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

AEPS3 Vermont

Day 1, Oct 26

JJJohnson

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., and Misti Waddell, M.S.

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Early Intervention Management and Research Group

emrg


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For more information about EMRG and ongoing research, see https://aeps-emrg.weebly.com/.

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Day One Agenda

We will learn about AEPS-3

- Overview and context
- Linked System
- Content and organization
- Scoring and practice opportunities
- Video Practice Case Study
- Social Communication Observation and Summary
- Assessment activities and practice opportunities





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AEPS-3 Overview and Context

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Unpacking a-e-p-s

a = assessment
e = evaluation
p = programming
s = system

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Purposes of Assessment

Why do we assess?

- Screening
- Eligibility
- Program Planning
- Progress Monitoring
- Accountability



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What is AEPS-3?

AEPS-3 is a

- Curriculum-based and criterion-referenced assessment, used to . . .
- Develop individualized goals and outcomes for children, in order to . . .
- Design appropriate instruction for individual children and groups of children, and then . . .
- Measure whether the teaching/intervention is effective or not



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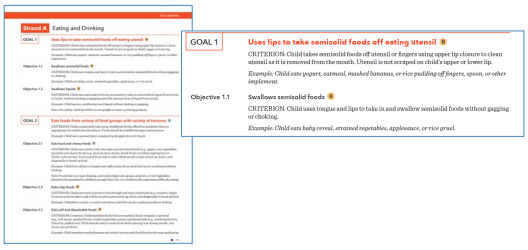
AEPS-3 Criteria



GOAL 1	**Uses lips to take semisolid foods off eating utensil** CRITERION: Child takes semisolid foods off utensil or fingers using upper lip closure to clean utensil as it is removed from the mouth. Utensil is not scraped on child's upper or lower lip. *Example: Child eats yogurt, oatmeal, mashed bananas, or rice pudding off fingers, spoon, or other implement.*
Objective 1.1	**Swallows semisolid foods** CRITERION: Child uses tongue and lips to take in and swallow semisolid foods without gagging or choking. *Example: Child eats baby cereal, strained vegetables, applesauce, or rice gruel.*

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AEPS-3 as a Linked System

AEPS-3 is a comprehensive, reliable **linked system** that seamlessly ties together:

- Assessment
- Goal/Outcome Development
- Teaching/Intervention
- Progress Monitoring

for infants and young children from birth to 6 years with and without disabilities.



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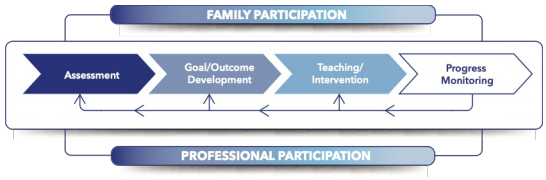
Linked System Framework



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Benefits of AEPS-3

- Based on recent and ongoing research
- Aligns with recommended practices (authentic assessment)
- Measures functional skills
- Is comprehensive
- Uses observations
- Involves the family
- Monitors progress for all children
- Allows for adaptations and modifications
- Includes a tiered curriculum model

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Uses for AEPS-3

- Collect assessment data
- 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



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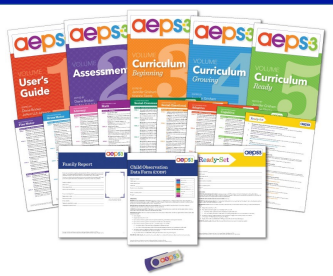
Core Components



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Web-based Management System

- Intuitive, engaging, easy to use
- Flexible and scalable
- Family login for AEPS-3 family reporting
- Completely redesigned interface and system
- Mobile-optimized for tablets and phones
- Supported by all modern browsers
- 508 compliant
- HIPAA and FERPA compliant



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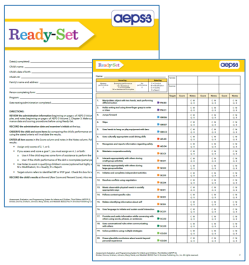
Ready-Set

- Brief assessment and progress monitoring measure
  - → 40 developmentally and academically challenging goals taken from AEPS-3 Test
- Emphasizes skills essential for school readiness and early school success
- Useful for children who may not need full AEPS-3 assessment—in preschools, Head Start classrooms, kindergarten
- Links to tiered AEPS-3 Curriculum
- Available in English and Spanish



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AEPS-3 Content and Organization

