



# Your Guide to AEPS<sup>®</sup>-3

BROOKES

ae<sup>®</sup>ps<sup>3</sup>

**AEPS®-3** helps early childhood programs  
*reimagine their practices and do better.*

**AEPS-3** gives you  
*the most accurate, useful child data*  
and a proven way to *turn data into action*  
across everything you do.



# AEPS-3 Helps You

- Collect the **assessment data you need**
- Link **assessment data to a tiered curriculum**
- Track and support **emerging skills**
- Strengthen **preacademic skills**
- Check for **school readiness**
- **Actively involve families** with handouts, forms, and reports
- **Streamline reporting and data management** with AEPS®i, the user-friendly web-based system

# Exciting Updates

- One **seamless system** for birth to six years
- Two **new test areas**—Literacy and Math
- **Ready-Set**—a shorter measure focused on school readiness skills
- **Reimagined, tiered curriculum** organized around routines and activities



# AEPS-3 Test

- Criterion-referenced and curriculum-based
- **One continuous assessment** for birth to six years
- **Expanded difficulty range**, with more items at the upper and lower ends
- **New items** reflecting current expectations for young children

**aeeps3**

## Child Observation Data Form (CODF)

Date(s) completed: \_\_\_\_\_

Child's name: \_\_\_\_\_

Child's date of birth: \_\_\_\_\_

Child's ID: \_\_\_\_\_

Family's name and address: \_\_\_\_\_

Person completing form: \_\_\_\_\_

Program: \_\_\_\_\_

Date testing/administration completed: \_\_\_\_\_

|                      |         |
|----------------------|---------|
| FINE MOTOR           | ..... 2 |
| GROSS MOTOR          | .....   |
| ADAPTIVE             | .....   |
| SOCIAL-EMOTIONAL     | .....   |
| SOCIAL-COMMUNICATION | .....   |
| COGNITIVE            | .....   |
| LITERACY             | .....   |
| MATH                 | .....   |

**DIRECTIONS:**

**REVIEW** the test administration information beginning on page x of AEPS-3 Volume 2, Chapter 2. Review item criteria, illustrations, examples, and notes beginning on page x 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 the examiner's initials at the top of each AEPS-3 area (Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive, Literacy, and Math).

**OBSERVE** 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 item scores in the Score column and notes in the Notes column. Follow these rules for scoring the AEPS-3 Test to obtain valid assessment 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, I, or both:
  - o Use A if the child requires some form of assistance to perform the item.
  - o Use I if the child's performance of the skill 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 = Conduct; M = Modification; Q = Quality; R = Report.

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



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1








# AEPS-3 Test

- **Refined, clearer criteria** and **more examples**
- **Updated illustrations**
- Eligibility cutoffs available (no age equivalents)

| TEST: FINE MOTOR   |  |
|--|--|
| <p>Objective 2.2 <b>Grasps small cylindrical object</b> </p> <p>CRITERION: Child grasps hand-size cylindrical object with either hand by closing fingers around it, with thumb opposing.</p> <p>Example: Child grasps spoon to bring oatmeal to mouth. Child grasps stick to poke or bang in the sand or clothespins in play.</p> |  |
| <p>Objective 2.3 <b>Grasps pea-size object using fingers in raking or scratching motion</b></p> <p>CRITERION: Child grasps pea-size object with either hand using fingers in raking or scratching motion or provide support or balance on surface held between fingers and palm.</p> <p>Example: Child attempts to finger feed. Child rakes finger food into palm.</p>   |  |
| <p>Objective 2.4 <b>Grasps hand-size object using whole hand</b></p> <p>CRITERION: Child holds object in closed fist around it. Child may use either hand.</p> <p>Example: Child uses entire hand to hold a toy. Child holds a biscuit.</p>  |  |
| <p>FS 2.4a Child grasps hand-size object with hand near little finger and against palm.</p> <p>FS 2.4b Child briefly holds object placed in hand.</p>  |  |
| <p><b>GOAL 3</b> <b>Stacks objects</b> </p> <p>CRITERION: Child uses either hand to place objects balanced on top of one another.</p> <p>Example: Child stacks blocks, plates, or cups.</p>   |  |
| <p>FS 3a Child places small object on top of another object and releases it.</p>   |  |
| <p>Objective 3.1 <b>Releases object into targeted space</b></p> <p>CRITERION: Child uses one or both hands to release object into targeted space that is obvious target for object.</p> <p>Example: Child lets go of cup into toy bin. Child throws napkin or tissue into toy bin.</p>   |  |
| <p>FS 3.1a Child uses either hand to release hand-held object into targeted space.</p>   |  |

| TEST: FINE MOTOR   |  |
|--|--|
| <p><b>Strand A</b> Reach, Grasp, and Release</p>   |  |
| <p><b>GOAL 1</b> <b>Makes directed batting or swiping movements with each hand</b> </p>                                     | <p>CRITERION: Child extends one or both hands to make directed movements toward object or person.</p> <p>Example: Child uses hands to touch caregiver's face or reaches toward toy, pet, or bottle.</p>  |
| <p>Objective 1.1 <b>Brings hands together near midline</b> </p>   | <p>CRITERION: Child brings hands together near middle of body at same time.</p> <p>Example: While lying on back or being held facing upward, child holds bottle on chest with both hands or laces and wiggles fingers in front of face.</p>  |
| <p>Objective 1.2 <b>Makes directed movements with arms</b> </p>   | <p>CRITERION: Child extends one or both arms to make directed movements toward object or person.</p> <p>Example: Child extends one or both arms to bat at mobile or to reach for familiar caregiver.</p>   |
| <p>FS 1.2a Child makes nondirected movements with arms.</p>  |  |
| <p><b>GOAL 2</b> <b>Grasps pea-size object</b> </p>   | <p>CRITERION: Child grasps pea-size object with either hand, using tip of index finger and thumb. Pea-size object is not held against palm; hand or arm is not supported; tip of thumb is rotated toward index finger.</p> <p>Example: Child picks up raisin, pea, or piece of cereal placed on table using only tip of index finger in opposition with thumb.</p> |
| <p>FS 2a Child grasps pea-size object with either hand, using tip of index finger and thumb with hand and/or arm resting on surface for support. Thumb is to side of index finger (inferior pincer grasp).</p> |  |
| <p>Objective 2.1 <b>Grasps hand-size object</b></p>  | <p>CRITERION: Child uses thumb and first two fingers to grasp hand-size object with either hand so that object is held between thumb and fingers and not resting in palm.</p> <p>Example: Child grasps small block using fingers and thumb.</p>  |
| <p>FS 2.1a Child grasps hand-size object with either hand, holding object at base of index finger and thumb.</p>   |   |

# 8 Test Areas, 407 Items, 0-6

- **Fine Motor**  
(31 items in 4 strands)
- **Gross Motor**  
(65 items in 3 strands)
- **Adaptive**  
(53 items in 4 strands)
- **Social-Emotional**  
(61 items in 5 strands)
- **Social-Communication**  
(49 items in 4 strands)
- **Cognitive**  
(50 items in 5 strands)
- **Literacy**  
(57 items in 5 strands)
- **Math**  
(41 items in 4 strands)

# 6 Updated Areas

## Fine Motor

- A. Reach, Grasp, and Release
- B. Functional Skill Use
- C. Mechanics of Writing
- D. Use of Electronic Devices

## Gross Motor

- A. Body Control and Weight Transfer
- B. Movement and Coordination
- C. Active Play

## Adaptive

- A. Eating and Drinking
- B. Personal Care Routines
- C. Dressing and Undressing
- D. Personal Safety

## Social-Emotional

- A. Interactions with Adults
- B. Social-Emotional Expression and Regulation
- C. Interactions with Peers
- D. Independent and Group Participation
- E. Meeting Social Expectations

## Social-Communication

- A. Early Social Communication
- B. Communicative Understanding
- C. Communicative Expression
- D. Social Use of Language

## Cognitive

- A. Sensory Exploration
- B. Imitation and Memory
- C. Conceptual Knowledge
- D. Reasoning
- E. Scientific Discovery



# New Literacy Area

## Literacy

- A. Awareness of Print Concepts
- B. Phonological Awareness
- C. Alphabet Knowledge
- D. Vocabulary and Story Comprehension
- E. Writing

CHILD OBSERVATION DATA FORM  
**Literacy**

Name: \_\_\_\_\_

Test date: \_\_\_\_\_

| Mastery performance | Score Key |   | Note Key            |  |
|---------------------|-----------|---|---------------------|--|
|                     | 2         | 1 = Emerging performance<br>1A = Assistance<br>1B = Assistance/Incomplete | No performance<br>0 | C = Conduct<br>M = Modification<br>Q = Quality<br>R = Report |

|   | Target | Score | Notes      | Score | Notes      | Score | Notes      |
|---|--------|-------|------------|-------|------------|-------|------------|
| <b>A. Awareness of Print Concepts</b>   |        |       |            |       |            |       |            |
| 1. Participates in shared group reading   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.1 Participates in shared one-on-one reading   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2. Demonstrates understanding that text is read in one direction and from top to bottom of page |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.1 Turns pages of book from beginning toward end   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.2 Holds book or other printed material with pictures correctly oriented                       |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3. Recognizes print words for common or familiar people, objects, or pictures                   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3.1 Recognizes own first name in print  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3.2 Recognizes common signs and logos   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| <b>B. Phonological Awareness</b>  |        |       |            |       |            |       |            |
| 1. Produces rhyming words given oral prompt   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.1 Identifies rhyming words  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.2 Participates in repetitive verbal play  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2. Segments compound words into component words   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.1 Blends two simple words into compound words   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.2 Claps for words in sentences  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3. Segments syllables of two- and three-syllable words  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3.1 Blends syllables into two- and three-syllable words   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3.2 Claps for each syllable in two- and three-syllable words                                    |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 4. Segments CVC words into individual sounds  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 4.1 Blends separate CVC sounds into simple words  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 4.2 Identifies middle sounds in CVC words   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |

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26



# New Math Area

## Math

- A. Counting
- B. Quantitative Relations
- C. Reading and Writing Numbers
- D. Addition and Subtraction

CHILD OBSERVATION DATA FORM  
**Math** 

Name: \_\_\_\_\_

| Mastery performance | Score Key |  | Note Key       |   |
|---------------------|-----------|--|----------------|---|
|                     | 2         | 1A = Assistance<br>1B = Incomplete<br>1C = Assistance/Incomplete | No performance | 0 |

