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

AEPS3 **Day 2**, Vermont,, Oct, 26 & 27

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.

1

Day Two Agenda

- Opening activity
- Family engagement components - examining Family components - and comparing/merging with CODFs
- Linked system
  - Framework
  - Eligibility
- Summarizing AEPS-3 results
  - Numerically
  - Visually
  - Narratively
- Interpreting and writing individual goals
- Using the AEPS-3 Curriculum
- Case study and wrap-up





2

Activity 3: Towel Activity

- Divide into pairs or small groups
- Review items from the Cognitive area
- Pretend you only have a towel (any type of towel) and a child that needs to be assessed
- How many AEPS-3 items can you assess with just a towel?





3

AEPS-3 Family Components

4

Involving Families in Authentic Assessment

Reasons to include families in the assessment process include . . .

- It is a legal requirement of IDEA and Head Start
- It aligns with DEC and NAEYC Recommended Practices
- It allows us to support families from diverse cultural and linguistic backgrounds



5

AEPS-3 Family Components Overview

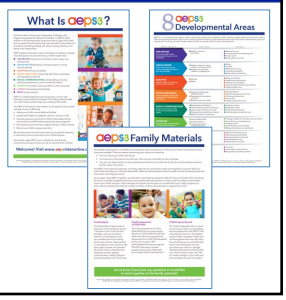
- Family Report
  - → Gathers qualitative information about family routines and child skills
- Family Assessment of Child Skills (FACS)
  - → Gathers qualitative and quantitative information about child skills
- Child Progress Record
  - → Facilitates sharing AEPS-3 Test results with families
- Family Handouts (3)
  - → Help introduce test, developmental areas, and family forms (Family Report, FACS, Child Progress Record)



6

AEPS-3 Family Handouts

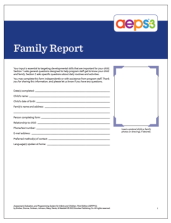
- Purpose: To help families become familiar with AEPS-3
- How to use: Share with families before beginning AEPS-3 but can be used flexibly as needed; available in English and Spanish
- Three handouts:
  - Family Handout 1–**What is AEPS-3**? Offers brief overview of AEPS-3 linked system
  - Family Handout 2–the **8 AEPS-3 Developmental Areas** Describes each area with component skills and examples
  - Family Handout 3–**Family Materials** Explains importance of family participation and introduces Family Report, FACS, Child Progress Record



7

AEPS-3 Family Report

- Purpose: To help families share information about routines and needs
  - Provides program with qualitative information about both child and family
  - Critical to help guide development of IFSP/IEP and subsequent intervention
- How to use: Share with family before or during assessment period; intended to be used three times per year; available in English and Spanish
- Section 1: Child and Family Information
  - Format–Open-ended questions
  - Content–Information about child and family and how program might meet their needs
- Section 2: Activities
  - Format–Checklists and open-ended questions
  - Content–Information to describe child's participation in routines from family lens



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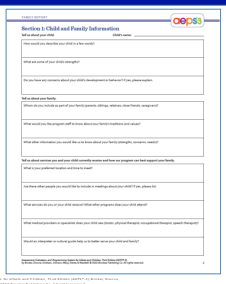
AEPS-3 Family Report Section 1



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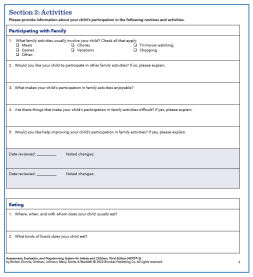
Family Report Section 2, Activities

- Goal is to help families move from big picture down to details (specifics)
- Family's choice to complete any or all of Family Report
- Helps family tell us about child, what goes well, and what can be difficult
- Intent is to link this information to child's repertoire of skills and address difficult activities or routines



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
   - ☐ Games
   - ☐ Other
   - ☐ Chores
   - ☐ Vacations
   - ☐ Firmware watching
   - ☐ Shopping
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, what, and with whom does your child usually eat?
2. What kinds of foods does your child eat?

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10

Family Report Section 2, Activities

Questions about routines and activities:

- Again, going from big picture down to details—process is important
- What is the activity/routine?
- Child's likes and dislikes
- Child's interactions with others
- Routine/activity is enjoyable because . . .
- Routine/activity can be difficult because . . .

