

Crosswalk for the Assessment, Evaluation, and Programming System (AEPS®)  
for Infants and Children, *Second Edition*

<b>Name</b>	Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children, <i>Second Edition</i>
<b>Publisher</b>	Brookes Publishing
<b>Website Information</b>	<a href="http://www.brookespublishing.com/store/books/bricker-AEPS/index.htm">http://www.brookespublishing.com/store/books/bricker-AEPS/index.htm</a>
<b>Cost</b>	Volume 1: Administration Guide - \$65.00 Volume 2: Test Criteria for Birth to Three and Three to Six - \$75.00 Volume 3: Curriculum for Birth to Three - \$65.00 Volume 4: Curriculum for Three to Six - \$65.00
<b>Age range:</b>	Divided into two levels: Birth to 36 months and 36 to 72 months
<b>Purpose:</b>	To identify children’s strengths across developmental areas To identify functional goals and objectives for IFSPs/IEPs or other individualized plans To assist in planning and guiding intervention To monitor children’s progress  <i>NOTE:</i> The AEPS® can also be used during the eligibility process and can produce accountability data (e.g., for OSEP child outcome mandates)
<b>Areas included</b>	Fine Motor Gross Motor Adaptive Cognitive Social-Communication Social  <i>NOTE:</i> Addresses critical skills from content areas (e.g., Reading, Math, Science, Social Studies)
<b>Time to administer</b>	30 – 120 minutes  <i>NOTE:</i> Gathering information should be done across time and settings. The actual time to score the AEPS® varies depending upon familiarity with the AEPS®, the child being assessed, how many other team members are participating, and knowledge of typical development.
<b>Scored</b>	Teams score whether a child can independently meet the stated criteria, if the child needs assistance or can meet part of the stated criteria, or if the child can not yet perform or meet the stated criteria.
<b>Scores provided for</b>	Corroborating eligibility decisions, making IFSP/IEP and intervention decisions, monitoring child progress, and meeting accountability mandates

<b>Age norms</b>	No  <i>NOTE:</i> While the AEPS® does not produce standard scores or percentage delays, through the use of Item Response Analysis, teams can use the AEPS® to corroborate eligibility decisions and meet accountability mandates.
<b>Age range given for items</b>	No  <i>NOTE:</i> The focus of the AEPS® is on what is individually and developmentally appropriate for a given child within the context of his/her family/community.
<b>How frequently can it be given</b>	Optimally 4 times a year  <i>NOTE:</i> Assessment should be seen as ongoing versus a point in time.
<b>Standardized tasks</b>	No  <i>NOTE:</i> Planned/scripted authentic assessment activities have been developed for use during the eligibility process and to assist with assessing groups of children during daily activities and routines.
<b>Based on observation in natural settings</b>	Yes
<b>Based on information requested from parents and providers</b>	Yes
<b>Data provided on reliability</b>	Interrater (both researchers and providers) and test-re-test
<b>Data provided on validity</b>	Concurrent validity, treatment validity, and social validity
<b>Web-based data entry</b>	Yes (test version)
<b>Electronic scoring</b>	Yes (test version)
<b>Other languages</b>	Spanish, French, and Korean
<b>Who administers</b>	Teachers, home visitors, specialists, educational assistants, caregivers
<b>Training</b>	Not required, but encouraged given the many aspects and features of the System. On-site consultation or national workshops lasting 1-2 days are routinely provided. See Brookes on Location for more information ( <a href="http://www.brookespublishing.com/onlocation/topics/AEPS.htm">http://www.brookespublishing.com/onlocation/topics/AEPS.htm</a> ).

## Crosswalk between OSEP Child Outcomes and the AEPS® Birth to Three (Level I)

Outcome 1: Positive social-emotional skills	Outcome 2: Acquisition and use of knowledge and skills	Outcome 3: Appropriate behaviors to meet needs
<p><u>Cognitive</u></p> <ul style="list-style-type: none"> <li>Solves common problems</li> </ul> <p><u>Social-Communication</u></p> <ul style="list-style-type: none"> <li>Turns and looks toward person speaking</li> <li>Follows person’s gaze to establish joint attention</li> <li>Engages in vocal exchanges by babbling</li> <li>Gains person’s attention and refers to an object, person, and/or event</li> <li>Vocalizes to express affective states</li> <li>Recognizes own name</li> <li>Quiets to familiar voice</li> <li>Carries out two-step direction without contextual cues</li> </ul> <p><u>Social</u></p> <ul style="list-style-type: none"> <li>Responds appropriately to familiar adult’s affect</li> <li>Initiates and maintains interaction with familiar adult</li> <li>Initiates and maintains communicative exchange with familiar adult</li> <li>Uses appropriate strategies to self-soothe</li> <li>Participates in established social routines</li> <li>Initiates and maintains interaction with peer*</li> <li>Initiates and maintains communicative exchange with peer</li> </ul>	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>Orients picture book correctly and turns pages one by one</li> <li>Copies simple written shapes after demonstration</li> </ul> <p><u>Cognitive</u></p> <ul style="list-style-type: none"> <li>Orients to auditory, visual, and tactile events</li> <li>Imitates words not frequently used</li> <li>Retains objects when new object is obtained</li> <li>Uses an object to obtain another object</li> <li>Navigates large object around barriers</li> <li>Solves common problems</li> <li>Uses imaginary objects in play</li> <li>Categorizes like objects</li> <li>Demonstrates functional use of one-to-one correspondence</li> <li>Recognizes environment symbols (signs, logos, labels)</li> <li>Demonstrates functional use of reading materials</li> <li>Demonstrates use of common opposite concepts</li> <li>Repeats simple nursery rhymes</li> </ul> <p><u>Social-Communication</u></p> <ul style="list-style-type: none"> <li>Uses consistent word approximations</li> <li>Carries out two-step direction without contextual cues</li> <li>Uses 50 single words</li> <li>Uses two-word utterances</li> <li>Uses three-word utterances</li> </ul>	<p><u>Adaptive</u></p> <ul style="list-style-type: none"> <li>Uses tongue and lips to take in and swallow solid foods and liquids</li> <li>Bites and chews hard and chewy foods</li> <li>Drinks from cup and/or glass</li> <li>Eats with fork and/or spoon</li> <li>Transfers food and liquid between containers</li> <li>Initiates toileting</li> <li>Washes and dries hands</li> <li>Brushes teeth</li> <li>Undresses self</li> </ul> <p><u>Cognitive</u></p> <ul style="list-style-type: none"> <li>Correctly activates mechanical toy**</li> <li>Reproduces part of interactive game and/or action in order to continue game and/or action</li> <li>Retains objects when new object is obtained</li> </ul> <p><u>Social-Communication</u></p> <ul style="list-style-type: none"> <li>Engages in vocal exchanges by babbling</li> <li>Gains person’s attention and refers to an object, person, and/or event</li> <li>Uses consistent word approximations</li> <li>Uses 50 single words</li> <li>Uses two-word utterances</li> <li>Uses three-word utterances</li> </ul> <p><u>Social</u></p> <ul style="list-style-type: none"> <li>Meets observable physical needs in socially appropriate ways</li> <li>Participates in established social routines</li> </ul>