Teacher(s): \_\_\_\_\_

Observer(s): \_\_\_\_\_

|   | Target | Score | Notes      | Score | Notes      | Score | Notes      |
|---|--------|-------|------------|-------|------------|-------|------------|
| <b>A. Counting</b>                                |        |       |            |       |            |       |            |
| 1. Counts out 3 items                             |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.1 Counts 3 items to determine "How many?"       |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.2 Recites numbers 1-3                           |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2. Counts out 10 items                            |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.1 Counts 10 items to determine "How many?"      |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.2 Recites numbers 1-10                          |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3. Counts out 20 items                            |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3.1 Counts 20 items to determine "How many?"      |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3.2 Recites numbers 1-20                          |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 4. Skip counts by tens to 100                     |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 4.1 Recites numbers 31-100                        |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 4.2 Recites numbers 1-30                          |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| <b>B. Quantitative Relations</b>                  |        |       |            |       |            |       |            |
| 1. Compares items in sets to 5 by counting        |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.1 Compares items in sets to 5 by matching       |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.2 Creates equivalent sets of 5 items            |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.3 Uses quantity comparison words                |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2. Compares items in sets of 6 to 10 by counting  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.1 Compares items in sets of 6 to 10 by matching |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.2 Creates equivalent sets of 10 items           |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |

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31

# Child Observation Data Form

CHILD OBSERVATION DATA FORM  
**Fine Motor**

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Name: \_\_\_\_\_

| Score Key                |  | Note Key            |  |
|--------------------------|--|---------------------|--|
| Mastery performance<br>2 | Emerging performance<br>1A = Assistance<br>1B = Incomplete<br>1C = Assistance/Incomplete | No performance<br>0 | C = Conduct<br>M = Modification<br>Q = Quality<br>R = Report |

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

|   | Target | Score | Notes      | Score | Notes      | Score | Notes      |
|---|--------|-------|------------|-------|------------|-------|------------|
| <b>A. Reach, Grasp, and Release</b>                                       |        |       |            |       |            |       |            |
| 1. Makes directed batting or swiping movements with each hand             |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.1 Brings hands together near midline                                    |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.2 Makes directed movements with arms                                    |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2. Grasps pea-size object   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.1 Grasps hand-size object   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.2 Grasps small cylindrical object                                       |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.3 Grasps pea-size object using fingers in raking or scratching movement |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.4 Grasps hand-size object using whole hand                              |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3. Stacks objects   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3.1 Releases object into targeted space                                   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3.2 Releases object into nondefined space                                 |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| <b>B. Functional Skill Use</b>  |        |       |            |       |            |       |            |
| 1. Activates object with finger   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.1 Uses finger to point or touch   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.2 Uses hand to activate object  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 1.3 Uses fingers to explore object  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2. Rotates wrist to manipulate object                                     |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 2.1 Turns object using either hand  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3. Manipulates object with two hands, each performing different action    |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3.1 Assembles toy   |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |
| 3.2 Aligns objects  |        |       | C M<br>Q R |       | C M<br>Q R |       | C M<br>Q R |

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- 3-point scoring system
- Qualified scoring for emerging skills ("1") to indicate if incomplete or done with assistance
- Available in English and Spanish

Summary of AEPS-3 Results

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Name: \_\_\_\_\_

For each domain, plot the percent correct for each test period (1-3) to determine if the child's performance is improving over time.

| Fine Motor           |  |  | Gross Motor      |  |  |
|----------------------|--|--|------------------|--|--|
| Total % correct      |  |  | Total % correct  |  |  |
| 100                  |  |  | 100              |  |  |
| 80                   |  |  | 80               |  |  |
| 60                   |  |  | 60               |  |  |
| 40                   |  |  | 40               |  |  |
| 20                   |  |  | 20               |  |  |
| Test Date:           |  |  | Test Date:       |  |  |
| Adaptive             |  |  | Social-Emotional |  |  |
| Total % correct      |  |  | Total % correct  |  |  |
| 100                  |  |  | 100              |  |  |
| 80                   |  |  | 80               |  |  |
| 60                   |  |  | 60               |  |  |
| 40                   |  |  | 40               |  |  |
| 20                   |  |  | 20               |  |  |
| Test Date:           |  |  | Test Date:       |  |  |
| Social-Communication |  |  | Cognitive        |  |  |
| Total % correct      |  |  | Total % correct  |  |  |
| 100                  |  |  | 100              |  |  |
| 80                   |  |  | 80               |  |  |
| 60                   |  |  | 60               |  |  |
| 40                   |  |  | 40               |  |  |
| 20                   |  |  | 20               |  |  |
| Test Date:           |  |  | Test Date:       |  |  |
| Literacy             |  |  | Math             |  |  |
| Total % correct      |  |  | Total % correct  |  |  |
| 100                  |  |  | 100              |  |  |
| 80                   |  |  | 80               |  |  |
| 60                   |  |  | 60               |  |  |
| 40                   |  |  | 40               |  |  |
| 20                   |  |  | 20               |  |  |
| Test Date:           |  |  | Test Date:       |  |  |

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# Assessment Activities

- Assessment activities help providers efficiently use observation to complete the AEPS-3 Test for up to 5 children at once
- 10 center-based activities
- 10 home-based activities
- Available on AEPS-3 Forms USB and in AEPSi

CENTER-BASED ASSESSMENT ACTIVITY

**Blanket Play**

| Mastery performance | Emerging performance               | No performance | C = Conduct | M = Modification | Q = Quality | R = Report |
|---------------------|------------------------------------|----------------|-------------|------------------|-------------|------------|
| 2                   | 1A = Assistance<br>1B = Incomplete | 0              |             |                  |             |            |

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| Name: | Name: | Name: | Name: | Name: |
| DOB:  | DOB:  | DOB:  | DOB:  | DOB:  |

Fine Motor

**A. Reach, Grasp, and Release**

| Target  | Score | Notes      | Target | Score | Notes      | Target | Score | Notes      | Target | Score | Notes      | Target | Score | Notes      |
|---|-------|------------|--------|-------|------------|--------|-------|------------|--------|-------|------------|--------|-------|------------|
| 1. Makes directed batting or swiping movements with each hand |       | C M<br>Q R |        |       | C M<br>Q R |        |       | C M<br>Q R |        |       | C M<br>Q R |        |       | C M<br>Q R |
| 1.1 Brings hands together near midline                        |       | C M<br>Q R |        |       | C M<br>Q R |        |       | C M<br>Q R |        |       | C M<br>Q R |        |       | C M<br>Q R |
| 1.2 Makes directed movements with arms                        |       | C M<br>Q R |        |       | C M<br>Q R |        |       | C M<br>Q R |        |       | C M<br>Q R |        |       | C M<br>Q R |

Gross Motor

**A. Body Control and Weight Transfer**

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 1. Turns head, moves arms, and legs in different directions |  |  |  |  |  |
| 1.1 Kicks legs  |  |  |  |  |  |
| 1.2 Waves arms  |  |  |  |  |  |
| 1.3 Turns head side to side                                 |  |  |  |  |  |
| 2. Puts weight on one hand or arm                           |  |  |  |  |  |
| 2.1 Remains propped on elbows                               |  |  |  |  |  |
| 2.2 Remains propped on one hand or arm                      |  |  |  |  |  |
| 3. Rolls from back to stomach                               |  |  |  |  |  |
| 3.1 Rolls from stomach to back                              |  |  |  |  |  |

DESCRIPTION

In this assessment activity, the child is on the floor or ground in a safe environment. This activity encourages positive interactions between a familiar adult and the child, and it also encourages the child's movements. The familiar adult offers stimulation (visual, tactile, auditory) to support the child to respond or initiate. For example, if a caregiver holds a favorite small stuffed bear in front of the child, it may prompt the child to exhibit fine motor skills such as bringing both hands to the midline in an effort to grasp the toy.

SUGGESTED MATERIALS

Materials found in the child's environment, such as

- Soft blanket
- Small favorite toys or objects (rattle, bear, pacifier, etc.)

SUGGESTED PROCEDURES

With the child lying on their back:

- Touch parts of the child's body to encourage the child to move their arms and legs independently.
- Shake a rattle on either side of the child to encourage them to turn their head.
- Play face-to-face games with the child to stimulate their active participation.
- Talk to the child, then pause to let them respond or initiate. Repeat. Observe how the child reacts to stimulation.
- Present different toys to the child and encourage the child to grasp and explore them.

With the child lying on their stomach:

- Hold a rattle or other desired object in front of the child to encourage them to lift their head.
- Use toys and positioning to encourage the child to roll over.
- Slowly move a pull-toy in front of the child to encourage them to move and follow it.

Date(s) completed: \_\_\_\_\_

Person completing form: \_\_\_\_\_

Program: \_\_\_\_\_


Child(ren) observed: \_\_\_\_\_


|  |   |
|--|---|
| <p><b>FINE MOTOR</b></p> <p>Strand A, 1, 1.1, 1.2</p> <p><b>GROSS MOTOR</b></p> <p>Strand A, 1, 1.1, 1.2, 1.3, 2, 2.1, 2.2, 3, 3.1, 3.2</p> <p>Strand B, 1, 1.1, 1.2, 2.1, 2.2, 2.3, 2.4</p> | <p><b>SOCIAL COMMUNICATION</b></p> <p>Strand A, 1, 1.1, 2, 2.1, 3, 3.1, 3.2</p> <p>Strand B, 1, 1.1, 1.2</p> <p><b>COGNITIVE</b></p> <p>Strand A, 1, 1.1, 2.1</p> |
|--|---|

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# Ready-Set

- Brief assessment and progress monitoring measure
- Emphasizes skills essential for school readiness and early school success
- 40 developmentally and academically challenging goals from AEPS-3 Test





---

Date(s) completed: \_\_\_\_\_  
 Child's name: \_\_\_\_\_  
 Child's date of birth: \_\_\_\_\_  
 Child's ID: \_\_\_\_\_  
 Family's name and address: \_\_\_\_\_  
 Person completing form: \_\_\_\_\_  
 Program: \_\_\_\_\_  
 Date testing/administration completed: \_\_\_\_\_

**DIRECTIONS:**

**REVIEW** the administration information beginning on page x of AEPS-3 Volumes 1 and 2, and notes beginning on page x of AEPS-3 Volume 2, Chapter 3. Make sure you understand the scoring procedures before using Ready-Set.

**OBSERVE** the child and score items by comparing the child's performance on using the stated criteria will invalidate the results.

