



Crosswalk for the Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children, SECOND EDITION

Name	Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children, <i>Second Edition</i>
Publisher	Brookes Publishing
Web site information	http://www.aepsinteractive.com
Cost	<p>Volume 1: Administration Guide - \$65.00</p> <p>Volume 2: Test Criteria for Birth to Three and Three to Six - \$75.00</p> <p>Volume 3: Curriculum for Birth to Three - \$65.00</p> <p>Volume 4: Curriculum for Three to Six - \$65.00</p>
Age range	Divided into two levels: Birth to 36 months and 36–72 months
Purpose	<p>To identify children’s strengths across developmental areas</p> <p>To identify functional goals and objectives for IFSPs/IEPs or other individualized plans</p> <p>To assist in planning and guiding intervention</p> <p>To monitor children’s progress</p> <p><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)</p>
Areas included	<p>Fine Motor • Gross Motor • Adaptive • Cognitive • Social-Communication • Social</p> <p><i>Note:</i> Addresses critical skills from content areas (e.g., reading, math, science, social studies)</p>
Time to administer	<p>30–120 minutes</p> <p><i>Note:</i> Gathering information should be done across time and settings. The actual time to score the AEPS® varies depending on familiarity with the AEPS®, the child being assessed, how many other team members are participating, and knowledge of typical development.</p>
Scored	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 cannot yet perform or meet the stated criteria.

Scores provided for	Corroborating eligibility decisions, making IFSP/IEP and intervention decisions, monitoring child progress, and meeting accountability mandates
Age norms	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.
Age range given for items	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 or her family/community.
How frequently can it be given	Optimally 4 times a year <i>Note:</i> Assessment should be seen as ongoing versus a point in time.
Standardized tasks	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.
Based on observation in natural settings	Yes
Based on information requested from parents and providers	Yes
Data provided on reliability	Interrater (both researchers and providers) and test–retest
Data provided on validity	Concurrent validity, treatment validity, and social validity
Web-based data entry	Yes (test version)
Electronic scoring	Yes (test version)
Other languages	Spanish, French, and Korean
Who administers	Teachers, home visitors, specialists, educational assistants, caregivers
Training	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. For more information visit www.aepsinteractive.com

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

Outcome 1: Positive social-emotional skills

Cognitive

- Reproduces part of interactive game and/or action in order to continue game and/or action
- Solves common problems

Social-Communication

- Turns and looks toward person speaking
- Follows person's gaze to establish joint attention
- Engages in vocal exchanges by babbling
- Gains person's attention and refers to an object, person, and/or event
- Recognizes own name
- Quiets to familiar voice
- Carries out two-step direction without contextual cues

Social

- Responds appropriately to familiar adult's affect
- Initiates and maintains interaction with familiar adult
- Initiates and maintains communicative exchange with familiar adult
- Participates in established social routines
- Initiates and maintains interaction with peer*
- Initiates and maintains communicative exchange with peer

Outcome 2: Acquisition and use of knowledge and skills

Fine Motor

- Orients picture book correctly and turns pages one by one
- Copies simple written shapes after demonstration

Cognitive

- Imitates words not frequently used
- Uses an object to obtain another object
- Solves common problems
- Uses imaginary objects in play
- Categorizes like objects
- Demonstrates functional use of one-to-one correspondence
- Recognizes environment symbols (signs, logos, labels)
- Demonstrates functional use of reading materials
- Demonstrates use of common opposite concepts
- Repeats simple nursery rhymes

Social-Communication

- Gains person's attention and refers to an object, person, and/or event
- Uses consistent word approximations
- Uses 50 single words
- Uses two-word utterances
- Uses three-word utterances

Outcome 3: Appropriate behaviors to meet needs

Fine Motor

- Grasps hand-size object with either hand using ends of thumb, index, and second fingers
- Rotates either wrist on horizontal plane

Gross Motor

- Creeps forward using alternating arm and leg movements
- Assumes balanced sitting position
- Walks avoiding obstacles
- Stoops and regains balanced standing position without support

Adaptive

- Uses tongue and lips to take in and swallow solid foods and liquids
- Bites and chews hard and chewy foods
- Drinks from cup and/or glass
- Eats with fork and/or spoon
- Initiates toileting
- Washes and dries hands
- Brushes teeth
- Undresses self

Cognitive

- Navigates large object around barriers

Social-Communication

- Gains person's attention and refers to an object, person, and/or event
- Uses consistent word approximations
- Uses 50 single words
- Uses two-word utterances
- Uses three-word utterances

Social

- Initiates communication with familiar adult
- Meets observable physical needs in socially appropriate ways
- Participates in established social routines

*Excluded Objective 1.5 Entertains self by playing appropriately with toys

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

Outcome 1: Positive social-emotional skills

Cognitive

- Evaluates solutions to problems
- Makes statements and appropriately answers questions that require reasoning about objects, situations, or people
- Engages in games with rules

Social-Communication

- Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions
- Uses conversational rules
- Establishes and varies social-communicative roles

Social

- Interacts with others as play partners
- Initiates cooperative activity
- Resolves conflicts by selecting effective strategy
- Initiates and completes age-appropriate activities
- Watches, listens, and participates during **small**-group activities
- Watches, listens, and participates during **large**-group activities
- Follows context-specific rules outside home and classroom
- Understands how own behaviors, thoughts, and feelings relate to consequences for others

Outcome 2: Acquisition and use of knowledge and skills

Fine Motor

- Prints pseudo-letters
- Prints first name

Cognitive

- Demonstrates understanding of color, shape, and size concepts
- Demonstrates understanding of qualitative and quantitative concepts
- Demonstrates understanding of spatial and temporal relations concepts
- Groups objects, people, or events on the basis of specified criteria
- Follows directions of three or more related steps that are not routinely given
- Places objects in series according to length or size
- Retells events in sequence
- Recalls events that occurred on same day, without contextual cues
- Evaluates solutions to problems
- Makes statements and appropriately answers questions that require reasoning about objects, situations, or people
- Engages in cooperative, imaginary play
- Counts at least 20 objects
- Demonstrates understanding of printed numerals
- Demonstrates phonological awareness skills
- Uses letter-sound associations to sound out and write words
- Reads words by sight

Social-Communication

- Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions
- Uses conversational rules
- Establishes and varies social-communicative roles
- Uses verbs
- Uses noun inflections
- Asks questions
- Uses pronouns
- Uses descriptive words

Outcome 3: Appropriate behaviors to meet needs

Fine Motor

- Uses two hands to manipulate objects, each hand performing different movements

Adaptive

- Eats and drinks a variety of foods using appropriate utensils with little or no spilling
- Prepares and serves food
- Carries out all toileting functions
- Washes and grooms self
- Unfastens fasteners on garments
- Selects appropriate clothing and dresses self at designated times
- Fastens fasteners on garments

Social-Communication

- Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions
- Asks questions

Social

- Meets physical needs in socially appropriate ways
- Follows context-specific rules outside home and classroom
- Communicates personal likes and dislikes