Introducing the Reimagined AEPS®-3 Curriculum

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Objectives

- Provide **an overview** of the reimagined AEPS-3 Curriculum including **its foundation** and **connection to the AEPS-3 Test**.

- Describe how the AEPS-3 Curriculum **helps implement a multi-tiered system of support**.

- Highlight the process for using the AEPS-3 Curriculum to **support implementation of recommended early childhood practices** for children with and without disabilities.
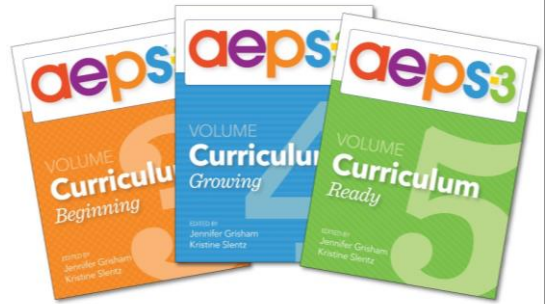
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AEPS-3 Curriculum

- Guided by multi-tiered systems of support, blended practices, and activity-based intervention frameworks

- 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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AEPS-3 Curriculum

- Reflects current **best practices** used by early childhood programs

- Organized by **routines and activities**, which fits well with the structure of classrooms and homes

- Helps **determine what outcomes to teach** *all, some,* and *individual* children

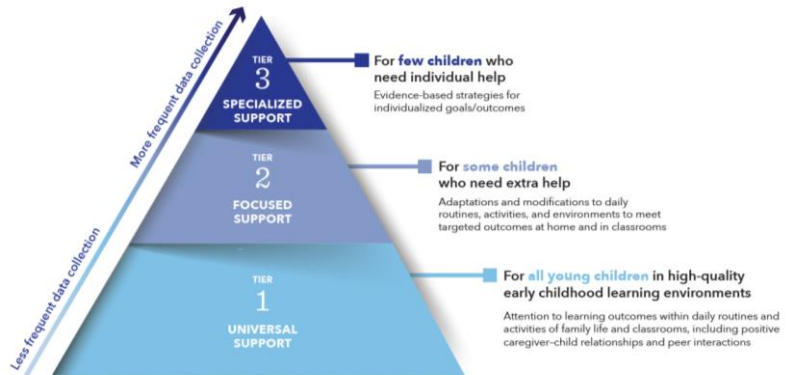- Supports development of **progress monitoring system** to inform data driven decision making

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Multi-tiered Systems of Support

Includes universal, focused, and specialized strategies for each routine/activity

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Routines and Activities

Includes content for 18 routines & activities

- Active & Outdoor Play
- Arrival & Departure
- Art
- Bath Time
- Block Play
- Circle Time
- Diapering, Toileting, & Handwashing
- Dramatic Play

- Dressing
- Field Trips
- Math
- Meals & Snacks
- Music & Movement
- Nap & Sleep
- Science
- Sensory
- Technology
- Writing

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Content for Routine/Activity

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

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Content for Routine/Activity

- Strategies for each tier provided
  - Universal support
  - Focused support
  - Specialized support

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Examples of *Universal* Teaching Strategies

- Hands-on materials
- Activities that are based on child interest
- High quality learning environment
- Support for promoting social interactions between children
- Nurturing relationships between adults and children
- Instructional support practices, including language modeling, open-ended questions, repetition and extension, self- and parallel talk, and introducing new vocabulary.

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Examples of *Focused* Teaching Strategies

- Additional opportunities for children to practice skills
- Adaptations and modifications (e.g., increase time, shortening activities, visual schedules, special equipment)
- Formation of intentional small groups
  - Same skill for all children
  - Same general skill but different targets for each child
  - Different skill for each child
- Peer modeling
- Scaffolding (e.g., hinting, explaining)

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Examples of *Specialized* Teaching Strategies

- Disability specific strategies
- Use of clear instructional opportunities with
    - Antecedent
    - Behavior
    - Consequences
- Use of prompts to support child's learning
- Consequence strategies
- Naturalistic language interventions
- Response prompting procedures

