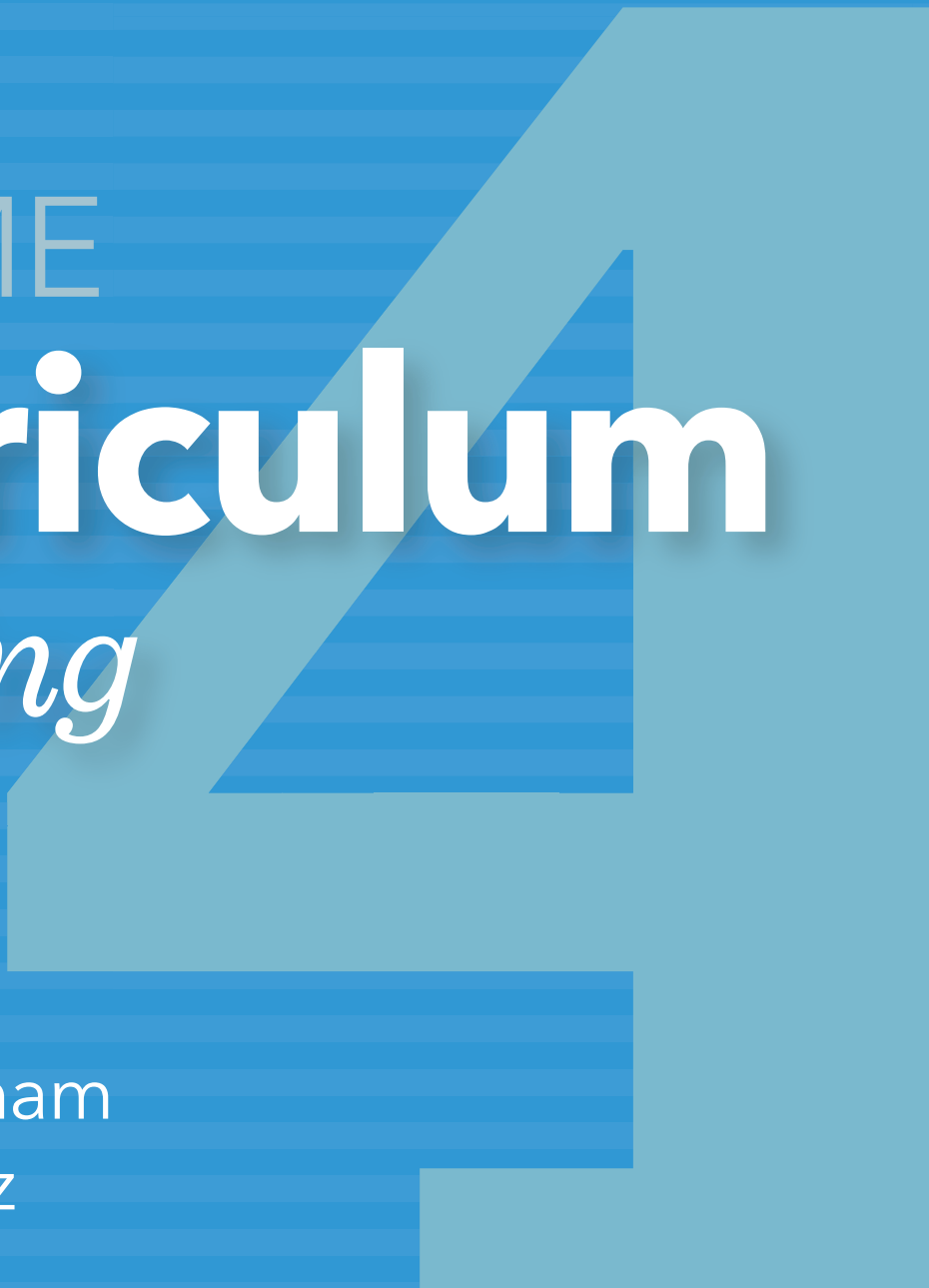




aeps[®]3

VOLUME

Curriculum

Growing

EDITED BY

Jennifer Grisham

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VOLUME 4

Curriculum *Growing*

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Contents

About the Authors	vii
About EMRG	xi
I AEPS®-3 CURRICULUM ORGANIZATION AND USE	1
1 AEPS®-3 Curriculum Foundations and Framework	3
2 AEPS®-3 Curriculum Content and Organization	11
3 Deciding What to Teach	17
4 Deciding How to Teach	21
5 Progress Monitoring	35
II AEPS®-3 CURRICULUM GROWING ROUTINES AND ACTIVITIES.....	41
6 Active & Outdoor Play	43
7 Arrival & Departure	51
8 Art	61
9 Bath Time	69
10 Block Play	77
11 Circle Time	87
12 Diapering, Toileting, & Handwashing	97
13 Dramatic Play	107
14 Dressing	117
15 Field Trips	125
16 Math	135
17 Meals & Snacks	145
18 Music & Movement	155
19 Nap & Sleep	161
20 Science	167
21 Sensory	175
22 Technology	183
23 Writing.....	191
References	199
A Resources for AEPS®-3 Curriculum Routines and Activities	201
B AEPS®-3 Skills Matrix	219
Index.....	262

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Dr. Bricker served as Director of the Early Intervention Program at the Center on Human Development, University of Oregon, from 1978 to 2004. She was a professor of special education, focusing on the fields of early intervention and social communication.