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aeps3 Basics

- Focuses on children from **birth to age 6**
- Covers **eight developmental/content areas**
- Divided into **strands, goals, and objectives**
- Is based on **typical developmental sequences** for developmental areas
- Includes goals that are **primarily sequenced from easy to more difficult** within strands
- Has established cutoffs but uses **no age scores** on items



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aeps3 Content Overview

8 developmental/content areas, 407 Test items

- **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)

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Process for Using aeps3





- Talk to adults familiar with the child
- Observe young children during play and daily routines, or set up assessment activities
- Take notes on what you see them doing
- Compare your observations, information from interviews, and child products to stated AEPS-3 criteria
- Make a scoring decision
- Summarize AEPS-3 results numerically, narratively, and/or visually
- Interpret findings and make desired decisions

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Introducing Filo



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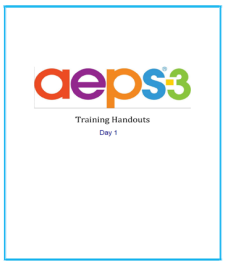
Filo Case Study

Read the case study on page 11 in the Handouts packet.

Think about: How does this information help you better understand Filo?

What else would you like to know? What questions do you have about Filo and his development?



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Video Practice 1: Observing AEPS-3 Skills





- Observe Filo engaged in 2 minutes play
- Note the skills you see him use – all skills
- In what AEPS-3 areas do you observe the child using skills?
- What areas of the AEPS-3 do you think you could score some items?

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Your Observations

- **We aren't trying to go through an area of the AEPS-3 at this point.**
- **We are trying to observe Filo using his skills in his familiar environment (in this case Early Head Start, where he is a few months away from moving to Head Start).**
- **Thinking about your observations, what skills do you see him using in this play scene?**
- **This gives you information of where his highest skills are on the AEPS-3**

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"Notes" within assessment items of AEPS-3

- AEPS-3 assessment items include approximately 20 Notes that serve to provide additional information pertaining to a skill.
- Notes can provide caution (SE D3.2), possible concern (GM A3), appropriateness (SC C1.4), added information (SC C3), or cultural or dialect differences (A A5).
- Notes are found below *Examples* within assessment items.

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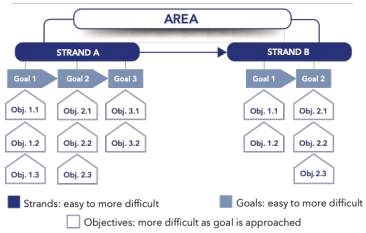
Organizational Structure



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Organizational Hierarchy

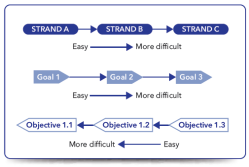

Figure 1.1. Hierarchical organization of AEPS-3 into strands, goals, and objectives. Notice the direction of arrows indicating levels of difficulty. The identification system associated with the strands (A, B, and C), goals (1, 2, and 3), and objectives (1.1, 1.2, 1.3) can assist in locating and referring to items.

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Developmental Goals

Goals and objectives are organized in a developmental hierarchy, like stairsteps

- Objectives are in a developmental order – sequence, each objective is more difficult than preceding
- The Goal is the culminating skill



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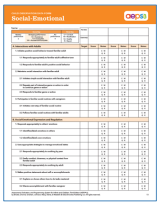
Activity 1: Getting to Know AEPS-3

- Divide into pairs or small groups
- Review the Social-Emotional area of the AEPS-3 Child Observation Data Form (CODF)
- **What is the most difficult skill?**
- **What is the easiest skill?**
- **Which skills are part of or affect children's participation in daily routines such as play, eating, dressing, and getting needs met?**



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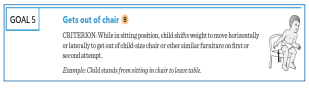
Activity 2: AEPS-3 Strands, Goals, and Objectives

- Work in small groups/break-out rooms
- Select a developmental area to examine
  - Fine Motor
  - Gross Motor
  - Adaptive
  - Social-Emotional
  - Social-Communication
  - Cognitive
  - Literacy
  - Math
- **Review strands, goals, and objectives**
- **Look for hierarchical order in the area**