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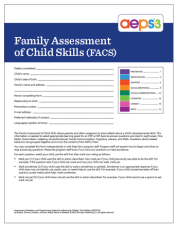
11

Family Assessment of Child Skills (FACS)

- Purpose: To gather information from families about child skills (AEPS-3 goals) and family priorities
- How to use: Share with family before or during assessment period; intended to be used three-four times per year; in English and Spanish
- Looks similar to CODF we complete but is designed for families
- Illustrations provided as examples
- Wording is family friendly, reading level accommodating
- Question at end of each area to identify skills family wants child to learn
- Intervention Priorities (last page) has three spaces (by date) for family to list next skills they want child to learn



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Family Assessment of Child Skills (FACS)

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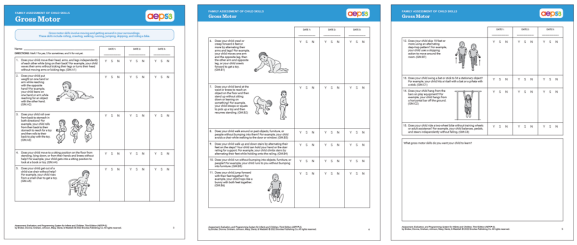
12

aeps3 Family Assessment of Child Skills



13

FACS Administration and Scoring

- Families can complete FACS independently or as part of interview
- Explain that possible ratings are Y (yes), S (sometimes), and N (not yet)
  - Y/Yes means the child uses skill consistently and independently across settings, materials, people; or was able to do skill previously (crawling) and has moved to more advanced skill (walking)
  - S/Sometimes means the child uses skill sometimes or partly or needs help to use skill
  - N/Not yet means the child does not yet use skill
- Ratings on FACS correspond with item scores on CODF:

Rating on FACS	Score on CODF
Y (yes)	2
S (sometimes)	1
N (not yet)	0

14

Addressing Possible Issues with FACS

There can be disagreement between CODF ratings and FACS ratings. Remember that:

- CODF collects data for a valid, reliable curriculum-based assessment (CBA) (i.e., AEPS-3 Test)
- FACS is a process to help identify family priorities and concerns and gather family input on child skills
- FACS collects information about AEPS-3 Test goals only
- Although both collect data on AEPS-3 Test goals, AEPS-3 Test criteria do not exactly match the wording of FACS questions—FACS items have the same intent, but the wording is more family friendly.

15

Looking at Filo's Family Report and FACS

In your breakout rooms/groups, work together and read family's completed Family Report. Discuss the information. What do you learn from it?

Look at the family's completed FACS.

Compare information from the Family Report and the Family Assessment of Child Skills with 4 Areas of Filo's CODF (Fine Motor, Gross Motor, Social Communication and Cognitive).

16

Discussion: Using AEPS-3 Family Forms

Comparison of Family Forms with CODF?

How would you use or have you used the Family Report, FACS?



17

Forms on USB

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
- Social-Communication Observation Summary (SCOS)

Spanish

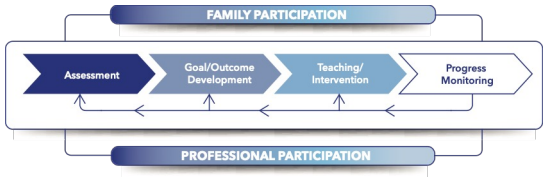
- Child Observation Data Form (CODF)
- Child Progress Record (8)
- Embedding Schedule
- Family Assessment of Child Skills (FACS)
- Family Handouts (3)
- Family Report
- IFSP/IEP Planning Guide
- Intervention Plan
- Quick Reference Guides (9)
- Ready-Set
- Ready-Set FACS
- Social-Communication Observation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

18

Reminder: AEPS-3 as Part of a Linked System

19

Linked System Framework



20

Updated AEPS-3 Cutoff Scores

Age interval	Fine Motor	Gross Motor	Adaptive	Social-Emotional	Social-Communication	Cognitive	Literacy	Math
0–6	0	1	0	0	2	0	0	0
7–12	2	7	2	2	7	1	0	0
13–18	5	13	3	5	9	3	1	0
19–24	8	16	6	10	12	8	3	0
25–30	10	18	8	14	13	10	4	0
31–36	11	20	15	20	13	19	7	1
37–42	13	20	18	24	18	21	12	4
43–48	13	21	20	27	21	22	14	5
49–54	13	21	22	28	22	26	14	6
55–60	13	23	23	31	25	28	19	8
61–66	13	24	24	31	27	29	20	10
67–72	14	26	26	33	28	30	24	16

*Note: Scores at or below the cutoff are flagged for service eligibility within a given area. Cutoff scores for the 0–6 month age interval should be viewed with caution because the sample size was small.