Her professional interests have addressed three major areas: early intervention service delivery approaches, curriculum-based assessment and evaluation, and developmental-behavioral screening. Dr. Bricker's work in early intervention approaches has been summarized in two volumes: *An Activity-Based Approach to Early Intervention, Fourth Edition* (with J. Johnson & N. Rahn; Brookes Publishing Co., 2015), and *An Activity-Based Approach to Developing Young Children's Social Emotional Competence* (with J. Squires; Brookes Publishing Co., 2007). Her work in curriculum-based assessment and evaluation has focused on the development of the *Assessment, Evaluation, and Programming System for Infants and Children (AEPS®)*; Brookes Publishing Co., 1993, 1996, 2002, 2022). This measure and associated curricula provide intervention personnel with a system for the comprehensive assessment of young children with results that link directly to curricular content and subsequent evaluation of child progress.

Dr. Bricker has been a primary author of the *Ages & Stages Questionnaires® (ASQ®)*; with J. Squires; Brookes Publishing Co., 1995, 1999, 2009) and has directed research activities on the ASQ system starting in 1980. *Developmental Screening in Your Community: An Integrated Approach for Connecting Children with Services* (with M. Macy, J. Squires, & K. Marks; Brookes Publishing Co., 2013) offers a comprehensive system for creating and operating communitywide developmental-behavioral screening programs for young children.

Dr. Bricker's distinctions include the Division of Early Childhood, Council for Exceptional Children Service to the Field Award, December 1992, and the Peabody College Distinguished Alumna Award, May 1995.

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Jennifer Grisham, Ed.D., Professor, Interdisciplinary Early Childhood Education Program, and Director, Early Childhood Laboratory School, Department of Early Childhood, Special Education, and Counselor Education, College of Education, University of Kentucky, Lexington

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Dr. Grisham has directed research projects on topics including linking assessment and instruction, early care and education program quality, and individualizing instruction for young children with disabilities. In addition, she has conducted research on the effectiveness of instructional procedures that are embedded into developmentally appropriate activities, the application of multi-tiered systems of support in early childhood settings, and coaching teachers and caregivers to implement evidence-based instructional strategies with fidelity. Dr. Grisham is Project Director for the Kentucky Deaf-Blind Project, which provides technical assistance to families and service providers of infants, toddlers, children, and youth with deaf-blindness. She coauthored a book titled *Reach for the Stars: Planning for the Future* (with D. Haynes; American Printing House for the Blind, 2013), which is used to support families of young children in planning for their children's future and articulating their priorities to educational team members, as well as *Blended Practices for Teaching Young Children in Inclusive Settings, Second Edition* (with M. L. Hemmeter; Brookes Publishing Co., 2017), and *Assessing Young Children in Inclusive Settings: The Blended Practices Approach* (with K. Pretti-Frontczak; Brookes Publishing Co., 2011). Finally, Dr. Grisham directed the nationwide field test for AEPS-3. Dr. Grisham is frequently asked to provide professional development to state departments of education, universities, and local education agencies on topics for which she conducts research throughout the country. Dr. Grisham is co-founder of a children's home and preschool program in Guatemala City, Hope for Tomorrow, where she accompanies students for the education abroad program. Dr. Grisham also works internationally in other locations to promote inclusion of young children with disabilities.

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Dr. Johnson is Professor in Child and Family Studies at St. Cloud State University in Minnesota, where she provides professional development education in early childhood education, early intervention, and early childhood special education. She completed her undergraduate degree in special education and elementary education at the University of Idaho and her master's and doctoral degrees in early intervention at the University of Oregon under the advisement of Dr. Diane Bricker.

Dr. Johnson has worked at University Centers for Excellence in Developmental Disabilities in Louisiana, Oregon, and Nevada as Program Coordinator, Teacher, Service Coordinator, Grant and Contract Administrator, Director, Principal Investigator, and Instructor. She served as Director of the Research and Educational Planning Center and the Nevada University Center for Excellence in Developmental Disabilities from 2001 to 2008, where she developed and administered lifespan programs, services, and supports for individuals with disabilities and their families. Her professional experiences encompass all service settings for young children, including neonatal intensive care units, pediatric intensive care units, well-baby clinics, home- and center-based programs for infants and young children (including Head Start and Early Head Start), nursing homes, supported employment, transition programs, special education schools, and university lab school programs. Much of her professional career has focused on developing and refining assessment and curriculum systems to support interventions for young children with disabilities, birth to age 6, and their families. Dr. Johnson is author, developer, and trainer of *An Activity-Based Approach to Early Intervention, Fourth Edition* (with N. Rahn & D. Bricker; Brookes Publishing Co., 2015), and the *Assessment, Evaluation, and Programming System for Infants and Children (AEPS)* (Brookes Publishing Co., 2002, 2022) and has been involved with the system since her days as a graduate student at the University of Oregon. In her spare time, Dr. Johnson likes to read, work on home projects, observe and interact with young children, and support human and animal rights.

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Dr. Macy teaches early childhood classes at the University of Nebraska at Kearney. She does research related to young children with disabilities. Dr. Macy engages in research and outreach with the Buffett Early Childhood Institute. As the Community Chair, Dr. Macy adopts an integrated approach to early childhood education and development through theory, research, and practice that links empirical research with the creation of programs, ideas, and tools for practitioners and community members. She received master's and doctoral degrees in special education from the University of Oregon with an emphasis on early intervention and early childhood special education. Her research interests include assessment of children from birth to age 8 with delays, developmental screening, play, and personnel preparation.

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Dr. Slentz began her career in early intervention and early childhood special education with home visiting and classroom teaching with infants, toddlers, and preschoolers and progressed to directing a regional home-based early intervention program in Montana. For decades, she was involved in pre-service preparation of early interventionists and early childhood special educators at the University of Oregon and Western Washington University. She also provided technical assistance and program development for Part C in Washington. She is currently Professor Emeritus in the Department of Special Education at Western Washington University.

