

Introducing AEPS[®]-3 and More New Resources from Brookes

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1

Your Presenter



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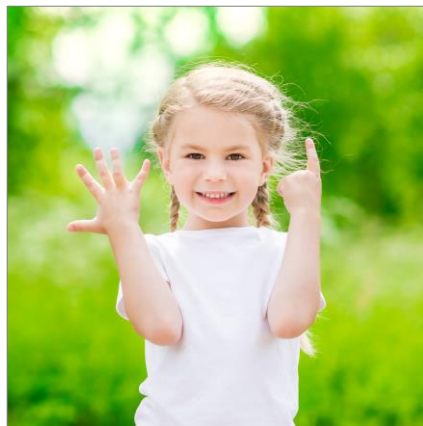
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Today's Presentation

1. AEPS-3 Changes and Updates
2. Walkthrough of the New Child Observation Data Form
3. Sneak Peek of the AEPS-3 Curriculum
4. New Books for Early Childhood Educators
5. Free Resources
6. DEC Virtual Bookstore & Giveaway

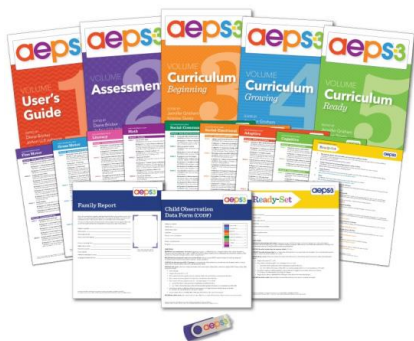


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aeps[®]3



New third edition of the best-selling assessment and curriculum system

Provides the **most accurate, useful child data** and a proven way to **turn data into action** across everything you do

Integrates goal setting, IFSP/IEP development, teaching and intervention, progress monitoring, and family communication

Available November 2021

New AEPSi system available early 2022

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What's New

- One **seamless system** for birth to six years
- Improved, updated **test items**
- New **Literacy and Math** areas
- Enhanced **family materials**
- **Ready-Set**—a shorter measure focused on school readiness skills
- **Multi-tiered curriculum** organized around routines and activities



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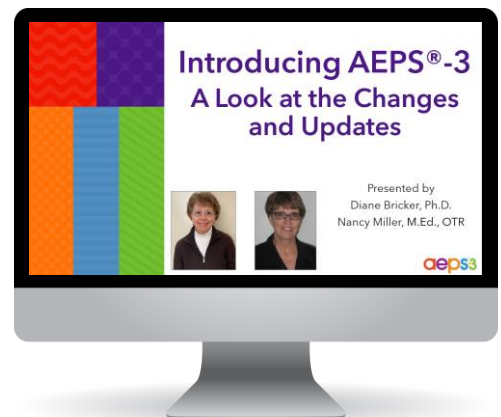
Explore What's New

Join the **Introducing AEPS-3** webinar presented by Diane Bricker and Nancy Miller on 9/30

bpub.fyi/AEPS3-Webinar-Series

View our Sneak Peek slide deck

bpub.fyi/AEPS-3-Sneak-Peek



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6

An Inside Look at the CODF

Child Observation Data Form (CODF)

1. Child's name: _____

2. Child's date of birth: _____

3. Child's ID: _____

4. Family name and address: _____

5. Person completing form: _____

Program: _____

aepps3

DIRECTIONS:

REVIEW the test administration information beginning on page v of AEPS-3 Volume 2, Chapter 2. Review item criteria, illustrations, examples, and notes beginning on page vi of AEPS-3 Volume 2, Chapter 3. Make sure you understand the methods for collecting child performance data and scoring procedures before using this form.

RECORD the test administration date and examiner initials at the top of each AEPS-3 area (Fine Motor, Gross Motor, Adaptive, Social Emotional, Social Communication, Cognitive, Literacy, and Math).

ORIGINATE the child and score AEPS-3 Test items by comparing the child's performance on each item with its stated criterion. Scoring items without using the stated criteria will invalidate the test results.

