

**Summary Information: The Assessment, Evaluation, and Programming System (AEPS)
For Infants and Children, Second Edition (2003)**

Publisher	Brookes Publishing
Website for information	http://www.brookespublishing.com/store/books/bricker-aeps/index.htm
Cost	Volume 1: Administration Guide - \$55.00 Volume 2: Test Criteria for Birth to Three and Three to Six - \$70.00 Volume 3: Curriculum for Birth to Three - \$65.00
Age range	Birth to 36 months
Purpose	<ul style="list-style-type: none"> ▪ To identify children's strengths across developmental areas ▪ To identify functional goals and objectives for IFSPs or other individualized plans ▪ To assist in planning and guiding intervention ▪ To monitor children's progress
Areas included	<ul style="list-style-type: none"> ▪ Fine Motor ▪ Gross Motor ▪ Adaptive ▪ Cognitive ▪ Social-Communication ▪ Social
Time to administer	30 – 120 minutes
Scored	Yes. Area raw scores summarize results from 0, 1, 2 scoring of items and can be converted to percent scores in each domain per test period
Age norms	No, but cutoff scores are provided to corroborate eligibility decisions
Age range given for items	No
How frequently it can be given	4 times a year
Standardized tasks	No
Based on observation in natural settings	Yes. Observation is the preferred method, but one may try to directly elicit the behavior if there is not an opportunity to observe it. Use of caregiver report is a third option. A set of assessment activities provide ideas for events that may elicit an array of the skills included in the assessment from children

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**Summary Information (continued): The Assessment, Evaluation, and Programming System (AEPS)
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Instructions related to parent role	Family participation is primarily encouraged through use of a parallel family assessment/evaluation form (Family Report) designed to obtain information from parents and caregivers about their children's skills and abilities across major areas of development. It includes an open-ended section with information about the child's daily routines and participation in family activities and a section with items that directly parallel the items on the AEPS assessment. For each item, parents indicate their child's level of functioning as "yes", "sometimes," or "not yet." Parents or caregivers are encouraged to complete the questions on children's functioning with no or minimal assistance from professionals based on their own observation. The materials are designed to allow a direct comparison between parent/caregiver and professional assessments of the child
Data provided on reliability	Yes. Interrater/ Inter-observer agreement, Test-retest reliability
Data provided on validity	Concurrent validity (Gesell Developmental Schedule, Bayley Scales of Infant Development), treatment validity, and face validity
Web-based data entry	Yes
Electronic scoring	Yes
Other languages	Spanish, French, and Korean
Who administers	Interventionists, teachers, specialists, and caregivers
Training available through the publisher	Yes. See http://www.brookespublishing.com/onlocation/topics/AEPS.htm regarding on-site consultation and workshops

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**Assessment, Evaluation, and Programming System (AEPS) for Infants and Children, Second Edition (2003)
(AEPS Measurement for Birth to Three Years): Crosswalk with Child Outcomes**