Dr. Slentz's involvement with AEPS began with the earliest versions of the system and continues today, including development, consultation, research, and training. Her particular areas of interest and expertise are assessment and evaluation, infant development, early intervention, and working within family contexts across cultures. She has been fortunate to combine her love of travel with international training and consultation opportunities in Canada, United Arab Emirates, Singapore, and Kenya.

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AEPS®-3 Curriculum Foundations and Framework

The AEPS-3 Curriculum is grounded in established contemporary early childhood developmental theory as well as recommended practices in early intervention and early childhood special education (EI/ECSE). The AEPS-3 Curriculum is a core component of AEPS-3 and a key part of the AEPS-3 linked system. It is specifically designed to be used as part of a multi-tiered system of support in all early childhood settings. Figure 1.1 illustrates the linked system approach that underlies AEPS-3.

As a complete system, AEPS-3 directly links the components of assessment, goal/outcome development, teaching/intervention, and progress monitoring. A linked system is one that allows practitioners to collect assessment data and use those data to develop specific developmental and academic goals, plan teaching/intervention efforts, and guide monitoring of children's progress.

AEPS-3 is such a system. Within it, the AEPS-3 Curriculum provides content for and guidance on what and how to teach individuals and groups of children (infants, toddlers, and preschoolers) who are learning at different levels and who acquire new skills and information in different ways. Throughout the AEPS-3 Curriculum, the term *children* is used to refer to the age range that includes infants, toddlers, and preschoolers. The curriculum content and procedures offer teachers, interventionists, and specialists detailed guidance about how to do the following:

- Collect initial assessment information to establish children's developmental skills and informational levels in all important areas.
- Use assessment data to make instructional/programming decisions about outcomes to teach within hierarchical sequences of developmental and content skills. Program development at this level provides a clear, appropriate scope and sequence of what to teach.
- Teach skills embedded within regularly occurring routines and activities at home and in classrooms or other environments, using a range of evidence-based practices. Specifically, intervention and instructional strategies show how to effectively teach
 - All children individually and in groups
 - Some children who need extra help
 - Few children who have specialized needs that require individual supports
- Monitor progress using the AEPS-3 Test to determine whether teaching/intervention efforts have resulted in positive outcomes for individuals and groups of children.

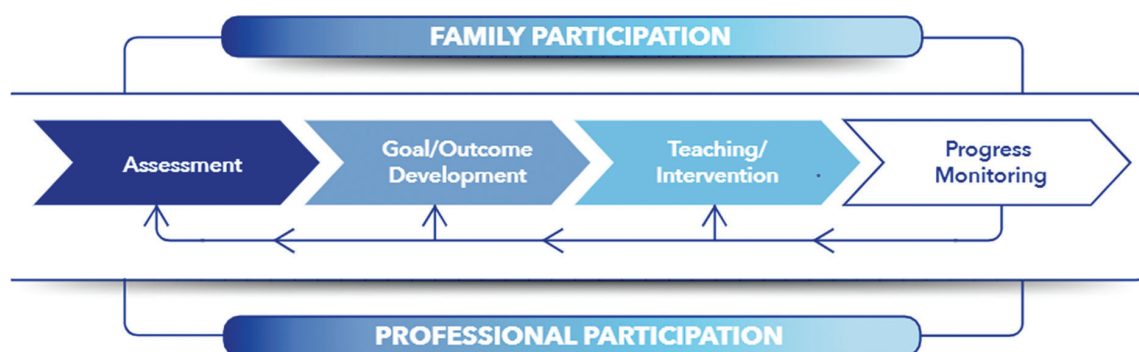


Figure 1.1. AEPS-3 Linked System Approach. This figure illustrates the conceptual framework of the AEPS-3 linked system. The arrow shapes represent the four main components of the AEPS-3 Linked System Framework: assessment, goal/outcome development, teaching/intervention, and progress monitoring. As the direction of the arrows illustrates, assessment informs goal/outcome development, goal/outcome development influences teaching/intervention, teaching/intervention informs progress monitoring, and progress monitoring then influences all three of the other parts. Participation of the family and professionals is essential throughout.

FOUNDATIONS

Designed for practitioners, the AEPS-3 Curriculum is based on three interrelated themes consistently found in recommended practices for infants and young children:

1. **MTSS**—The curriculum is organized as a *multi-tiered system of support (MTSS)* that provides specific strategies to meet the developmental needs of every child, regardless of the level of support necessary to promote effective learning.
2. **Blended practices**—The curriculum blends theory, strategies, and practices from early childhood education and early childhood special education (ECE/ECSE) to meet the needs of diverse groups of young children.
3. **ABI**—The curriculum uses *activity-based intervention (ABI)* as a strategy for providing teaching/intervention in the context of naturally occurring, developmentally appropriate routines and activities.

Each of these practices can support practitioners who serve infants and young children in home and classroom settings. The next section explains them in more detail.

1. Multi-tiered System of Support

The AEPS-3 Curriculum is designed to address the need for a continuum of differentiated strategies to effectively serve diverse groups of young children. Although MTSS has been around for some time as a means of offering different levels or intensities of teaching/intervention support, the notion of MTSS in early childhood emerged from discussions about how to apply response to intervention (RTI) in early childhood programs.

In 2019, the Division of Early Childhood (DEC) developed a position paper to address issues associated with MTSS in early childhood. As defined in the paper, MTSS “is a system-wide framework for delivering effective and efficient educational services and supports, matched to the needs of all learners for acquisition of essential skills, knowledge and dispositions, resulting in improved learner performance across one or more settings” (DEC, in press, p. XX).

