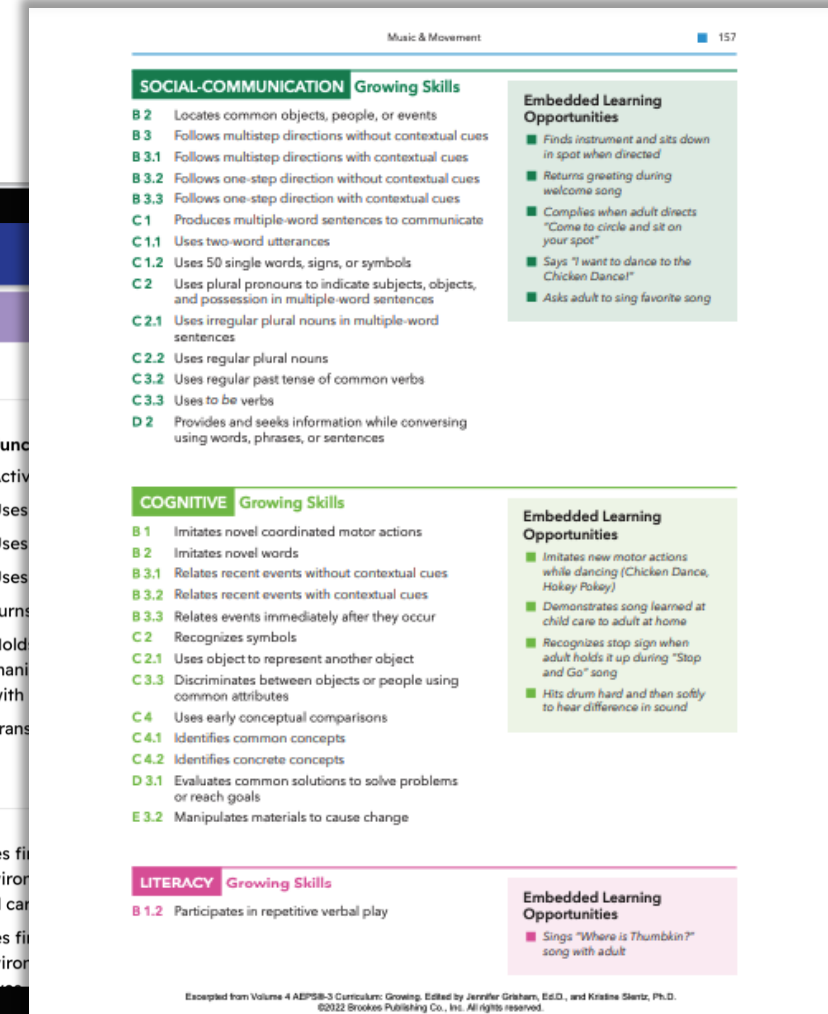
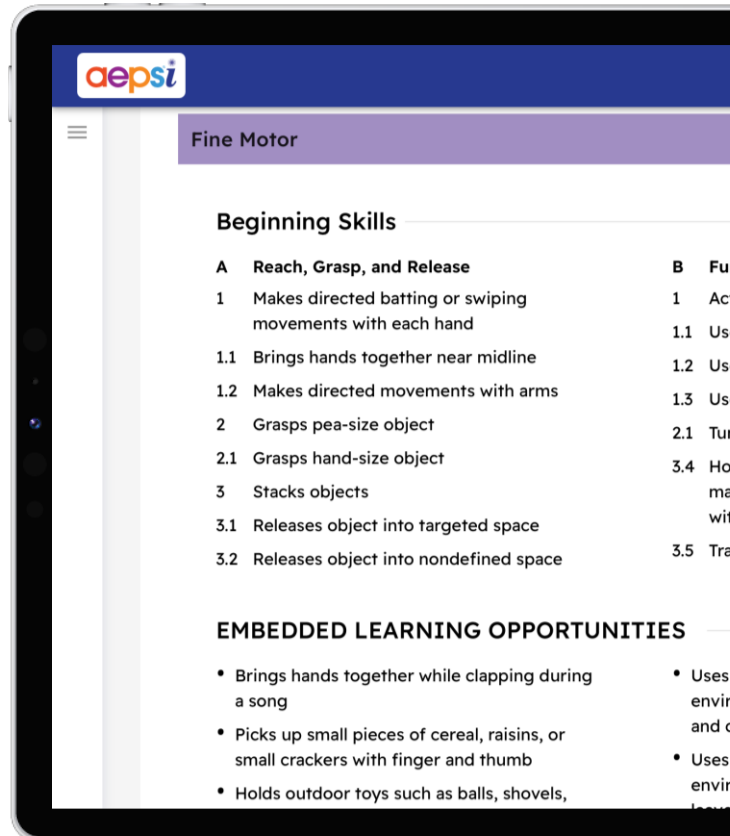
Active and outdoor play in the very early developmental level involves infants and children becoming more mobile to readily access and explore their environment. Sitting, cruising, crawling, standing, and walking are all skills that allow children to explore. Adults are responsible for providing safe and appropriate outdoor and indoor environments for children to develop these skills. A safe and appropriate environment may include things like an age-appropriate climber, push toys, riding toys, balls, sand and water, and buckets and shovels. These materials should be in a secure place with surface materials and fall zones that meet safety standards.

