

CROSSWALK FOR



Real Progress for Every Child

AND EARLY INTERVENTION EVERY DAY!

Organized by developmental domain, this crosswalk shows you which critical skills addressed in *Early Intervention Every Day!* correspond with curricular objectives in the AEPS® Birth to Three curriculum. (See the last page for more information on both products.)

SOCIAL SKILLS

Skill in Early Intervention Every Day!	Corresponding skills in AEPS® Social Area
Being calm and regulated	<ul style="list-style-type: none"> • A, 2.3: Uses familiar adults for comfort, closeness, or physical comfort • B, 1.2: Uses appropriate strategies to self-soothe • B, 1.1: Meets internal physical needs of hunger, thirst, and rest • B, 1: Meets observable physical needs in socially appropriate ways
Encouraging independent play skills	<ul style="list-style-type: none"> • C, 1.5: Entertains self by playing appropriately with toys
Peer interaction	<ul style="list-style-type: none"> • C, 1.4: Observes peers • C, 1.3: Plays near one or two peers • C, 1.2: Responds appropriately to peer's social behavior • C, 1.1: Initiates social behavior toward peer • C, 1: Initiates and maintains interaction with peer • C, 2.2: Responds to communication from peer • C, 2.1: Initiates communication with peer • C, 2: Initiates and maintains communicative exchange with peer

SOCIAL-COMMUNICATION SKILLS

Skill in Early Intervention Every Day!	Corresponding skills in AEPS® Social-Communication Area
Encouraging listening and attention	<ul style="list-style-type: none"> • A, 1: Turns and looks toward person speaking • C, 1.4: Recognizes own name • C, 1.3: Locates common objects, people, and/or events with contextual cues • C, 1.2: Locates common objects, people, and/or events in unfamiliar pictures • C, 1.1: Locates common objects, people, and/or events in familiar pictures
Turning to name	<ul style="list-style-type: none"> • C, 1.4: Recognizes own name
Demonstrating, understanding of words	<ul style="list-style-type: none"> • C, 1.4: Recognizes own name • C, 1.3: Locates common objects, people, and/or events with contextual cues • C, 1.2: Locates common objects, people, and/or events in familiar pictures • C, 1.1: Locates common objects, people, and/or events in unfamiliar pictures
Following directions	<ul style="list-style-type: none"> • C, 2.3: Carries out one-step direction with contextual cues • C, 2.2: Carries out one-step directions without contextual cues • C, 2.1: Carries out two-step directions with contextual cues • C, 2: Carries out two-step directions without contextual cues
Cooing and vocalizing	<ul style="list-style-type: none"> • A, 3.1: Engages in vocal exchanges by cooing • B, 2.3: Vocalizes to express affective states
Making vowel and early consonant sounds	<ul style="list-style-type: none"> • B, 2.4: Vocalizes open syllables • A, 3: Engages in vocal exchanges by babbling • B, 2.2: Uses nonspecific consonant-vowel combinations and/or jargon • B, 2.1: Uses consistent consonant-vowel combinations
Using gestures	<ul style="list-style-type: none"> • B, 1.4: Uses gestures and/or vocalizations to protest actions and/or reject objects or people • B, 1.3: Gestures and/or vocalizes to greet others • B, 1.2: Points to an object, person, and/or event • B, 1.1: Responds with a vocalization and gesture to simple questions
Using first words	<ul style="list-style-type: none"> • D, 1.5: Uses 3 proper names • D, 1: Uses 50 single words
Using different types of words	<ul style="list-style-type: none"> • D 1.4: Uses 15 object and/or event labels • D, 1.3: Uses 2 pronouns • D, 1.2: Uses 5 action words • D, 1.1: Uses 5 descriptive words
Using phrases and sentences	<ul style="list-style-type: none"> • D, 2.6: Uses two-word utterances to express negation • D, 2.5: Uses two-word utterances to express recurrence • D, 2.4: Uses two-word utterances to describe objects, people, and/or events • D, 2.3: Uses two-word utterances to express location • D, 2.2: Uses two-word utterances to express possession • D, 2.1: Uses two-word utterances to express agent-action, action-object, and agent-object • D, 3.4: Uses three-word agent-action-object utterances • D 3.3: Uses three-word action-object-location utterances • D, 3.1: Uses three-word negative utterances
Asking questions	<ul style="list-style-type: none"> • D, 3.2: Asks questions
Poking and pointing	<ul style="list-style-type: none"> • B, 1.2: Points to an object, person, or event