According to Carta and Miller Young (2019), the following principles characterize early childhood MTSS:

1. All children can learn and achieve when they are provided with high-quality services and supports to match their needs.
2. Instruction should focus on academic, social-emotional, and behavioral goals.
3. Children showing signs of delay should be identified as early as possible and provided with a level of instructional intensity to match their needs.

4. Interventions to address children's needs should be designed by collaborative teams that include parents, administrators, teachers, and other instructional staff. These interventions should be guided by student data and informed by evidence-based practices.
5. Children's responses to intervention should be monitored continuously, and explicit data-based decision rules should be in place for making adjustments in intervention.
6. All intervention should be based on evidence-based practice implemented with fidelity.

The AEPS-3 Curriculum is designed to meet the definition of an MTSS that helps teams differentiate approaches or levels of support for young children with diverse needs. Other widely known MTSS approaches include the Pyramid Model (Hemmeter et al., 2016), Recognition and Response (Coleman et al., 2006), and Building Blocks (Sandall et al., 2019).

2. Blended Practices

The term *blended practices* refers to “the integration of practices that can be used to address the needs of all children in inclusive settings” (Grisham-Brown & Hemmeter, 2017, p. 7). Practices that blend theories, strategies, and supports from general and special education are essential to effectively addressing the increasing diversity in contemporary early childhood settings. The AEPS-3 Curriculum draws from traditional child development theories such as Piaget's (1955) cognitive developmental theory and Bronfenbrenner's (1994) ecological systems theory, as well as behavioral principles such as Skinner's (1953) theory of behavior, that serve as the foundation for effective teaching/intervention practices in special education.

The AEPS-3 Curriculum draws on the work of Grisham-Brown and Hemmeter (2017), who proposed a curriculum framework based on identifying appropriate outcomes for all, some, and individual children. Goals/outcomes at each curriculum level are matched with detailed teaching/intervention strategies that provide increasing support:

- Universal strategies appropriate for teaching all children
- Focused strategies for targeted instructional outcomes
- Specialized strategies for children who require individualized support

The curriculum framework suggests a set of practices that serves as the foundation in any early childhood setting for helping children acquire common outcomes such as early learning standards—practices that rely on positive interactions between children and adults, a well-organized learning environment, and young children's hands-on learning.

3. Activity-Based Intervention

The AEPS-3 Curriculum includes an emphasis on delivering intervention/instruction that is derived largely from the four basic elements of ABI (Johnson et al., 2015):

1. ABI makes use of three types of activities:
 - Child-initiated activities, such as learning centers and free play
 - Regularly occurring routines, such as meals and transitions
 - Small-group activities that adults plan and guide, such as storytime
2. ABI encourages multiple and varied learning opportunities so that teaching occurs with sufficient frequency and across a variety of people and materials to support generalization of skills.
3. Functional and generative goals increase children's independence and allow them to use a variety of responses across settings.
4. ABI uses consequences that are natural or logical to the task to provide immediate and relevant feedback as children learn new skills.

Table 1.1. Evidence-based practices and skill areas

Evidence-based practice	Skill area(s) aligned with practice
Differential reinforcement	Play, engagement, and appropriate behavior
Correspondence training	Engagement, play, academic skills, and health/safety skills
High-probability requests	Request-following, social skills, and communication skills
Modeling, mand-modeling, incidental teaching, and naturalistic time delay (milieu teaching)	Requesting, choice making, saying/signing single/multiple words, play expansions, and responding to questions
Graduated guidance	Safety skills, feeding self, and dressing
System of least prompts	Play skills and dressing
Constant time delay	Play skills, academic skills (counting, reading), prewriting, engagement, peer imitation, and communication skills
Progressive time delay	
Simultaneous prompting	Play skills and home skills
Peer-mediated instruction	Social skills

Other Evidence-Based Practices (EBP)

The AEPS-3 Curriculum incorporates a variety of evidence-based teaching/intervention practices in ECE/ECSE, defined as “practices and programs shown by high-quality research to have meaningful effects on student outcomes” (Cook & Odom, 2013, p. 135). The AEPS-3 Curriculum uses principles and research-based strategies associated with such evidence-based practices as embedded instruction, *data-driven decision making*, and specific systematic instruction, each of which is addressed in the paragraphs that follow. Table 1.1 lists the strategies identified throughout the AEPS-3 Curriculum along with the skills that are best aligned with each strategy.

Embedded Instruction. Embedded instruction occurs when a child is engaged in preferred activities and an adult intentionally uses that activity as an opportunity to practice or demonstrate a target skill by expanding, modifying, or taking a logical next step with the skill. The activity itself provides feedback based on the child’s response. Embedded instruction, which is an underlying process of ABI, has been shown repeatedly to be an effective method for helping infants and young children with and without disabilities acquire or expand skills. Embedded instruction has been used successfully to teach preacademic, social, communication, motor, adaptive, and cognitive skills to young children. The AEPS-3 Curriculum embeds all AEPS-3 Test items in commonly occurring routines and activities that take place at home or in center-based environments such as child care and pre-K classrooms.

Data-Driven Decision Making. Data on individual children’s performance levels are the best source of information for selecting appropriate teaching/intervention goals and effective teaching strategies matched to support needs. AEPS-3 is structured to provide evidence to guide decision making at each step in the linked system. Observing young children as they engage in daily activities yields a vast amount of information about what a child knows and is able to do over time. The AEPS-3 Test provides precise performance data to inform decisions about the most appropriate goals and objectives for each child. Likewise, data collected during teaching/intervention reveal information that is critical for adjusting outcomes and modifying teaching strategies. Progress monitoring data also provide updates to the assessment data from the test, forming a comprehensive profile of skills acquired across all areas of development.

