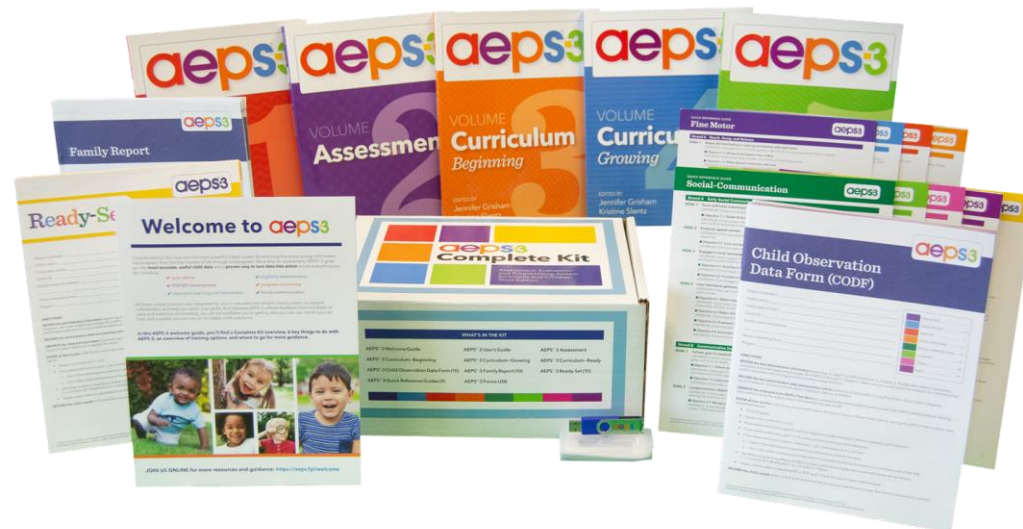
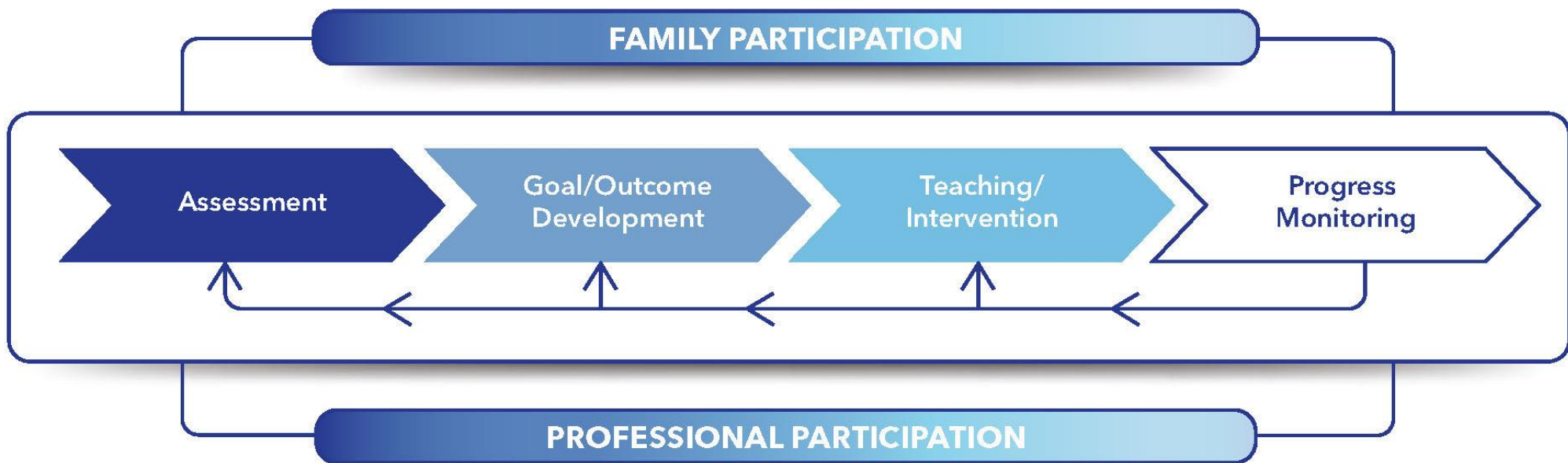


An Introduction to aeps[®]s3



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



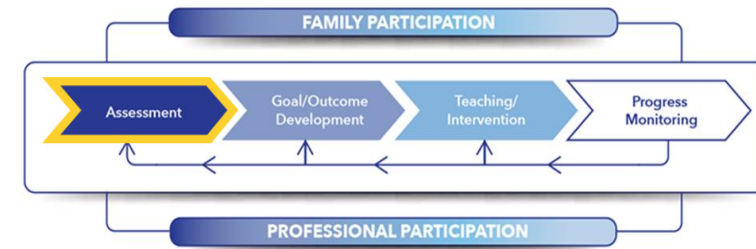
Math

- 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



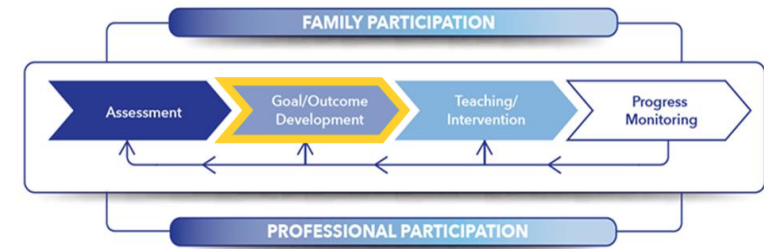
Step 1: Assessment

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

How AEPS-3 Works



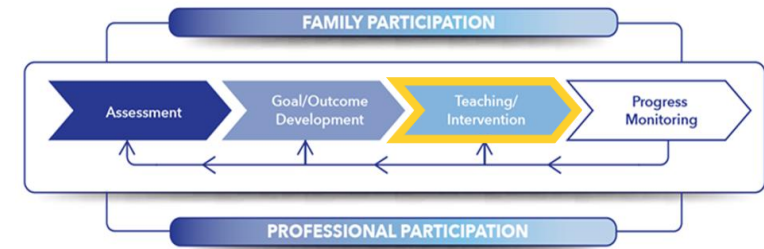
Step 2: Goal/Outcome Development

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

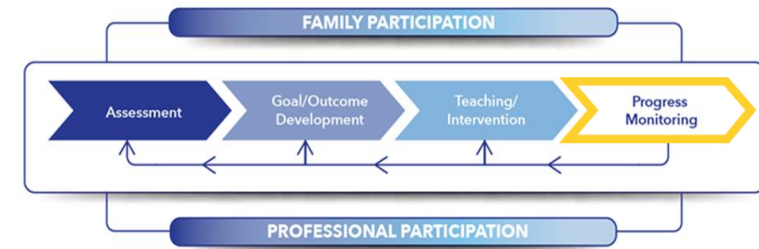
These are best practices for ALL young children, with attention to meeting learning outcomes within daily routines and activities of family life and early childhood classrooms while promoting positive adult-child relationships and peer interactions.

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.