COGNITIVE SKILLS

Skill in Early Intervention Every Day!	Corresponding skills in AEPS® Cognitive Area
Encouraging listening and attention	<ul style="list-style-type: none"> • A, 1: Orients to auditory, visual, and tactile events
Cause and effect and using movements to continue an activity	<ul style="list-style-type: none"> • C, 1.3: Indicates interest in simple and/or mechanical toy • C, 1.2: Acts on mechanical and/or simple toy in some way • C, 1.1: Correctly activates simple toy • C, 1: Correctly activates mechanical toy
Object permanence	<ul style="list-style-type: none"> • B, 2.3: Reacts when object or person is hidden from view • B, 2.2: Locates object and/or person partially hidden while child is watching • B, 2.1: Locates object and/or person hidden while child is watching • B, 2: Locates object in latter of two successive hiding places
Imitation of actions with objects and with the body	<ul style="list-style-type: none"> • D, 1.1: Imitates motor action that is commonly used • D, 1: Imitates motor action that is not commonly used
Functional use of objects	<ul style="list-style-type: none"> • F, 1.2: Uses functionally appropriate actions on different objects
Preliteracy	<ul style="list-style-type: none"> • G, 3.1: Labels familiar people, actions, objects, and events in pictures • G, 3: Recognizes environmental symbols (signs, logos, labels) • G, 4.3: Sits and attends to entire story during shared reading time • G, 4.2: Makes comments and asks questions while looking at picture books • G, 4.1: Orally fills in or completes familiar text while looking at picture books • G, 4: Demonstrates functional use of reading materials
Pretend Play	<ul style="list-style-type: none"> • F, 1.1: Uses representational actions with objects • F, 1: Uses imaginary objects in play
Matching and sorting	<ul style="list-style-type: none"> • G, 1.3: Matches pictures and/or objects • G, 1.2: Groups objects according to size, shape, and/or color • G, 1.1: Groups functionally related objects • G, 1: Categorizes like objects
Problem solving	<ul style="list-style-type: none"> • E, 1.2: Retains object • E, 1.1: Retains 1 object when second object is retained • E, 1: Retains objects when new object is obtained • E, 2.1: Uses part of object and/or support to obtain another object • E, 2: Uses an object to obtain another object • E, 3.2: Moves around barrier to change location • E, 3.1: Moves barrier or goes around barrier to obtain object • E, 3: Navigates large object around barrier • E, 4.1: Uses more than one strategy in attempt to solve common problems • E, 4: Solves common problems
Concept development	<ul style="list-style-type: none"> • G, 1.2: Groups objects according to size, shape, and/or color • G, 2.1: Demonstrates concept of one • G, 2: Demonstrates functional use of one-to-one correspondence
Using gestures	<ul style="list-style-type: none"> • C, 2.1: Indicates desire to continue familiar game and/or action
Visual fixation and attention	<ul style="list-style-type: none"> • A, 1.2: Orients to visual events • B, 1.2: Focuses on object and/or person
Visual tracking	<ul style="list-style-type: none"> • B, 1.1: Visually follows object and/or person to point of disappearance

GROSS MOTOR

Skill in Early Intervention Every Day!	Corresponding skills in AEPS® Gross Motor Area
Tummy time	<ul style="list-style-type: none"> A, 1: Turns head, moves arms, and kicks legs independent of each other
Rolling	<ul style="list-style-type: none"> A, 2.2: Rolls from stomach to back A, 2.1: Rolls from back to stomach A, 2: Rolls by turning segmentally from stomach to back and back to stomach
Sitting	<ul style="list-style-type: none"> B, 1.5: Sits balanced using hands for support B, 1.4: Sits balanced without support
Commando crawling	<ul style="list-style-type: none"> A, 3.3: Crawls forward on stomach
Crawling on hands and knees	<ul style="list-style-type: none"> A, 3: Creeps forward using alternating arm and leg movements
Moving in and out of sitting	<ul style="list-style-type: none"> B, 1.1: Assumes hands and knees position from sitting
Pulling to stand	<ul style="list-style-type: none"> C, 2.2: Pulls to standing position
Cruises	<ul style="list-style-type: none"> C, 1.5: Cruises
Standing unsupported	<ul style="list-style-type: none"> C, 1.4: Stands unsupported C, 2: Stoops and regains balanced position without support C, 2.1: Rises from sitting position to standing position
Walking	<ul style="list-style-type: none"> C, 1.3: Walks with two-hand support C, 1.2: Walks with one-hand support C, 1.1: Walks without support C, 1: Walks avoiding obstacles
Running	<ul style="list-style-type: none"> C, 3.2: Walks fast C, 3.1: Runs C, 3: Runs avoiding obstacles
Riding toys	<ul style="list-style-type: none"> D, 2.1: Pushes riding toy with feet while steering D, 2: Pedals and steers tricycle
Navigating stairs	<ul style="list-style-type: none"> C, 4.2: Moves up and down steps C, 4.1: Walks up and down steps using two-hand support C, 4: Walks up and down stairs
Ball play	<ul style="list-style-type: none"> D, 3.4: Rolls ball at target D, 3.3: Throws ball or similar object at target D, 3.2: Kicks ball or similar object D, 3.1: Catches ball or similar object D, 3: Catches, kicks, throws, and rolls ball or similar object
Jumping	<ul style="list-style-type: none"> D, 1.2: Jumps from low surface D, 1.1: Jumps up D, 1: Jumps forward
Climbing	<ul style="list-style-type: none"> D, 4: Climbs up and down play equipment