ENTER all raw scores in the Score column and notes in the Notes column. Follow these rules for scoring the AEPS-3 Test to obtain valid measurement results:

- Score all goals.
- Assign only scores of 2, 1, or 0.
- If you assess and score a goal 2, score all objectives under that goal 2 without assessing each objective.
- If you assess and score a goal 1 or 0, assess and score all associated objectives.
- If you assess and score a goal or objective 1, you must assign an A, 1, or both:
 - Use A if the child requires some form of assistance to perform the item.
 - Use 1 if the child's performance of the item is incomplete (partial performance or inconsistent use of the skill).
- Use Notes to assist in qualifying children's scores (optional but highly recommended). Notes are as follows:
 - C = Confused; M = Modification; Q = Quality; R = Repeat.
 - Target column refers to identified IFSP or IEP goal. Check this box for every selected goal.

RECORD the child's results at the end of each area (Raw Score and Area Percent Score). Also record comments as needed.

Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS-3), Copyright © 2012 by Brookes Publishing Co. All rights reserved.

- 1 Date(s) of test administration
- 2 Demographic information for the child and family
- 3 Record pertinent program information such as the name of the observer and the program
- 4 Color-coded list of all eight developmental areas and the page numbers on which each area starts
- 5 Directions for completing the form (review all directions carefully and refer to Volume 2 as needed)

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7

CHILD OBSERVATION DATA FORM

Fine Motor

6. Name: _____

7. Date: _____

8. Test Key: _____

9. Test Key: _____

10. Assessment date and examiner's initials for up to 3 test periods

11. Shading highlights the strands for each area

12. Goals and objectives appear below each strand

13. Mark any AEPS-3 item that is an IFSP/ IEP or other learning goal

14. Child's numerical performance data

15. Notes to describe performance if applicable

A. Reach, Grasp, and Release

1. Makes directed reaching or grasping movements with each hand

1.1 Brings hands together over midline

1.2 Makes directed movements with arms

2. Grasp precise size object

2.1 Grasp hard size object

2.2 Grasp small cylindrical object

2.3 Grasp precise object using fingers in taking or manipulating movement

2.4 Grasp hard size object using whole hand

3. Release objects

3.1 Release object into targeted space

3.2 Release object into nondirected space

B. Functional Skill Use

1. Activate object with finger

1.1 Uses finger to point or touch

1.2 Uses hand to activate object

1.3 Uses fingers to explore object

2. Release wrist to manipulate object

2.1 Turns object using other hand

3. Manipulate object with two hands, each performing different action

3.1 Assembles toy

3.2 Aligns objects

- 6 Name of developmental area
- 7 Child's name
- 8 Score Key lists scoring options: 2, 1A, 1I, 1AI, and 0
- 9 Note Key lists options to describe child's performance: C, M, Q, R
- 10 Assessment date and examiner's initials for up to 3 test periods
- 11 Shading highlights the strands for each area
- 12 Goals and objectives appear below each strand
- 13 Mark any AEPS-3 item that is an IFSP/ IEP or other learning goal
- 14 Child's numerical performance data
- 15 Notes to describe performance if applicable

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8

CHILD OBSERVATION DATA FORM
Fine Motor

cep53

| Item | Score | Notes |
|---|-------|-------|
| 3.3 Fit variety of shapes into corresponding spaces | 0-2 | 0-2 |
| 3.4 Hold object with one hand and manipulate object or produce action with other hand | 0-2 | 0-2 |
| 3.5 Transfer object from hand to hand | 0-2 | 0-2 |
| C. Mechanics of Writing | | |
| 1. Hold writing tool using three finger grasp to write or draw | 0-2 | 0-2 |
| 1.1 Write or draw using round strokes | 0-2 | 0-2 |
| 1.2 Write or draw using curved lines | 0-2 | 0-2 |
| 1.3 Write or draw using straight lines | 0-2 | 0-2 |
| 1.4 Scribbles | 0-2 | 0-2 |
| D. Use of Electronic Devices | | |
| 1. Uses finger to interact with electronic device | 0-2 | 0-2 |
| 1.1 Uses finger to interact with simple electronic game | 0-2 | 0-2 |
| 1.2 Uses finger to interact with touch screen | 0-2 | 0-2 |

Fine Motor Results

To calculate Area Raw Score: Add the 2 and 7 scores in the Score column for the specific test date.