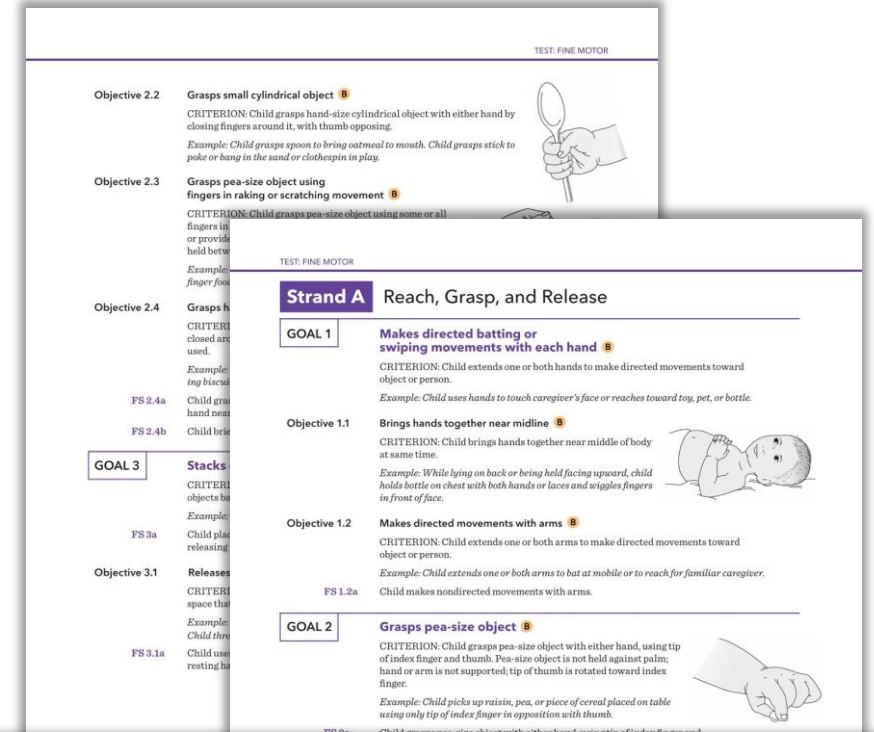
Area	Target	Score	Notes	Score	No
Care Routines					
as out all toileting functions	2	C M O R			C A O R
1 Indicates need to use toilet	2	C M O R			C M O R
2 Has bowel and bladder control	2	C M O R			C M O R
1 Indicates awareness of soiled and wet pants or diapers	2	C M O R			C I O R
and dries self	0	C 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

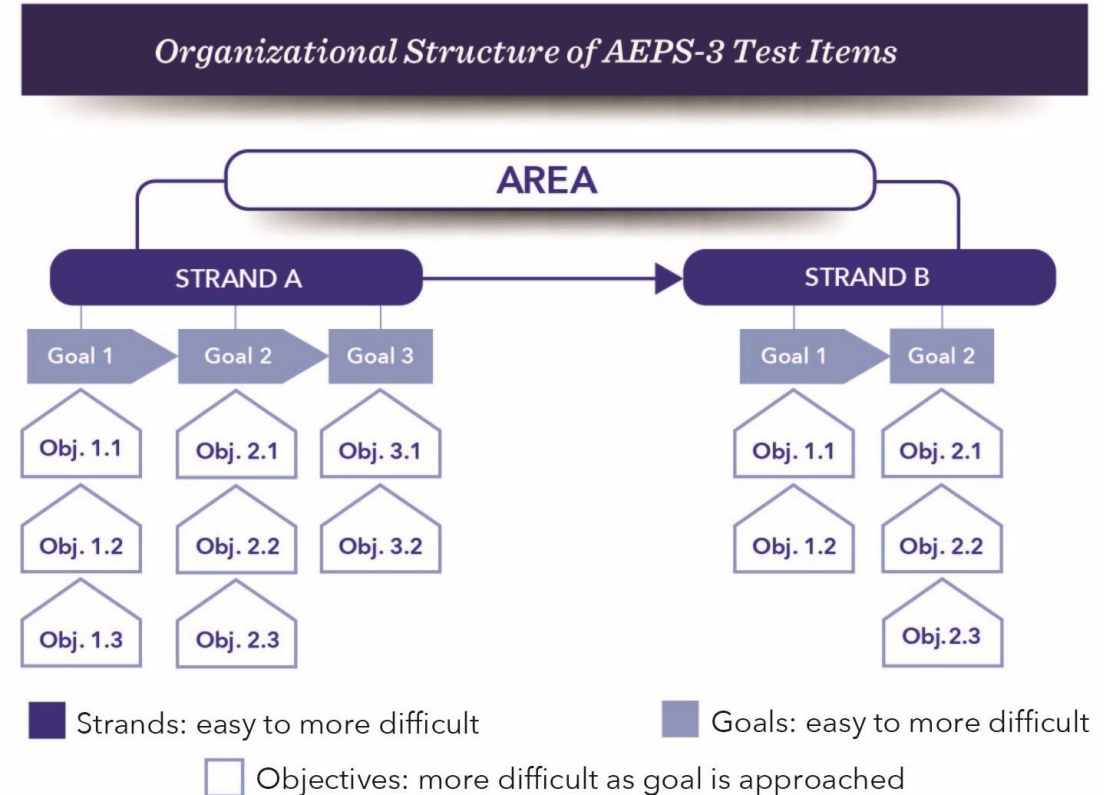
Makes directed batting or swiping movements with each hand **B**

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: _____

Ítem	Con el apoyo de un adulto	Con el apoyo de un adulto	Con el apoyo de un adulto	Con el apoyo de un adulto
Habilidad adquirida	La habilidad en progreso	La habilidad en progreso	La habilidad en progreso	La habilidad en progreso
2	1A = Con ayuda	1B = Con ayuda	1C = Con ayuda	1D = Con ayuda
	2A = Con ayuda/Incompleta	2B = Con ayuda/Incompleta	2C = Con ayuda/Incompleta	2D = Con ayuda/Incompleta
	3A = Con ayuda/Incompleta	3B = Con ayuda/Incompleta	3C = Con ayuda/Incompleta	3D = Con ayuda/Incompleta

A. Conocimiento de conceptos impresos

- Participa en lecturas compartidas en un grupo
 - Participa en lecturas compartidas entre él/ella y otra persona
- 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
 - Pasa las páginas desde el inicio/comienzo hacia el final del libro
 - Sostiene un libro u otro material impreso con las ilustraciones/ imágenes orientadas correctamente
- Reconoce palabras impresas de personas, objetos o imágenes que le resultan comunes o familiares
 - Reconoce su propio nombre de pila impreso
 - Reconoce símbolos y logotipos comunes

B. Conciencia fonológica

- Produce palabras que riman cuando se le da una indicación verbalmente
 - Identifica palabras que riman
 - Participa en juegos de repetición verbal
- Separa las palabras compuestas en palabras individuales
 - Combina dos palabras individuales en palabras compuestas
 - Aplauda por cada palabra en las oraciones
- Separa las sílabas de palabras que tienen dos y tres sílabas
 - Mezcla sílabas para crear palabras que tienen dos y tres sílabas
 - Aplauda por cada sílaba en palabras que tienen dos y tres sílabas
- Separa las palabras que tienen una estructura de CVC en sonidos individuales
 - Junta sonidos separados que tienen una estructura de CVC en palabras simples
 - Identifica sonidos en la mitad de palabras que tienen una estructura de CVC

