



ALIGNMENT

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

WITH
Montana Early Learning Standards

Self-Efficacy

Standard 1.5: Children demonstrate a belief in their abilities.

a. Respond to attention	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
b. Smile at a mirrored image	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
c. Show likes and dislikes	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
d. Repeat an action to get an effect	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
e. Recognize self in a picture or mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
f. Accept and adjust when things do not go his way	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
g. Act as though her experiences and needs are a priority to everyone or can be generalized to everyone	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
h. Take risks to try new things	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
i. Exhibit independence	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways

Self-Regulation

Standard 1.6: Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.

a. Fuss or cry when hungry, tired, wet, or over-stimulated	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
b. Calm and relax when comforted	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
c. Develop increasing consistency in sleeping, eating, and waking patterns	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
d. Follow a few consistently set rules and routines	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
e. Rely on adults for reassurance and help in controlling feelings and behaviors	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
f. Strive for independence	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
g. Recognize own needs and take steps to fulfill them	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
h. Explore social cause and effect	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
i. Show empathy for others when he or she sees the consequences of his or her actions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
j. Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Expression of Emotions

Standard 1.7: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.

a. Release tension and get needs met by fussing, crying, babbling, yawning, laughing, or trembling	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
b. Calm self when upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
c. Shift attention away from a distressing event to manage emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
d. Use gestures, words, or facial expressions to communicate feelings and seek help in order to calm him or herself	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
e. Use words and dramatic play to describe, understand, and control impulses and feelings	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
f. Respond to another's emotional reactions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
g. Seek adult assistance for help resolving strong emotions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
h. Associate emotions with words and facial expressions and communicate his or her feelings	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
i. Express a deeper and wider range of emotions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
j. Modify behaviors and emotions based on the environment and situation	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Interaction with Adults

Standard 1.8: Children show trust, develop emotional bonds, and interact comfortably with adults.

a. Show preference for and seek comfort from a familiar adult	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
b. Establish and maintain positive interactions with caregivers	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
c. Demonstrate feeling safe with familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
d. Respond appropriately to familiar adults' greetings	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
e. Respond to requests made by familiar adults	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
f. Use pretend play as a way of making sense of relationships	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
g. Initiate and maintain interactions with adults using conversation or play	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
h. Express appropriate affection for significant adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
i. Seek adult affirmations	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior

Interaction with Peers

Standard 1.9: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.

a. Show interest in other children	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
b. Respond to the emotions and actions of other children	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
c. Interact with familiar peers	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
d. Play side by side with another child	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
e. Participate in turn-taking when assisted by an adult	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
f. React to another child's attempts to take away a toy, and look to an adult for assistance	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
g. Prefer certain playmates and develop warm bonds with peers	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
h. Negotiate play with small groups of children	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
i. Cooperate with others	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
j. Use problem-solving strategies when conflicts arise with peers	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