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Foundation Steps

- Some AEPS-3 goals and objectives are broken down into more basic skills called Foundation Steps (FS).
- Foundation Steps provide meaningful, appropriate, incremental skills for children with significant impairments who are not yet ready to work on AEPS-3 item level skills.
- Foundation steps are in every developmental area of the AEPS-3.
- Foundation Steps in AEPS-3 can be found in:
  - AEPS-3 Volume 2 Chapter 3: AEPS-3 Test
  - AEPS-3 Curriculum Volumes 3–5, Appendix B: Skills Matrix



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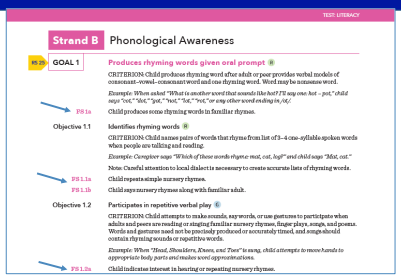
Foundation Steps - Test



TEST: LITERACY

Strand B Phonological Awareness

RS 25 **GOAL 1** **Produces rhyming words given oral prompt** R

CRITERION: Child produces rhyming word after adult or peer provides verbal models of consonant–vowel–consonant word and one rhyming word. Word may be nonsense word.

Example: When asked "What is another word that sounds like hot? I'll say one, hot – pot," child says "cot," "dot," "pot," "rot," "lot," "rot," or any other word ending in /ot/.

FS 1a Child produces some rhyming words in familiar rhymes.

Objective 1.1 **Identifies rhyming words** R

CRITERION: Child names pairs of words that rhyme from list of 3–4 one-syllable spoken words when people are talking and reading.

Example: Caregiver says "Which of these words rhyme: mat, cat, log?" and child says "Mat, cat."

Note: Careful attention to local dialect is necessary to create accurate lists of rhyming words.

FS 1.1a Child repeats simple nursery rhymes.

FS 1.1b Child says nursery rhymes along with familiar adult.

Objective 1.2 **Participates in repetitive verbal play** E

CRITERION: Child attempts to make sounds, say words, or use gestures to participate when adults and peers are reading or singing familiar nursery rhymes, finger plays, songs, and poems. Words and gestures need not be precisely produced or accurately timed, and songs should contain rhyming sounds or repetitive words.

Example: When "Head, Shoulders, Knees, and Toes" is sung, child attempts to move hands to appropriate body parts and makes word approximations.

FS 1.2a Child indicates interest in hearing or repeating nursery rhymes.

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AEPS-3 Scoring and Practice Opportunities

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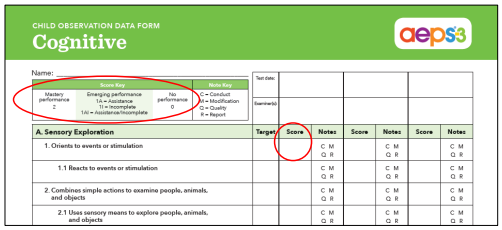
Scoring


CHILD OBSERVATION DATA FORM
Cognitive
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Name:

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

Test date:								
Examiner(s):								
A. Sensory Exploration	Target	Score	Notes	Score	Notes	Score	Notes	
1. Orients to events or stimulation			C M Q R		C M Q R		C M Q R	
1.1 Reacts to events or stimulation			C M Q R		C M Q R		C M Q R	
2. Combines simple actions to examine people, animals, and objects			C M Q R		C M Q R		C M Q R	
2.1 Uses sensory means to explore people, animals, and objects			C M Q R		C M Q R		C M Q R	

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Scoring Option: Mastery (2)

A score of 2 represents **mastery** of a skill:

- Child performs skill as specified in the criterion, without assistance
- Child performs the entire item independently
- The behavior is a functional part of the child's daily routine
- Child uses the skill consistently across materials, settings, people, and other relevant conditions

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

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Scoring Option: Emerging (1)

A score of 1 indicates that the skill is **emerging**. This score requires you to include a scoring note that provides additional information:

- 1A (Assistance)–Child performs the skill with assistance (physical, verbal, or environmental
- 1I (Incomplete)–Child performs only part(s) of the stated criterion OR child performs the skill only under specific situations or conditions
- 1AI (both of the above)–Child requires assistance to perform the skill AND child's performance of the skill is incomplete

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

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Scoring Option: No Performance (0)

A score of 0 indicates **no performance** the skill is observed:

- Child does not perform the skill or is not yet able to perform it as specified in the criterion, even with repeated opportunities or assistance or with modifications
- Child was not observed performing the skill because it is not expected based on knowledge of development