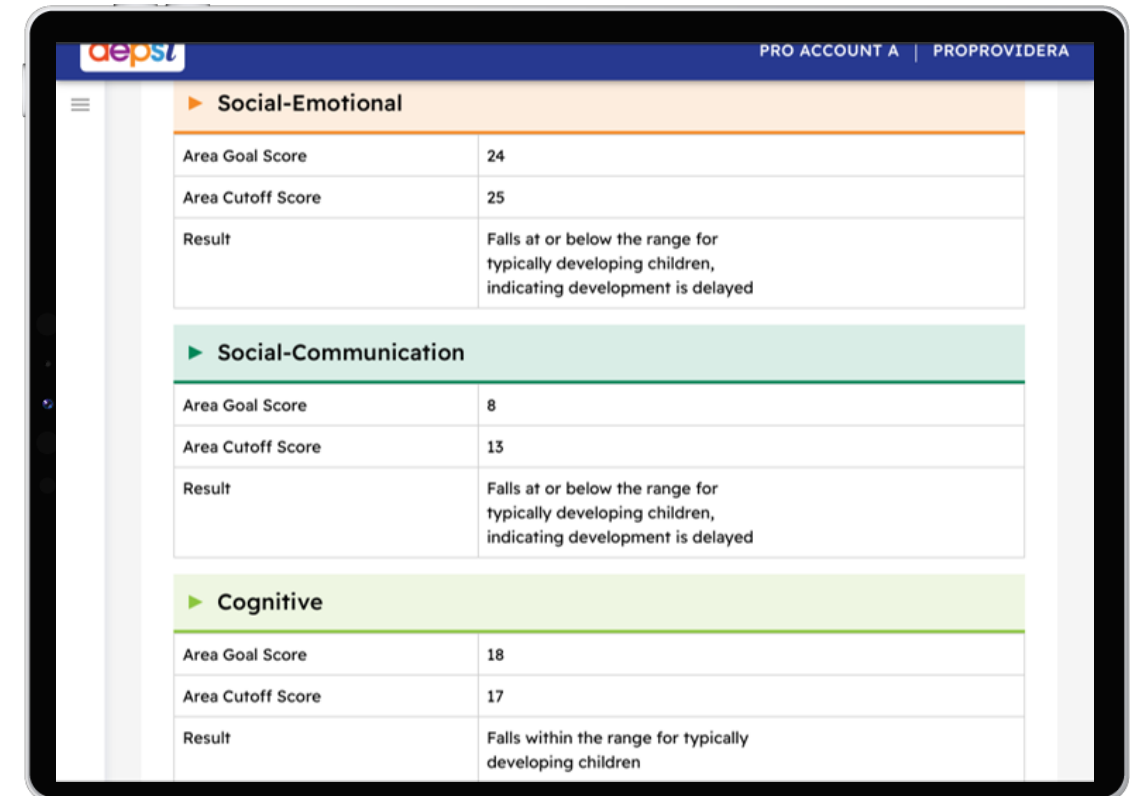
CHILD OBSERVATION DATA FORM
Literacy

Nombre: _____

Ítem	Emerging performance	No performance	Good performance	Excellent performance
1. Participates in shared group reading	1A = Assistance	1B = Assistance	1C = Assistance	1D = Assistance
1.1 Participates in shared one-on-one reading	1A = Assistance	1B = Assistance	1C = Assistance	1D = Assistance
2. Demonstrates understanding that text is read in one direction and from top to bottom of page	2A = Assistance	2B = Assistance	2C = Assistance	2D = Assistance
2.1 Turns pages of book from beginning toward end	2A = Assistance	2B = Assistance	2C = Assistance	2D = Assistance
2.2 Holds book or other printed material with pictures correctly oriented	2A = Assistance	2B = Assistance	2C = Assistance	2D = Assistance
3. Recognizes print words for common or familiar people, objects, or pictures	3A = Assistance	3B = Assistance	3C = Assistance	3D = Assistance
3.1 Recognizes own first name in print	3A = Assistance	3B = Assistance	3C = Assistance	3D = Assistance
3.2 Recognizes common signs and logos	3A = Assistance	3B = Assistance	3C = Assistance	3D = Assistance
4. Produces rhyming words given oral prompt	4A = Assistance	4B = Assistance	4C = Assistance	4D = Assistance
4.1 Identifies rhyming words	4A = Assistance	4B = Assistance	4C = Assistance	4D = Assistance
4.2 Participates in repetitive verbal play	4A = Assistance	4B = Assistance	4C = Assistance	4D = Assistance
5. Segments compound words into component words	5A = Assistance	5B = Assistance	5C = Assistance	5D = Assistance
5.1 Blends two simple words into compound words	5A = Assistance	5B = Assistance	5C = Assistance	5D = Assistance
5.2 Claps for words in sentences	5A = Assistance	5B = Assistance	5C = Assistance	5D = Assistance
6. Segments syllables of two- and three-syllable words	6A = Assistance	6B = Assistance	6C = Assistance	6D = Assistance
6.1 Blends syllables into two- and three-syllable words	6A = Assistance	6B = Assistance	6C = Assistance	6D = Assistance
6.2 Claps for each syllable in two- and three-syllable words	6A = Assistance	6B = Assistance	6C = Assistance	6D = Assistance
7. Segments CVC words into individual sounds	7A = Assistance	7B = Assistance	7C = Assistance	7D = Assistance
7.1 Blends separate CVC sounds into simple words	7A = Assistance	7B = Assistance	7C = Assistance	7D = Assistance
7.2 Identifies middle sounds in CVC words	7A = Assistance	7B = Assistance	7C = Assistance	7D = Assistance

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 Score of 25, with a result indicating delayed development. The Social-Communication section shows a Goal Score of 8 and a Cutoff Score of 13, also indicating delayed development. The Cognitive section shows a Goal Score of 18 and a Cutoff Score of 17, with a result indicating typical development.

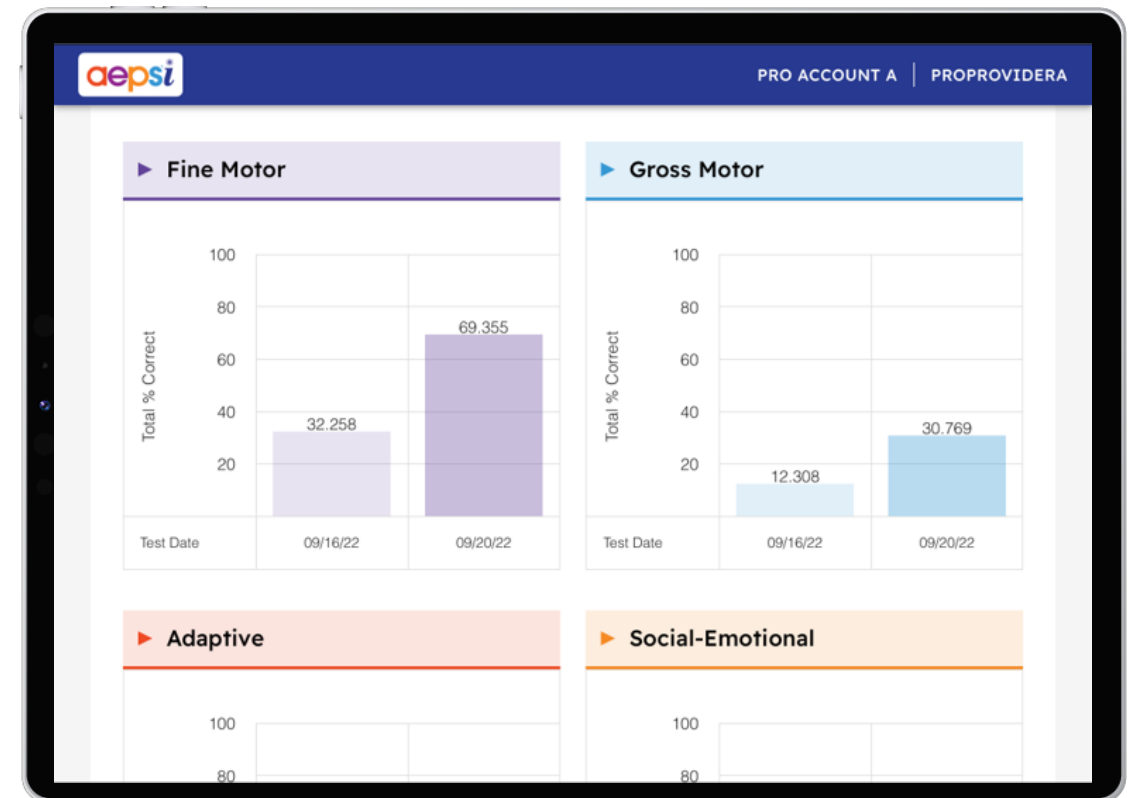
Social-Emotional	
Area Goal Score	24
Area Cutoff Score	25
Result	Falls at or below the range for typically developing children, indicating development is delayed

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 back. 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 move.
- Slowly move a pull-toy in front of the child and follow it.