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21

Updated Cutoff Scores

Filo's goal Scores:
FM – 12
GM -17
So Com – 14
Cog - 15

Age interval	Fine Motor	Gross Motor	Adaptive	Social-Emotional	Social-Communication	Cognitive	Literacy	Math
0–6	0	1	0	0	2	0	0	0
7–12	2	7	2	2	7	1	0	0
13–18	5	13	3	5	9	3	1	0
19–24	8	16	6	10	12	8	3	0
25–30	10	18	8	14	13	10	4	0
31–36	11	20	15	20	13	19	7	1
37–42	13	20	18	24	18	21	12	4
43–48	13	21	20	27	21	22	14	5
49–54	13	21	22	28	22	26	14	6
55–60	13	23	23	31	25	28	19	8
61–66	13	24	24	31	27	29	20	10
67–72	14	26	26	33	28	30	24	16

*Note: Scores at or below the cutoff are flagged for service eligibility within a given area. Cutoff scores for the 0–6 month age interval should be viewed with caution because the sample size was small.

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22

Updated Cutoff Scores

34 months

FM – 12

GM 17

Soc Com 14

Cog 15

Age interval	Fine Motor	Gross Motor	Adaptive	Social-Emotional	Social-Communication	Cognitive	Literacy	Math
0–6	0	1	0	0	2	0	0	0
7–12	2	7	2	2	7	1	0	0
13–18	5	13	3	5	9	3	1	0
19–24	8	16	6	10	12	8	3	0
25–30	10	18	8	14	13	10	4	0
31–36	11	20	15	20	13	19	7	1
37–42	13	20	18	24	18	21	12	4
43–48	13	21	20	27	21	22	14	5
49–54	13	21	22	28	22	26	14	6
55–60	13	23	23	31	25	28	19	8
61–66	13	24	24	31	27	29	20	10
67–72	14	26	26	33	28	30	24	16

*Note: Scores at or below the cutoff are flagged for service eligibility within a given area. Cutoff scores for the 0–6 month age interval should be viewed with caution because the sample size was small.

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23

Guidelines for Using Updated Cutoff Scores

- Use multiple sources of information
- Involve parents and other caregivers
- Confirm state requirements

24

Summarizing AEPS-3 Results

(all this data! And what to do with it!)

25

Making Data-Driven Decisions

1. **Summarize**
2. Present Level of Skills/Present Level of Performance
3. Analyze and Interpret findings
4. Select meaningful and appropriate skills (IFSP/IEP)
5. Develop a plan and implement instruction
6. Monitor progress on identified skills

26

Making Data-Driven Decisions: Summarize

STEP 1: Summarize

- **Numerically**
  - Area percent scores
  - Total percent scores
  - Percent of area—independent v. emerging
- **Visually**
  - Graphing
  - Child Progress Record
- **Narratively**
  - Written summary
  - Provider notes
  - Present level of performance

27

Types of Scores - Numerically

- **Area Percent Score**
  - Add 2s and 1s = Area Raw Score
  - Divide by Area Raw Score Possible
- **Total Percent Score**
  - Add 2s and 1s across areas = Total Raw Score
  - Divide by Total Score Possible for all areas

Adaptive Results

To calculate Area Raw Score: Add the 2 and 1 scores in the Score column for the specific test data.
To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date			
Area Raw Score			
Area Raw Score Possible	106	106	106
Area Percent Score			

28

Total Items & Scores Possible

Area	Total Items	Total Scores Possible
Fine Motor	31 items	62
Gross Motor	65 items	130
Adaptive	53 items	106
Social-Emotional	61 items	122
Social-Communication	49 items	98
Cognitive	50 items	100
Literacy	57 items	114
Math	41 items	82
	407 items	**814**

