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

<table>
<thead>
<tr>
<th>Skill in Early Intervention Every Day!</th>
<th>Corresponding skills in AEPS® Social Area</th>
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</thead>
</table>
| **Being calm and regulated**          | • 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** | • C, 1.5: Entertains self by playing appropriately with toys |
| **Peer interaction**                   | • 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 |
<table>
<thead>
<tr>
<th>Skill in Early Intervention Every Day!</th>
<th>Corresponding skills in AEPS® Social-Communication Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging listening and attention</td>
<td>• A, 1: Turns and looks toward person speaking&lt;br&gt;• C, 1.4: Recognizes own name&lt;br&gt;• C, 1.3: Locates common objects, people, and/or events with contextual cues&lt;br&gt;• C, 1.2: Locates common objects, people, and/or events in unfamiliar pictures&lt;br&gt;• C, 1.1: Locates common objects, people, and/or events in familiar pictures</td>
</tr>
<tr>
<td>Turning to name</td>
<td>• C, 1.4: Recognizes own name</td>
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<tr>
<td>Demonstrating, understanding of words</td>
<td>• C, 1.4: Recognizes own name&lt;br&gt;• C, 1.3: Locates common objects, people, and/or events with contextual cues&lt;br&gt;• C, 1.2: Locates common objects, people, and/or events in familiar pictures&lt;br&gt;• C, 1.1: Locates common objects, people, and/or events in unfamiliar pictures</td>
</tr>
<tr>
<td>Following directions</td>
<td>• C, 2.3: Carries out one-step direction with contextual cues&lt;br&gt;• C, 2.2: Carries out one-step directions without contextual cues&lt;br&gt;• C, 2.1: Carries out two-step directions with contextual cues&lt;br&gt;• C, 2: Carries out two-step directions without contextual cues</td>
</tr>
<tr>
<td>Cooing and vocalizing</td>
<td>• A, 3.1: Engages in vocal exchanges by cooing&lt;br&gt;• B, 2.3: Vocalizes to express affective states</td>
</tr>
<tr>
<td>Making vowel and early consonant sounds</td>
<td>• B, 2.4: Vocalizes open syllables&lt;br&gt;• A, 3: Engages in vocal exchanges by babbling&lt;br&gt;• B, 2.2: Uses nonspecific consonant-vowel combinations and/or jargon&lt;br&gt;• B, 2.1: Uses consistent consonant-vowel combinations</td>
</tr>
<tr>
<td>Using gestures</td>
<td>• B, 1.4: Uses gestures and/or vocalizations to protest actions and/or reject objects or people&lt;br&gt;• B, 1.3: Gestures and/or vocalizes to greet others&lt;br&gt;• B, 1.2: Points to an object, person, and/or event&lt;br&gt;• B, 1.1: Responds with a vocalization and gesture to simple questions</td>
</tr>
<tr>
<td>Using first words</td>
<td>• D, 1.5: Uses 3 proper names&lt;br&gt;• D, 1: Uses 50 single words</td>
</tr>
<tr>
<td>Using different types of words</td>
<td>• D 1.4: Uses 15 object and/or event labels&lt;br&gt;• D, 1.3: Uses 2 pronouns&lt;br&gt;• D, 1.2: Uses 5 action words&lt;br&gt;• D, 1.1: Uses 5 descriptive words</td>
</tr>
<tr>
<td>Using phrases and sentences</td>
<td>• D, 2.6: Uses two-word utterances to express negation&lt;br&gt;• D, 2.5: Uses two-word utterances to express recurrence&lt;br&gt;• D, 2.4: Uses two-word utterances to describe objects, people, and/or events&lt;br&gt;• D, 2.3: Uses two-word utterances to express location&lt;br&gt;• D, 2.2: Uses two-word utterances to express possession&lt;br&gt;• D, 2.1: Uses two-word utterances to express agent-action, action-object, and agent-object&lt;br&gt;• D, 3.4: Uses three-word agent-action-object utterances&lt;br&gt;• D 3.3: Uses three-word action-object-location utterances&lt;br&gt;• D, 3.1: Uses three-word negative utterances</td>
</tr>
<tr>
<td>Asking questions</td>
<td>• D, 3.2: Asks questions</td>
</tr>
<tr>
<td>Poking and pointing</td>
<td>• B, 1.2: Points to an object, person, or event</td>
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<tr>
<td>Skill in Early Intervention Every Day!</td>
<td>Corresponding skills in AEPS® Cognitive Area</td>
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<tr>
<td><strong>Encouraging listening and attention</strong></td>
<td>• A, 1: Orients to auditory, visual, and tactile events</td>
</tr>
</tbody>
</table>
| **Cause and effect and using movements to continue an activity** | • 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** | • 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** | • D, 1.1: Imitates motor action that is commonly used  
• D, 1: Imitates motor action that is not commonly used |
| **Functional use of objects** | • F, 1.2: Uses functionally appropriate actions on different objects |
| **Preliteracy** | • 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** | • F, 1.1: Uses representational actions with objects  
• F, 1: Uses imaginary objects in play |
| **Matching and sorting** | • 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** | • 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** | • 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** | • C, 2.1: Indicates desire to continue familiar game and/or action |
| **Visual fixation and attention** | • A, 1.2: Orient to visual events  
• B, 1.2: Focuses on object and/or person |
| **Visual tracking** | • B, 1.1: Visually follows object and/or person to point of disappearance |
### Skill in Early Intervention Every Day!