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

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Scoring Possibilities 1

Fine Motor
Strand A: Reach, Grasp, and Release
Goal 3: Stacks objects

Goal 3	2	1	0	0	0	0
Objective 3.1	2	2	2	1	0	0
Objective 3.2	2	2	2	2	1	0

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Scoring Possibilities 2

Adaptive
Strand A: Eating and Drinking
Goal 3: Eats with eating utensils

Goal 3	2	1	0	0	0	0
Objective 3.1	2	2	1	0	0	0
Objective 3.2	2	2	2	1	0	0
Objective 3.3	2	2	2	2	1	0

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Scoring Guidance

- If a **goal** is assessed and assigned a score of 2, associated objectives can be assigned a score of 2 without observation.
- Objectives associated with a mastered goal (score of 2) may be scored by observation if preferred.
- A child generally would not have a score of 2 on the goal if the objectives are 1s or 0s, but this may happen if the child has splinter skills that affect the sequence of development (or skills they are working on for a long time).
- Objectives/skills can appear concurrently.
- A **goal** may be assigned a score of 1 before all of its associated **objectives** are mastered (score of 2).
- A **goal** may be assigned a score of 0 or 1—not only 0—if its associated **objectives** are scored as 0 or 1.

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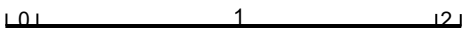
Skill acquisition on a scale. Emerging skills (1) take longer to move to mastery (2)



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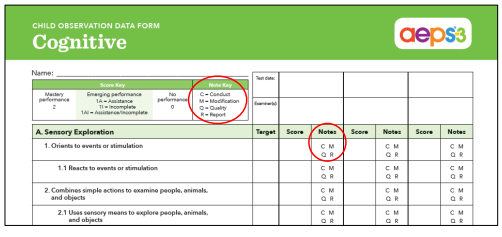
Scoring Notes


CHILD OBSERVATION DATA FORM

Cognitive

Name:

A. Sensory Exploration	Target	Score	Notes	Score	Notes	Score	Notes
1. Orients to events or stimulation			C M Q R		C M Q R		C M Q R
1.1 Reacts to events or stimulation			C M Q R		C M Q R		C M Q R
2. Combines simple actions to examine people, animals, and objects			C M Q R		C M Q R		C M Q R
2.1 Uses sensory means to explore people, animals, and objects			C M Q R		C M Q R		C M Q R

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Scoring Notes: Conduct (C)

- **CONDUCT**
- Use scoring note C to indicate that child's conduct hinders or creates a barrier to demonstration of the skill described in the item criterion
- Child may receive a score of 1 or 0
- For example, child may have a tantrum or refuse to perform a skill by yelling, crying, throwing materials, or saying no



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Scoring Notes: Modification (M)

- **MODIFICATION**
- Use scoring note M to indicate that an item has been permanently modified to accommodate a child's disability or culture, in order to allow the child to demonstrate the intent of the item in a way that differs from the stated criterion
- Child may receive a score of 2, 1, or 0
- For example, a nonambulatory child's use of a wheelchair is a possible modification to items that involve walking



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Scoring Notes: Quality (Q)

- **QUALITY**
- Use scoring note Q to comment on the quality of a child's performance. This reflects the presence of some underlying concern with the way the child meets the item criterion
- Child may receive a score of 2 or 1
- For example, a child may successfully run while avoiding obstacles (score of 2), but the child consistently runs on their toes



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Scoring Notes: Report (R)

- **REPORT**
- Use the R note to indicate that information used to score an item is reported and has come from a source other than the test administrator's own observations, such as
  - Another test
  - Another person's memory or observation
  - Written documents,
  - Developmental knowledge
- Child may receive a score of 2, 1, or 0
- For example, when a child is walking and running, items that address crawling can be scored 2

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

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Scoring Note Combinations

Summary of possible combinations of AEPS-3 Test item scores and notes

	Assistance (A)	Incomplete (I)	Assistance and Incomplete (AI)	Conduct (C)	Modification (M)	Quality (Q)	Report (R)
2					✓	✓	✓
1	✓	✓	✓	✓	✓	✓	✓
0				✓	✓		✓