To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

| Test date | Area Raw Score | Area Raw Score Possible | Area Percent Score |
|-----------|----------------|-------------------------|--------------------|
| 16 | | | |
| 17 | 62 | 62 | 62 |
| 18 | | | |

Assessment Evaluation and Programming System for Infants and Toddlers: Third Edition (AEPT-3)
by Frances Trembly, Catherine Labonte, Mary Sherry & Margaret B. Smith. Copyright 2003. Brookes Publishing Co. All rights reserved.

16 Area Raw Score is the sum of the child's item scores in the area

17 Area Raw Score Possible is the number of points possible in the area. In the Fine Motor area, the Area Raw Score possible is 62, as shown on the form (31 items × 2 points per item).

18 Area Percent Score line is total percent the child scored in relation to the possible score in the area

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CHILD OBSERVATION DATA FORM
Fine Motor

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19

TEST DATE 1:

Examiner(s):

20

Comments:

TEST DATE 2:

Examiner(s):

Comments:

TEST DATE 3:

Examiner(s):

Comments:

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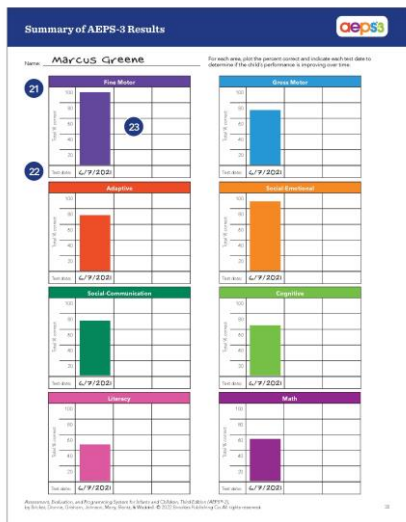
19 Test date and examiner's name

20 Space for comments related to test area. Comments should provide critical information about the circumstances under which a child performed certain skills.

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Sneak Peek at the Reimagined AEPS-3 Curriculum

Guided by

- multi-tiered systems of support
- blended practices
- activity-based intervention

Easily link assessment with intervention/teaching and streamline creation of IFSPs and IEPs



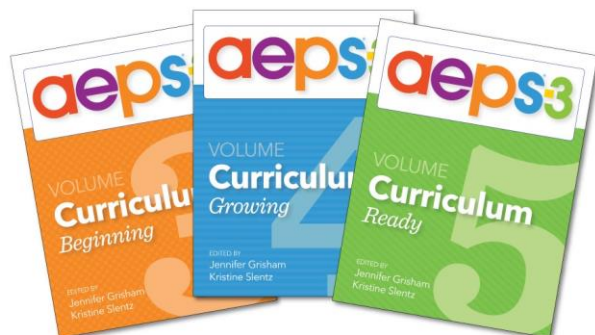
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3 Levels

- **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)



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13

Organized by Routines and Activities

- | | |
|---|---|
| <ul style="list-style-type: none"> • Active & Outdoor Play • Arrival & Departure • Art • Bath Time • Block Play • Circle Time • Diapering, Toileting, & Handwashing • Dramatic Play • Dressing | <ul style="list-style-type: none"> • Field Trips • Math • Meals & Snacks • Music & Movement • Nap & Sleep • Science • Sensory • Technology • Writing |
|---|---|