\*Excluded Objective 1.5 Entertains self by playing appropriately with toys

\*\* Excluded Objective 1.1 Correctly activates simple toy and Objective 1.2 Acts on mechanical and/or simple toy in some way

## Crosswalk between OSEP Child Outcomes and the AEPS® Three to Six (Level II)

Outcome 1: Positive social-emotional skills	Outcome 2: Acquisition and use of knowledge and skills	Outcome 3: Appropriate behaviors to meet needs
<p><u>Cognitive</u></p> <ul style="list-style-type: none"> <li>• Follows directions of three or more related steps that are not routinely given</li> <li>• Evaluates solutions to problems</li> <li>• Makes statements and appropriately answers questions that require reasoning about objects, situations, or people</li> <li>• Engages in cooperative, imaginary play</li> <li>• Engages in games with rules</li> </ul> <p><u>Social-Communication</u></p> <ul style="list-style-type: none"> <li>• Uses conversational rules</li> <li>• Establishes and varies social-communicative roles</li> </ul> <p><u>Social</u></p> <ul style="list-style-type: none"> <li>• Interacts with others as play partners</li> <li>• Initiates cooperative activity</li> <li>• Resolves conflicts by selecting effective strategy</li> <li>• Initiates and completes age-appropriate activities</li> <li>• Watches, listens, and participates during <b>small</b> group activities</li> <li>• Watches, listens, and participates during <b>large</b> group activities</li> <li>• Follows context-specific rules outside home and classroom</li> <li>• Understands how own behaviors, thoughts, feelings relate to consequences for others</li> </ul>	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>• Prints pseudo-letters</li> <li>• Prints first name</li> </ul> <p><u>Cognitive</u></p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of color, shape, and size concepts</li> <li>• Demonstrates understanding of qualitative and quantitative concepts</li> <li>• Demonstrates understanding of spatial and temporal relations concepts</li> <li>• Groups objects, people, or events on the basis of specified criteria</li> <li>• Follows directions of three or more related steps that are not routinely given</li> <li>• Places objects in series according to length or size</li> <li>• Retells event in sequence</li> <li>• Recalls events that occurred on same day, without contextual cues</li> <li>• Evaluates solutions to problems</li> <li>• Makes statements and appropriately answers questions that require reasoning about objects, situations, or people</li> <li>• Engages in cooperative, imaginary play</li> <li>• Engages in games with rules</li> <li>• Counts at least 20 objects</li> <li>• Demonstrates understanding of printed numerals</li> <li>• Demonstrates phonological awareness skills</li> <li>• Uses letter-sound associations to sound out and write words</li> <li>• Reads words by sight</li> </ul> <p><u>Social-Communication</u></p> <ul style="list-style-type: none"> <li>• Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions</li> <li>• Uses conversational rules</li> <li>• Establishes and varies social-communicative roles</li> <li>• Uses verbs</li> <li>• Uses noun inflections</li> <li>• Asks questions</li> <li>• Uses pronouns</li> <li>• Uses descriptive words</li> </ul>	<p><u>Adaptive</u></p> <ul style="list-style-type: none"> <li>• Eats and drinks a variety of foods using appropriate utensils with little or no spilling</li> <li>• Prepares and serves food</li> <li>• Carries out all toileting functions</li> <li>• Washes and grooms self</li> <li>• Unfastens fasteners on garments</li> <li>• Selects appropriate clothing and dresses self at designated times</li> <li>• Fastens fasteners on garments</li> </ul> <p><u>Social-Communication</u></p> <ul style="list-style-type: none"> <li>• Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions</li> <li>• Asks questions</li> </ul> <p><u>Social</u></p> <ul style="list-style-type: none"> <li>• Meets physical needs in socially appropriate ways</li> <li>• Follows context-specific rules outside home and classroom</li> <li>• Communicates personal likes and dislikes</li> </ul>