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aeeps3

CENTER-BASED ASSESSMENT ACTIVITY
Blanket Play

Score Key		Note Key		Name:	Name:	Name:	Name:	Name:							
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report	DOB:	DOB:	DOB:	DOB:	DOB:							
Fine Motor															
A. Reach, Grasp, and Release				Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
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
1.1 Brings hands together near midline						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
Gross Motor															
A. Body Control and Weight Transfer				Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
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
1.1 Kicks legs						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
1.3 Turns head side to side						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
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
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
3. Rolls from back to stomach						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

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2

AEPS-3 Test

- Two forms for collecting data from families

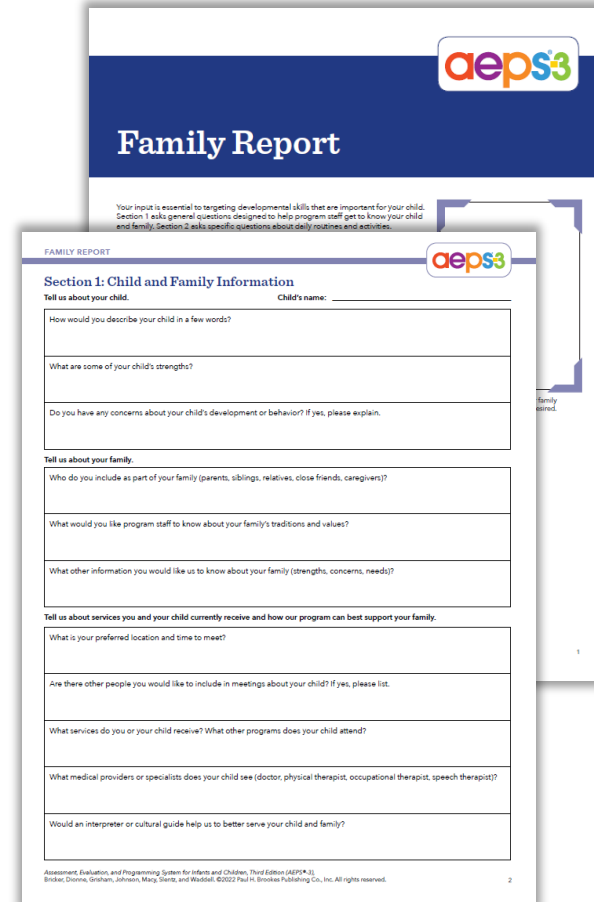
AEPS-3 Family Report

Child and family information and participation in activities

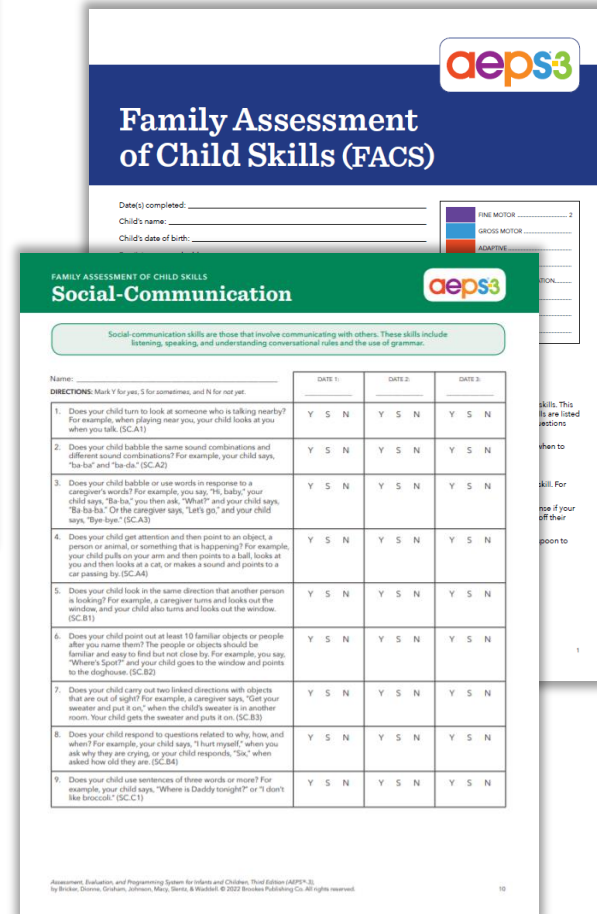
AEPS-3 Family Assessment of Child Skills

Child's developmental skills

- Available in English and Spanish



The image shows two overlapping forms. The top form is the 'Family Report' with the AEPS-3 logo. The bottom form is 'Section 1: Child and Family Information' with the AEPS-3 logo. It includes sections for 'Tell us about your child' (with fields for name, description, strengths, concerns, and family information) and 'Tell us about services you and your child currently receive' (with fields for location, time, other people, services, medical providers, and interpreter).



The image shows two overlapping forms. The top form is the 'Family Assessment of Child Skills (FACS)' with the AEPS-3 logo and a table for recording skills. The bottom form is the 'Social-Communication' assessment with the AEPS-3 logo and a table for recording social-communication skills. Both forms include instructions and a legend for 'FINE MOTOR', 'GROSS MOTOR', and 'ADAPTIVE' skills.

	DATE 1:	DATE 2:	DATE 3:
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)	Y S N	Y S N	Y S N
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)	Y S N	Y S N	Y S N
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)	Y S N	Y S N	Y S N
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)	Y S N	Y S N	Y S N
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)	Y S N	Y S N	Y S N
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)	Y S N	Y S N	Y S N
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)	Y S N	Y S N	Y S N
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, "Six," when asked how old they are. (SC.B4)	Y S N	Y S N	Y S N
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)	Y S N	Y S N	Y S N

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 form is titled "Ready-Set" and features the AEPS3 logo. It includes 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:". The form also contains "DIRECTIONS:" and "RECORD the administration date and examiner's initials at the end of the assessment." section. The tablet screen shows the "Ready-Set" interface with a "Fine Motor" section containing 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". Each item has a "Target" column with a checkbox, a "Score" column with a table of scores (2, 1A, 1I, 1AI, 0), a "Previous Score" column, a "Notes" column, and a "Comments" column. The "Gross Motor" section is also visible, starting with item "3. Jumps forward".

Ready-Set

aeeps3

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, Characteristics and scoring procedures before using Ready-Set.

RECORD the administration date and examiner's initials at the end of the assessment.

OBSERVE the child and score items by comparing the child's performance to the stated criteria. If the child's performance does not meet the criteria, the results are invalid.

ENTER all item scores in the Score column and notes in the Notes column.

Results:

- Assign only scores of 2, 1, or 0.
- If you assess and score a goal 1, you must assign an A, I, or AI.
- Use A if the child requires some form of assistance.
- Use I if the child's performance of the skill is incomplete.
- Use AI if the child's performance of the skill is incomplete and requires assistance.
- Use Notes to assist in qualifying children's scores (optional).
- M - Modification; Q - Quality; R - Report.
- Target column refers to identified IEP or IFSP goal. Check the box if the goal is met.

RECORD the child's results at the end (Raw Score and Percentile).

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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 1A = Assistance/ Incompletion)	No performance 0
		C = Correct M = Modification Q = Quality R = Report	

Name:	Name:	Name:	Name:	Name:								
DOB:	DOB:	DOB:	DOB:	DOB:								
Gross Motor												
B. Movement and Coordination												
6. Jumps forward	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
			C M Q R			C M Q R			C M Q R			C M Q R
7. Skips	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
			C M Q R			C M Q R			C M Q R			C M Q R
C. Active Play												
2. Uses hands to hang on play equipment with bars	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
			C M Q R			C M Q R			C M Q R			C M Q R
Social-Emotional												
D. Independent and Group Participation												
2. Interacts appropriately with others	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
			C M Q R			C M Q R			C M Q R			C M Q R
E. Meeting Social Expectations												
1. Meets observable physical needs in	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
			C M Q R			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	Target	Score	Notes
			C M Q R			C M Q R			C M Q R			C M Q R
Cognitive												
E. Scientific Discovery												
1. Expands simple observations and ex	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
			C M Q R			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	Target	Score	Notes
			C M Q R			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	Target	Score	Notes
			C M Q R			C M Q R			C M Q R			C M Q R
4. Transfers knowledge	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
			C M Q R			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 paint brush 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:

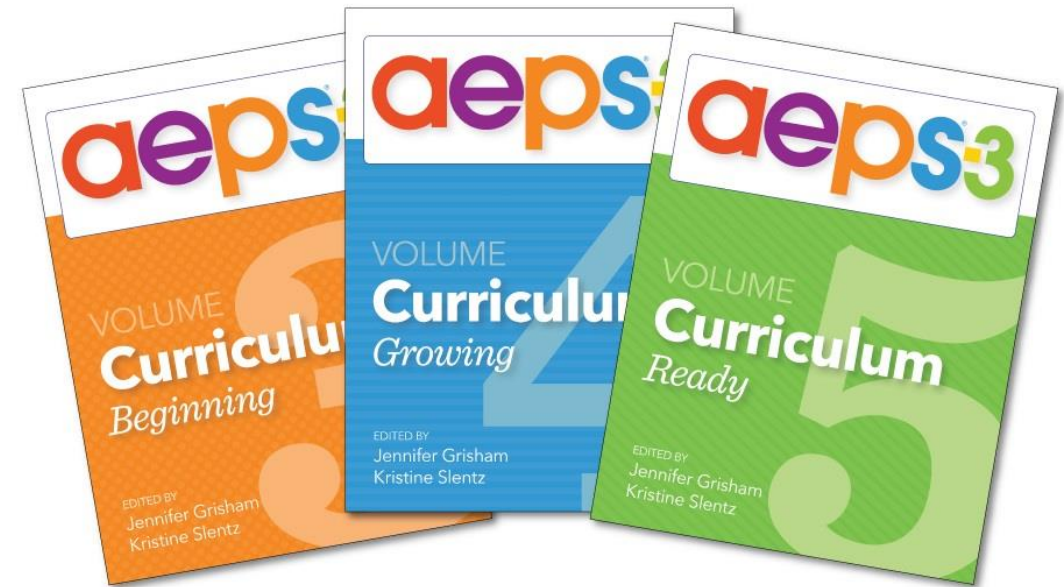
- Mark yes (Y) if your child uses the skill or action described. Also mark yes if your child previously was able to do the skill.
- Mark sometimes (S) if your child uses the skill or action sometimes or partially. Sometimes is an appropriate response if your child does not consistently use, partly uses,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



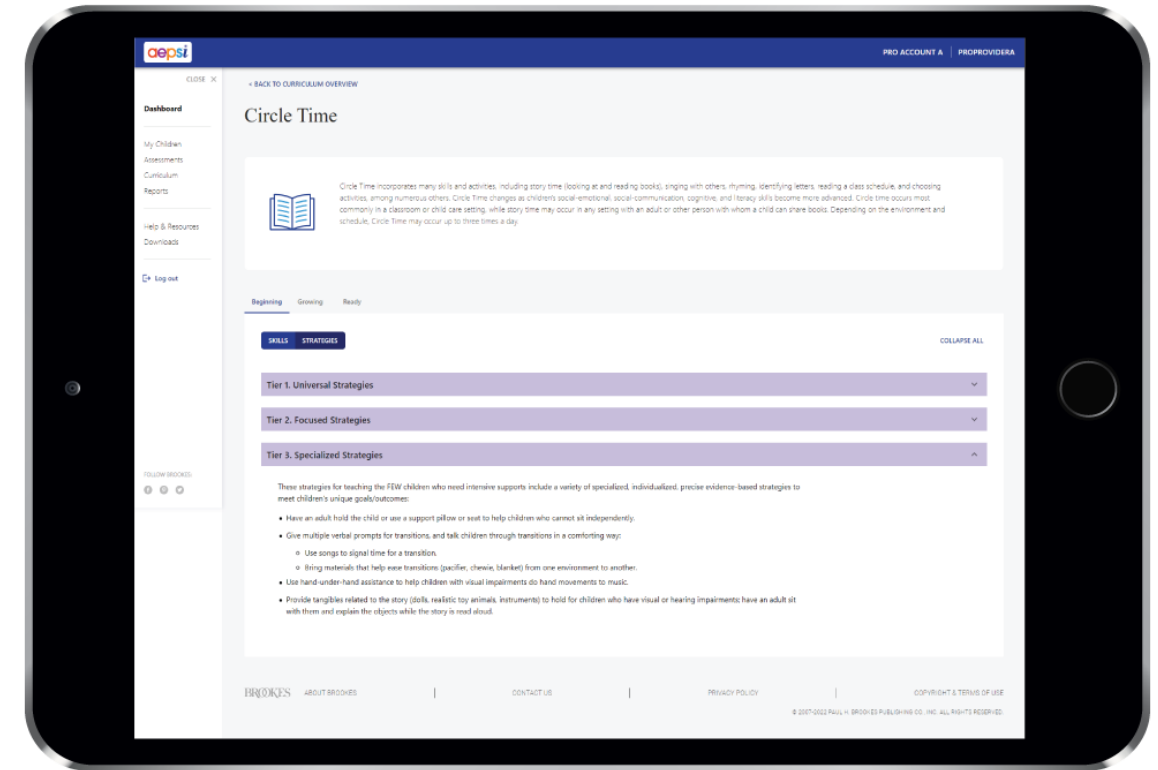
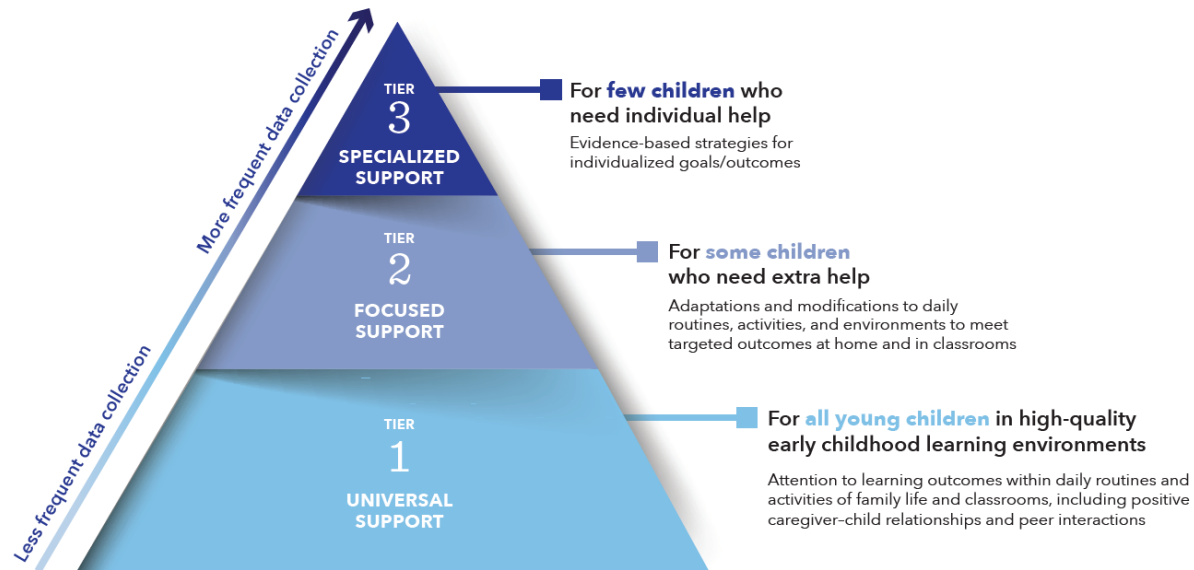
AEPS-3 Curriculum

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

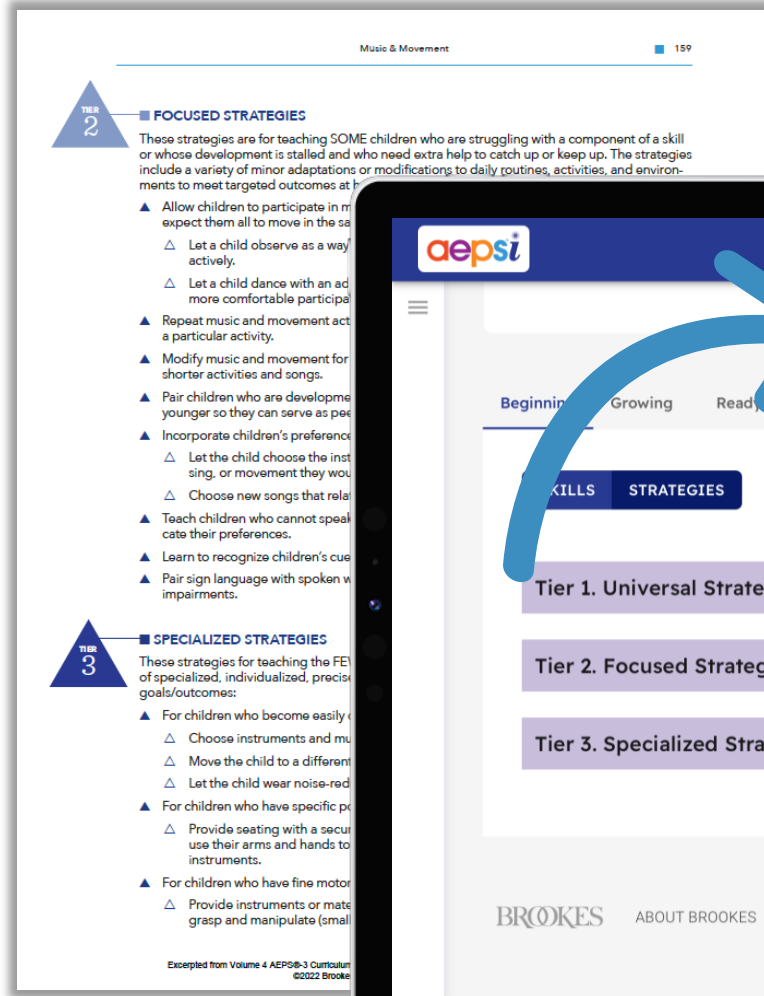
AEPS-3 Curriculum

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.