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Skills Matrix

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Progress Monitoring Guidance
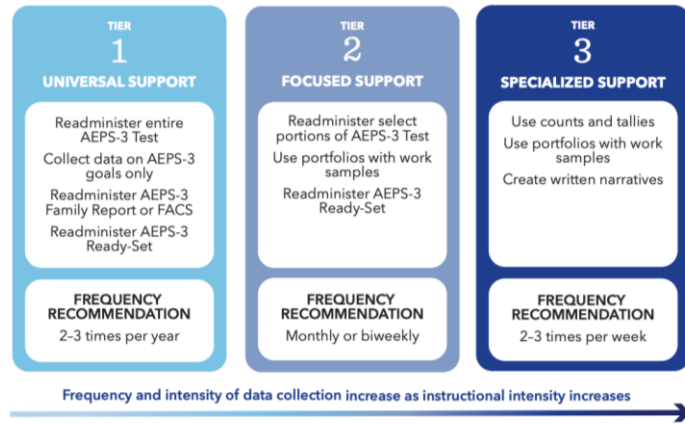
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Implementation
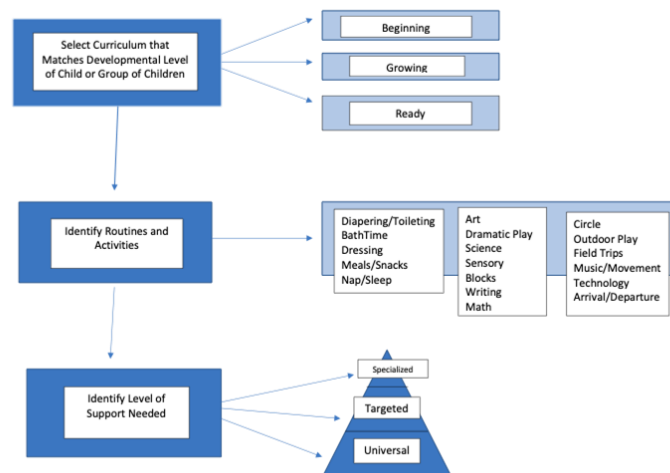
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Get Organized!

Child	Skills	Level of Instruction	Routines/Activities
1.1.6.2.2	Follows one-step direction with contextual cues	specialized	active, outdoor play
			blocks
			art
	Shares or exchanges objects	targeted	art
			blocks
			dramatic play
	Responds to topic initiations from others	universal	circle time
			blocks
			dramatic play

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Universal Planning

STRATEGY
Provide adequate time to try
Calm voice, listen to children
Hands on materials
Activities based on interests
Talk through steps
Modeling

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Embedding Schedule

DIRECTIONS: This template can be used for individual children or small groups of children, in home and classroom settings. Follow these steps:

1. Identify targeted goals/outcomes from the assessment data.
2. Clearly define each desired goal/outcome, and write a concise description of each one in the blanks provided at the top of each column (one goal/outcome per column).
3. List all or a portion of the daily schedule in the boxes in the left column.
4. Find the blank box in the template where the targeted goal/outcome from the top row intersects with an activity in the daily schedule column at left. In that box, write a bullet point that concisely describes the focused strategy adults will deliver to create an embedded learning opportunity.

Daily Schedule	Goal/Outcome: _____ Focused Strategy	Goal/Outcome: _____ Focused Strategy	Goal/Outcome: _____ Focused Strategy

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Example – Focused Instruction

Creating an Embedding Schedule

Step 1: Identify the outcomes from assessment data
Step 2: Clearly define each outcome
Step 3: List all or a portion of the daily schedule
Step 4: At the intersect of a child's/group's targeted outcome and the activity within the daily schedule, bullet or describe the foc deliver to create an embedded learning opportunity

Daily Schedule \ Outcomes	Initiates and completes independent activities	Uses conversational rules when communicating with others
art	- correspondence training - have materials ready, ask how he will participate in activity, reinforce when he follows through	- converse w/ him while engaging in art activity - encourage conversations with peers
writing	- peer modeling - when peer is participating at writing center, encourage him to draw with friend	- engage in peer and adult conversation while using writing center
dramatic play	- correspondence training - ask what are you going to do in dramatic play? What will you need?	- ask open-ended questions about his play, offer adult input to keep conversation going
blocks	- scaffolding - I think the cars need a garage.	- encourage conversation with peer about block creations
circle time	- time delay - provide cue to class to clean-up for circle. Wait to see if he starts to clean up his activity, follow specifically to prompt him to clean up.	- model turn-taking and responding to others (peers and adults)
outside (active, outdoor) play	- peer modeling - your friends are playing soccer. What could you do?	- model responding to requests and comments (chase us! Look at that airplane, etc.)

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Example – Specialized Instruction

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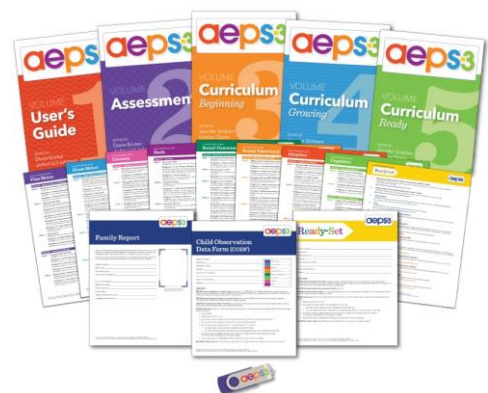# Progress Monitoring – Focused Instruction

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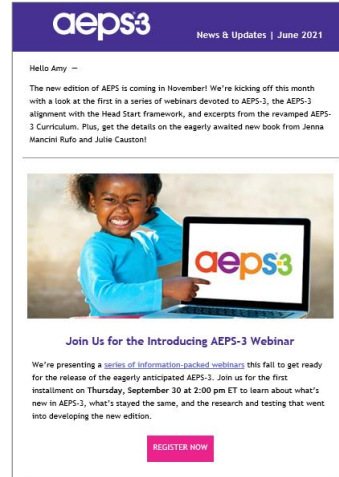
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BROOKES   Webinar time: 1 hour   Webinar created November 4, 2021
Date recording viewed

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