29

AEPSi Score Summary Report

30

AEPSi Results Summary – Graphed Scores

31

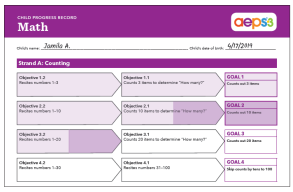
AEPS-3 Child Progress Record

- Purpose: To show child's current abilities, intervention targets, and progress over time visually
- How to use: Share with family following assessment period; update with each new administration of AEPS-3 Test; available in English and Spanish
- Content:
  - Parallels content of AEPS-3 Test and CODF
  - Items arranged hierarchically by area and strand
  - Depicts child progress with shading
- Supports discussions with families during meetings, conferences



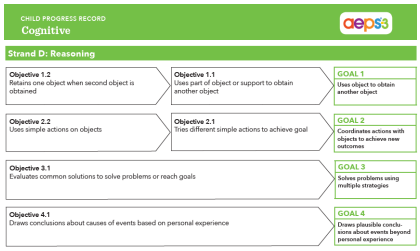
32

AEPS-3 Child Progress Record



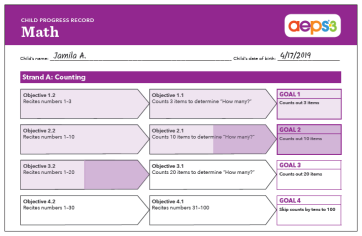
33

Using Visual Data: Child Progress Record



34

aeps3 Child Progress Record



35

AEPSi Child Progress Record

36

Using AEPS-3 Narrative Data

CHILD OBSERVATION DATA FORM
Social-Emotional

Name *Filo*

TEST DATE 1: 6/29/2022
Examiner(s): Janie Youngbauer
Amanda Peters

Comments: During this observation Filo played outside with some of his classmates. He was very interested in play that provides sensory feedback, particularly activities in which he gets to be spun around in a large container. He sat at the snack table and participated with everyone at the table, but clearly loves adult attention. Filo responded to questions from adults using words and a few phrases, and he commented on some behaviors from others. He showed pride that he was wearing big boy underwear and showed interest and enjoyment in books.

37

Present Level of Skills: Fine Motor

Filo's Fine Motor Present Level of Performance narrative summary:

Filo is able to stack at least three objects with either hand when he gets his books and looks through them to choose the one he wants to read. He also stacks drinking cups when playing with dishes. Filo uses one finger to turn toys or objects on or off when he flips the light switch or pushes a button for the door to lock or unlock. He is able to open a door by turning the handle. Filo is able to place a variety of shapes into spaces that fit the shapes, and he can align objects in a row such as toy cars or cups. Filo is beginning to hold writing tools with three fingers and use a finger to interact with electronic games.

Case Study: Filo, complete Present Levels of Performance for FM, GM, SC, Cog

38

AEPSi IFSP/IEP Summary Report

39

AEPSi Present Level of Functioning Report

40

Making Data-Driven Decisions

1. Summarize
2. Present level of skills
3. **Analyze and Interpret findings**
4. Select meaningful and appropriate skills
5. Develop a plan for teaching skills
6. Monitor progress on identified skills

41

Analyze

- ***Analyzing is a process of inspecting data with the goal of highlighting useful information, suggesting conclusions, and subsequently supporting decisions.***
- ***Stated differently, analyzing is merely a process of looking at summarized data for patterns and trends.***
- ***Patterns are recurring events…those that repeat in predictable manner (meaning each time certain conditions are present, you will see the same or a similar behavior).***
- ***Patterns help to identify strengths, emerging skills, underlying issues, missing components that would lead to further development or acquisition,concurrent needs etc.***

42

Types of Patterns

- ***Patterns of Strength***
- ***Unexpected Scoring Sequence***
- ***Patterns of Lack of Quality***
- ***Patterns of Assistance***
- ***Patterns of Behavior Interfering***

43

Making Data-Driven Decisions: Interpret

STEP 3: Interpret findings

What do the results suggest?

- What Developmental Areas will be primary targets for change?
- What are the family's priorities and concerns?
- In what areas is Filo experiencing delays?
- Are there patterns in the data? Where do you see 2s, 1s, 0s?
- What skills will be selected for Filo to work on?
- What kind of instructional approaches will be used?
- Modifications and adaptations needed?
- Frequency of learning opportunities?
- Where will the learning opportunities occur?
- Does this mesh with the family priorities and concerns?