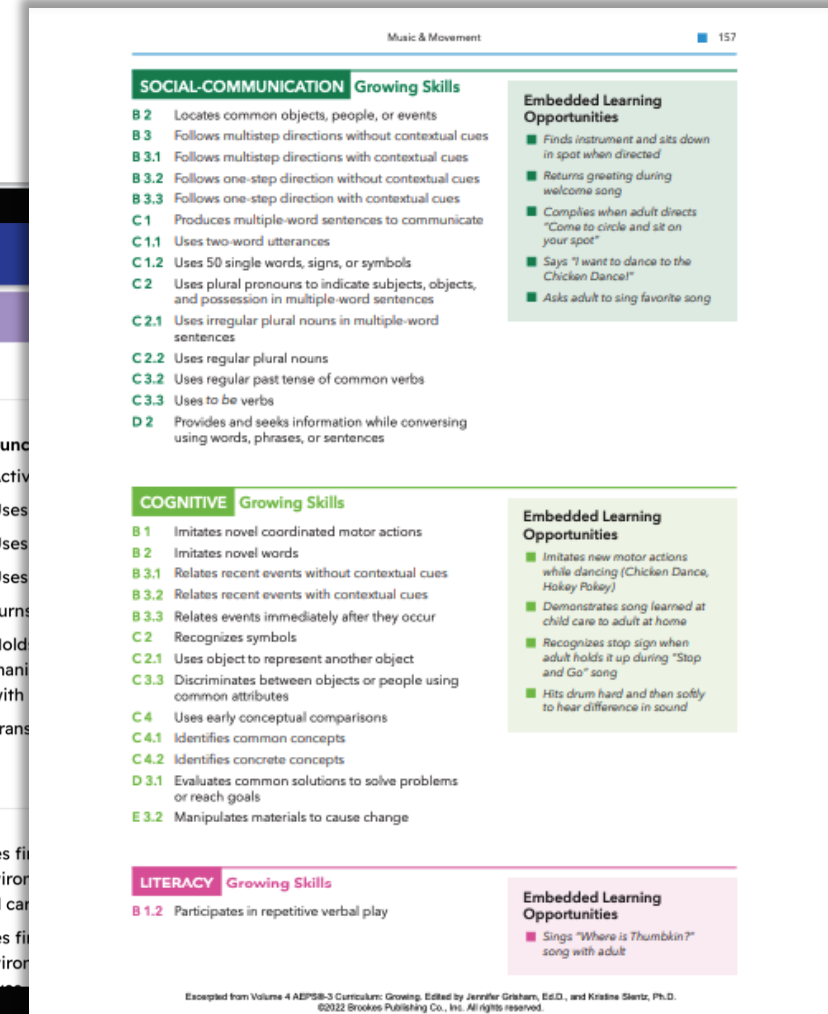
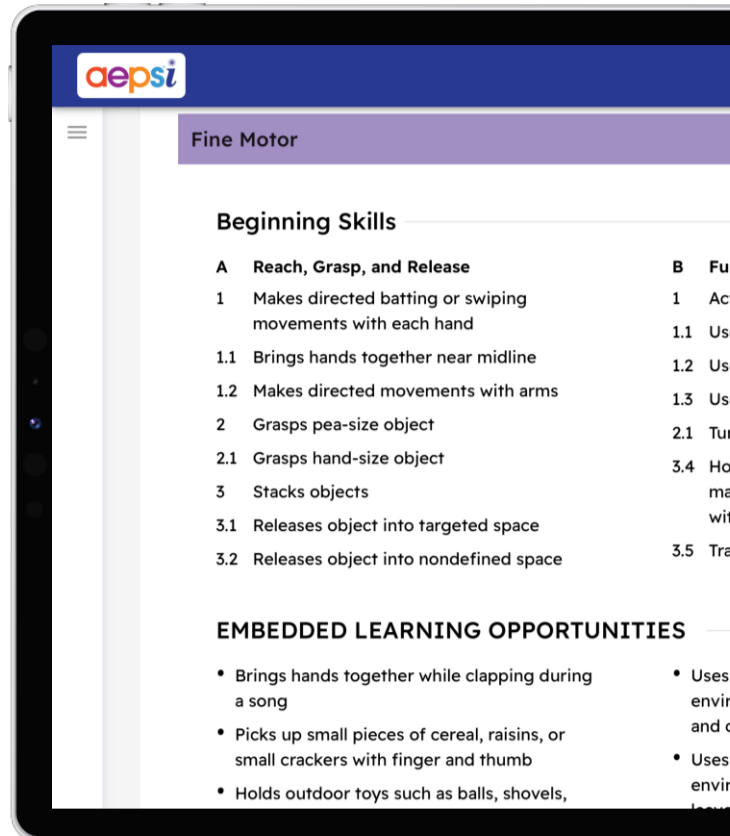
Active and outdoor play in the very early developmental level involves infants and children becoming more mobile to readily access and explore their environment. Sitting, cruising, crawling, standing, and walking are all skills that allow children to explore. Adults are responsible for providing safe 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

Gross Motor (continued)	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
AEPS-3 Test Item															
3. Walks avoiding people, furniture, or objects	G	G	G		G	G	G	G	G	G		G	G	G	G
3.1 Walks without support															
FS 3.1a Child walks unsupported for short distance and changes direction without falling.	B	B	B		B	B	B	B	B	B		B	B	B	
FS 3.1b Child walks unsupported for short distance without falling.	G	G	G		G	G	G	G	G	G		G	G	G	G
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															
FS 3.4a Child rises from sitting to standing position with support.	B	B	B		B					B		B			
4. Alternates feet going up and down stairs	G	G								G	G			G	G
FS 4a Child walks up and down stairs without support. Child does not alternate feet.															
4.1 Walks up and down stairs using support															
FS 4.1a Child walks up stairs holding rail or wall with one hand.	G	G								G	G			G	G
FS 4.1b Child walks up stairs using two-hand support.															
4.2 Moves up and down stairs															
FS 4.2a Child moves up stairs.	G	G					G			G	G			G	G
FS 4.2b Child climbs onto adult-size furniture (e.g., chair, couch, bed) or low play structure.															
4.3 Gets up and down from low structure															
FS 4.3a Child moves over obstacles.	G	G	G		G	G	G			G		G	G	G	G
FS 4.3b Child climbs onto low, stable structure (e.g., low step, raised platform).															
FS 4.3c Child climbs down from adult-size furniture (e.g., chair, couch, bed) or low play structure.															
5. Runs while avoiding people, furniture, or other objects															
FS 5a Child turns corner while running.	G	G								G				G	
FS 5b Child stops and starts again while running.															

