



# 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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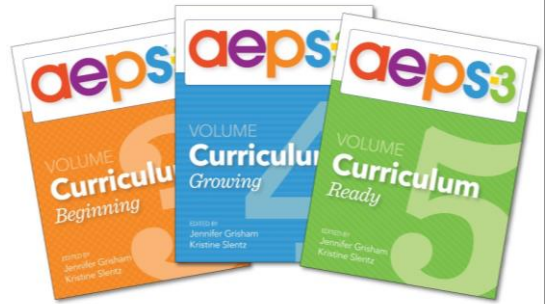


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# AEPS-3 Curriculum

- 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



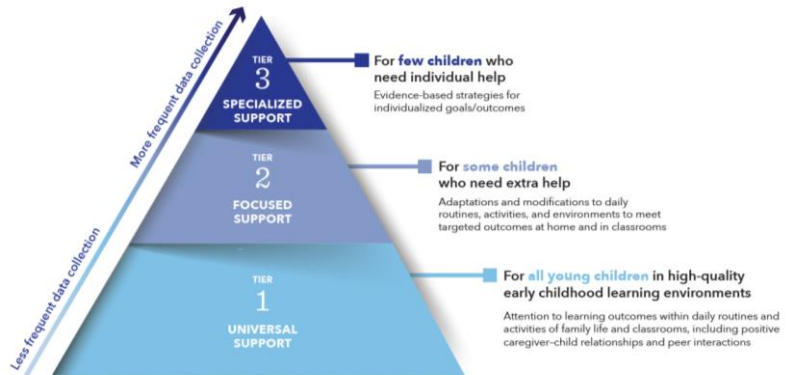
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# Multi-tiered Systems of Support

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

AEPS-3 Test Item	AEPS-3 Curriculum Routine/Activity												
	Active & Outdoor Play	Arrival & Departure	Art	Bath Time	Circle Time	Disappearing, Solenoids, & Handwashing	Dynamic Play	Dramatic	Field Trips	Math	Meals & Snacks	Movement & Movement	Neat & Sleep
3. Walks avoiding people, furniture, or objects	G	G	G	G	G	G	G	G	G	G	G	G	G
3.1 Walks without support													
FS 3.1a Child walks unsupported for short distance and changes direction without falling.	G	G	G	G	G	G	G	G	G	G	G	G	G
FS 3.1b Child walks unsupported for short distance without falling.	G	G	G	G	G	G	G	G	G	G	G	G	G
3.2 Walks with one-hand support													
3.3 Walks with two-hand support													
3.4 Cruises													
FS 3.4a Child rises from sitting to standing position with support.	B	B	B	B	B	B	B	B	B	B	B	B	B
4. Alternates feet going up and down stairs													
FS 4.1a Child walks up and down stairs without support. Child does not alternate feet.	G	G	G	G	G	G	G	G	G	G	G	G	G
4.1 Walks up and down stairs using support													
FS 4.1a Child walks up stairs holding rail or wall with one hand.	G	G	G	G	G	G	G	G	G	G	G	G	G
FS 4.1b Child walks up stairs using two-hand support.	G	G	G	G	G	G	G	G	G	G	G	G	G
4.2 Moves up and down stairs													
FS 4.2a Child moves up stairs.	G	G	G	G	G	G	G	G	G	G	G	G	G
FS 4.2b Child climbs onto adult size furniture (e.g., chair, couch, bed) or low play structure.	G	G	G	G	G	G	G	G	G	G	G	G	G
4.3 Gets up and down from low structure													
FS 4.3a Child moves over obstacles.	G	G	G	G	G	G	G	G	G	G	G	G	G
FS 4.3b Child climbs onto low, stable structure (e.g., low step, raised platform).	G	G	G	G	G	G	G	G	G	G	G	G	G
FS 4.3c Child climbs down from adult size furniture (e.g., chair, couch, bed) or low play structure.	G	G	G	G	G	G	G	G	G	G	G	G	G
5. Runs while avoiding people, furniture, or other objects													
FS 5a Child turns corner while running.	G	G	G	G	G	G	G	G	G	G	G	G	G
FS 5b Child stops and starts again while running.	G	G	G	G	G	G	G	G	G	G	G	G	G

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AEPS-3 Skills Matrix

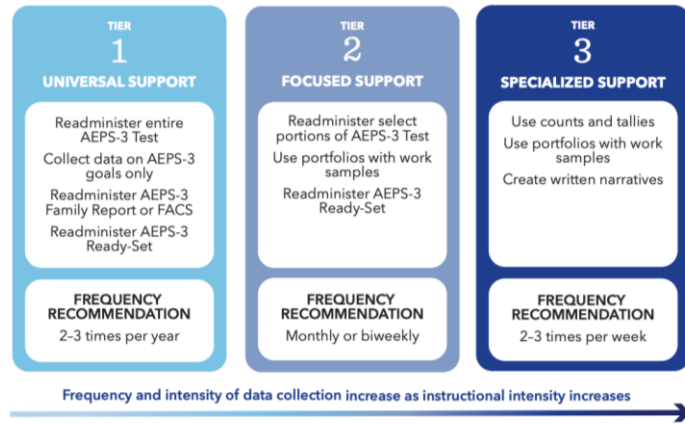
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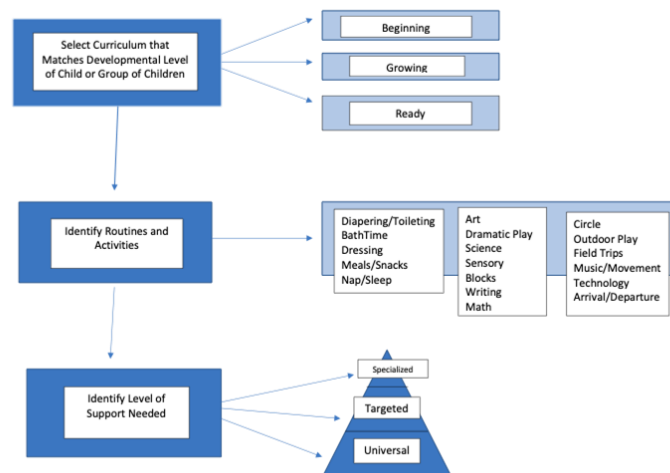