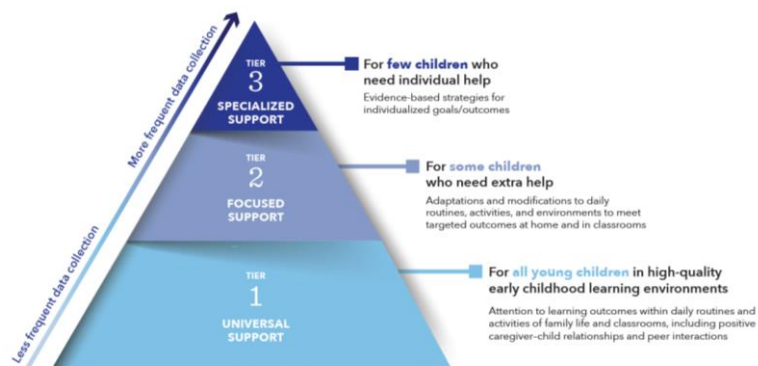
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Three Tiers for Teaching

Universal, targeted, and specialized strategies included for each routine/activity



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Each routine/activity includes

- Introduction
- Skills by area that are appropriate at this level for this activity
- Embedded learning opportunities

Art

Art activities carry by a number of elements, such as materials, medium, location, and participants, and they use children's creativity and imagination to create projects both indoors and outdoors in the home, child care, or classroom setting. Art is not limited to permanent product projects (painting, paper, clay, or mixed media) or activities that have a final product. Art can include any aspect of art, for early childhood, art is more about the process than the product. This routine changes across the skill area as young children's motor, cognitive, and social skills increase, and art can address a number of developmental skills depending on the theme. The AEPS 3 Growing level of Art uses items from eight developmental areas.

Concurrent Skills

The following concurrent skills are AEPS 3 skills that can be easily embedded and taught during regular occurrences of Art.

FINE MOTOR Growing Skills

B.2 Rotates wrist to manipulate object
B.3 Manipulates object with two hands, each performing different actions
C.1.1 Writes or draws using mixed strokes
C.1.2 Writes or draws using curved lines
C.1.3 Writes or draws using straight lines
C.1.4 Scribbles

Embedded Learning Opportunities

- Rotates wrist to twist caps on and off of art materials (dot markers)
- Holds glue stick while pulling off lid
- Grasps art utensils to write or draw on paper

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Strategies for each tier:

- Universal support
- Focused support
- Specialized support

17

| APPENDIX B: AEPS-3 SKILLS MATRIX | | | | | | | | | | | | | | | | | | |
|--|------------------------------------|---------------------|-----|-----------|------------|-------------|--------------------------------------|---------------|----------|-------------|------|----------------|------------------|-------------|---------|--------------------|---------|---|
| Social-Emotional (continued) | | | | | | | | | | | | | | | | | | |
| AEPS-3 Test Item | AEPS-3 Curriculum Routine/Activity | | | | | | | | | | | | | | | | | |
| | Active & Outdoor Play | Arrival & Departure | Art | Bath Time | Block Play | Circle Time | Dispersing, Toileting, & Handwashing | Dramatic Play | Dressing | Field Trips | Math | Meals & Snacks | Music & Movement | Nap & Sleep | Science | Sensory Technology | Writing | |
| 1.3 Plays near one or two peers | B | B | | | B | | | | B | | | | B | | B | | | B |
| PS 1.3a Child plays near one or two peers in presence of familiar adult (e.g., child plays with Legos in proximity of teacher reading a story to a peer). | | | | | | | | | | | | | | | | | | |
| PS 1.3b Child observes peers or siblings (e.g., child watches older sibling playing with friend). | | | | | | | | | | | | | | | | | | |
| PS 1.3c Child entertains self by playing appropriately with toys. | | | | | | | | | | | | | | | | | | |
| 2. Plans and acts out recognizable event, theme, or storyline in imaginary play | B | | | B | B | | | | B | B | | | | | | | | |
| PS 2a Child uses action associated with common object, but object is absent; focus of child's play is on action rather than imaginary object (e.g., child kicks imaginary ball, eats imaginary cookie, throws imaginary ball). | | | | | | | | | | | | | | | | | | |
| 2.1 Enacts roles or identities in imaginary play | B | | | B | B | | | | B | B | | | | | | | | |
| PS 2.1a Child enacts typical action of familiar character or animal by using real object associated with character or animal (e.g., child sits in baby brother's chair and pretends to cry, child takes mother's keys and pretends to go bye-bye). | | | | | | | | | | | | | | | | | | |
| PS 2.1b Child enacts imaginary events related to daily routine activities (e.g., child pretends to sleep on bed, drink from empty cup). | | | | | | | | | | | | | | | | | | |
| 2.2 Uses imaginary props in play | B | | | B | B | | | | B | B | B | | | | | | | |
| PS 2.2a Child uses imaginary objects in play. | | | | | | | | | | | | | | | | | | |
| 3. Maintains cooperative activity | B | B | B | B | B | | | | B | B | B | | | | | | | B |
| 3.1 Initiates cooperative activity | G | G | G | G | G | | | | G | G | G | | | | | | | G |
| 3.2 Joins others in cooperative activity | G | G | G | G | G | | | | G | G | G | | | | | | | G |
| 3.3 Shares or exchanges objects | | | | G | G | | | | G | G | G | G | G | G | G | | | G |
| 4. Maintains engagement in games with rules | B | | | | | | | | B | B | B | B | B | B | B | | | |
| 4.1 Knows and follows game rules | B | | | | | | | | B | B | B | B | B | B | B | | | B |
| 4.2 Participates in game | B | B | B | B | B | | | | B | B | B | B | B | B | B | | | B |