Along with supporting active play and gross motor development, outdoor play provides opportunities for development of science concepts through exploration of different textures and materials, especially play with sand and water. Social-communication skills are easily incorporated into outdoor play by labeling items in the environment. Questioning and discussing novel things that are seen, heard, felt, and smelled outside supports developing conversation skills.

## INTERACTIONS

# AEPS-3 Curriculum

Easily see skills that can be embedded and taught during activities



# AEPS-3 Curriculum

**Skills matrix** helps identify which routines and activities address specific skills

Useful for planning instruction

Rows = AEPS-3 Test items

Columns = curriculum routines/activities by level

APPENDIX B: AEPS-3 SKILLS MATRIX

| AEPS-3 Test Item   | AEPS-3 Curriculum Routine/Activity |                     |     |           |            |             |                                     |               |          |             |      |                |                  |             |         |
|--|------------------------------------|---------------------|-----|-----------|------------|-------------|-------------------------------------|---------------|----------|-------------|------|----------------|------------------|-------------|---------|
|  | Active & Outdoor Play              | Arrival & Departure | Art | Bath Time | Block Play | Circle Time | Diapering, Toileting, & Handwashing | Dramatic Play | Dressing | Field Trips | Math | Meals & Snacks | Music & Movement | Nap & Sleep | Science |
| <b>3. Walks avoiding people, furniture, or objects</b>   | G                                  | G                   | G   |           | G          | G           | G                                   | G             | G        | G           |      | G              | G                | G           |         |
| 3.1 Walks without support<br>FS 3.1a Child walks unsupported for short distance and changes direction without falling.<br>FS 3.1b Child walks unsupported for short distance without falling.  | B                                  | B                   | B   |           | B          | B           | B                                   | B             | B        | B           |      | B              | B                | B           |         |
| 3.2 Walks with one-hand support  | B                                  | B                   | B   |           | B          | B           | B                                   | B             | B        | B           |      | B              | B                | B           |         |
| 3.3 Walks with two-hand support  | B                                  | B                   | B   |           | B          | B           | B                                   | B             | B        | B           |      | B              | B                | B           |         |
| 3.4 Cruises<br>FS 3.4a Child rises from sitting to standing position with support.   | B                                  | B                   | B   |           | B          |             |                                     |               |          | B           |      | B              |                  |             |         |
| <b>4. Alternates feet going up and down stairs</b><br>FS 4a Child walks up and down stairs without support. Child does not alternate feet.   | G                                  | G                   |     |           |            |             |                                     |               |          | G           | G    |                |                  | G           | G       |
| 4.1 Walks up and down stairs using support<br>FS 4.1a Child walks up stairs holding rail or wall with one hand.<br>FS 4.1b Child walks up stairs using two-hand support.   | G                                  | G                   |     |           |            |             |                                     |               |          | G           | G    |                |                  | G           | G       |
| 4.2 Moves up and down stairs<br>FS 4.2a Child moves up stairs.<br>FS 4.2b Child climbs onto adult-size furniture (e.g., chair, couch, bed) or low play structure.  | G                                  | G                   |     |           |            |             | G                                   |               |          | G           | G    |                |                  | G           | G       |
| 4.3 Gets up and down from low structure<br>FS 4.3a Child moves over obstacles.<br>FS 4.3b Child climbs onto low, stable structure (e.g., low step, raised platform).<br>FS 4.3c Child climbs down from adult-size furniture (e.g., chair, couch, bed) or low play structure. | G                                  | G                   | G   |           | G          | G           | G                                   |               |          | G           |      | G              | G                | G           | G       |
| <b>5. Runs while avoiding people, furniture, or other objects</b><br>FS 5a Child turns corner while running.<br>FS 5b Child stops and starts again while running.  | G                                  | G                   |     |           |            |             |                                     |               |          | G           |      |                |                  | G           |         |