**RECORD** the administration date and examiner's initials at the top.


**OBSERVE** the child and score items by comparing the child's performance on using the stated criteria will invalidate the results.

**ENTER** all item scores in the Score column and notes in the Notes column. For results:

- Assign only scores of 2, 1, or 0.
- If you assess and score a goal 1, you must assign an A, I, or both:
  - o Use A if the child requires some form of assistance to perform the goal.
  - o Use I if the child's performance of the skill is incomplete (partial performance).
- Use Notes to assist in qualifying children's scores (optional but highly recommended). M = Modification; Q = Quality; R = Report.
- Target column refers to identified IEP or IFSP goal. Check this box for each goal.

**RECORD** the child's results at the end (Raw Score and Percent Score). Also record the child's raw score and percent score.

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Name: \_\_\_\_\_

|  | Score Key                              |                     | Note Key    |                  | Services    |            |
|--|--|---------------------|-------------|------------------|-------------|------------|
|  | Emerging performance<br>1 = Assistance | No performance<br>0 | C = Conduct | M = Modification | Q = Quality | R = Report |
| 1. Manipulates object with two hands, each performing different action                             | 2                                      |                     |             |                  |             |            |
| 2. Holds writing tool using three-finger grasp to write or draw                                    | 2                                      |                     |             |                  |             |            |
| 3. Jumps forward   | 2                                      |                     |             |                  |             |            |
| 4. Skips   | 2                                      |                     |             |                  |             |            |
| 5. Uses hands to hang on play equipment with bars  | 2                                      |                     |             |                  |             |            |
| 6. Uses culturally appropriate social dining skills  | 2                                      |                     |             |                  |             |            |
| 7. Recognizes and reports information regarding safety   | 2                                      |                     |             |                  |             |            |
| 8. Maintains cooperative activity  | 2                                      |                     |             |                  |             |            |
| 9. Interacts appropriately with others during small-group activities                               | 2                                      |                     |             |                  |             |            |
| 10. Interacts appropriately with others during large-group activities                              | 2                                      |                     |             |                  |             |            |
| 11. Initiates and completes independent activities   | 2                                      |                     |             |                  |             |            |
| 12. Resolves conflicts using negotiation   | 2                                      |                     |             |                  |             |            |
| 13. Meets observable physical needs in socially appropriate ways                                   | 2                                      |                     |             |                  |             |            |
| 14. Follows context-specific rules   | 2                                      |                     |             |                  |             |            |
| 15. Relates identifying information about self   | 2                                      |                     |             |                  |             |            |
| 16. Uses language to initiate and sustain social interaction                                       | 2                                      |                     |             |                  |             |            |
| 17. Provides and seeks information while conversing with others using words, phrases, or sentences | 2                                      |                     |             |                  |             |            |
| 18. Uses conversational rules when communicating with others                                       | 2                                      |                     |             |                  |             |            |
| 19. Solves problems using multiple strategies  | 2                                      |                     |             |                  |             |            |
| 20. Draws plausible conclusions about events beyond personal experience                            | 2                                      |                     |             |                  |             |            |

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# Ready-Set

## Goals from all 8 areas

- **Fine Motor**—2
- **Gross Motor**—3
- **Adaptive**—2
- **Social-Emotional**—8
- **Social-Communication**—3
- **Cognitive**—6
- **Literacy**—10
- **Math**—6

## Example goals

2. Holds writing tool using three-finger grasp to write or draw
6. Uses culturally appropriate social dining skills
8. Maintains cooperative activity
12. Resolves conflicts using negotiation
16. Uses language to initiate and sustain social interaction
29. Names all uppercase and lowercase letters of alphabet
36. Reads and writes numerals for quantities up to 5



# Ready-Set

- Useful in preschool and Head Start classrooms for children who may not need full AEPS-3 assessment
- Seamless to move to AEPS-3 Test for a child as needed
- Links to tiered AEPS-3 Curriculum



# Ready-Set

- Corresponding set of assessment activities available
  - 4 center-based, 3 home-based
- Ready-Set Family Assessment of Child Skills form
  - Available in English and Spanish

**Ready-Set** CENTER-BASED ASSESSMENT ACTIVITY **Outdoor Play** **aeps3**

Score Key: Mastery performance 2, Emerging performance 1A=Assistance/1I=Incomplete/1A=Assistance/1I=Incomplete, No performance 0. Note Key: C=Conduct, M=Modification, Q=Quality, R=Report.

| Gross Motor                                       |        |       |         |        |       |         |        |       |         |        |       |         |
|---|--------|-------|---------|--------|-------|---------|--------|-------|---------|--------|-------|---------|
| B. Movement and Coordination                      |        |       |         |        |       |         |        |       |         |        |       |         |
|   | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   | Target | Score | Notes   |
| 6. Jumps forward                                  |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| 7. Skips  |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |        |       | C M Q R |
| C. Active Play                                    |        |       |         |        |       |         |        |       |         |        |       |         |
| 2. Uses hands to hang on play equipment with bars |        |       | C M     |        |       | C M     |        |       | C M     |        |       | C M     |

**Social-Emotional**

**D. Independent and Group Participation**

2. Interacts appropriately with others of

**E. Meeting Social Expectations**

1. Meets observable physical needs in

3. Follows context-specific rules

**Cognitive**

**E. Scientific Discovery**

1. Expands simple observations and ex

2. Anticipates outcome of investigation

3. Investigates to test hypotheses

4. Transfers knowledge

**Ready-Set** CENTER-BASED ASSESSMENT ACTIVITY **Outdoor Play** **aeps3**

Date(s) completed: \_\_\_\_\_

Person completing form: \_\_\_\_\_

Program: \_\_\_\_\_

Child(ren) observed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Legend: **GROSS MOTOR** Strand B. 6, 7 Strand C. 2; **SOCIAL-EMOTIONAL** Strand D. 2 Strand E. 1, 3; **COGNITIVE** Strand E. 1, 2, 3, 4


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# New Materials for Families

- Now 3 forms for families
  - **Family Report** (formerly Part I of Family Report)
  - **Family Assessment of Child Skills** (formerly Part II of Family Report)
  - **Child Progress Record**
- New handouts for working with families
- All available in English and Spanish on AEPS-3 Forms USB



# Family Report



## Family Report


Your input is essential to targeting developmental skills that are important for your child. Section 1 asks general questions designed to help program staff get to know your child and family. Section 2 asks specific questions about daily routines and activities.

You may complete this form independently or with assistance from program staff. Thank you for sharing this information, and please let us know if you have any questions.

Date(s) completed: \_\_\_\_\_  
Child's name: \_\_\_\_\_  
Child's date of birth: \_\_\_\_\_  
Family's name and address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Person completing form: \_\_\_\_\_  
Relationship to child: \_\_\_\_\_  
Phone/text number: \_\_\_\_\_  
E-mail address: \_\_\_\_\_  
Preferred method(s) of contact: \_\_\_\_\_  
Language(s) spoken at home: \_\_\_\_\_

Insert a picture (child or family photos or drawing), if desired.

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### FAMILY REPORT

#### Section 1: Child and Family Information

**Tell us about your child.** Child's name: \_\_\_\_\_

How would you describe your child in a few words?  
\_\_\_\_\_  
\_\_\_\_\_

What are some of your child's strengths?  
\_\_\_\_\_  
\_\_\_\_\_

Do you have any concerns about your child's development or behavior? If yes, please explain.  
\_\_\_\_\_  
\_\_\_\_\_

**Tell us about your family.**

Who do you include as part of your family (parents, siblings, relatives, close friends, caregivers)?  
\_\_\_\_\_  
\_\_\_\_\_

What would you like program staff to know about your family's traditions and values?  
\_\_\_\_\_  
\_\_\_\_\_

What other information you would like us to know about your family (strengths, concerns, needs)?  
\_\_\_\_\_  
\_\_\_\_\_

**Tell us about services you and your child currently receive and how our program can best support your family.**

What is your preferred location and time to meet?  
\_\_\_\_\_  
\_\_\_\_\_


Are there other people you would like to include in meetings about your child? If yes, please list.  
\_\_\_\_\_  
\_\_\_\_\_

What services do you or your child receive? What other programs does your child attend?  
\_\_\_\_\_  
\_\_\_\_\_

What medical providers or specialists does your child see (doctor, physical therapist, occupational therapist, speech therapist)?  
\_\_\_\_\_  
\_\_\_\_\_

Would an interpreter or cultural guide help us to better serve your child and family?  
\_\_\_\_\_  
\_\_\_\_\_

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### FAMILY REPORT

Date reviewed: \_\_\_\_\_ Noted changes: \_\_\_\_\_

Date reviewed: \_\_\_\_\_ Noted changes: \_\_\_\_\_

#### Section 2: Activities

Please provide information about your child's participation in the following routines and activities.

**Participating with Family**

1. What family activities usually involve your child? Check all that apply:  
 Meals  Chores  TV/movie watching  
 Games  Vacations  Shopping  
 Other: \_\_\_\_\_

2. Would you like your child to participate in other family activities? If so, please explain.  
\_\_\_\_\_  
\_\_\_\_\_

3. What makes your child's participation in family activities enjoyable?  
\_\_\_\_\_  
\_\_\_\_\_

4. Are there things that make your child's participation in family activities difficult? If yes, please explain.  
\_\_\_\_\_  
\_\_\_\_\_

5. Would you like help improving your child's participation in family activities? If yes, please explain.  
\_\_\_\_\_  
\_\_\_\_\_

Date reviewed: \_\_\_\_\_ Noted changes: \_\_\_\_\_

Date reviewed: \_\_\_\_\_ Noted changes: \_\_\_\_\_

**Eating**

1. Where, when, and with whom does your child usually eat?  
\_\_\_\_\_  
\_\_\_\_\_


2. What kinds of foods does your child eat?  
\_\_\_\_\_  
\_\_\_\_\_

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Collects information about child and family and child's participation in activities and routines



# Family Assessment of Child Skills



## Family Assessment of Child Skills (FACS)

Date(s) completed: \_\_\_\_\_

Child's name: \_\_\_\_\_

Child's date of birth: \_\_\_\_\_

Family's name and address: \_\_\_\_\_

Person completing form: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Phone/text number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Preferred method(s) of contact: \_\_\_\_\_

Language(s) spoken at home: \_\_\_\_\_

|                      |       |   |
|----------------------|-------|---|
| FINE MOTOR           | _____ | 2 |
| GROSS MOTOR          | _____ |   |
| ADAPTIVE             | _____ |   |
| SOCIAL-EMOTIONAL     | _____ |   |
| SOCIAL-COMMUNICATION | _____ |   |
| COGNITIVE            | _____ |   |
| LITERACY             | _____ |   |
| MATH                 | _____ |   |

The Family Assessment of Child Skills allows parents and other caregivers to share details about a child's developmental skills. This information is needed to select appropriate learning goals for an IFSP or IEP. Easy-to-answer questions about a child's skills are listed in 8 areas: Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive, Literacy, and Math. Questions about related behaviors are grouped together and mirror the content of the AEPS-3 Test.