Specific Systematic Instruction. The teaching strategies in the AEPS-3 Curriculum were selected because evidence demonstrates that they result in positive outcomes for young children who have disabilities or are at risk. Emerging evidence also indicates that some strategies (such as peer-mediated instruction and system of least prompts) are effective in teaching high-priority skills to children without disabilities.

CURRICULUM FRAMEWORK

The AEPS-3 Curriculum is designed intentionally to coordinate and integrate recommended practices and evidence-based research into a coherent, easy-to-use framework by suggesting differentiated instruction similar to an MTSS model, using evidence-based practices from both ECE and ECSE, and embedding those practices into home and classroom routines and activities. The sections that follow provide details about the curriculum’s central elements and characteristics.

Inclusive of All Children From Birth to 6 Years, With and Without Disabilities

The AEPS-3 Curriculum makes it possible to teach critical early skills to all children. It should be useful for individual children in Early Head Start, children in Part C Early Intervention home settings, and groups of young children in preschool classrooms (blended, inclusive, or self-contained), including those with developmental and early academic problems who have not yet been formally identified for special services.

Based in Routines and Activities

The AEPS-3 Curriculum focuses on teaching during regularly occurring routines and activities at home and in the classroom. The curriculum is organized into 18 routines and activities (see Box 1.1 for a complete list) and emphasizes play and young children's successful participation in homes and classrooms. Practitioners use evidence-based strategies to teach specific developmental skills without removing young children from their daily routines and ongoing interactions with peers and family members.

Active & Outdoor Play	Field Trips
Arrival & Departure	Math
Art	Meals & Snacks
Bath Time	Music & Movement
Blocks	Nap & Sleep
Circle Time	Science (in Growing and Ready levels)
Diapering, Toileting, & Handwashing	Sensory
Dramatic Play	Technology (in Growing and Ready levels)
Dressing	Writing

Box 1.1 AEPS-3 Curriculum Routines and Activities

Organized Around Three Skill Ranges—Beginning, Growing, and Ready

In the curriculum, AEPS-3 items are grouped into three levels, making it possible to teach infants and young children developmental skills that are embedded in a consistent set of daily routines and activities. In early development, the times at which specific skills emerge differ from child to child, and some skill areas may develop more quickly than others for any given child.

The AEPS-3 Curriculum includes one complete volume for each skill level. Taken together, the three curriculum volumes provide comprehensive strategies for teaching developmental skills in each of the eight AEPS-3 areas to children who function developmentally between the ages of birth and 6 years.

- The Beginning level (Volume 3) includes foundational skills that typically developing children acquire in the first year to 18 months of life.
- The Growing level (Volume 4) generally covers those skills that require children to combine and apply earlier skills. These skills typically appear during the toddler years, from 18 months to 3 years of age.
- The Ready level (Volume 5) has more complex developmental and early academic skills that are typical of preschool-age children and considered important for success in school.

Tiered for Differentiated Teaching

The AEPS-3 Curriculum is arranged in differing tiers of support to help match teaching strategies to children's support needs. A central feature of the curriculum, this tiered model accommodates the varying rates at which young children learn skills in different developmental areas. This

three-tiered model provides increasingly intensive intervention/instruction to help ensure the level of support needed for each child to participate successfully at home, in classrooms, and in community settings.

Each of the curriculum's three tiers of support—universal, focused, and specialized—contains a variety of suggestions for specific teaching strategies that are appropriate for children with and without disabilities. Figure 1.2 shows the tiered model of the AEPS-3 Curriculum framework in more detail, indicating for whom that tier's strategies are intended, the types of strategies the tier includes, and the frequency of data collection. As the figure shows, data collection occurs least frequently in Tier 1, more frequently in Tier 2, and most frequently in Tier 3. Refer to Figure 1.2 in the discussion that follows. The teaching strategies in Tier 1 are for all young children in high-quality early childhood learning environments. The teaching strategies in Tier 2 are for some children who need extra help, and those in Tier 3 are for the few children who need individual help.

Tier 1: Universal Support The support strategies in Tier 1 reflect best practices in caregiving and teaching. They are designed to provide safe, healthy learning environments and high-quality, developmentally appropriate curriculum for ALL young children. Within the universal support tier, developmental skills constitute core curriculum content for infants and young children. Daily routines and activities provide meaningful teaching and learning contexts for every young child with or without disabilities. Each of the curriculum's routines and activities lists suggestions for the following:

- Arranging daily routines and activities
- Facilitating appropriate, positive social interactions
- Selecting materials

Universal strategies may not work well for every child, and some children may need alternatives that require more input and structure to learn specific skills.

Tier 2: Focused Support The strategies within Tier 2 build on the routines and activities of the universal tier and involve relatively minor modifications and adaptations for SOME children who need extra help to ensure more frequent and focused learning opportunities. The AEPS-3 Curriculum offers a range of specific strategies for the following:

- Identifying targeted outcomes
- Adapting and modifying routines, activities, and environments