44

Making Data-Driven Decisions

1. Summarize
2. Present Level of Skills
3. Analyze and Interpret findings
4. **Select meaningful and appropriate skills**
5. Develop a plan for teaching skills
6. Monitor progress on identified skills

45

Making Data-Driven Decisions: Select

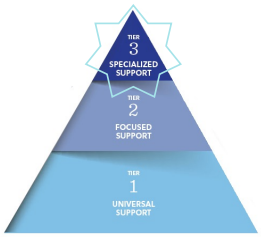
STEP 3: Select meaningful skills

- What skills can be addressed through development, play, maturation, and exposure/experience? (**Tier 1: Universal Support**)
- What skills are emerging and need practice/ repetition? Will these skills improve with the child's independence or gain fluency with time and practice? (**Tier 2: Focused Support**)
- What skills and concepts are unlikely to emerge without intensive instruction? (functional outcomes) (**Tier 3: Specialized Support**)



46

Using Assessment Information to Identify Priorities



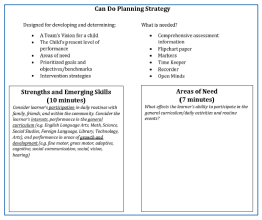
47

Activity: Interpret Findings for Filo

Work in breakout rooms.

Complete the first 2 boxes in the Can Do Planning Strategy form.
(p. 31 in Day 2 Handouts)

- What are Filo's strengths and emerging skills across all areas of development?
- What are his areas of need?


Can Do Planning Strategy

Designed for developing and determining:
- A Team's Vision for a child
- The Child's present level of performance
- Areas of need
- Prioritized goals and objectives/benchmarks
- Intervention strategies

What is needed?
- Comprehensive assessment information
- Flipchart paper
- Markers
- Time Keeper
- Recorder
- Open Minds

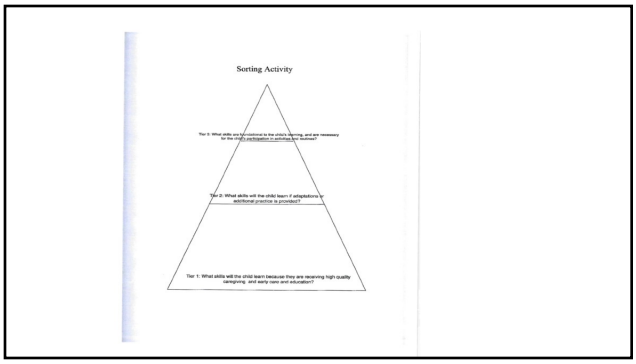
Strengths and Emerging Skills (10 minutes)

Consider learner's participation in daily routines with family, friend, and within the community. Consider the learner's interests, performance in the general curriculum (e.g. English Language Arts, Math, Science, Social Studies, Foreign Language, Library, Technology, Arts), and performance in areas of general and development (e.g. fine motor, gross motor, adaptive, cognitive, social communication, social, vision, hearing)

Areas of Need (7 minutes)

What affects the learner's ability to participate in the general curriculum/daily activities and routine events?

48



49

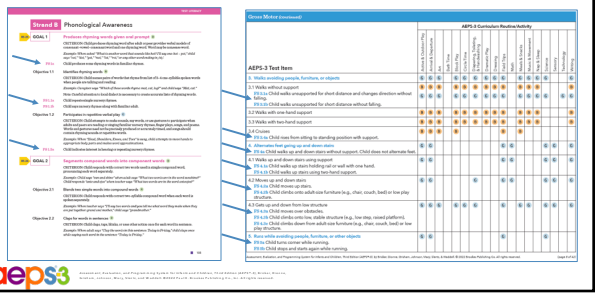
Using Foundation Steps

- 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 can be found in:
  - AEPS-3 Volume 2 Chapter 3: AEPS-3 Test
  - AEPS-3 Curriculum Volumes 3–5, Appendix B: Skills Matrix



50

Foundation Steps



51

Interpreting and Writing Individual Goals

52

Possible Goals for Filo

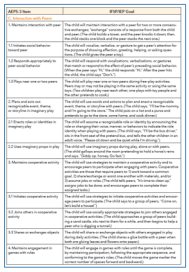
- **Imitates Novel Words**
- **Relates Past Events**
- **Uses 2 Word Utterances**
- **Uses Multiple Word Sentences**
- **Follow Multi-step Directions**
- **Puts on/Takes off Shoes**
- **Dresses Self**

- **These represent Adaptive, Social Communication, Cognitive**
- **Select 3 for your group to use.**