You may complete this form independently or with help from program staff. Program staff will explain how to begin and when to stop answering questions. Please let program staff know if you have any questions or need assistance.


For each question, watch your child use the skill first, then mark your rating as follows:

- Mark YES (Y) if your child uses the skill or action described. Also mark YES if your child previously was able to do the skill. For example, if the question asks if your child can crawl and now your child can walk, mark YES.
- Mark SOMETIMES (S) if your child uses the skill or action sometimes or partially. SOMETIMES is an appropriate response if your child does not consistently use, partly uses, or needs help to use the skill. For example, if your child sometimes takes off their coat but usually needs adult help, mark SOMETIMES.
- Mark NOT YET (N) if your child does not yet use the skill or action described. For example, if your child cannot use a spoon to eat, mark NOT YET.

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FAMILY ASSESSMENT OF CHILD SKILLS

## Adaptive



Adaptive skills are those that involve being able to care for yourself. These skills include eating, drinking, preparing and serving food, using the toilet independently, dressing, and undressing.

Name: \_\_\_\_\_


DIRECTIONS: Mark Y for yes, S for sometimes, and N for not yet.

|   | DATE 1: | DATE 2: | DATE 3: |
|---|---------|---------|---------|
| 1. Does your child take food off a spoon without choking or gagging? For example, your child eats mashed fruit from a spoon. (AD.A1)  | Y S N   | Y S N   | Y S N   |
| 2. Does your child eat a variety of foods and textures? For example, your child eats some fruits, some vegetables, and some meats. (AD.A2)  | Y S N   | Y S N   | Y S N   |
| 3. Does your child eat foods using a spoon, fork, or other utensil without much spilling? For example, your child eats rice with a spoon or chopsticks without dropping food. (AD.A3)   | Y S N   | Y S N   | Y S N   |
| 4. Does your child drink from a cup or glass without a lid with minimal spilling? For example, your child drinks water from a cup without spilling. (AD.A4)   | Y S N   | Y S N   | Y S N   |
| 5. Does your child eat in socially appropriate ways? For example, your child chews with their mouth closed, uses a napkin, or asks for help to cut food. (AD.A5)  | Y S N   | Y S N   | Y S N   |
| 6. Does your child get food ready for eating by removing inedible parts and by using a utensil such as a spoon or knife? For example, your child removes a banana skin, spreads jam on bread with a knife, or transfers food from a bowl. (AD.A6) | Y S N   | Y S N   | Y S N   |
| 7. Does your child use the toilet independently? You can help with clothing if needed. For example, your child asks to use the bathroom while in a restaurant and completes the process successfully. (AD.B1)                                     | Y S N   | Y S N   | Y S N   |
| 8. Does your child bathe and dry off with minimal assistance? For example, your child climbs into the tub or shower, uses soap and rinses, and dries off with a towel. (AD.B2)  | Y S N   | Y S N   | Y S N   |
| 9. Does your child brush their teeth, comb their hair, and wipe their nose with acceptable outcomes? For example, your child puts toothpaste on the toothbrush, brushes their teeth, and rinses their mouth. (AD.B3)                              | Y S N   | Y S N   | Y S N   |
| 10. Does your child undress without help? For example, at bedtime, your child removes pants, shirt, socks, and underwear. (AD.C1)   | Y S N   | Y S N   | Y S N   |
| 11. Does your child choose appropriate clothing for the weather, temperature, and social setting and get dressed? For example, your child puts on a coat and boots to walk in the snow. (AD.C2)   | Y S N   | Y S N   | Y S N   |
| 12. Does your child act to relieve their own distress or pain? For example, your child tells you they don't feel well when sick or looks for a caregiver when hit by another child. (AD.D1)   | Y S N   | Y S N   | Y S N   |

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FAMILY ASSESSMENT OF CHILD SKILLS

## Social-Communication



Social-communication skills are those that involve communicating with others. These skills include listening, speaking, and understanding conversational rules and the use of grammar.

Name: \_\_\_\_\_


DIRECTIONS: Mark Y for yes, S for sometimes, and N for not yet.

|   | DATE 1: | DATE 2: | DATE 3: |
|---|---------|---------|---------|
| 1. Does your child turn to look at someone who is talking nearby? For example, when playing near you, your child looks at you when you talk. (SC.A1)  | Y S N   | Y S N   | Y S N   |
| 2. Does your child babble the same sound combinations and different sound combinations? For example, your child says, "ba-be" and "ba-da." (SC.A2)  | Y S N   | Y S N   | Y S N   |
| 3. Does your child babble or use words in response to a caregiver's words? For example, you say, "Hi, baby," your child says, "Ba-ba," you then ask, "What?" and your child says, "Ba-ba-ba." Or the caregiver says, "Let's go," and your child says, "Bye-bye." (SC.A3)              | Y S N   | Y S N   | Y S N   |
| 4. Does your child get attention and then point to an object, a person or animal, or something that is happening? For example, your child pulls on your arm and then points to a ball, looks at you and then looks at a cat, or makes a sound and points to a car passing by. (SC.A4) | Y S N   | Y S N   | Y S N   |
| 5. Does your child look in the same direction that another person is looking? For example, a caregiver turns and looks out the window, and your child also turns and looks out the window. (SC.B1)  | Y S N   | Y S N   | Y S N   |
| 6. Does your child point out at least 10 familiar objects or people after you name them? The people or objects should be familiar and easy to find but not close by. For example, you say, "Where's Spot?" and your child goes to the window and points to the doghouse. (SC.B2)      | Y S N   | Y S N   | Y S N   |
| 7. Does your child carry out two linked directions with objects that are out of sight? For example, a caregiver says, "Get your sweater and put it on," when the child's sweater is in another room. Your child gets the sweater and puts it on. (SC.B3)                              | Y S N   | Y S N   | Y S N   |
| 8. Does your child respond to questions related to why, how, and when? For example, your child says, "I hurt myself," when you ask why they are crying, or your child responds, "Six," when asked how old they are. (SC.B4)   | Y S N   | Y S N   | Y S N   |
| 9. Does your child use sentences of three words or more? For example, your child says, "Where is Daddy tonight?" or "I don't like broccoli." (SC.C1)  | Y S N   | Y S N   | Y S N   |

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Collects information about child's developmental skills

# Child Progress Record



## Child Progress Record


Date(s) completed: \_\_\_\_\_  
 Child's name: \_\_\_\_\_  
 Child's date of birth: \_\_\_\_\_  
 Child's ID: \_\_\_\_\_  
 Family's name and address: \_\_\_\_\_  
 \_\_\_\_\_  
 Child's sibling(s) and age(s): \_\_\_\_\_  
 Person completing form: \_\_\_\_\_  
 Program: \_\_\_\_\_

The Child Progress Record is a visual summary of a child's accomplishments, current targets, and future goals and objectives, designed to help you see how your child is developing. When your child achieves a goal or objective, shading shows their progress.

AEPS-3 has eight areas in all—Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive, Literacy, and Math—each organized in strands of related skills, which are divided into a progression of goals and associated smaller objectives. Objectives are represented by arrows moving left to right, from easiest to most difficult, and culminating in a box representing the goal. Use the Child Progress Record to see your child's current abilities, next skills to learn, and progress over time.

**DIRECTIONS:**  
 You may complete the Child Progress Record for any area across two time periods using AEPS, or you may manually shade goals and objectives for which the child has met AEPS-3 criteria. Use an asterisk to indicate goals and objectives selected as IFSP, IEP, or other learning targets. As the child achieves new skills, shade and date each arrow and box following the direction of the arrows to display and track the child's progress.

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### CHILD PROGRESS RECORD Fine Motor

Child's name: \_\_\_\_\_ Child's date of birth: \_\_\_\_\_


#### Strand A: Reach, Grasp, and Release

|   |  |  |
|---|--|--|
| Objective 1.2<br>Makes directed movements with arms       | Objective 1.1<br>Brings hands together near midline                                    | GOAL 1<br>Makes directed batting or swiping movements with each hand |
| Objective 2.4<br>Grasps hand-size object using whole hand | Objective 2.3<br>Grasps pea-size object using fingers in raking or scratching movement |  |
| Objective 2.2<br>Grasps small cylindrical object          | Objective 2.1<br>Grasps hand-size object   | GOAL 2<br>Grasps pea-size object                                     |
| Objective 3.2<br>Releases object into nondefined space    | Objective 3.1<br>Releases object into targeted space                                   | GOAL 3<br>Stacks objects   |

#### Strand B: Functional Skill Use

|   |   |  |   |
|---|---|--|---|
| Objective 1.3<br>Uses fingers to explore object                   | Objective 1.2<br>Uses hand to activate object   | Objective 1.1<br>Uses finger to point or touch | GOAL 1<br>Activates object with finger  |
| Objective 2.1<br>Turns object using either hand                   |   |  |   |
| Objective 3.5<br>Transfers object from hand to hand               | Objective 3.4<br>Holds object with one hand and manipulates object or produces action with other hand |  |   |
| Objective 3.3<br>Fits variety of shapes into corresponding spaces | Objective 3.2<br>Aligns objects   | Objective 3.1<br>Assembles toy                 | GOAL 3<br>Manipulates object with two hands, each performing different action |

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### CHILD PROGRESS RECORD Cognitive

Child's name: \_\_\_\_\_ Child's date of birth: \_\_\_\_\_

#### Strand A: Sensory Exploration

|   |   |
|---|---|
| Objective 1.1<br>Reacts to events or stimulation                            | GOAL 1<br>Orients to events or stimulation                                |
| Objective 2.1<br>Uses sensory means to explore people, animals, and objects | GOAL 1<br>Combines simple actions to examine people, animals, and objects |

#### Strand B: Imitation and Memory

|  |   |  |                               |
|--|---|--|-------------------------------|
| Objective 1.2<br>Imitates familiar simple motor action       | Objective 1.1<br>Imitates novel simple motor action not already in repertoire | GOAL 1<br>Imitates novel coordinated motor actions             |                               |
| Objective 2.2<br>Imitates familiar vocalizations             | Objective 2.1<br>Imitates novel vocalizations                                 | GOAL 2<br>Imitates novel words                                 |                               |
| Objective 3.3<br>Relates events immediately after they occur | Objective 3.2<br>Relates recent events with contextual cues                   | Objective 3.1<br>Relates recent events without contextual cues | GOAL 3<br>Relates past events |

#### Strand C: Conceptual Knowledge

|  |  |   |  |
|--|--|---|--|
| Objective 1.2<br>Locates hidden object   | Objective 1.1<br>Locates object in second of two hiding places | GOAL 1<br>Maintains search for object not in its usual location |  |
| Objective 2.1<br>Uses object to represent another object                         |  |   |  |
| Objective 3.3<br>Discriminates between objects or people using common attributes | Objective 3.2<br>Classifies according to physical attribute    | Objective 3.1<br>Classifies according to function               | GOAL 3<br>Classifies using multiple attributes |

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Report for families to show skills and growth over time





# New Family Handouts

## What Is aepe3?

The third edition of the proven *Assessment, Evaluation, and Programming System for Infants and Children*, or AEPS-3, helps children in the developmental range from birth to age 3 learn skills and concepts that will improve their own and others' lives—skills such as walking and talking, playing with others, solving problems, and being more independent.

