

**Summary Information: The Assessment, Evaluation, and Programming System (AEPS)
(AEPS Measurement for Three to Six Years), 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 4: Curriculum for Three to Six - \$65.00
Age range	3-6 years developmental age
Purpose	<ul style="list-style-type: none"> ▪ To identify children's strengths across developmental areas ▪ To identify functional goals and objectives for IEPs 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 can be converted to percent scores in each domain per test period
Age norms	No, but does provide cutoff scores 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 of events that may elicit an array of skills included in the assessment from children

Note: Draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. Please note that this draft is different from the crosswalk being used by the tool publisher and/or developer. We welcome your feedback to staff@the-eco-center.org.

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

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	Interrater/ Inter-observer agreement and test-re-test reliability
Data provided on validity	Concurrent validity (McCarthy Scales of Children's Abilities, The Uniform Performance Assessment System), 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 (2002)
(AEPS Measurement for Three to Six Years): Crosswalk with Child Outcomes**

Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses skills and knowledge	Outcome 3: Takes appropriate action to meet needs
<p>Cognitive Area F. Play</p> <ol style="list-style-type: none"> Engages in cooperative, imaginary play Engages in games with rules <p>Social-Communication Area A. Social-Communicative Interactions</p> <ol style="list-style-type: none"> Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions Uses conversational rules Establishes and varies social-communicative roles <p>Social Area A. Interaction with Others</p> <ol style="list-style-type: none"> Interacts with others as play partners Initiates cooperative activity Resolves conflicts by selecting effective strategy <p>B. Participation</p> <ol style="list-style-type: none"> Initiates and completes age-appropriate activities Watches, listens, and participates during small group activities Watches, listens and participates during large group activities 	<p>Fine Motor Area A. Bilateral Motor Coordination</p> <ol style="list-style-type: none"> Uses two hands to manipulate objects, each hand performing different movements* Cuts out shapes with curved lines <p>B. Emergent Writing</p> <ol style="list-style-type: none"> Writes using three-finger grasp Prints pseudo-letters Prints first name <p>Social-Communication Area B. Production of Words, Phrases, and Sentences</p> <ol style="list-style-type: none"> Uses verbs Uses noun inflections Asks questions Uses pronouns Uses descriptive words <p>Cognitive Area A. Concepts</p> <ol style="list-style-type: none"> Demonstrates understanding of color, shape, and size concepts Demonstrates understanding of qualitative and quantitative concepts Demonstrates understanding of spatial and temporal relations concepts <p>B. Categorizing</p> <ol style="list-style-type: none"> Groups objects, people, or events on the basis of specified criteria 	<p>Fine Motor Area A. Bilateral Motor Coordination</p> <ol style="list-style-type: none"> Uses two hands to manipulate objects, each hand performing different movements* Cuts out shapes with curved lines <p>Gross Motor Area A. Balance and Mobility</p> <ol style="list-style-type: none"> Runs avoiding obstacles* Alternates feet walking up and down stairs* <p>Adaptive Area A. Mealtime</p> <ol style="list-style-type: none"> Eats and drinks a variety of foods using appropriate utensils with little or not spilling Prepares and serves food <p>B. Personal Hygiene</p> <ol style="list-style-type: none"> Carries out all toileting functions Washes and grooms self <p>C. Dressing and Undressing</p> <ol style="list-style-type: none"> Unfastens fasteners on garments Selects appropriate clothing and dresses self at designated times Fastens fasteners on garments

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<p>Outcome 1: Has positive social relationships</p>	<p>Outcome 2: Acquires and uses skills and knowledge</p>	<p>Outcome 3: Takes appropriate action to meet needs</p>
	<p>Cognitive Area C. Sequencing 1. Follows directions of three or more related steps not routinely given 2. Places objects in series according to length or size 3. Retells event in sequence D. Recalling Events 1. Recalls events that occurred on same day, without contextual cues E. Problem Solving 1. Evaluates solutions to problems 2. Makes statements and appropriately answers questions that require reasoning about objects, situations, or people G. Premath 1. Counts at least 20 objects 2. Demonstrates understanding of printed numerals H. Phonological Awareness and Emergent Reading 1. Demonstrates phonological awareness skills 2. Uses letter-sound associations to sound out and write words 3. Reads words by sight</p>	<p>Social Area C. Interaction with Environment 1. Meets physical needs in socially appropriate ways 2. Follows context specific rules outside home and classroom D. Knowledge of Self and Others 1. Communicates personal likes and dislikes 2. Understands how own behaviors thoughts, and feelings relate to consequences of others 3. Relates identifying information about self and others</p>

*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

B. Play Skills

- | | |
|--|---|
| 1. Jumps forward, | 3. Skips, |
| 2. Bounces, catches, kicks, and throws ball, | 4. Rides and steers a two-wheel bicycle |

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