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(page 8 of 42)

# AEPSi



- Modern, friendly online system for managing AEPS-3
- Electronic completion and automated scoring
- Helps programs meet OSEP reporting mandates
- Shortens assessment time
- Automated reporting that demonstrates child progress

**Demos and 30-day free trials  
start in early 2023**



# Research

# A system you can trust

No other early childhood assessment and curriculum system is backed by **more scientifically valid research** than AEPS-3.

This includes:

- More than 40 years of studies, led by early intervention visionary Dr. Diane Bricker and the Early Intervention Management and Research Group (EMRG)
- Thousands of hours of field testing
- Valuable feedback from teachers, families, and other members of a child's team

# Reliability

- Test scores that show change over time provide an **accurate measure of actual changes** in a child's performance, making AEPS-3 a highly reliable tool.
- Research shows that AEPS-3 Test results are **stable across different observers** and **stable over time**. That means your assessment team can be confident that different people will interpret test items similarly.



# Validity

- The AEPS-3 Test has been validated as an **alternative to norm-referenced, standardized tests** for purposes of eligibility determination.
- AEPS-3 has been shown to do **as well as or better than traditional measures** at identifying young children who require special services and supports.
- Children's scores on the AEPS-3 Test and their scores on other assessment instruments show similar patterns—another indicator of AEPS-3's validity.





# The research never stops

- Studies on AEPS-3 are currently being conducted in the United States, Canada, Spain, Kosovo, and more countries **throughout the world.**
- We look to our users—the educators, families, and professionals using the system on a daily basis—to **inform the future evolutions of AEPS.**