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(page 8 of 42)

AEPSi



- Mobile-optimized online system for managing AEPS-3
- Electronic completion and automated scoring
- Shortens assessment time
- Robust reporting, including OSEP reports
- Easy access to the curriculum

Join a live demo: [**bpub.fyi/AEPSi-demo**](https://bpub.fyi/AEPSi-demo)

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

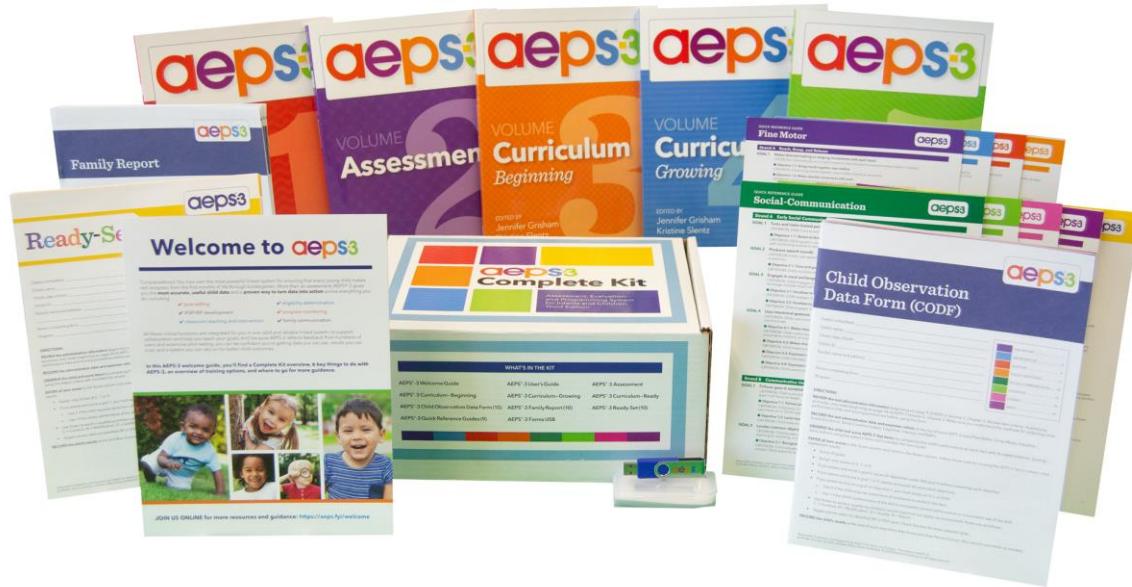
- Studies on AEPS-3 are currently being conducted in the United States, Canada, Spain, Kosovo, and more countries **throughout the world.**
- We look to our users—the educators, families, and professionals using the system on a daily basis—to **inform the future evolutions of AEPS.**



AEPS-3 Products

AEPS-3 Complete Kit

Everything you need to implement AEPS-3!

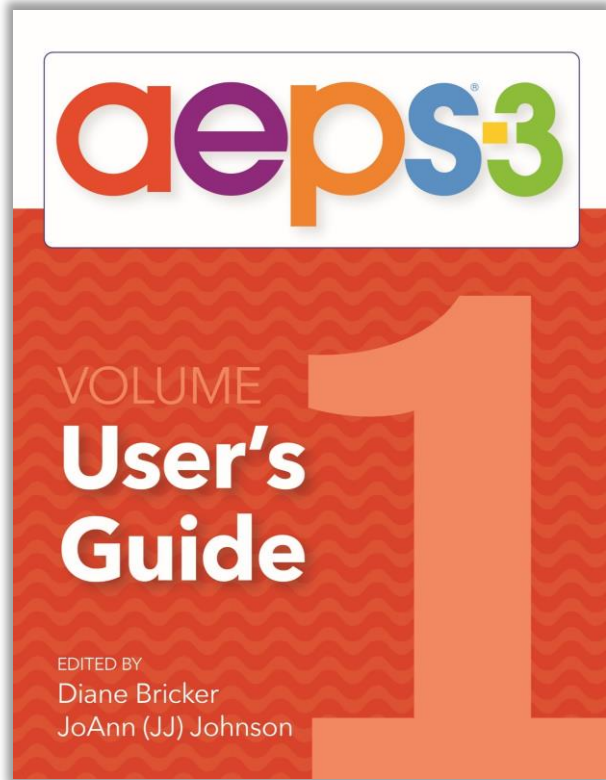


- 5 Volumes (User's Guide, Assessment, Curriculum–Beginning, Curriculum–Growing, Curriculum–Ready)
- Two 5-packs of Child Observation Data Form
- One 10-pack of Family Report
- One 10-pack of Ready-Set
- Pack of 9 Quick Reference Guides
- USB with AEPS-3 forms in English and Spanish, plus additional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

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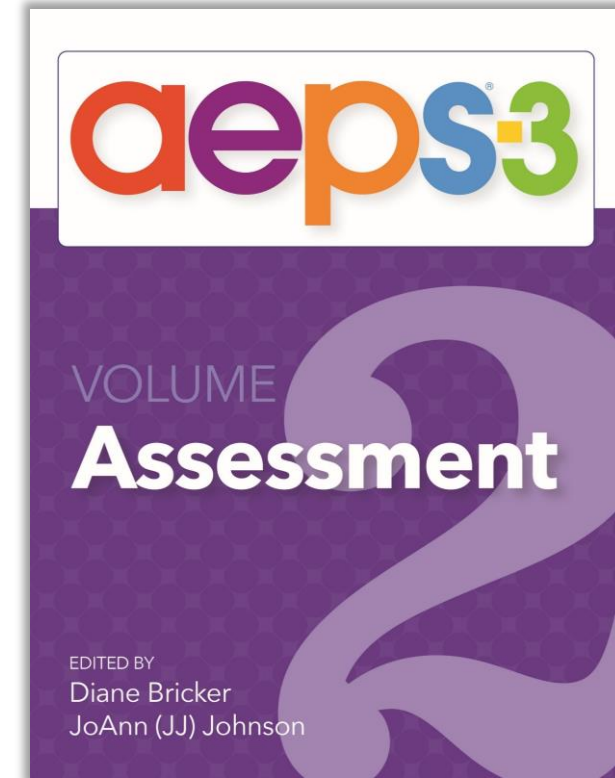
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Guidance for using the AEPS-3 system, supporting family engagement, and understanding AEPS-3 research

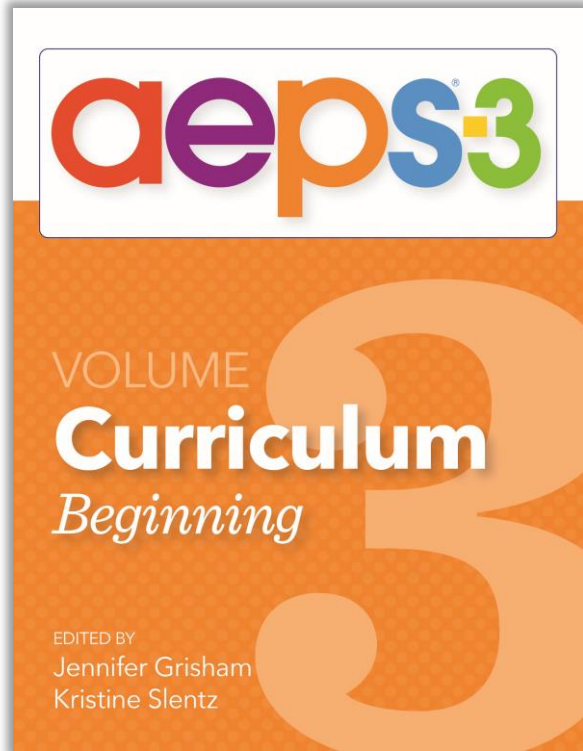
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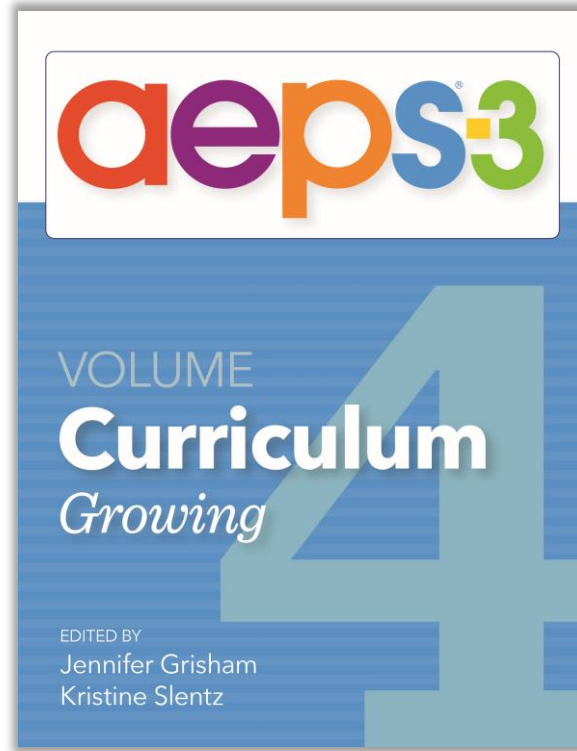
Overview of AEPS-3 Test and guidance on how to administer and score