<table>
<thead>
<tr>
<th>Skill in Early Intervention Every Day!</th>
<th>Corresponding skills in AEPS® Gross Motor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tummy time</td>
<td>• A, 1: Turns head, moves arms, and kicks legs independent of each other</td>
</tr>
</tbody>
</table>
| Rolling                                | • 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                                 | • B, 1.5: Sits balanced using hands for support  
• B, 1.4: Sits balanced without support |
| Commando crawling                      | • A, 3.3: Crawls forward on stomach |
| Crawling on hands and knees            | • A, 3: Creeps forward using alternating arm and leg movements |
| Moving in and out of sitting           | • B, 1.1: Assumes hands and knees position from sitting |
| Pulling to stand                       | • C, 2.2: Pulls to standing position |
| Cruises                                | • C, 1.5: Cruises |
| Standing unsupported                   | • 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                                | • 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                                | • C, 3.2: Walks fast  
• C, 3.1: Runs  
• C, 3: Runs avoiding obstacles |
| Riding toys                            | • D, 2.1: Pushes riding toy with feet while steering  
• D, 2: Pedals and steers tricycle |
| Navigating stairs                      | • 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                              | • 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                                | • D, 1.2: Jumps from low surface  
• D, 1.1: Jumps up  
• D, 1: Jumps forward |
<p>| Climbing                               | • D, 4: Climbs up and down play equipment |</p>
<table>
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<tr>
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<th>Corresponding skills in AEPS® Fine Motor Area</th>
</tr>
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</table>
| Preliteracy                           | • B, 4.2: Turns/holds picture book right side up  
• B, 4.1: Turns pages of books  
• B, 4: Orient picture book correctly and turns pages one by one |
| Batting and reaching                   | • 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         | • A, 2.1: Transfers objects from one hand to another |
| Releasing                              | • 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                      | • 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                       | • A, 2.2: Holds an object in each hand |
| Poking and pointing                    | • B, 3: Uses either index finger to activate objects |
| Taking apart and putting together     | • B, 2.2: Fits objects into desired space  
• B, 2.1: Fits variety of shapes into corresponding spaces |
| Prewriting                             | • B, 5.2: Scribbles  
• B, 5.1: Draws circles and lines |
<table>
<thead>
<tr>
<th>Skill in Early Intervention Every Day!</th>
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</table>
| Making the transition from purees to table food | • A, 2.2: Munches soft and crisp foods  
• A, 2.1: Bites and chews soft and crisp foods |
| Finger feeding and taking bites | • A, 4.2: Eats with fingers |
| Utensil use | • A, 4.3: Accepts food presented on spoon  
• A, 4.1: Brings food to mouth using utensil |
| Cup drinking | • 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 | • 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 | • B, 2.1: Washes hands  
• B, 2: Washes and dries hands |
| Brushing teeth | • B, 3.1: Cooperates with toothbrushing  
• B, 3: Brushes teeth |
| Toilet training | • 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 |
EARLY INTERVENTION EVERY DAY!
Embedding Activities in Daily Routines for Young Children and Their Families
By Merle J. Crawford, M.S., OTR/L, BCBA, & Barbara Weber, M.S., CCC-SLP, BCBA

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