AEPS-3 gathers information about child skills and abilities to identify important goals and outcomes for your child in eight areas:

- **FINE MOTOR** (using arms and hands to reach, grasp, use writing tools)
- **GROSS MOTOR** (balancing, changing position, moving around, playing)
- **ADAPTIVE** (self-care and safety)
- **SOCIAL-EMOTIONAL** (interacting with others, expressing and regulating emotions)
- **SOCIAL-COMMUNICATION** (understanding and using words and sentences to communicate with others)
- **COGNITIVE** (imitation, solving problems, using reasoning)
- **LITERACY** (pre-reading and reading)
- **MATH** (using numbers)

AEPS-3 is a *linked system* because its test items connect with teaching content and family materials. This linking pinpoints skills your child needs and then helps your child gain these skills.

The AEPS-3 Test looks at what children do during their daily routines and play so we can effectively

- Assess your child's current skills and abilities
- Identify which skills and abilities to work on with your child
- Develop goals and outcomes for IFSPs (individualized family service plans) and IEPs (individualized education programs)
- Plan teaching and intervention aligned with your child's interests
- Monitor your child's progress over time

We use information from the test to help choose goals for teaching or intervention and to keep track of your child's progress.

Part of what makes AEPS-3 such a helpful tool is that family involvement and input are key. You are an essential team member.

Welcome! Visit [www.aepsinteractive.com](http://www.aepsinteractive.com) to learn more.

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## 8 aepe3 Developmental Areas

AEPS-3 is a comprehensive system used to accurately assess young children's skills, develop quality goals and outcomes, select effective teaching strategies, and monitor child progress over time in eight developmental areas. Each area is divided into groups of related skills. Each group is then broken down further into specific skills, or goals and objectives.

| AEPS-3 Test Area  | Skills Tested  | Examples   |
|---|--|--|
| <b>FINE MOTOR</b><br>Fine motor skills involve moving and using your arms and hands.                  | <ul style="list-style-type: none"> <li>■ Ability to use arms and hands</li> </ul>  | <ul style="list-style-type: none"> <li>■ Reaching for toys</li> <li>■ Grasping objects and releasing them</li> <li>■ Using a spoon</li> <li>■ Using crayons or pencils</li> </ul>  |
| <b>GROSS MOTOR</b><br>Gross motor skills involve moving and getting around in your surroundings.      | <ul style="list-style-type: none"> <li>■ Ability to balance, change position, and move around</li> <li>■ Ability to use play skills needed on a playground</li> </ul>  | <ul style="list-style-type: none"> <li>■ Rolling</li> <li>■ Crawling</li> <li>■ Walking and running</li> <li>■ Jumping and skipping</li> <li>■ Riding a bike and climbing</li> </ul>   |
| <b>ADAPTIVE</b><br>Adaptive skills involve being able to care for yourself.                           | <ul style="list-style-type: none"> <li>■ Self-care</li> <li>■ Safety</li> </ul>  | <ul style="list-style-type: none"> <li>■ Eating and drinking</li> <li>■ Preparing and serving food</li> <li>■ Dressing and undressing</li> <li>■ Using the toilet, washing hands, bathing</li> <li>■ Following safety rules</li> </ul>                                 |
| <b>SOCIAL-EMOTIONAL</b><br>Social-emotional skills involve interacting and participating with others. | <ul style="list-style-type: none"> <li>■ Playing and talking with adults and peers</li> <li>■ Expressing and regulating emotions</li> <li>■ Ability to meet own needs</li> </ul>   | <ul style="list-style-type: none"> <li>■ Showing affection</li> <li>■ Playing cooperatively with others</li> <li>■ Choosing activities to do</li> <li>■ Sharing toys</li> <li>■ Finding a jacket when cold</li> </ul>  |
| <b>SOCIAL-COMMUNICATION</b><br>Social-communication skills involve communicating with others.         | <ul style="list-style-type: none"> <li>■ Establishing joint attention</li> <li>■ Understanding words and sentences</li> <li>■ Using words and sentences to talk</li> <li>■ Showing others something of interest</li> <li>■ Ability to maintain conversation</li> </ul> | <ul style="list-style-type: none"> <li>■ Listening to others</li> <li>■ Speaking to others</li> <li>■ Understanding directions</li> <li>■ Understanding conversation rules</li> </ul>  |
| <b>COGNITIVE</b><br>Cognitive skills involve mental processes and reasoning.                          | <ul style="list-style-type: none"> <li>■ Using imitation skills</li> <li>■ Solving problems</li> <li>■ Using reasoning and scientific discovery</li> </ul>   | <ul style="list-style-type: none"> <li>■ Knowing an object is there after someone hides it</li> <li>■ Remembering or recalling events</li> <li>■ Imitating actions</li> <li>■ Understanding cause and effect</li> <li>■ Making observations and predictions</li> </ul> |
| <b>LITERACY</b><br>Literacy skills involve pre-reading and reading.                                   | <ul style="list-style-type: none"> <li>■ Pre-reading</li> <li>■ Reading</li> </ul>   | <ul style="list-style-type: none"> <li>■ Holding a book right side up</li> <li>■ Matching sounds with letters</li> <li>■ Recognizing letters and words</li> <li>■ Understanding a story</li> <li>■ Writing letters and words</li> </ul>                                |
| <b>MATH</b><br>Math skills involve numbers and number manipulation.                                   | <ul style="list-style-type: none"> <li>■ Using numbers</li> </ul>  | <ul style="list-style-type: none"> <li>■ Counting</li> <li>■ Comparing numbers of items</li> <li>■ Recognizing and writing numbers</li> </ul>  |

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## aepe3 Family Materials

Your family's participation in the AEPS-3 process helps make sure both your child and your whole family have the best outcomes possible. There are several reasons why your input is so important:

- You care about your child's well-being.
- You know your child, spend time with your child, and are most likely to notice changes.
- You are in an ideal position to select goals and activities for your child that fit with your child's interests and your family's values and culture.

The AEPS-3 test, teaching materials, and family materials are connected so they work together to pinpoint skills your child needs and help your child gain these skills. There are informational handouts as well as forms for sharing important information and staying involved.

As we begin using AEPS-3 together, we will meet to start getting acquainted. We will review information from the family forms you complete alongside information from professional assessments to create a plan that reflects what matters most to your family and your child's strengths and needs. As time goes on, we will look at your child's progress as a team, discuss changes that might be needed, and then continue using the plan to support your child.



### Family Report

The Family Report helps us get to know your child and family. Section 1 focuses on your child and their strengths, any concerns about behavior or development, who you consider part of your family, services you receive, and providers or specialists you see. Section 2 asks about daily routines and activities like meals, chores, entertainment, sleeping, dressing, playing, communicating, making changes, and participating in the community.

### Family Assessment of Child Skills

The Family Assessment of Child Skills (FACS) lets you share details about your child's skills that will help determine what learning goals are appropriate for an IFSP (individualized family service plan) or IEP (individualized education program). The FACS has easy-to-answer questions about your child's skills across eight areas of development.

### Child Progress Record

The Child Progress Record is a visual record of your child's current abilities, learning targets from the AEPS-3 Test, and progress over time. The shaded arrows create a snapshot of skills your child has gained over time, and skills they have not yet developed. It shows you where your child is in all eight developmental areas and which skills your child is ready to learn next. We can review changes in your child over time and adjust the plan as needed.

Let us know if you have any questions or would like to work together on the family materials!

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# Handouts to enhance communication with families