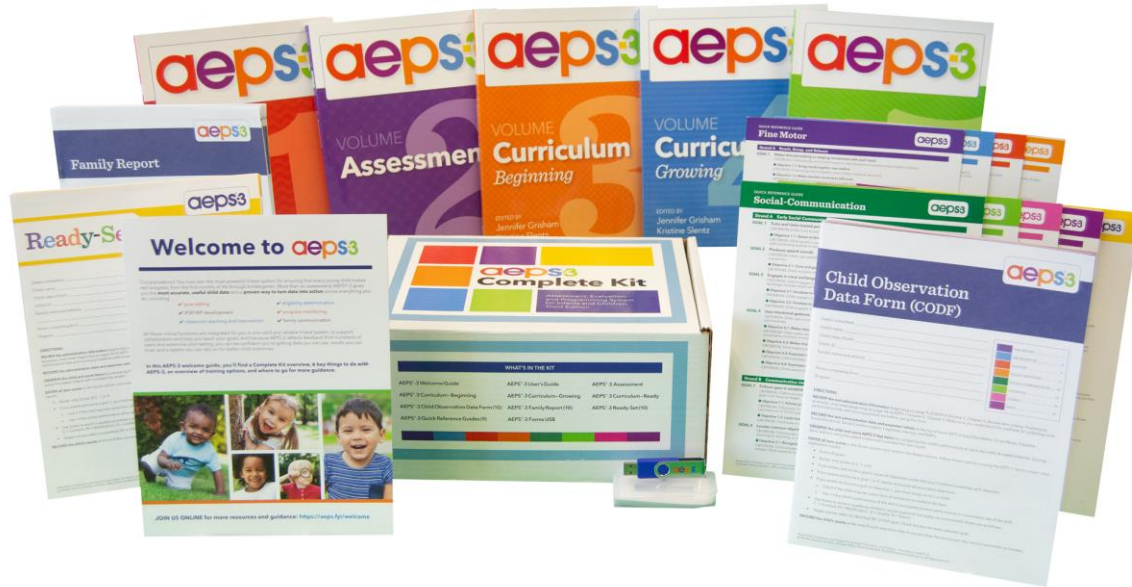




# AEPS-3 Products

# AEPS-3 Complete Kit

## Everything you need to implement AEPS-3!

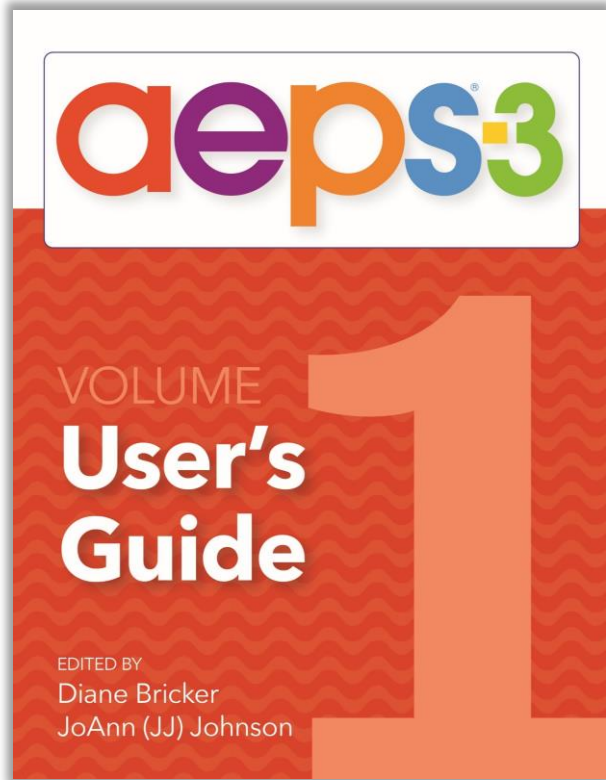


- 5 Volumes (User's Guide, Assessment, Curriculum–Beginning, Curriculum–Growing, Curriculum–Ready)
- Two 5-packs of Child Observation Data Form
- One 10-pack of Family Report
- One 10-pack of Ready-Set
- Pack of 9 Quick Reference Guides
- USB with AEPS-3 forms in English and Spanish, plus additional resources

**Stock #: 55187**

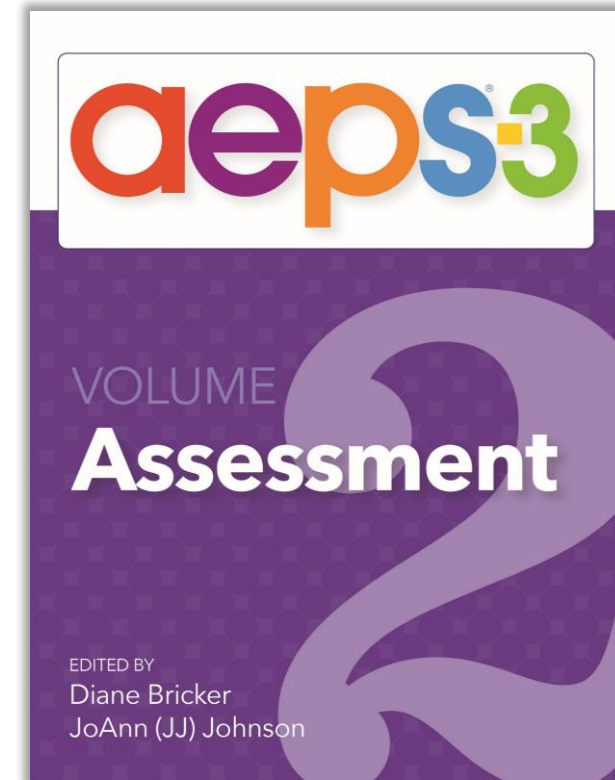
**\$499.00**

# Volumes 1 & 2



Guidance for using the AEPS-3 system, supporting family engagement, and understanding AEPS-3 research