53

Developing IFSP/IEP Goals and Outcomes

- All AEPS-3 items have corresponding IFSP/IEP goals/outcomes in Volume 2, Appendix 7A
- Use these to help select teaching/intervention targets based on assessment results
- Sample IFSP/IEP goals and outcomes **should be individualized to fit child and family and not used as written**
- **Add conditions for demonstration of skill**
- **Add performance criterion**



54

IFSP/IEP Goals and Outcomes

Individualized examples from Appendix 7A for an IFSP/IEP	
Example from Appendix 7A	Example individualized for IFSP/IEP
Cognitive area, Strand C Conceptual Knowledge, Goal 1 *The child will look for a familiar object in more than one place when the object is not in its usual place. (The child will look in at least two likely places when a coat is not on the coat rack.)*	Annabelle's IFSP/IEP goal example for Cognitive area, Strand C, Goal 1: Annabelle will look for a familiar object in more than one place when the object is not in its usual place. (For example, if Annabelle's blanket is not on her bed, she will look for it in other plausible places.) The skill will be observed 3 times a day for 2 weeks, both at home and in her child care setting.
Social-Communication area, Strand B Communicative Understanding, Goal 2 *The child will locate at least 10 common objects, people, or events by looking at, reaching for, touching, or pointing to them when another person names the common objects, people, or events. (The child points to at least 10 objects in the toybox.)*	Jamie's IFSP/IEP goal example for Social-Communication area, Strand B, Goal 2: Jamie will point to five different pictures in familiar books or on a tablet when told, "Show me or point to the dog, ball, bike, girl, coat, car, and Mother." Jamie will get or point to the appropriate object/person five times when asked to find or point to the doll, sweater, spoon, book, Daddy, and cat.
Fine Motor area, Strand A Reach, Grasp, and Release, Goal 2, Objective 2.1 *The child will grasp a hand-size object (bath toy, block, rattle) with either hand using the thumb, index, and second fingers; the object is held between the thumb and fingers and does not rest in the palm. (The child grasps a small block using the fingers and thumb.)*	Carlos's IFSP/IEP goal example for Fine Motor area, Strand A, Objective 2.1: During the day and across activities, Carlos will grasp and hold a range of hand-size objects using his thumb, index, and second fingers of both hands. For example, Carlos will pick up small toys, grasp fruit while eating, pick up and use bathroom supplies such as soap, and hold his socks and shoes when getting dressed and undressed.

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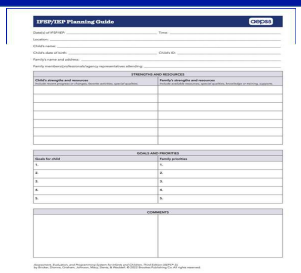
55

Activity

Analyze and Interpret Filo's data
And complete the IFSP/IEP
Planning Guide


IFSP/IEP Planning Guide

Date of IFSP/IEP: _____ Time: _____

Location: _____

Child's name: _____

Child's date of birth: _____ Child ID: _____

Family's name and address: _____

Family members/professionals/agency representatives attending: _____

STRENGTHS AND RESOURCES

Child's strengths and resources	Family's strengths and resources
Include assessment of changes, lessons, services, special qualities	Include available resources, special qualities, knowledge or training, supports

GOALS AND PRIORITIES

Goals for child	Family priorities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

COMMENTS

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56

Using the AEPS-3 Curriculum

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57

Making Data-Driven Decisions

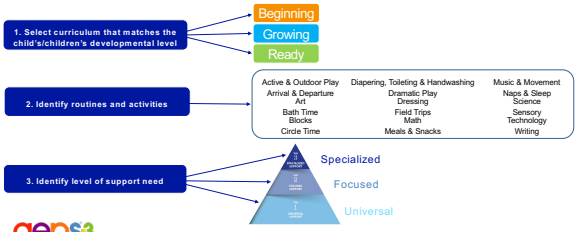
1. Summarize
2. Present Level of Skills
3. Interpret findings
4. Select meaningful skills
5. **Develop a plan for teaching skills**
6. Monitor progress on identified skills

58

Making Data-Driven Decisions: Develop Plan

STEP 4: Develop a plan for teaching skills

AEPS-3 Curriculum Decision-making Process



59

Selecting Routines and Activities

When choosing routines and activities, consider selecting:

- **Routines and activities the family has identified on Family Report as being difficult for them**
- **Routines and activities the child is struggling with in the home/center/classroom**
- **Routines and activities the child prefers**