Assessment, Evaluation, and Progression System for Infants and Children's Third Edition (AEPS®-3) by Becker, Decker, Gresham, Johnson, Macy, Sloczki, & Wadell © 2022 Brookes Publishing Co. All rights reserved. (page 20) of 22

Skills matrix for each area aligns test items to routines and activities across 3 curriculum levels

18

Introducing AEPS-3 Webinar Series

Introducing AEPS®-3

Thursday, 9/30 at 2:00 pm ET

Introducing AEPS®-3 Ready-Set

Thursday, 10/21 at 12:00 pm ET

**Introducing the Reimagined
AEPS®-3 Curriculum**

Thursday, 11/4 at 2:00 pm ET

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19

**Stay up-to-date on AEPS-3 news
with the AEPS newsletter**

Coming soon!

**Info on AEPS-3 training and
transitioning to new AEPSi system**

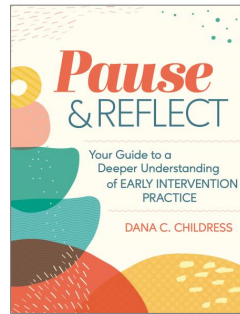
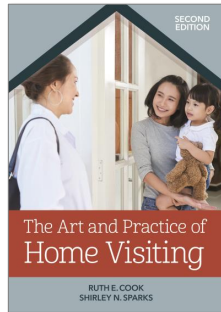
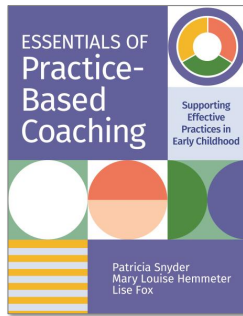
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New Early Childhood Books



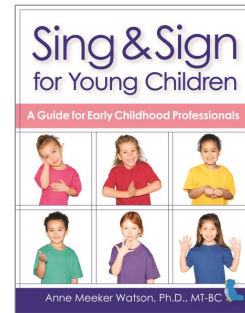
Sing.



Play.



Love.®



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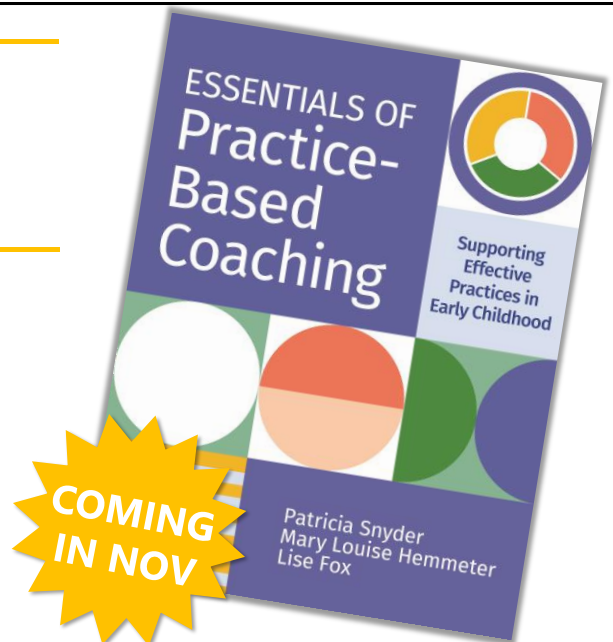
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21