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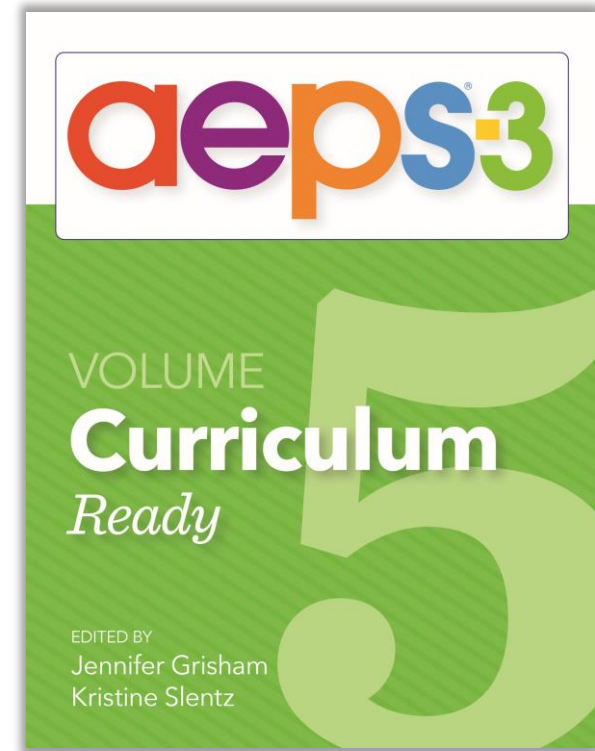
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English

Assessment Activities–Center-Based (10)
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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

The cover of the Child Observation Data Form (CODF) features the AEPS-3 logo at the top right. The title "Child Observation Data Form (CODF)" is prominently displayed in white text on a dark blue background. Below the title, there are fields for "Date(s) completed:", "Child's name:", "Child's date of birth:", "Child's ID:", "Family's name and address:", "Person completing form:", and "Program:". To the right of these fields is a color-coded legend for the AEPS-3 domains: FINE MOTOR (blue), GROSS MOTOR (orange), ADAPTIVE (green), SOCIAL-EMOTIONAL (red), SOCIAL-COMMUNICATION (purple), COGNITIVE (yellow), LITERACY (pink), and MATH (brown). Below the legend, the "DIRECTIONS:" section provides instructions on how to use the form, including reviewing test administration information, recording test administration data, observing the child, and entering item scores. At the bottom, it states "RECORD the child's results at the end of each area (Area Raw Score and Area Percent Score). Also record comments as needed."

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

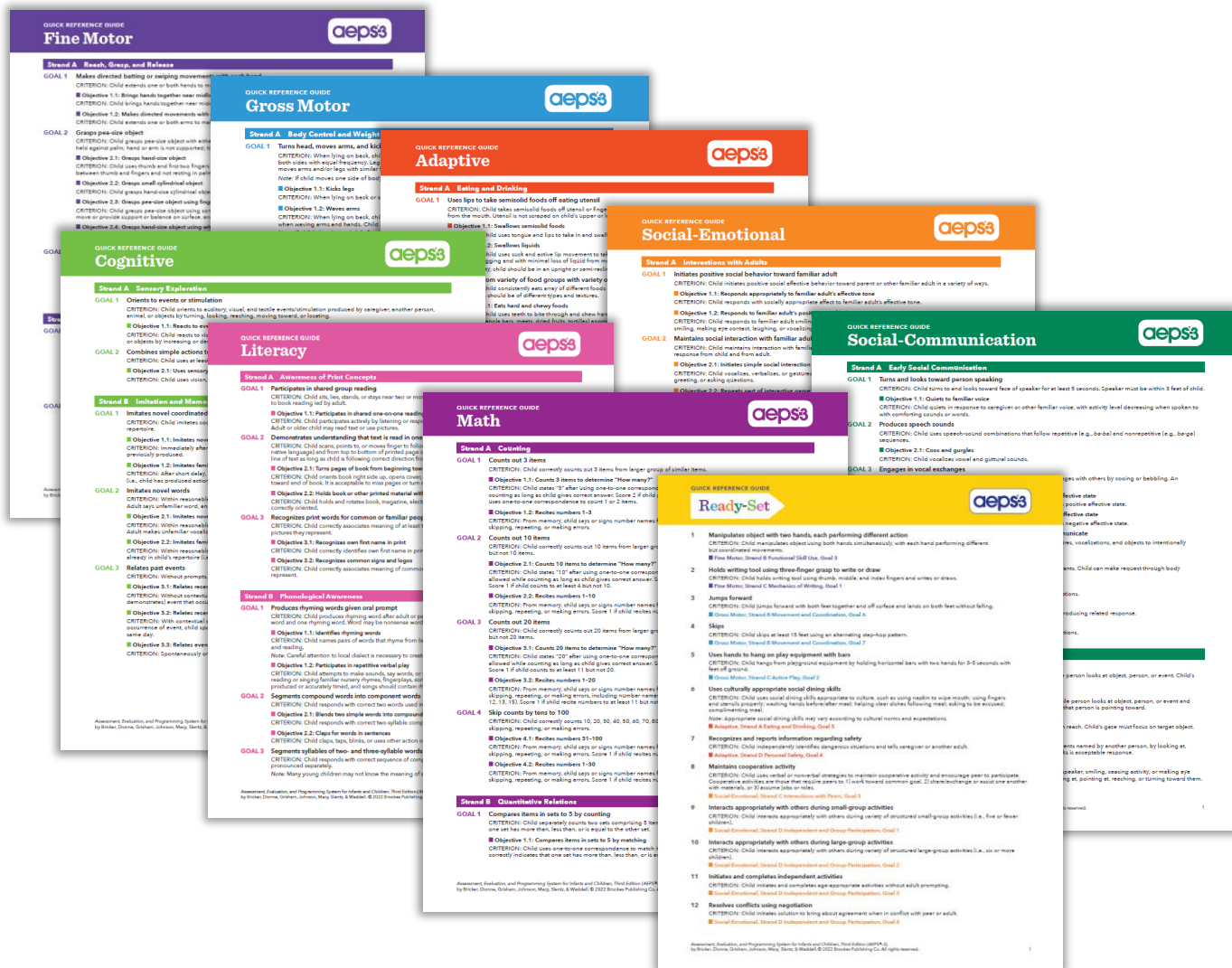
The cover of the Ready-Set form pack features the AEPS-3 logo at the top right. The title "Ready-Set" is prominently displayed in a large, colorful, stylized font. Below the title, there are fields for "Date(s) completed:", "Child's name:", "Child's date of birth:", "Child's ID:", "Family's name and address:", "Person completing form:", "Program:", and "Date testing/administration completed:". Below these fields, the "DIRECTIONS:" section provides instructions on how to use the form, including reviewing test administration information, recording test administration data, observing the child, and entering item scores. At the bottom, it states "RECORD the child's results at the end (Raw Score and Percent Score). Also record comments as needed."

10-pack of folded forms
(4 pages each)
Stock #: 55293 \$30.00

The cover of the Family Report form pack features the AEPS-3 logo at the top right. The title "Family Report" is prominently displayed in white text on a dark blue background. Below the title, there are fields for "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:", and "Language(s) spoken at home:". To the right of these fields is a large rectangular box with a dashed border and the text "Insert a picture (child or family photos or drawing), if desired." Below the box, the "DIRECTIONS:" section provides instructions on how to use the form, including reviewing test administration information, recording test administration data, observing the child, and entering item scores. At the bottom, it states "RECORD the child's results at the end (Raw Score and Percent Score). Also record comments as needed."

10-pack of saddle-stitched
forms (8 pages each)
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AEPS-3 Quick Reference Guides



- On-the-go guides provide all AEPS-3 Test items and criteria in clear, convenient format
- Pack includes 9 separate laminated guides, one for each developmental area and one for Ready-Set

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 - Provides 3-year certification with successful completion

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