**Stock #: 55194     \$50.00**

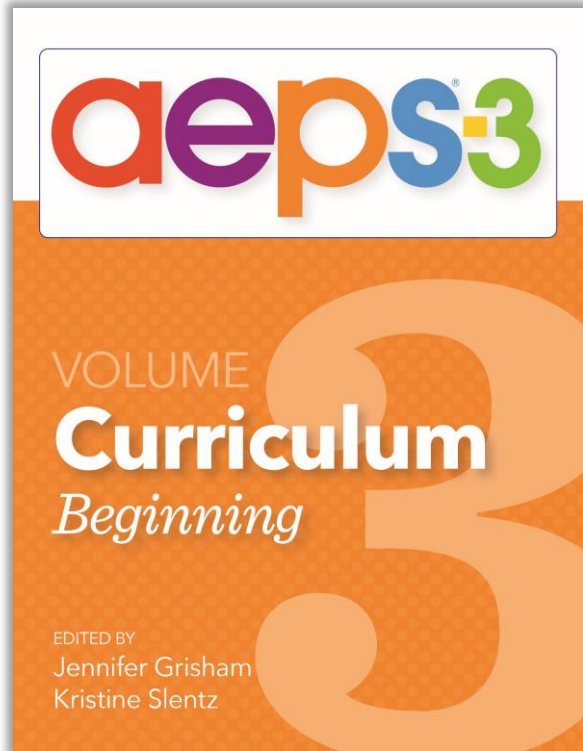


Overview of AEPS-3 Test and guidance on how to administer and score

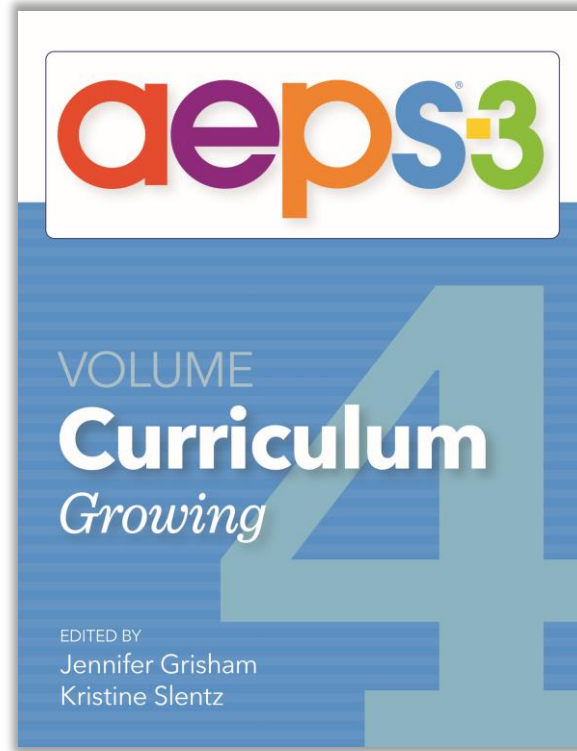
**Stock #: 55200     \$100.00**



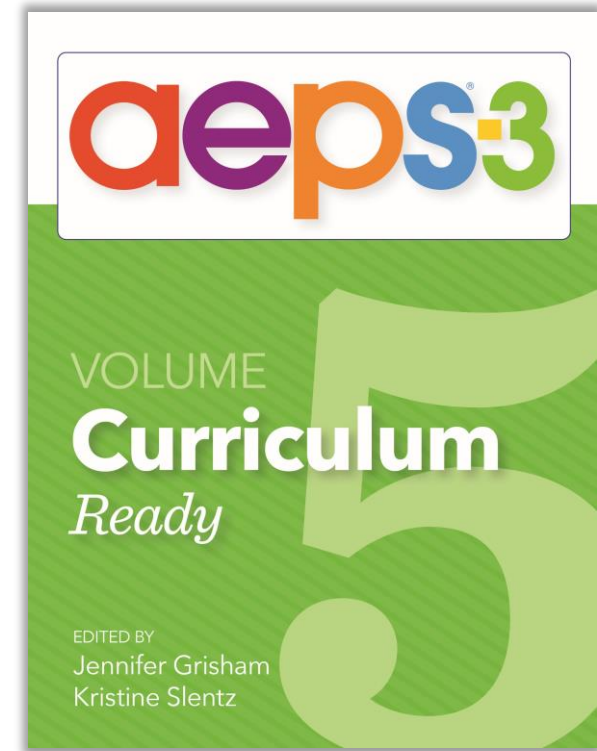
# Volumes 3, 4, & 5



**Stock #: 55217    \$50.00**



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**Stock #: 55231    \$50.00**