# 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)



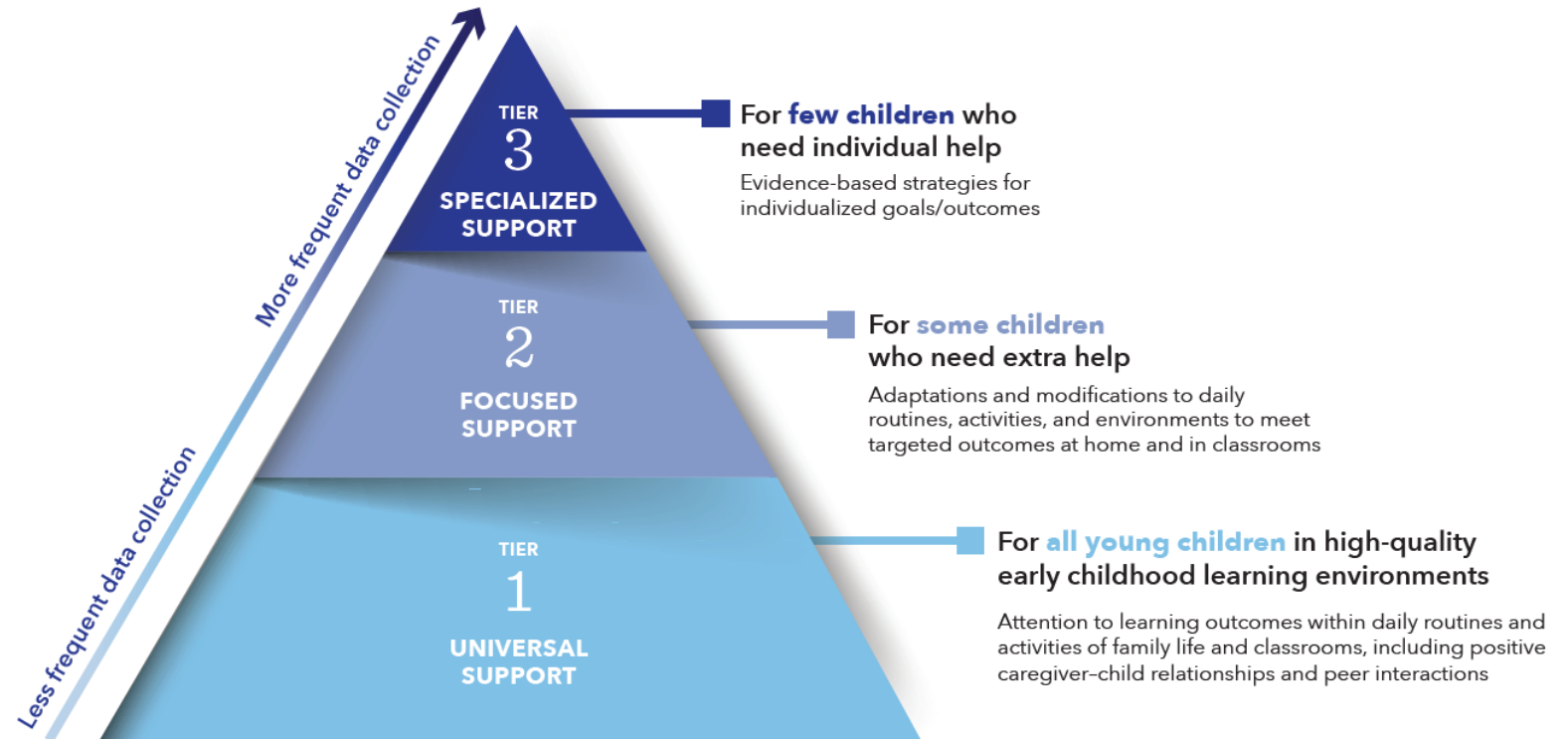
# AEPS-3 Curriculum

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

# AEPS-3 Curriculum

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





# AEPS-3 Curriculum

- Included for each routine/activity:
  - Description
  - Concurrent skills by AEPS-3 area
  - Universal strategies—best practices for all children
  - Focused strategies—for teaching some children who are struggling
  - Specialized strategies—for teaching individual children who need intensive support

66 ■ AEPS-3 Curriculum-Growing

- ▲ Encourage and promote creativity (avoid requiring children to produce a specific outcome, such as making a picture with a blue sky).
- ▲ Ensure that all products available to children are nontoxic (for safety reasons) and washable (for easy cleanup).
- ▲ Check all ingredients in art materials before using them, especially if children who have allergies are present.

**The 2**

■ **FOCUSED STRATEGIES**

These strategies are for teaching SOME children who are struggling or whose development is stalled and who need extra help. They include a variety of minor adaptations or modifications to the environment to meet targeted outcomes at home and in the classroom.

- ▲ Offer multiple opportunities to repeat the same type of activity so that children learn how to do one particular kind of activity.
- ▲ Use materials that are adaptable for children who have physical impairments (adapted chairs with trays, large-size paintbrushes, etc.).
- ▲ Use songs to help children remember the steps for an activity.
- △ Use the tune of a familiar song ("The Hokey Pokey") to watercolor painting.
- ▲ Use a verbal prompt and visual timer to alert children from one activity to another.
- ▲ Use a visual schedule to make children aware of what to do next.
- △ Let children put a check mark next to ART on the schedule and then move on to the next task on their schedule.
- ▲ Use peer modeling for art activities, since young children learn more readily than they will follow an adult's lead.
- ▲ Plan art activities intentionally into daily routines at home and in the classroom.
- △ Let children make creations with modeling clay.
- △ Invite children to draw with washable markers.
- △ Provide a paint and water mix in a spray bottle.
- ▲ Allow extra time to complete projects for children who are struggling to complete an activity.
- ▲ Use a tablet with children to create art if they have a physical impairment.
- ▲ Learn to recognize children's cues and preferences.
- ▲ Teach children to use simple signs during art activities (e.g., MORE, ALL DONE) to communicate their preferences.
- ▲ Pair sign language with spoken words for children with hearing impairments.

**The 3**

■ **SPECIALIZED STRATEGIES**

These strategies are for teaching the FEW children who need individualized, precise evidence-based instruction to meet targeted goals/outcomes.

61 ■

**8**

**Art**

Art activities can vary 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 (coloring pages, step-by-step paintings) or activities that limit creativity, as it can include any aspect of art. In early childhood, art is more about the process than the product. This routine changes across the skill areas 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

**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

**Embedded Learning Opportunities**

- Walks with and without support to art table
- Sits down and gets up from chair at art table

# AEPS-3 Curriculum

Includes skills matrix to identify which routines & activities in 3 curriculum levels address specific skills

APPENDIX B: AEPS-3 SKILLS MATRIX

Gross Motor (continued)

| AEPS-3 Test Item   | AEPS-3 Curriculum Routine/Activity |                     |     |           |            |             |                                     |               |          |             |      |                |                  |             |         |         |            |         |
|--|------------------------------------|---------------------|-----|-----------|------------|-------------|-------------------------------------|---------------|----------|-------------|------|----------------|------------------|-------------|---------|---------|------------|---------|
|  | 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 |
| <b>3. Walks avoiding people, furniture, or objects</b>   | G                                  | G                   | G   |           | G          | G           | G                                   | G             | G        | G           | G    | G              | G                | G           |         |         |            | G       |
| 3.1 Walks without support<br>FS 3.1a Child walks unsupported for short distance and changes direction without falling.<br>FS 3.1b Child walks unsupported for short distance without falling.  | B                                  | B                   | B   |           | B          | B           | B                                   | B             | B        | B           | B    | B              | B                | B           |         |         |            | B       |
| 3.2 Walks with one-hand support  | B                                  | B                   | B   |           | B          | B           | B                                   | B             | B        | B           | B    | B              | B                | B           |         |         |            | B       |
| 3.3 Walks with two-hand support  | B                                  | B                   | B   |           | B          | B           | B                                   | B             | B        | B           | B    | B              | B                | B           |         |         |            | B       |
| 3.4 Cruises<br>FS 3.4a Child rises from sitting to standing position with support.   | B                                  | B                   | B   |           | B          |             |                                     |               |          | B           | B    |                |                  |             |         |         |            |         |
| <b>4. Alternates feet going up and down stairs</b><br>FS 4a Child walks up and down stairs without support. Child does not alternate feet.   | G                                  | G                   |     |           |            |             |                                     |               |          | G           | G    |                |                  | G           | G       |         | G          |         |
| 4.1 Walks up and down stairs using support<br>FS 4.1a Child walks up stairs holding rail or wall with one hand.<br>FS 4.1b Child walks up stairs using two-hand support.   | G                                  | G                   |     |           |            |             |                                     |               |          | G           | G    |                |                  | G           | G       |         | G          |         |
| 4.2 Moves up and down stairs<br>FS 4.2a Child moves up stairs.<br>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          |         |
| 4.3 Gets up and down from low structure<br>FS 4.3a Child moves over obstacles.<br>FS 4.3b Child climbs onto low, stable structure (e.g., low step, raised platform).<br>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          |         |
| <b>5. Runs while avoiding people, furniture, or other objects</b><br>FS 5a Child turns corner while running.<br>FS 5b Child stops and starts again while running.  | G                                  | G                   |     |           |            |             |                                     |               |          | G           |      |                |                  | G           |         |         |            |         |

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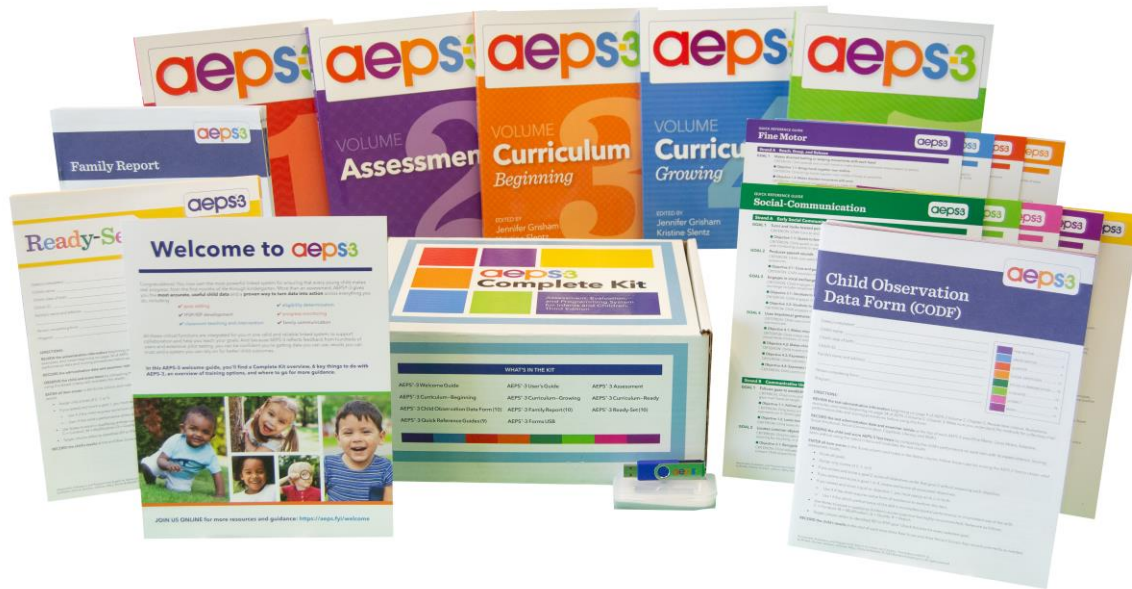
# AEPS-3 Products

- AEPS-3 Complete Kit
- AEPS-3 volumes
- AEPS-3 form packs
- AEPS-3 Forms USB
- AEPS-3 Quick Reference Guides