A complete guide to implementing practice-based coaching

Learn how to:

- Develop collaborative partnerships between coach and coachee
- Write effective goals and action plans
- Put five essential coaching strategies into practice
- Conduct practice-focused strengths and needs assessments
- Make data-based decisions
- Give supportive and constructive feedback



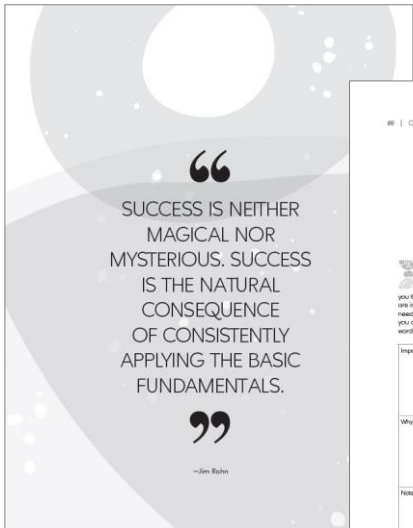
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22

24

24



Includes a Book Study Guide!

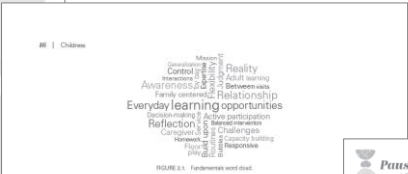


FIGURE 8.1 Fundamentals word cloud

Pause and REFLECT Instructions: Based on the words you circled, choose 3-5 words that you think are important to high-quality effective IP practices. List them below and describe why they are important. Then, revisit the word cloud and choose 3-5 words that challenge you or words that need to know more about. These may or may not be words you circled. List those words and notes you chose them (i.e., what you want to learn, why they challenge you). It is okay if you have the same words on both lists.

| Important words: | Challenge words: |
|------------------|------------------|
| | |
| | |
| | |
| | |
| | |

Pause and REFLECT Instructions: Take a moment to reflect on what you already do now when conducting intervention visits by completing this self-assessment. You can think about a recent visit or think broadly about your IP practice across visits and families. Be sure to capture any thoughts or feelings about your answers in the Notes column.

Here is another idea: If you really want to dig deep, share a clean copy of this self-assessment with your supervisor or a colleague. Ask this person to observe you on at least one visit, then complete the assessment about you. Compare your answers to the observer's answers and note where your strengths overlap and any differences between what you think you do and what was observed. The more honest and open to constructive feedback you are, the more likely you will grow from this process.

Self-Assessment: Balanced Intervention Strategies

| Item | Never | Not Very Often | Sometimes | Most of the Time | Always | Notes to Explain My Answers |
|---|-------|----------------|-----------|------------------|--------|-----------------------------|
| Preparing for the intervention visit | | | | | | |
| Review the previous visit's contact notes. | | | | | | |
| Review the ISP outcomes. | | | | | | |
| Revisit or develop a flexible plan for what we will do during the visit. | | | | | | |
| Pause before bringing materials to the visit to consider if they will benefit the caregiver and child and if I can see something already present in the home instead. | | | | | | |
| Check in with the caregiver by phone, text, or e-mail. | | | | | | |

Continued

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The second edition of the go-to guide for effective, culturally sensitive home visits

New in the Second Edition:

- New student-friendly features:** Learning Outcomes and Read-Reflect-Discuss Questions in each chapter, case studies, and more
- Expanded focus on all home visitors** working with children with and without disabilities
- New and updated content on critical topics**, such as working with culturally, linguistically, and economically diverse families
- Increased focus on family-centered home visiting**



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26

Student-friendly features and downloadable resources for faculty

1

An Overview of Home Visiting

"The best of humanity for a society is what it does for its children."
—Dwight D. Eisenhower

LEARNING OUTCOMES

After studying this chapter, you should be able to:

1. Explain the value of home visiting services.
2. Identify the key elements in the history of home visiting.
3. Discuss how the focus of home visiting has changed over time and why the change is significant.
4. Describe the importance of evidence-based practices in home visiting.
5. Understand the importance of being culturally sensitive.