Universal, focused, and specialized teaching strategies for 18 routines and activities

# AEPS-3 Forms USB



**Contains PDF masters  
of all AEPS-3 forms,  
handouts, and  
assessment activities**

**Stock #: 55248  
\$299.00**

## English

Assessment Activities–Center-Based (10)  
Assessment Activities–Home-Based (10)  
Child Observation Data Form (CODF)  
Child Progress Record (8)  
Embedding Schedule  
Family Assessment of Child Skills (FACS)  
Family Handouts (3)  
Family Report  
IFSP/IEP Planning Guide  
Intervention Plan  
Quick Reference Guides (9)  
Ready-Set  
Ready-Set Assessment Activities–Center-Based (4)  
Ready-Set Assessment Activities–Home-Based (3)  
Ready-Set FACS  
Skills Matrix (8)  
Social-Communication Observation and Summary (SCOS)

## Spanish

Child Observation Data Form (CODF)  
Child Progress Record (8)  
Embedding Schedule  
Family Assessment of Child Skills (FACS)  
Family Handouts (3)  
Family Report  
IFSP/IEP Planning Guide  
Intervention Plan  
Quick Reference Guides (9)  
Ready-Set  
Ready-Set FACS  
Social-Communication Observation and Summary (SCOS)



# Form packs

**Child Observation Data Form (CODF)**

Date(s) completed: \_\_\_\_\_

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

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

Child's ID: \_\_\_\_\_

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

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

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

**DIRECTIONS:**

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

**RECORD the test administration date and examiner initials at the top of each AEPs-3 area** (Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive, Literacy, and Math).

**OBSERVE the child and score AEPs-3 Test items** by comparing the child's performance on each item with its stated criterion. Scoring items without using the stated criteria will invalidate the test results.

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

- Score all goals.
- Assign only scores of 2, 1, or 0.
- If you assess and score a goal 2, score all objectives under that goal 2 without assessing each objective.
- If you assess and score a goal 1 or 0, assess and score all associated objectives.
- If you assess and score a goal or objective 1, you must assign an A, I, or both:
  - Use A if the child requires some form of assistance to perform the item.
  - Use I if the child's performance of the skill is incomplete (partial performance or inconsistent use of the skill).
- Use Notes to assist in qualifying children's scores (optional but highly recommended). Notes are as follows: C = Conduct; M = Modification; Q = Quality; R = Report.
- Target column refers to identified IEP or IFSP goal. Check this box for every selected goal.

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

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5-pack of saddle-stitched forms (36 pages each)  
**Stock #: 55279    \$30.00**

**Ready-Set**

Date(s) completed: \_\_\_\_\_

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

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

Child's ID: \_\_\_\_\_

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

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

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

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

**DIRECTIONS:**

**REVIEW the administration information** beginning on page x of AEPs-3 Volume 2, Chapter 6. Review item criteria, illustrations, examples, and notes beginning on page x of AEPs-3 Volume 2, Chapter 3. Make sure you understand the methods for collecting child performance data and scoring procedures before using Ready-Set.

**RECORD the administration date and examiner's initials at the top.**

**OBSERVE the child and score items** by comparing the child's performance on each item with its stated criterion. Scoring items without using the stated criteria will invalidate the results.

**ENTER all item scores** in the Score column and notes in the Notes column. Follow these rules for scoring to obtain valid assessment results:

- Assign only scores of 2, 1, or 0.
- If you assess and score a goal 1, you must assign an A, I, or both:
  - Use A if the child requires some form of assistance to perform the item.
  - Use I if the child's performance of the skill is incomplete (partial performance or inconsistent use of the skill).
- Use Notes to assist in qualifying children's scores (optional but highly recommended). Notes are as follows: C = Conduct; M = Modification; Q = Quality; R = Report.
- Target column refers to identified IEP or IFSP goal. Check this box for every selected goal.

**RECORD the child's results at the end (Raw Score and Percent Score).** Also record comments as needed.

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**Family Report**

Date(s) completed: \_\_\_\_\_

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

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

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

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

Relationship to child: \_\_\_\_\_

Phone/text number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Preferred method(s) of contact: \_\_\_\_\_

Language(s) spoken at home: \_\_\_\_\_

Insert a picture (child or family photos or drawing), if desired.