60

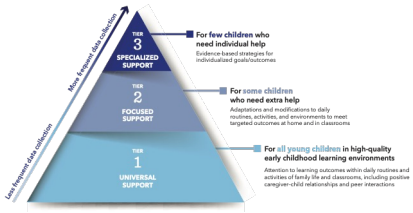
Guiding Themes

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

- **Multi-Tiered System of Support**
- **Blended Practices**
- **Activity-Based Intervention**

61

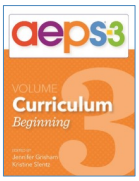
Curriculum Framework



62

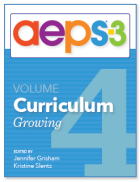
AEPS-3 Curriculum Levels

Volume 3 Beginning– infant and very early skills



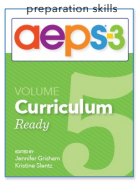
Infant to 18 months developmentally

Volume 4 Growing– toddler and early skills



18 months to 3 years developmentally

Volume 5 Ready– preschool and school preparation skills



3 to 6 years developmentally

63

AEPS-3 Curriculum: 18 Routines and Activities

- Active & Outdoor Play
- Arrival & Departure
- Art
- Bath Time
- Blocks
- Circle Time
- Diapering, Toileting & Handwashing
- Dramatic Play
- Dressing
- Field Trips
- Math
- Meals & Snacks
- Music & Movement
- Nap & Sleep
- Science*
- Sensory
- Technology*
- Writing

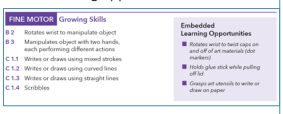
*Not included in Beginning level curriculum; in Growing and Ready levels only.

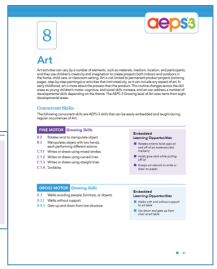
64

AEPS-3 Curriculum Content

Each Routine and Activity contains:

- Description of routine or activity with overview of areas to address
- AEPS-3 items that may be embedded in the routine or activity
- Specific embedded learning opportunities





65

Curriculum Content

Each Routine and Activity contains:

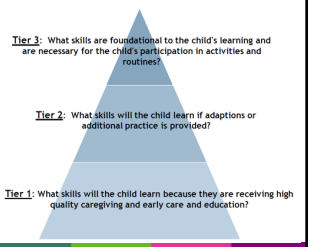
- Tiered instructional strategies
  - Universal
  - Focused
  - Specialized



66

Activity: Become Familiar with the AEPS-3 Curriculum

1. In breakout rooms, choose one routine or activity (e.g., Art) to review within Volume 3, 4 or 5 of the AEPS-3 Curriculum.
2. Look at the list of Concurrent skills at the beginning of the activity description. Which skills does Filo need to learn that can be taught within this activity?
3. Read through the strategies in each Tier keeping in mind the skills he needs to learn. Which strategies would be helpful for Filo? Does the Tier vary based on the skill being taught? Why?



67

Universal Strategies Examples

- Hands-on materials
- Activities based on children's interests
- High-quality learning environment
- Support for promoting social interactions among children
- Nurturance for adult-child relationships
- Instructional support practices, including language modeling, open-ended questions, repetition and extension, self-talk and parallel talk, and introduction of new vocabulary





68

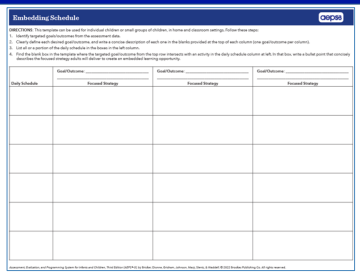
Focused Strategies Examples

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



69

Embedding Schedule



Embedding Schedule

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

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

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

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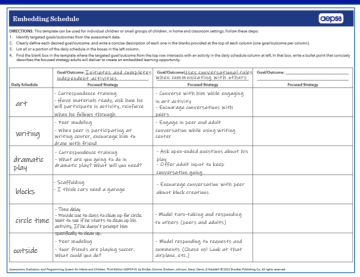
70