Home visiting is a service delivery strategy that traditionally is expected parents and parents of young children with a designated person—typically a trained nurse, social worker, or early childhood educator. Services were and still are voluntary and provided in the family or another location of the family's choice, often reaching geographically isolated families. Now, home visiting has become a two-part approach: home visiting delivers both parent- and child-oriented services to help the whole family. It views child and family development from a perspective that encompasses child health and development, parent

Glossary

adverse childhood experiences (ACEs) Potentially traumatic events that occur in childhood, such as experiencing or witnessing violence, abuse, or neglect.

adult-adult dyadic interactions Home visitors interacting primarily with caregivers.

ambivalent attachment Insecure attachment characterized by inconsistent responses of caregivers resulting in children's feelings of anxiety and preoccupation with the caregiver's availability.

applied behavior analysis (ABA) A well-known intervention that involves observation, assessment, task analysis, systematic teaching of skills, and ongoing data collection to monitor progress.

attachment A deep and enduring emotional bond between individuals.

attention-following style The caregiver follows the visiting attentional focus of the child rather than directing the child's attention elsewhere.

avoidant attachment A child's avoidance of caregiver when they do not experience sensitive responses to their needs or distress.

behavioral regulation Controlling another person's behavior.

bonding The process by which caregivers and children become emotionally attached.

child-focused Intervention is concentrated on the child's needs and interests.

close-ended questions Can be answered with one word or brief responses.

coaching A method to help caregivers learn to use specified strategies through a process led by the home visitor.

communicative signals Nonverbal attempts to communicate through facial expressions, verbalizations, movements, and postures.

HOME VISITING

Email: _____

Home visiting, which is a service provided within the home of families, provides support for parents to better understand and foster their children's social and emotional development in a variety of contexts and settings.

Key components of effective home-visiting programs:

- Home visiting systems including structure, make-up, roles, and functions.
- Home and describe skills needed to develop mutually respectful relationships with families.
- Family during the first meeting to ensure a collaborative process, for can nurture the relationships between caregiver and the child.
- Encouraging positive family interactions in natural environments.
- Changes faced by families and children who are served by home visitors.
- Families including culture, language, socio-economic status, and at-risk status of connecting families to local resources.
- Use when home visiting.

The art and practice of home visiting. Baltimore, MD: Paul H. Brookes Publishing, Inc.

Home studies and ethical guidelines to be assigned in class.

Only case study will be handed out in class.

Available accommodation are encouraged to notify the instructor and to Program (2021) in the student union as soon as possible.

It is expected. Participation means being involved in class discussions, during group activities. That would mean that all phones are turned off and not in use, of course, relevant contributions are expected.

Attendance is not an option. Please contact the instructor either prior to the first or get instructions regarding how to make up for the absence.

Test Bank Questions

Chapter 1

Multiple Choice

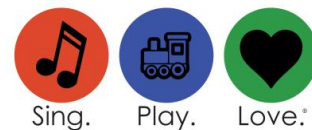
1. Which one was **not** part of the early home visitor's philosophy?
 - a. They wanted to help Americanize the immigrants
 - b. They wanted to help the whole family
 - c. They acted professionally
 - d. They taught the mothers the value of play
2. The role of the home visitor now is
 - a. To set goals for the child
 - b. To tell the parent how to do the therapy
 - c. To get rid of distractions during the visit
 - d. To understand the family's priorities
3. Evidence-based practice means
 - a. The home visitor has used it before
 - b. It has developmental guidance
 - c. Independent research has been conducted
 - d. It is child-centered

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A creative, joyful, highly effective program that uses books, music, and play to help children fall in love with learning



WHY SING.PLAY.LOVE.?