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Scoring Example

GROSS MOTOR			
Strand B: Movement and Coordination	**Criteria**	**Score**	**Note**
5. Runs while avoiding people, furniture, or other objects	Child runs with controlled starts, stops, and sudden changes in direction, and avoids colliding with people or objects.	1I	C M Q R
5.1 Runs	Child moves feet forward rapidly with trunk inclined slightly forward, arms swing freely, legs alternating flexing and extending, and both feet momentarily leaving ground between steps.	2	C M Q R
5.2 Walks fast	Child moves feet rapidly to walk with trunk inclined slightly forward and arms swinging reciprocally to legs, with one foot leaving floor at a time.	2	C M Q R

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Scoring Example

FINE MOTOR			
Strand D: Use of Electronic Devices	**Criteria**	**Score**	**Note**
1. Uses finger to interact with electronic device	Child uses finger to intentionally produce images or sounds or engage in interactive.	0	C M Q (R)
1.1 Uses finger to interact with simple electronic game	Child uses finger to initiate or continue simple game on electronic device.	2	C M Q (R)
1.2 Uses finger to interact with touch screen	Child touches electronic screen with finger to produce effect.	2	C M Q (R)

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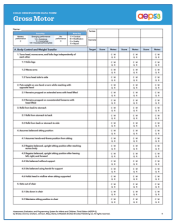
Video Practice 2: Observing & Scoring

- Watch Filo play
- Note the skills you see him use -make notes
- Compare what you see to AEPS-3 Fine Motor, Gross Motor, Social Comm and Cognitive items
- CODFs are partially completed
- Score all items you see



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Fine Motor, Gross Motor, Social Communication and Cognitive Assessment of Filo



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Social – Communication Area

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Social-Communication Area - Strands

- **A Early Social Communication - Expressive**
- **B Communicative Understanding - Receptive**
- **C Communicative Expression - Expressive**
- **D Social Use of Language - Expressive/Pragmatics**

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Completing the Social-Communication Area

- Social-Communication has four strands (A through D) and we will work on strands A, C, and D
- Determine which strands match the child's developmental level
- Use the Social-Communication Observation Summary (SCOS) sections (1, 2, 3) noted to collect and

Strand, SCOS Section	Level–Who to Assess	Communication Assessed	Assessment Strategy
Strand A: Early Social Communication **[Use SCOS, Section 1]**	BEGINNING–Infants or young children using gestures and vocalizations	Expressive	• Observe • Complete SCOS S1 to score Goal 4 • Score CODF
Strand C: Communicative Expression **[Use SCOS, Section 2]**	BEGINNING/GROWING/READY–Children using single words through sentences	Expressive	• Observe • Complete SCOS Section 2 • Score CODF
Strand D: Social Use of Language **[Use SCOS, Section 3]**	GROWING/READY–Older toddlers and preschool children using social conventions and conversations	Pragmatics	• Observe • Complete SCOS Section 3 • Score CODF

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SCOS, Section 1

Use Section 1 of the SCOS to score Social-Communication, **Strand A Early Social Communication,** Goal 4: Uses intentional gestures, vocalizations, and objects to communicate.

- Make tally marks for each type of communication (e.g., gestures) for each function (e.g., SC.A Obj. 4.1: Makes requests of others)
- Look for patterns when scoring objectives:
  - Several tally marks = score of **2**
  - Some tally marks = score of **1**
  - No tally marks = score of **0**

	Objective 4.1 Makes requests of others	Objective 4.2 Makes choices to express preferences	Objective 4.3 Expresses desire to continue activity	Objective 4.4 Expresses negation or protests
Gesture	|	||	|||	||||
Vocalization	|	||	|||	|||
Gesture/Vocalization	0	||	||	||
Object Use	0	||	||	0

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SCOS, Section 2–Observation

Use Section 2 of the SCOS for observation and data collection for items in Social-Communication, **Strand C, Communicative Expression.**

- Collect a language sample from children who use single words or word approximations, multiple words, and sentences
- Collect a sample of 50 utterances when possible
- Observe child in several activities
- Record contexts

Words/Word Approximations	Context
1. no-no	Interest in touching forbidden object
2. woof	They say when they see any 4-legged animal
3. bye-bye	When they want to leave, go outside, or want stranger to leave
4. ma-ma	When they need comfort, food, security, loving
5. da-da	When garage door opens, when they wake up, or during a meal

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SCOS, Section 2–Summary

Use Section 2 of the SCOS to summarize and score items in Social-Communication, **Strand C, Communicative Expression.**

- Summarize the language sample with tallies for each goal and objective
- To determine scores, refer to criteria in Social-Communication Quick Reference Guide or Volume 2, Chapter 3

C. Communicative Expression		
BEGINNING/GROWING Goal and Objectives	**Tally**	**Score**
1. Produces multiple-word sentences to communicate		0
1.1 Uses two-word utterances	|	|
1.2 Uses 50 single words, signs, symbols	30	|
1.3 Uses consistent approximations for words or signs	𝍸 |	2
1.4 Uses consistent consonant-vowel combinations	𝍸 |	2

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SCOS, Section 3

Use Section 3 of the SCOS to summarize and score items in Social-Communication, Strand D, Social Use of Language.