**Available  
Now!**

# AEPS-3 Complete Kit

## Everything you need to implement AEPS-3!

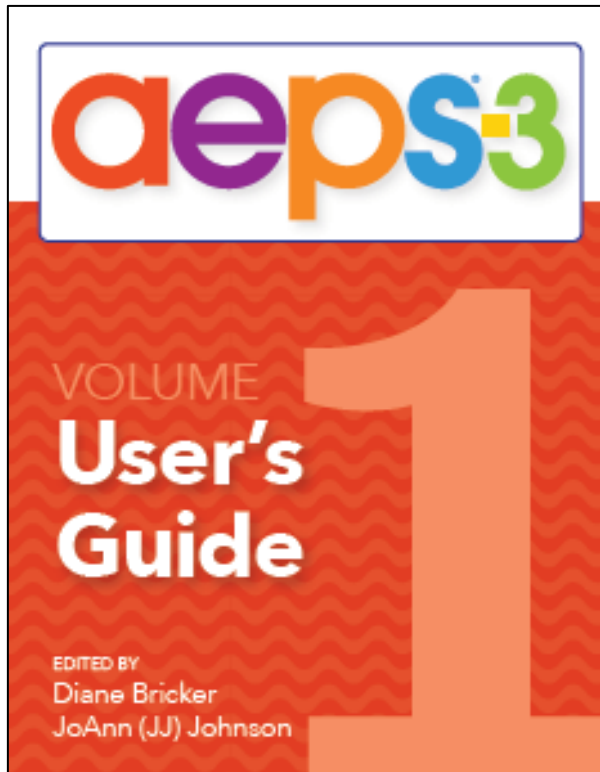


- 5 Volumes (User's Guide, Assessment, Curriculum–Beginning, Curriculum–Growing, Curriculum–Ready)
- Two 5-packs of Child Observation Data Form
- One 10-pack of Family Report
- One 10-pack of Ready-Set
- Pack of 9 Quick Reference Guides
- USB with AEPS-3 forms in English and Spanish, plus additional resources

**Stock #: 55187**

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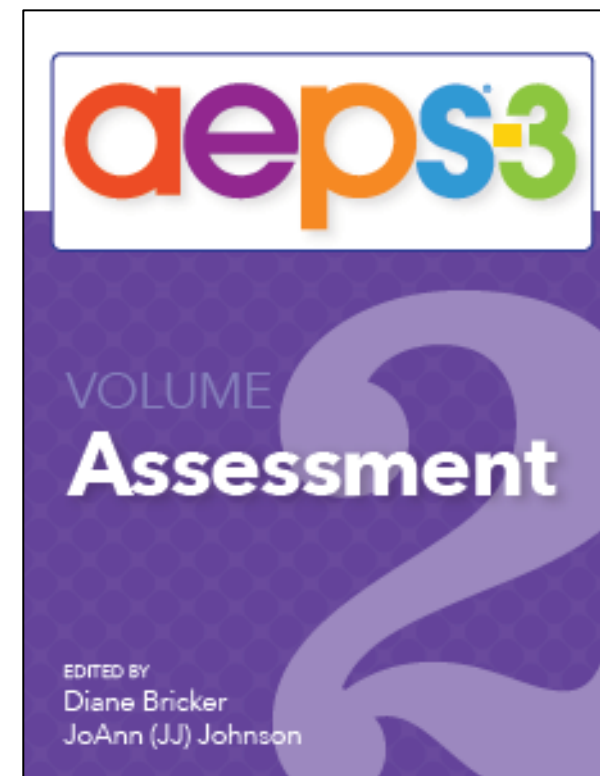
# Volumes 1 & 2



Guidance for using the AEPS-3 system, supporting family engagement, and understanding AEPS-3 research

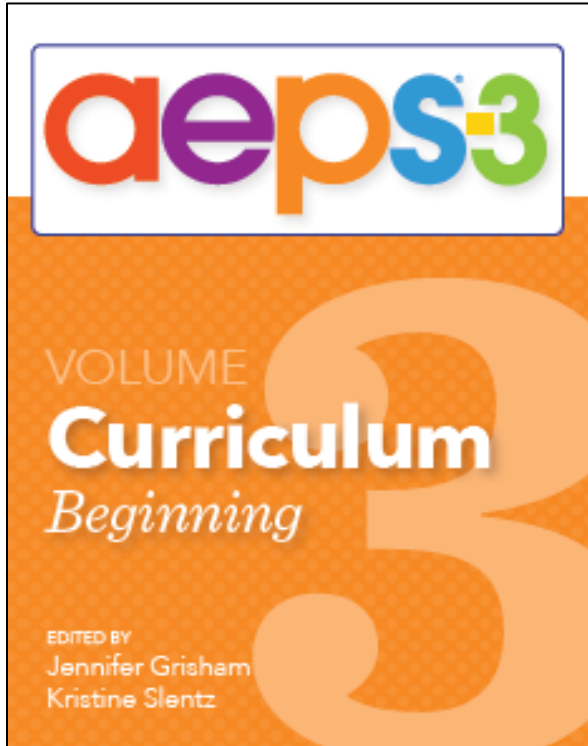
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Overview of AEPS-3 Test and detailed guidance on how to administer and score it

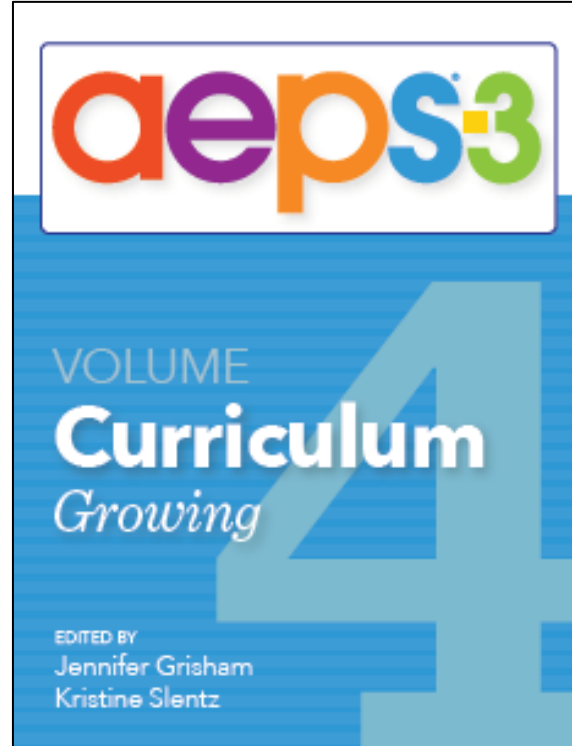


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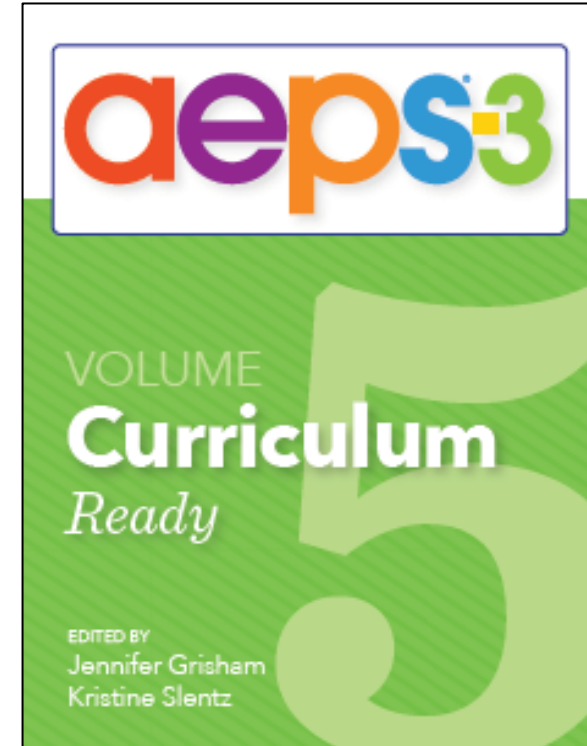
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Universal, focused, and specialized strategies for 18 routines and activities  
Includes Skills Matrix to show where to find AEPS-3 Test items within volumes



# AEPS-3 Forms USB



**Contains PDF masters of all AEPS-3 forms, handouts, and assessment activities**

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**\$299.00**

## English

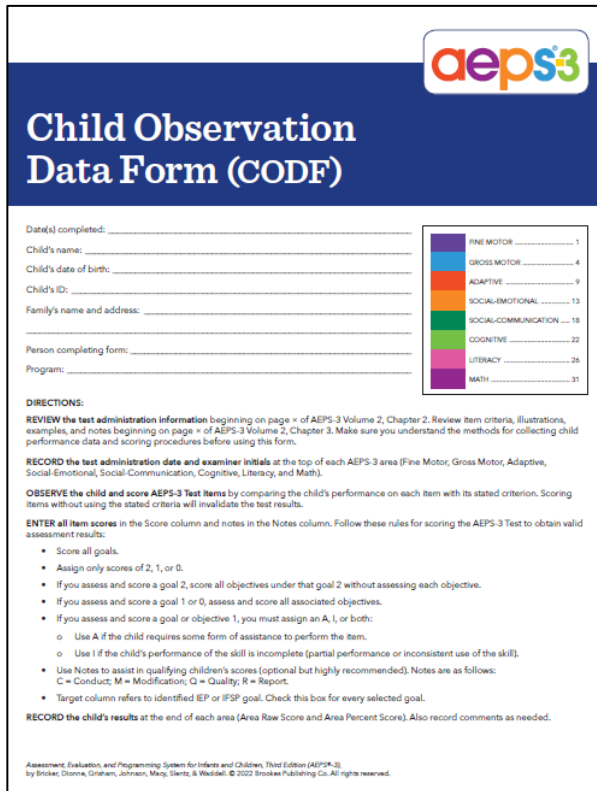
Assessment Activities–Center-Based (10)  
Assessment Activities–Home-Based (10)  
Child Observation Data Form (CODF)  
Child Progress Record (8)  
Embedding Schedule  
Family Assessment of Child Skills (FACS)  
Family Handouts (3)  
Family Report  
IFSP/IEP Planning Guide  
Intervention Plan  
Quick Reference Guides (9)  
Ready-Set  
Ready-Set Assessment Activities–Center-Based (4)  
Ready-Set Assessment Activities–Home-Based (3)  
Ready-Set FACS  
Skills Matrix (8)  
Social-Communication Observation and Summary (SCOS)

## Spanish

Child Observation Data Form (CODF)  
Child Progress Record (8)  
Embedding Schedule  
Family Assessment of Child Skills (FACS)  
Family Handouts (3)  
Family Report  
IFSP/IEP Planning Guide  
Intervention Plan  
Quick Reference Guides (9)  
Ready-Set  
Ready-Set FACS  
Social-Communication Observation and Summary (SCOS)