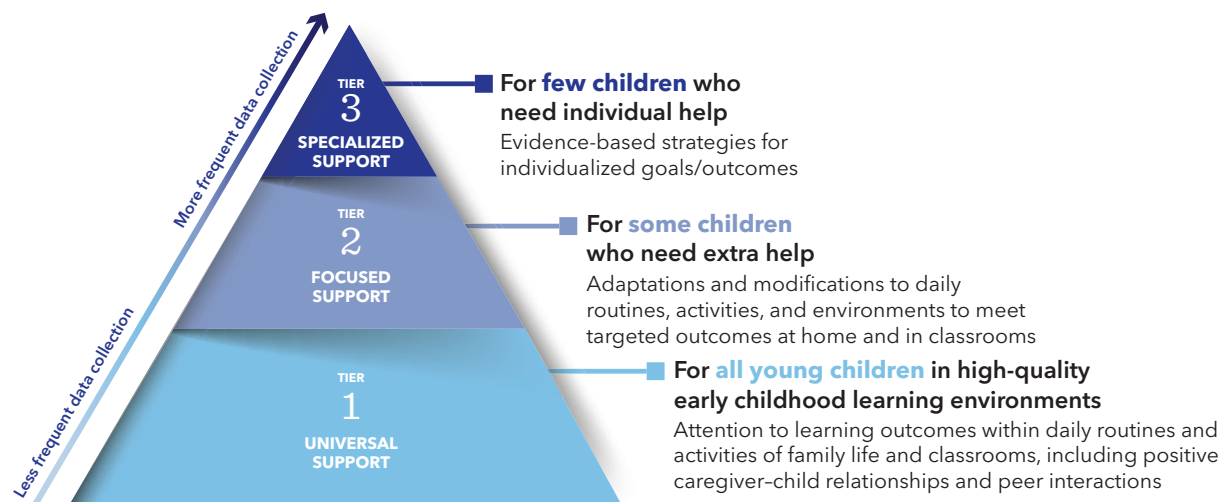


Figure 1.2. Tiered Model of the AEPS-3 Curriculum Framework. This illustration depicts the three tiers of the AEPS-3 Curriculum (universal, focused, and specialized teaching strategies), indicates for whom the strategies are intended, and briefly describes the types of strategies included at that tier. Data are collected with increasing frequency the higher the tier.

- Incorporating child preferences, family priorities, and peer supports
- Selecting specialized materials
- Modifying teacher prompts

Tier 3: Specialized Support Tier 3's specialized support strategies are for the FEW individual children who need intensive supports to address their unique learning goals, such as those found on IFSPs and IEPs. Specialized strategies build upon, rather than replace, universal and focused levels of teaching. Strategies at the specialized tier are individualized to help children acquire prerequisite and foundational skills more quickly and thus increase their participation in high-priority routines and activities. Specialized strategies emphasize the following:

- Suggestions for selecting high-priority skills to teach that emphasize positive caregiver–child relationships and promote peer interactions
- Specific individualized prompts and cues
- Materials and interactions that are specific to children with a variety of identified disabilities

Designed for Continuous Monitoring and Evidence-Based Decision Making

Monitoring children's progress is a central element of the AEPS-3 Curriculum, especially as they learn new skills. Monitoring children's progress is important for both teachers and parents and provides the necessary basis for making teaching decisions. Chapter 5 in this volume provides specific directions for matching how often to collect progress monitoring data with the level of teaching/intervention support provided (with data collected more often as the support level increases). The AEPS-3 Test's scoring system and organization are designed to allow you to monitor and track progress with precision as new skills emerge and children master them.

Data that show children's progress (or lack thereof) are essential for determining the level of support children need to learn new skills. For efficiency's sake, it is important to move to new outcomes as soon as children master skills. Likewise, when progress monitoring data indicate progress is not occurring or is slower than desired, it is necessary to modify outcomes and/or teaching strategies. In the AEPS-3 linked system, assessment data are used to make decisions about selecting learning outcomes and goals for individual children, and progress monitoring data are used to move to new outcomes and goals and different teaching/intervention strategies.

Music & Movement

The Music & Movement activity may include singing, dancing, taking part in fingerplays, playing musical instruments, and other activities, singly or in combination. These activities give children opportunities to learn a variety of skills in an active, social manner. They may take place one to one with individual children or in groups of any size.

Children at the Growing level enjoy music activities, benefit from language-rich experiences associated with music activities, and need many opportunities to move throughout the day, so the activities in this routine may support children's development in most areas. The AEPS-3 Growing level of Music & Movement uses skills from seven developmental areas.

Concurrent Skills

The following concurrent skills are AEPS-3 skills that can be easily embedded and taught during regular occurrences of Music & Movement.

FINE MOTOR Growing Skills

- B 1** Activates object with finger
- B 2** Rotates wrist to manipulate object
- B 3** Manipulates object with two hands, each performing different action

Embedded Learning Opportunities

- *Uses one finger to play toy piano*
- *Shakes tambourine by rotating wrist*
- *Holds guitar with one hand while strumming with other*

GROSS MOTOR Growing Skills

- B 3** Walks avoiding people, furniture, or objects
- B 3.1** Walks without support
- B 4.3** Gets up and down from low structure
- B 5.2** Walks fast
- B 6** Jumps forward
- B 6.1** Jumps up and down in place

Embedded Learning Opportunities

- *Produces variety of gross motor movements while dancing to song ("The Freeze," "If You're Happy and You Know It")*

ADAPTIVE Growing Skills

- D 1** Takes independent action to alleviate distress, discomfort, and pain
- D 1.1** Communicates internal distress, discomfort, or pain to adult

Embedded Learning Opportunities

- *Waits for adult to operate music player or radio when wanting to listen to music or dance*