- Record your observations of child's social use of language
- Observe the child in several activities. Make tallies and record examples of how child uses skills.
- To determine scores, refer to criteria in Social-Communication Quick Reference Guide or Volume 2, Chapter 3

D. Social Use of Language			
READY Goals and Objectives	**Tally**	**Examples**	**Score**
1. Uses language to initiate and sustain social interaction	////	Let's read about the Viking in love. Do you want to play cars in my room?	2
1.1 Follows social conventions of language	////	Oops, sorry. More please. Ok. See you later.	2
2. Provides and seeks information while conversing using words, phrases, or sentences	//	We live in a new house. This is my favorite book. What's yours?	1
2.1 Asks questions to obtain information	////	Can you help me? Where is...huh? Where can we go swimming?	2
2.2 Describes objects, people, and events as part of social exchange	////	We went to the park. This is a picture of me. Now I'm the teacher and you are the student.	2

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SCOS, Section 3

Use Section 3 of the SCOS to summarize and score items in Social-Communication, Strand D, Social Use of Language.

- Record your observations of child's social use of language
- Observe the child in several activities. Make tallies and record examples of how child uses skills.
- To determine scores, refer to criteria in Social-Communication Quick Reference Guide or Volume 2, Chapter 3

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Filo's Social Communication Info from the SCOS

Filo's Completed SCOS

Strand A: From your review, what is Filo's primary method of communicating?

Strand B: Receptive

Strand C: Look at his word list; does he have words to communicate? How does he use them (your observations)?

Strand D: How is he doing in the social use of language (what do the data tell you)?

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Assessment Strategies

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Collecting Information to Score Items

Primary methods for collecting assessment data using AEPS-3:

- Observation
- Interview
- Direct test

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Using Observation



Observations allow us to . . .

- Learn about interests
- Understand preferences
- Recognize styles of communication and interaction
- Identify strengths and emerging skills

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Characteristics of High-Quality Observations

Characteristics of high-quality observations include . . .

- Clear purpose (what do you want to know or learn?)
- Conducted in a familiar environment
- Sufficiently long
- Conducted by multiple team members
- Recorded using predetermined directions and rules
- Results that are summarized and interpreted

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Using Play as Context

It's important to use play as the context for assessment and teaching/intervention:

- Observe during authentic situations:
  - Typical routines and activities
  - Across settings, materials, and people
- Teams should avoid:
  - Removing child to quiet, individual setting
  - Observing in single setting or during single event



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AEPS-3 Assessment Activities and Practice Opportunities

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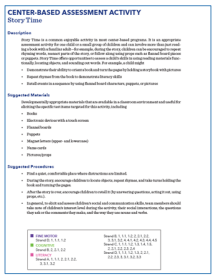
AEPS-3 Assessment Activities

- Support embedding AEPS-3 Test items into commonly occurring routines and activities
- Support assessment across all developmental areas
- Provide opportunities for children to demonstrate range of skills while actively engaged
- Provide opportunities to collect assessment information on several children at one time
- Provide opportunities for teams to observe children
- Accommodate different themes, materials, and locations through flexible design


CENTER-BASED ASSESSMENT ACTIVITY
Story Time

Description

Suggested Materials

Suggested Procedures

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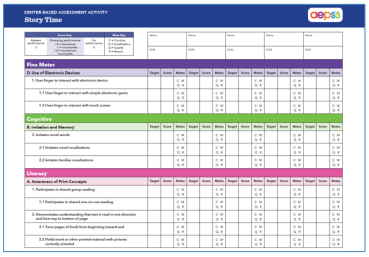
AEPS-3 Assessment Activities

- Designed to assess single child in multiple areas, or multiple children within and across areas
- Embed all items of the AEPS-3 Test
- Sets are 10 home-based or 10 center-based activities
- Can create own activities that parallel existing planned activities or modify AEPS-3 Assessment Activities