Embedding Schedule Sample



Embedding Schedule

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

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

Daily Schedule	Goal/Outcome: Initiates and completes independent activities. Focused Strategy	Goal/Outcome: Uses conversational role when communicating with others. Focused Strategy	Goal/Outcome: _____ Focused Strategy
art	- Correspondence training - Have materials ready, ask how he will participate in activity, reinforce when he follows through	- Converse with him while engaging in art activity - Encourage conversations with peers	
writing	- Peer modeling - When peer is participating at writing center, encourage him to draw with friend	- Engage in peer and adult conversation while using writing center	
dramatic play	- Correspondence training - What are you going to do in dramatic play? What will you need?	- Ask open-ended questions about his play - Offer adult input to keep conversation going	
blocks	- Scaffolding - I think cars need a garage	- Encourage conversation with peer about block creations	
circle time	- Time delay - Provide one to dots to clean up for circle time to see if he starts to clean up his activity. If he doesn't prompt him specifically to clean up	- Model turn-taking and responding to others (peers and adults)	
outside	- Peer modeling - Your friends are playing soccer. What could you do?	- Model responding to requests and comments (Cause on! Look at that airplane, etc.)	

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71

Activity: Create an Embedding Schedule for Filo

Materials:

- **IEP goal (s) that you wrote for Filo**
- **Blank Embedding Schedule (p. 37 of Day 2 Handouts)**

In breakout rooms, brainstorm opportunities for Filo to practice the IEP goals during classroom routines. Write your Ideas in the Embedding schedule.

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72

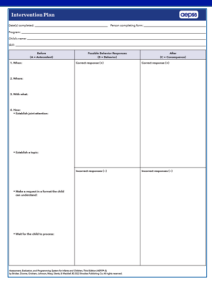
Specialized Strategies Examples

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



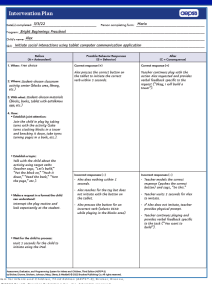
73

Intervention Plan



74

Intervention Plan Sample



75

Activity: Create an Intervention Plan for Filo

Materials:

- **IEP goal(s) that you wrote for Filo**
- **Blank Intervention Plan (p. 38 of Day 2 Handouts)**

In breakout rooms, complete an Intervention Plan for the IEP goal that you wrote for Filo.

76

Curriculum Guidance

Each Curriculum volume offers explicit guidance on:

- Determining what outcomes to teach all, some, and individual children
- Identifying which curriculum level to use (BEGINNING, GROWING, READY)
- Identifying instructional tier (universal, focused, specialized)
- Using AEPS-3 data for progress monitoring



77

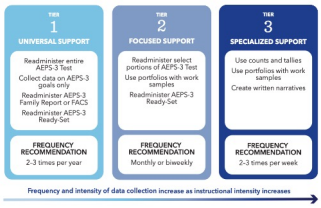
Making Data-Driven Decisions

1. Summarize
2. Present Level of Skills
3. Interpret findings
4. Select meaningful skills
5. Develop a plan for teaching skills
6. **Monitor progress on identified skills**

78

Making Data-Driven Decisions: Monitor Progress

STEP 4: Monitor progress on identified skills



79

Monitoring Progress

Lack of Progress: Strategies

- Talk to the family and find out if/what things are changing at home.
- Change the target behavior?
- Task analyze the skill, break into smaller parts; backwards or forward chain
- Change the instruction; where, when, who, how?
- Change adaptations and modifications?
- Increase learning opportunities?
- Select a foundation step?

80

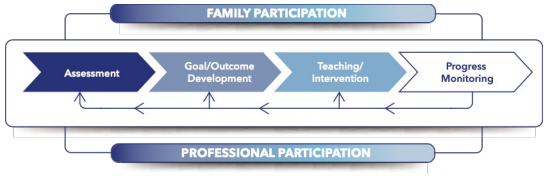
Activity 4: Completed Case Study on Filo

Materials:

- **Completed CODF – 4 areas**
- **Completed SCOS**
- **Snack Assessment Activity results**
- **Family Report**
- **FACS**
- **Present Level of Skills**
- **3 Outcomes/Goals that are appropriate**
  - Use Can-Do, Use GORI
- **Completed Embedding Schedule**
- **Completed Intervention Plan**

81

Linked System Framework



82

Wrapping Up



83

Survey

We value your feedback. Please complete the survey (link in chat box).

Thank you again for attending this AEPS-3 Training/Institute!

84