SOCIAL-EMOTIONAL Growing Skills

- A 3** Participates in familiar social routines with caregivers
- A 3.1** Initiates next step of familiar social routine
- A 3.2** Follows familiar social routines with familiar adults
- B 2** Uses appropriate strategies to manage emotional states
- B 2.1** Responds appropriately to soothing by peer
- B 3.1** Explains or shows others how to do tasks mastered
- B 3.2** Shares accomplishment with familiar caregiver
- C 1** Maintains interaction with peer
- C 1.1** Initiates social behavior toward peer
- C 1.2** Responds appropriately to peer social behavior
- C 3.3** Shares or exchanges objects
- D 1** Interacts appropriately with others during small-group activities
- D 1.1** Interacts appropriately with materials during small-group activities
- D 1.2** Responds appropriately to directions during small-group activities
- D 1.3** Remains with group during small-group activities
- D 2** Interacts appropriately with others during large-group activities
- D 2.1** Interacts appropriately with materials during large-group activities
- D 2.2** Responds appropriately to directions during large-group activities
- D 2.3** Remains with group during large-group activities
- D 4** Resolves conflicts using negotiation
- D 4.1** Uses strategies to resolve conflicts
- D 4.2** Claims and defends possessions
- E 2.1** Meets behavioral expectations in familiar environments
- E 2.2** Adjusts behavior based on feedback from others or environment
- E 3.1** Seeks adult permission when appropriate
- E 3.2** Follows established social rules in familiar environments

Embedded Learning Opportunities

- *Cleans up for circle time or for music and movement upon hearing cleanup song*
- *Responds to peer or adult during greeting song*
- *Stops banging drum when adult says "Freeze"*
- *Covers ears if environment gets too loud*
- *Remains with group and dances*
- *Gets tissue if they sneeze during activity*
- *Stops poking peer when peer says "Stop!"*
- *Says "Mine!" when peer takes instrument from them*
- *Asks "Can I do it?" when time to turn off music player at end of activity*

SOCIAL-COMMUNICATION Growing Skills

- B 2** Locates common objects, people, or events
- B 3** Follows multistep directions without contextual cues
- B 3.1** Follows multistep directions with contextual cues
- B 3.2** Follows one-step direction without contextual cues
- B 3.3** Follows one-step direction with contextual cues
- C 1** Produces multiple-word sentences to communicate
- C 1.1** Uses two-word utterances
- C 1.2** Uses 50 single words, signs, or symbols
- C 2** Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
- C 2.1** Uses irregular plural nouns in multiple-word sentences
- C 2.2** Uses regular plural nouns
- C 3.2** Uses regular past tense of common verbs
- C 3.3** Uses *to be* verbs
- D 2** Provides and seeks information while conversing using words, phrases, or sentences

Embedded Learning Opportunities

- *Finds instrument and sits down in spot when directed*
- *Returns greeting during welcome song*
- *Complies when adult directs "Come to circle and sit on your spot"*
- *Says "I want to dance to the Chicken Dance!"*
- *Asks adult to sing favorite song*

COGNITIVE Growing Skills

- B 1** Imitates novel coordinated motor actions
- B 2** Imitates novel words
- B 3.1** Relates recent events without contextual cues
- B 3.2** Relates recent events with contextual cues
- B 3.3** Relates events immediately after they occur
- C 2** Recognizes symbols
- C 2.1** Uses object to represent another object
- C 3.3** Discriminates between objects or people using common attributes
- C 4** Uses early conceptual comparisons
- C 4.1** Identifies common concepts
- C 4.2** Identifies concrete concepts
- D 3.1** Evaluates common solutions to solve problems or reach goals
- E 3.2** Manipulates materials to cause change

Embedded Learning Opportunities

- *Imitates new motor actions while dancing (Chicken Dance, Hokey Pokey)*
- *Demonstrates song learned at child care to adult at home*
- *Recognizes stop sign when adult holds it up during "Stop and Go" song*
- *Hits drum hard and then softly to hear difference in sound*

LITERACY Growing Skills

- B 1.2** Participates in repetitive verbal play

Embedded Learning Opportunities

- *Sings "Where is Thumbkin?" song with adult*

TIER
1**■ UNIVERSAL STRATEGIES**

These are best practices for ALL young children, with attention to meeting learning outcomes within daily routines and activities of family life and early childhood classrooms while promoting positive adult-child relationships and peer interactions.

At the Growing level, children's increased cognitive, social-communication, and motor skills allow them to advance from being guided through music and movement opportunities to taking part in them more independently. However, children still need adult assistance to learn new songs, movements, and vocabulary. Increasingly precise fine motor control gives children more ability to explore and manipulate items associated with this activity. Children at the Growing level are often interested in engaging with peers and new materials, such as by using musical instruments and noisemakers or making noises with their mouths. Social-communication skills are expanding rapidly at this time, so in this routine, learning through imitation, following simple commands, sharing interests or preferences, and asking questions all play major roles in children's development.

Interactions

Following are some suggested interactions for the Growing level:

- ▲ Expand children's foundational music and movement skills by continuing to build on them.
- ▲ Incorporate music and movement activities throughout daily routines (transitions, math, literacy, rest time, arrival and departure).
- ▲ Embed music and movement activities into home routines (bath time, bedtime, playtime, travel time).
- ▲ Encourage children's creativity while making music time meaningful to them:
 - △ Invite them to dance freestyle to a variety of music.
 - △ Demonstrate different types of dances while encouraging them to create their own actions to songs.
- ▲ Promote participation and other skills by continuing to add actions to songs:
 - △ Teach rhythm and beat by modeling chanting while children clap along.
 - △ Add new movements (marching, waving arms, stomping feet, swaying) once children have mastered clapping to a beat.

Environment and Materials

Following are some suggestions for environment and materials at the Growing level, in addition to the suggestion to embed music and movement into ongoing routines and activities:

- ▲ Create a dedicated music area or music time that offers children opportunities to learn new instruments, new styles of music, and new vocabulary words associated with music and movement activities.
- ▲ Preteach how to sing new songs or use new instruments.
- ▲ Encourage children to experiment with instruments and movements (marching while beating a drum) to encourage them to explore and solve problems.
- ▲ Use movement and music activities that encourage listening and following directions ("Freeze Dance").
- ▲ Provide children with a variety of musical instruments and encourage them to use instruments to imitate the sound of a specific animal.