**DIRECTIONS:**

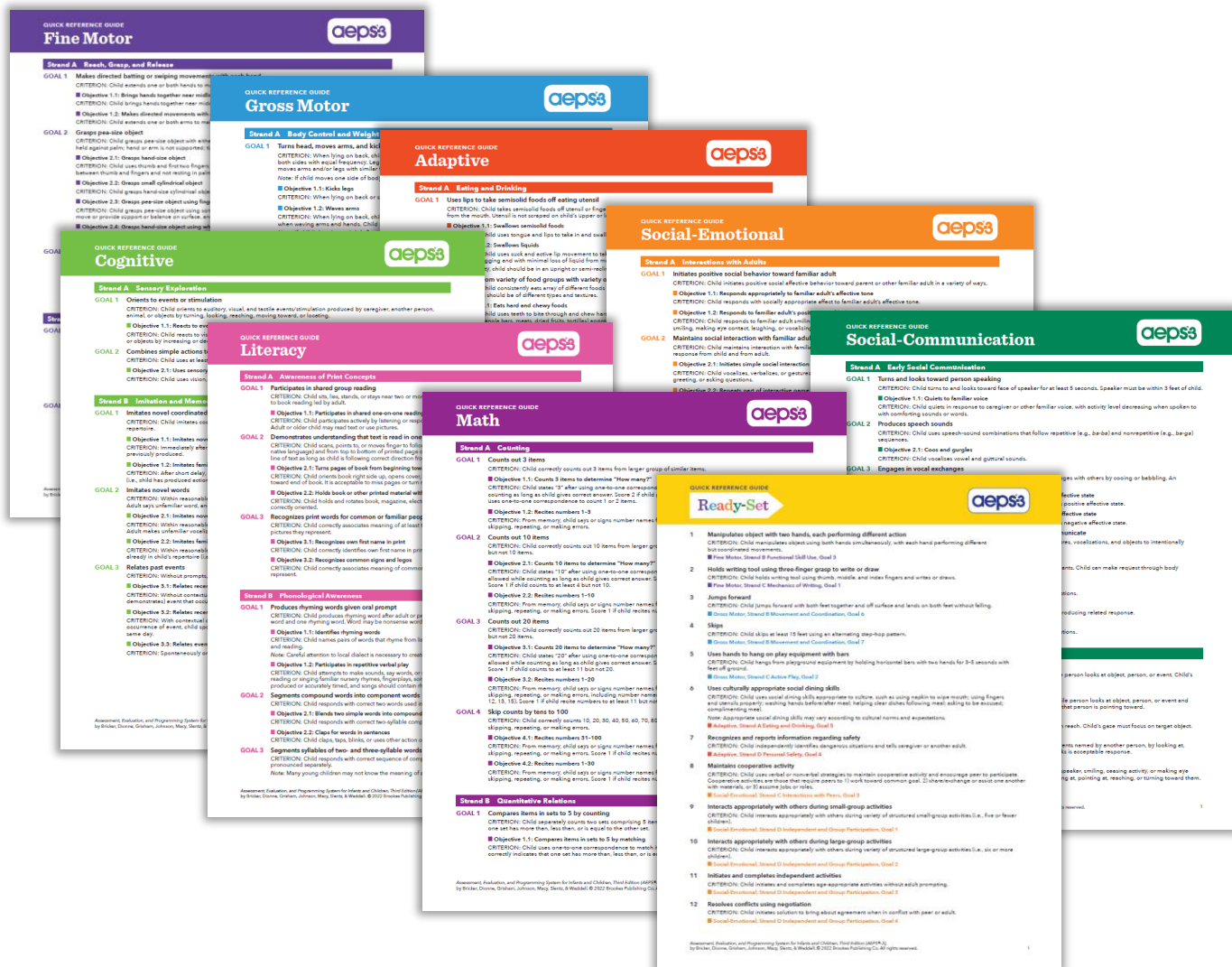
Your input is essential to targeting developmental skills that are important for your child. Section 1 asks general questions designed to help program staff get to know your child and family. Section 2 asks specific questions about daily routines and activities. You may complete this form independently or with assistance from program staff. Thank you for sharing this information, and please let us know if you have any questions.

**RECORD the child's results at the end (Raw Score and Percent Score).** Also record comments as needed.

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