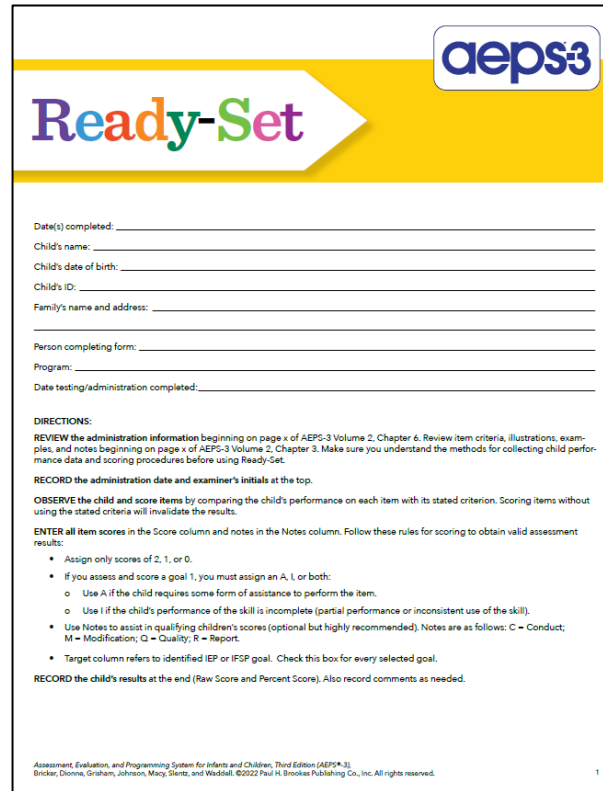


# Form packs



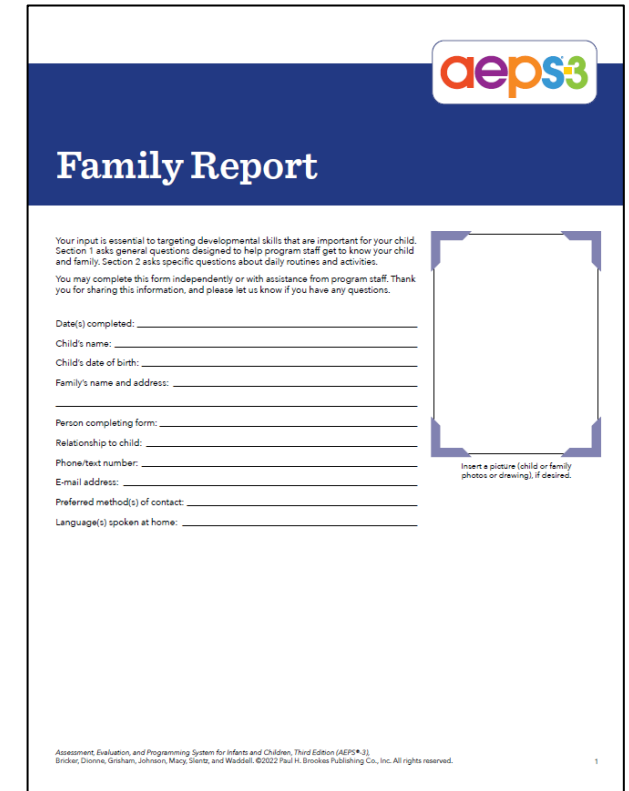
The cover page for the Child Observation Data Form (CODF) features the AEPS-3 logo at the top right. The title "Child Observation Data Form (CODF)" is prominently displayed in a dark blue header. Below the header, there are fields for "Date(s) completed:", "Child's name:", "Child's date of birth:", "Child's ID:", "Family's name and address:", "Person completing form:", and "Program:". To the right of these fields is a color-coded legend for the assessment areas: FINE MOTOR (pink, 1), GROSS MOTOR (blue, 4), ADAPTIVE (orange, 9), SOCIAL-EMOTIONAL (green, 13), SOCIAL-COMMUNICATION (purple, 18), COGNITIVE (yellow, 22), LITERACY (light blue, 26), and MATH (light green, 31). The "DIRECTIONS" section includes instructions on reviewing test administration information, recording administration dates and examiner initials, observing the child and scoring items, and entering assessment results. It also provides a list of scoring rules and notes to use. At the bottom, it states to record the child's results at the end of each area.

5-pack of saddle-stitched forms (36 pages each)  
**Stock #: 55279 \$30.00**



The cover page for the Ready-Set form features the AEPS-3 logo at the top right. The title "Ready-Set" is prominently displayed in a yellow header with a white arrow pointing right. Below the header, there are fields for "Date(s) completed:", "Child's name:", "Child's date of birth:", "Child's ID:", "Family's name and address:", "Person completing form:", and "Date testing/administration completed:". The "DIRECTIONS" section includes instructions on reviewing administration information, recording administration dates and examiner initials, observing the child and scoring items, and entering assessment results. It also provides a list of scoring rules and notes to use. At the bottom, it states to record the child's results at the end of the form.

10-pack of folded forms (4 pages each)  
**Stock #: 55293 \$30.00**



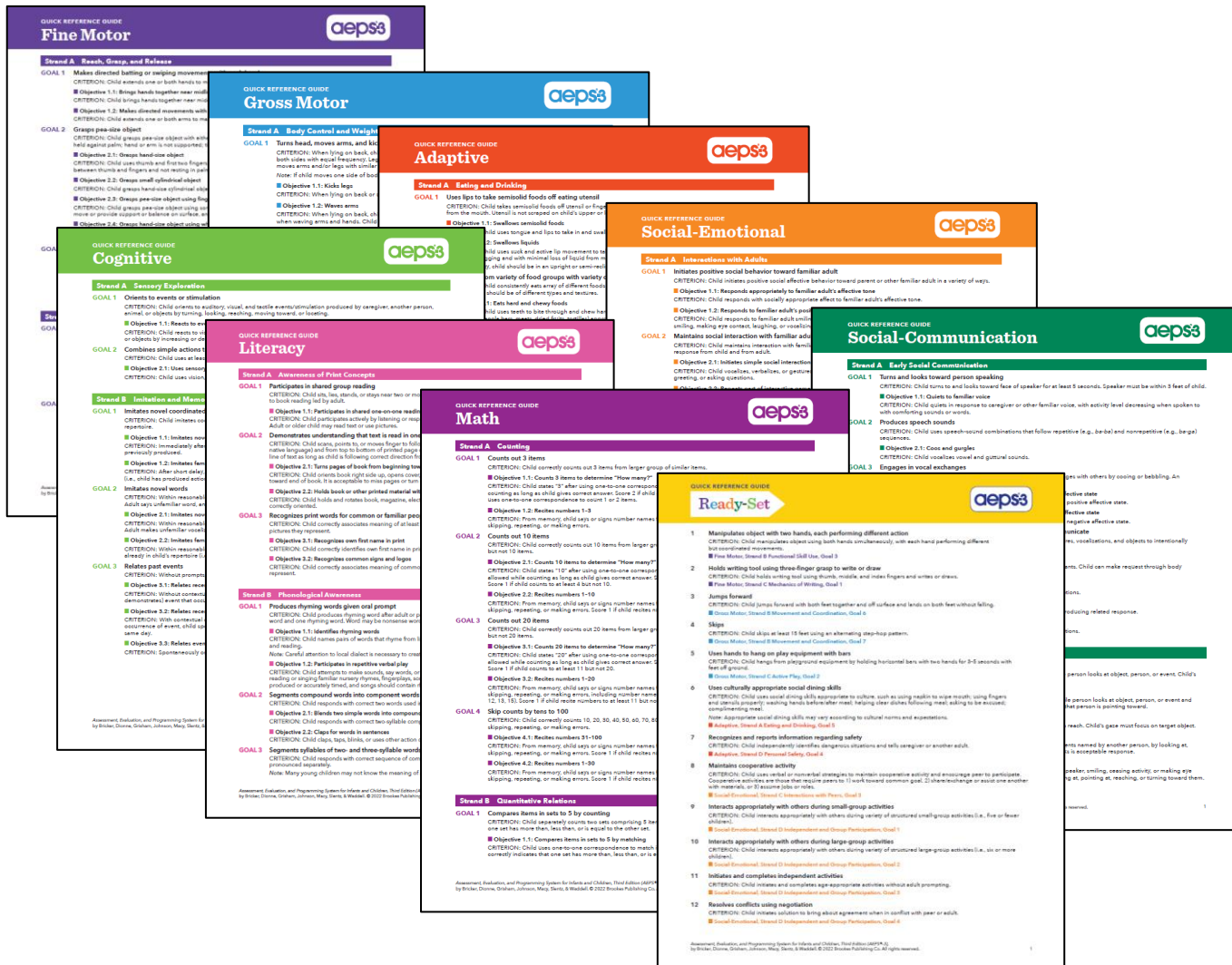
The cover page for the Family Report form features the AEPS-3 logo at the top right. The title "Family Report" is prominently displayed in a dark blue header. Below the header, there are fields for "Date(s) completed:", "Child's name:", "Child's date of birth:", "Family's name and address:", "Person completing form:", "Relationship to child:", "Phone/text number:", "E-mail address:", "Preferred method(s) of contact:", and "Language(s) spoken at home:". To the right of these fields is a large rectangular box with a dashed border and the text "Insert a picture (child or family photos or drawing), if desired." The "DIRECTIONS" section includes instructions on the importance of the input, the structure of the form, and the need to complete it independently or with assistance. At the bottom, it states to record the child's results at the end of the form.

10-pack of saddle-stitched forms (8 pages each)  
**Stock #: 55286 \$30.00**

# AEPS-3 Quick Reference Guides

- On-the-go guides provide all AEPS-3 Test items and criteria in clear, convenient format
- Helpful reference as users observe children and administer the test
- Pack includes 9 separate laminated guides, one for each developmental area and one for Ready-Set

Stock #: 55309 \$30.00



# AEPSi is better than ever, too!

- Completely redesigned, mobile-friendly system
- Time-saving features for streamlined test administration
- Automated scoring
- Robust reporting



Learn more and join a live demo!

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# AEPS-3 Training

- Training Institutes
  - Live, virtual, two-day training
- Virtual seminars for your organization
  - AEPS-3 Seminar
  - AEPSi Seminar (coming soon)
- Online interrater reliability certification

Learn more: [bpub.fyi/AEPS3-Training](https://bpub.fyi/AEPS3-Training)

Stay up-to-date  
about AEPS-3  
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# Questions?

## Contact your sales rep

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