CENTER-BASED ASSESSMENT ACTIVITY
Story Time

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AEPS-3 Assessment Activities

HOME-BASED ASSESSMENT ACTIVITIES

- Blanket Play (37 items)
- Book About Me (39 items)
- Conversations with Familiar Adults (43 items)
- Counting Precious Objects (41 items)
- Daily Routines and Transitions (45 items)
- Eating & Mealtime (37 items)
- Mystery Box (35 items)
- Outdoor Play (48 items)
- Quiet Time (54 items)
- Rough and Tumble (28 items)

CENTER-BASED ASSESSMENT ACTIVITIES

- Blanket Play (36 items)
- Book About Me (53 items)
- Classroom Routines & Transitions (42 items)
- Conversations with Familiar Adults (40 items)
- Dramatic Play (29 items)
- Eating & Mealtime (45 items)
- Outdoor Play (42 items)
- Playdough & Manipulatives (27 items)
- Store (41 items)
- Story Time (52 items)

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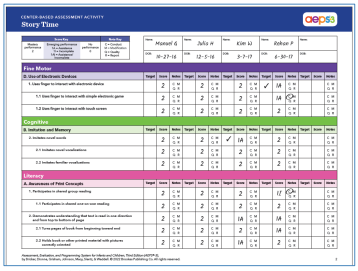
aeps3 Assessment Activities


CENTER-BASED ASSESSMENT ACTIVITY
Story Time

Scoring Procedures		Scoring Procedures		Scoring Procedures	
Number of performance	Scoring Procedures: 1 = Assistance 2 = Independent 1 = Assistance 2 = Independent	Number of performance	0 = Assistance 1 = Assistance 2 = Independent 3 = Mastery		

Name	Marcel G	Name	Julia H	Name	Kim W	Name	Robert P	Name	
DOB	10-27-16	DOB	12-5-16	DOB	3-7-17	DOB	6-30-17	DOB	

Fine Motor															
G. Use of Electronic Devices	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
1. Uses finger to interact with electronic device		2	C M G R		2	C M G R		2	C M G R	✓	1A	C M G R			C M G R
1.1 Uses finger to interact with simple electronic game		2	C M G R		2	C M G R		2	C M G R		1A	C M G R			C M G R
1.2 Uses finger to interact with touch screen		2	C M G R		2	C M G R		2	C M G R		2	C M G R			C M G R
Cognitive															
G. Imitation and Memory	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
2. Imitates novel sounds		2	C M G R		2	C M G R	✓	1A	C M G R		2	C M G R			C M G R
2.1 Imitates novel vocalizations		2	C M G R		2	C M G R		2	C M G R		2	C M G R			C M G R
2.2 Imitates familiar vocalizations		2	C M G R		2	C M G R		2	C M G R		2	C M G R			C M G R
Literacy															
A. Awareness of Print Concepts	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
1. Participates in shared group reading		2	C M G R		2	C M G R		2	C M G R	1T	1A	C M G R			C M G R
1.1 Participates in shared one-on-one reading		2	C M G R		2	C M G R		2	C M G R		2	C M G R			C M G R
2. Demonstrates understanding that text is read in one direction and from top to bottom of page		2	C M G R		2	C M G R		1A	C M G R		1A	C M G R			C M G R
2.1 Turns pages of book from beginning toward end		2	C M G R		2	C M G R		2	C M G R		1A	C M G R			C M G R
2.2 Holds book or other printed material with pictures correctly oriented		2	C M G R		2	C M G R		1A	C M G R		2	C M G R			C M G R

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Video Practice 3: Assessment Activity

- Watch Filo as he sits at the table and enjoys his snack
- Note the skills you see him use
- Compare what you see to AEPS-3 items in his Snack Assessment Form
- Score all of the items you see
- Transfer scored items to Filo's CODF in 4 Developmental Areas: Fine Motor, Gross Motor, Social Communication, Cognitive
- Complete the 4 areas in the CODF

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Snack Assessment (Filo during his great escape)



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Getting Ready for Day Two

- What have we learned?
- What questions remain?
- Overview of Day Two
  - Family Components and reconciling with CODF
    - Summarizing AEPS-3 results – Present Levels (Choose 4 Areas)
    - Interpreting and writing individual goals – Selecting goals
    - Using the AEPS-3 Curriculum – to embed Filo's goals
    - Sharing information
    - Activity, case study, and wrap-up

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