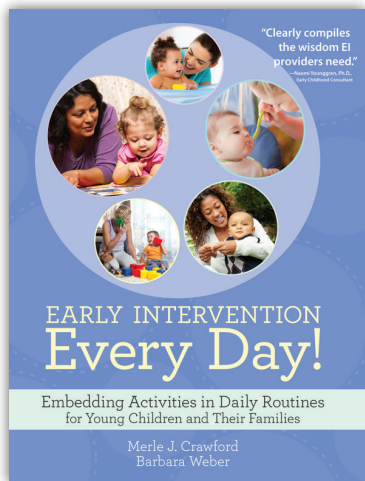
FINE MOTOR

Skill in Early Intervention Every Day!	Corresponding skills in AEPS® Fine Motor Area
Preliteracy	<ul style="list-style-type: none"> • B, 4.2: Turns/holds picture book right side up • B, 4.1: Turns pages of books • B, 4: Orients picture book correctly and turns pages one by one
Batting and reaching	<ul style="list-style-type: none"> • A, 1.2: Makes nondirected movements with each arm • A, 1.1: Makes directed batting and/or swiping movements with each hand
Transferring from hand to hand	<ul style="list-style-type: none"> • A, 2.1: Transfers objects from one hand to another
Releasing	<ul style="list-style-type: none"> • A, 5.4: Releases hand-held object with each hand • A, 5.3: Releases hand-held object onto and/or into a large target with either hand • A, 5.2: Places and releases object balanced on top of another object with each hand
Grasping patterns	<ul style="list-style-type: none"> • A, 3.3: Grasps hand-size object with either hand using whole hand • A, 3.2: Grasps cylindrical object with either hand by closing fingers around it • A, 3.1: Grasps hand-size object with either hand using the palm, with object placed toward the thumb and index finger • A, 4.3: Grasps pea-size object with either hand using fingers in a raking and/or scratching movement • A, 4.2: Grasps pea-size object with either hand using side of the index finger and thumb • A, 4.1: Grasps pea-size object with either hand using tip of the index finger and thumb with hand and/or arm resting on surface for support
Using both hands	<ul style="list-style-type: none"> • A, 2.2: Holds an object in each hand
Poking and pointing	<ul style="list-style-type: none"> • B, 3: Uses either index finger to activate objects
Taking apart and putting together	<ul style="list-style-type: none"> • B, 2.2: Fits objects into desired space • B, 2.1: Fits variety of shapes into corresponding spaces
Prewriting	<ul style="list-style-type: none"> • B, 5.2: Scribbles • B, 5.1: Draws circles and lines

ADAPTIVE

Skill in Early Intervention Every Day!	Corresponding skills in AEPS® Adaptive Area
Making the transition from purees to table food	<ul style="list-style-type: none"> • A, 2.2: Munches soft and crisp foods • A, 2.1: Bites and chews soft and crisp foods
Finger feeding and taking bites	<ul style="list-style-type: none"> • A, 4.2: Eats with fingers
Utensil use	<ul style="list-style-type: none"> • A, 4.3: Accepts food presented on spoon • A, 4.1: Brings food to mouth using utensil
Cup drinking	<ul style="list-style-type: none"> • A, 1.1: Uses lips to take in liquids from cup or glass • A, 3.2: Drinks from cup and/or glass held by adult • A, 3.1: Drinks from cup and/or glass with some spilling • A, 3: Drinks from cup and/or glass
Taking off clothes	<ul style="list-style-type: none"> • C, 1.6: Takes off hat • C, 1.5: Takes off shoes • C, 1.4: Takes off socks • C, 1.3: Takes off pants • C, 1.2: Takes off front-fastened coat, jacket, or shirt • C, 1.1: Takes off pullover shirt/sweater
Washing hands and face, wiping nose, and helping with bathing	<ul style="list-style-type: none"> • B, 2.1: Washes hands • B, 2: Washes and dries hands
Brushing teeth	<ul style="list-style-type: none"> • B, 3.1: Cooperates with toothbrushing • B, 3: Brushes teeth
Toilet training	<ul style="list-style-type: none"> • B, 1.2: Indicates awareness of soiled and wet pants and/or diapers • B, 1.1: Demonstrates bowel and bladder control • B, 1: Initiates toileting

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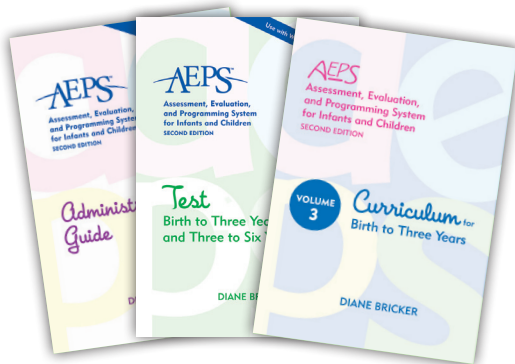
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