## Progress Monitoring Guidance



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## Implementation



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# Get Organized!

TRACKING FORM

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 aepps3

**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 strategy adults will deliver to create an embedded learning opportunity

Daily Schedule	Outcomes	Initiates and completes independent activities	Uses conversational rules when communicating with others
art	<ul style="list-style-type: none"> <li>- correspondence training</li> <li>- have materials ready, ask how he will participate in the activity, reinforce when he follows through</li> </ul>	<ul style="list-style-type: none"> <li>- converse w/ him while engaging in art activity, encourage conversations with peers</li> </ul>	
writing	<ul style="list-style-type: none"> <li>- peer modeling</li> <li>- when peer is participating at writing center, encourage him to share with friend</li> </ul>	<ul style="list-style-type: none"> <li>- engage in peer and adult conversation while using writing center</li> </ul>	
dramatic play	<ul style="list-style-type: none"> <li>- correspondence training</li> <li>- What are you going to do in dramatic play? What will you need?</li> </ul>	<ul style="list-style-type: none"> <li>- ask open-ended questions about his play, offer adult input to keep conversation going</li> </ul>	
blocks	<ul style="list-style-type: none"> <li>- scaffolding</li> <li>- I think the cars need a garage.</li> </ul>	<ul style="list-style-type: none"> <li>- encourage conversation with peer about block creations</li> </ul>	
circle time	<ul style="list-style-type: none"> <li>- time delay</li> <li>- I'll provide cue to class to clean-up for circle. Wait to see if he starts to clean up his activity, if he doesn't prompt him specifically to clean up.</li> </ul>	<ul style="list-style-type: none"> <li>- model turn-taking and responding to others (peers and adults)</li> </ul>	
outside (active, outdoor) play	<ul style="list-style-type: none"> <li>- peer modeling</li> <li>- I'll join friends are playing soccer. What could you do?</li> </ul>	<ul style="list-style-type: none"> <li>- model responding to requests and comments (chase w/ ball, look at that airplane, etc.)</li> </ul>	

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# Progress Monitoring - Focused Instruction

PROGRESS MONITORING – TARGETED SKILLS												
Child: <u>1.1.6.3.2</u>												
Targeted Skill: <u>Writes and/or draws using mixed strokes</u>												
AEPS Goal and Objective	Date/Data											
writes and/or draws using straight lines												
writes and/or draws using curved lines												
writes and/or draws using mixed strokes												
Summary												

Key  
 2=Mastered  
 1= Emerging  
 0=Not Ready

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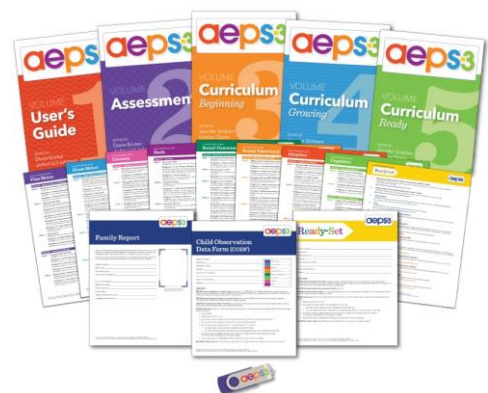
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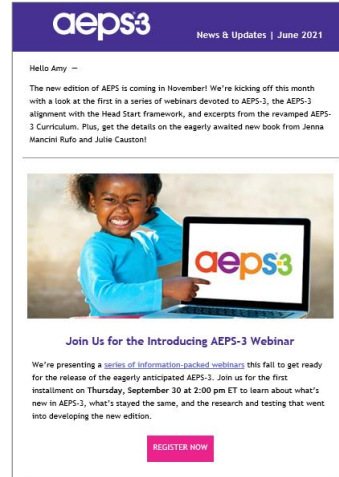
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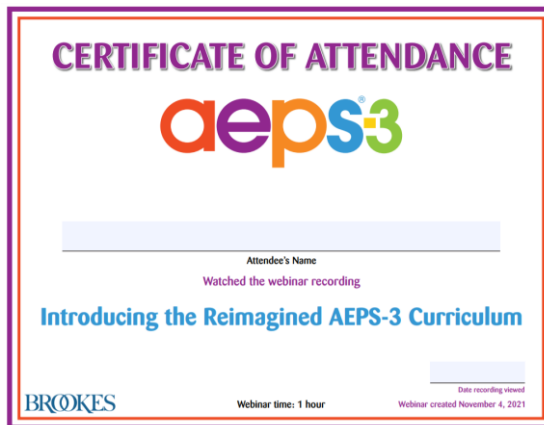
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