- **Builds foundational skills** children will need for a lifetime of success
- **Taps into children's preferred activities**—music, play, picture books, and fun with friends—to teach and reinforce key skills
- **Supports attachment** and fosters warm, nurturing connections between children and caring adults
- **Encourages collaboration between educators and families**
- **Aligns its learning objectives with widely used early childhood curricula, standards, and philosophies**, including Head Start, Creative Curriculum, the Pyramid Model, and more
- **Requires no special training**

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SING.PLAY.LOVE. Kits

Each kit includes:

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- Downloadable songs
- Musical scores
- Interactive music videos
- Video models for teachers
- Printable pages for kids
- PLAY & LEARN printable pages for families
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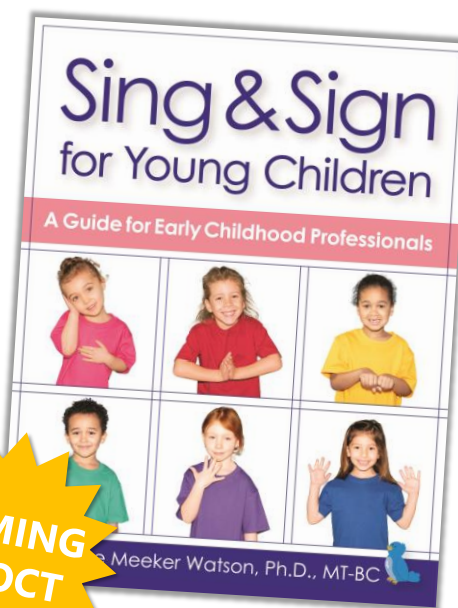
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| | | | |
|-------|--|------------------|--|
| mouse | | cheese | |
| bird | | fruit | |
| duck | | bread | |
| cat | | milk | |
| dog | | meat | |
| pig | | cereal | |
| girl | | apple and cheese | |

Hand Formations

The child needs to learn these hand formations throughout the book. These demonstrate the vocabulary using ASL. Here are some key hand formations that you will use to perform your sign vocabulary. When information in the book, hand formations appear in italics.

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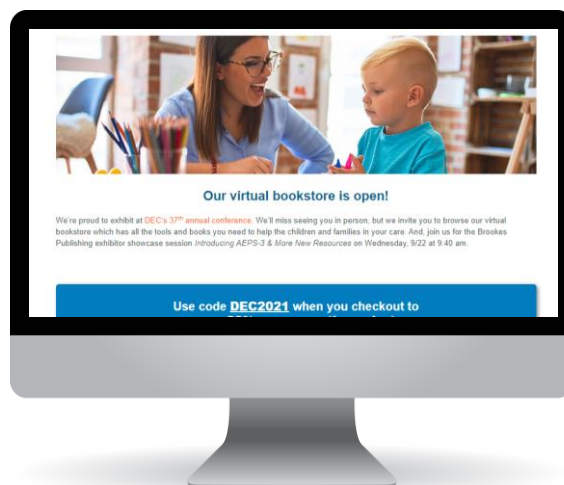
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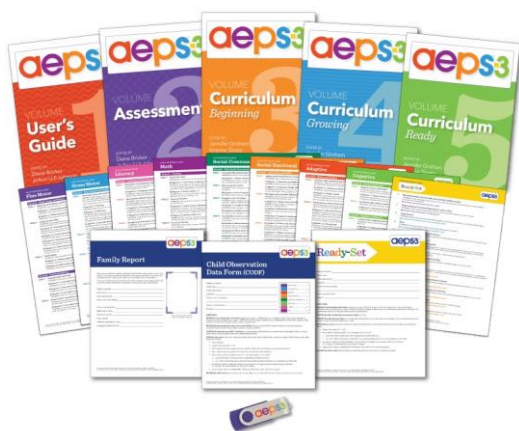
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