TIER
2**FOCUSED STRATEGIES**

These strategies are for teaching SOME children who are struggling with a component of a skill or whose development is stalled and who need extra help to catch up or keep up. The strategies include a variety of minor adaptations or modifications to daily routines, activities, and environments to meet targeted outcomes at home and in classrooms.

- ▲ Allow children to participate in movement activities in a variety of different ways (do not expect them all to move in the same way):
 - △ Let a child observe as a way to remain involved if they are uncomfortable participating actively.
 - △ Let a child dance with an adult or hold hands with another child if this helps them feel more comfortable participating.
- ▲ Repeat music and movement activities to make sure children have many opportunities with a particular activity.
- ▲ Modify music and movement for children who have limited attention spans by choosing shorter activities and songs.
- ▲ Pair children who are developmentally more advanced with those who are developmentally younger so they can serve as peer models during movement activities.
- ▲ Incorporate children's preferences when selecting music or other materials:
 - △ Let the child choose the instrument they would like to play, song they would like to sing, or movement they would like to do.
 - △ Choose new songs that relate to child-directed themes.
- ▲ Teach children who cannot speak to use simple signs (MORE, ALL DONE) so they can communicate their preferences.
- ▲ Learn to recognize children's cues and preferences.
- ▲ Pair sign language with spoken words for children who are nonverbal or who have hearing impairments.

TIER
3**SPECIALIZED STRATEGIES**

These strategies for teaching the FEW children who need intensive supports include a variety of specialized, individualized, precise evidence-based strategies to meet children's unique goals/outcomes:

- ▲ For children who become easily overwhelmed by external stimuli,
 - △ Choose instruments and music that are calm and quiet.
 - △ Move the child to a different area of the room if stimuli become too overwhelming.
 - △ Let the child wear noise-reducing headphones.
- ▲ For children who have specific positioning and mobility needs,
 - △ Provide seating with a secure base, hip support, and chest support so they can use their arms and hands to take part in movement activities and play musical instruments.
- ▲ For children who have fine motor challenges,
 - △ Provide instruments or materials that have been modified to make them easier to grasp and manipulate (smaller or larger size than usual, with a built-up handle).

- ▲ For children who have severe muscle spasticity,
 - △ Provide a technology device that allows them to participate (tablet with a touch screen app that makes it possible to “play an instrument”).
- ▲ For children who have hearing impairments,
 - △ Pair music with visual cues (flashing lights, vibration).
- ▲ For children who have visual impairments,
 - △ Use tangible items that relate to the song being sung.
- ▲ Identify children’s priority skills and focus their learning goals on one or two specific skills.
- ▲ Use hand-over-hand assistance to help children clap rhythm with music or learn a new musical instrument:
 - △ Use most to least prompting to fade hand-over-hand assistance.
 - △ Move physical prompting from hands, to wrists, to forearms.

A

AEPS-3 Curriculum Resources (Appendix A)

Appendix A in this volume contains numerous additional resources to supplement the AEPS-3 Curriculum. The first part of the appendix presents a list of general curriculum resources, and the second part provides lists of supplementary resources for each individual routine and activity.

B

AEPS-3 Skills Matrix (Appendix B)

The AEPS-3 Skills Matrix in Appendix B of this volume spotlights individual skills by showing functional application across all routines and activities. Each skills matrix (there are eight total, one for each of the test’s eight developmental areas) allows you to select individual AEPS-3 items for children who require an intensive focus on a few skills across routines and activities. For children who have difficulty learning new skills at the level of individual AEPS-3 items, the Foundation Steps (FS) provide an even more granular breakdown of component subskills that are either a sequence of developmental precursors or steps in task analyses.

VOLUME 4 Curriculum Growing

For use after the **AEPS®-3 Test**, this activity-based, multitiered curriculum helps professionals support every child's development with differentiated instruction in eight developmental areas: Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive, Literacy, and Math. The **AEPS®-3 Curriculum** is divided into three levels—*Beginning*, *Growing*, and *Ready*—so that children with different developmental needs can participate in the same activity or routine. This Growing curriculum volume covers skills that typically appear during the toddler years (from 18 months to 3 years of age).

In this volume, professionals will find

- a complete introduction to the curriculum's foundations, content, and organization
- helpful guidelines for selecting goals and outcomes
- strategies for matching tiered teaching/intervention strategies—universal, focused, and specialized supports—with young children's individual needs
- instructions on collecting progress monitoring data at each teaching/intervention tier
- evidence-based strategies for teaching specific developmental skills within 18 typical routines and activities, such as Meals & Snacks; Nap & Sleep; Diapering, Toileting, & Handwashing; Block Play; and Art

Ideal for both classroom and home settings and easily adaptable for each child's schedule and family cultural context, this expertly organized curriculum is an essential part of the comprehensive, linked AEPS-3 system. Visit www.aepsinteractive.com to learn more.



Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)

By Diane Bricker, Ph.D., Carmen Dionne, Ph.D., Jennifer Grisham, Ed.D., JoAnn (JJ) Johnson, Ph.D., Marisa Macy, Ph.D., Kristine Slentz, Ph.D., & Misti Waddell, M.S., with Ching-I Chen, Ph.D., & Naomi Rahn, Ph.D.

Streamlined and enhanced with user-requested updates, AEPS®-3 gives your early childhood program the **most accurate, useful child data** and a **proven way to turn data into action** across everything you do, from goal setting to teaching to progress monitoring. Use this highly effective and efficient linked system to assess, develop goals, implement instruction/intervention, and monitor progress for every child you work with, from the first months of life through kindergarten.

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