<p align="center">Outcome 1: Has positive social relationships</p>	<p align="center">Outcome 2: Acquires and use skills and knowledge</p>	<p align="center">Outcome 3: Takes appropriate action to meet needs</p>
<p>Social-Communication Area</p> <p>A. Prelinguistic communicative interactions</p> <ol style="list-style-type: none"> 1. Turns and looks toward person speaking* 2. Follows person’s gaze to establish joint attention* 3. Engages in vocal exchanges by babbling <p>B. Transition to words</p> <ol style="list-style-type: none"> 1. Gains person’s attention and refers to object, person, or event <p>Social Area</p> <p>A. Interaction with familiar adults</p> <ol style="list-style-type: none"> 1. Responds appropriately to familiar adult’s affect 2. Initiates and maintains interaction with familiar adult 3. Initiates and maintains communicative exchange with familiar adult <p>B. Interaction with environment</p> <ol style="list-style-type: none"> 2. Participates in established social routines <p>C. Interaction with peers</p> <ol style="list-style-type: none"> 1. Initiates and maintains interaction with peer 2. Initiates and maintains communicative exchange with peer 	<p>Fine Motor Area</p> <p>B. Functional use of fine motor skills</p> <ol style="list-style-type: none"> 4. Orients picture book and turns pages 5. Copies simple written shapes after demonstration <p>Cognitive Area</p> <p>A. Sensory stimuli</p> <ol style="list-style-type: none"> 1. Orients to auditory/visual/tactile events <p>B. Object permanence</p> <ol style="list-style-type: none"> 1. Visually follows object or person to point of disappearance* 2. Locates object in latter of two successive hiding places 3. Maintains search for object that is not in its usual location <p>C. Causality</p> <ol style="list-style-type: none"> 1. Correctly activates mechanical toy 2. Reproduces part of interactive game/action in order to continue <p>D. Imitation</p> <ol style="list-style-type: none"> 1. Imitates motor action that is not commonly used* 2. Imitates words not frequently used 	<p>Fine Motor Area</p> <p>A. Reach, grasp, and release</p> <ol style="list-style-type: none"> 1. Simultaneously brings hands to midline* 2. Brings two objects together at or near midline* 3. Grasps hand-size object with either hand using ends of thumb and fingers* 4. Grasps pea-size object with either hand with hand/arm not supported* 5. Aligns and stacks objects* <p>B. Functional use of fine motor skills</p> <ol style="list-style-type: none"> 1. Rotates wrist on horizontal plane* 2. Assembles toys/objects that require putting pieces together 3. Uses index finger to activate objects* 4. Orients picture book and turns pages 5. Copies simple written shapes after demonstration <p>Gross Motor Area</p> <p>A. Movement and locomotion in supine and prone position</p> <ol style="list-style-type: none"> 1. Turns head, moves arms, and kicks legs independently of each other * 2. Rolls by turning segmentally* 3. Creeps forward using alternating arm and leg movements*

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<p>Outcome 1: Has positive social relationships</p>	<p>Outcome 2: Acquires and use skills and knowledge</p>	<p>Outcome 3: Takes appropriate action to meet needs</p>
	<p>Cognitive Area</p> <p>E. Problem solving</p> <ol style="list-style-type: none"> 1. Retains objects when new object is obtained 2. Uses object to obtain another object 3. Navigates large object around barriers 4. Solves common problems <p>F. Interaction with objects</p> <ol style="list-style-type: none"> 1. Uses imaginary objects in play <p>G. Early concepts</p> <ol style="list-style-type: none"> 1. Categorizes like objects 2. Demonstrates functional use of one-to-one correspondence 3. Recognizes environmental symbols 4. Demonstrates functional use of reading materials 5. Demonstrates use of common opposite concepts 6. Repeats simple nursery rhymes <p>Social-Communication Area</p> <p>B. Transition to words</p> <ol style="list-style-type: none"> 2. Uses consistent word approximations <p>C. Comprehension of words and sentences</p> <ol style="list-style-type: none"> 1. Locates objects, people, or events without contextual cues 2. Carries out two-step direction without contextual cues 	<p>Gross Motor Area</p> <p>B. Balance in sitting</p> <ol style="list-style-type: none"> 1. Assumes balanced sitting position* 2. Sits down in and gets out of chair* <p>C. Balance and Mobility</p> <ol style="list-style-type: none"> 1. Walks avoiding obstacles* 2. Stoops and regains standing position * 3. Runs avoiding obstacles* 4. Walks up and down stairs* <p>Adaptive Area</p> <p>A. Feeding</p> <ol style="list-style-type: none"> 1. Uses tongue/lips to take in and swallow solid foods and liquids 2. Bites and chews hard and chewy foods 3. Drinks from cup and/or glass 4. Eats with fork and/or spoon 5. Transfers food and liquid between containers <p>B. Personal hygiene</p> <ol style="list-style-type: none"> 1. Initiates toileting 2. Washes and dries hands 3. Brushes teeth <p>C. Undressing</p> <ol style="list-style-type: none"> 1. Undresses self <p>Social Area</p> <p>B. Interaction with environment</p> <ol style="list-style-type: none"> 1. Meets observable physical needs in socially appropriate ways

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Outcome 1: Has positive social relationships	Outcome 2: Acquires and use skills and knowledge	Outcome 3: Takes appropriate action to meet needs
	Social-Communication Area D. Production of social-communicative signals, words, and sentences <ol style="list-style-type: none"> 1. Uses 50 single words 2. Uses two-word utterances 3. Uses three-word utterances 	

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

Gross Motor Area

D. Play Skills

1. Jumps forward
2. Pedals and steers tricycle,
3. Catches, kicks, throws, and rolls ball,
5. Climbs up and down play equipment