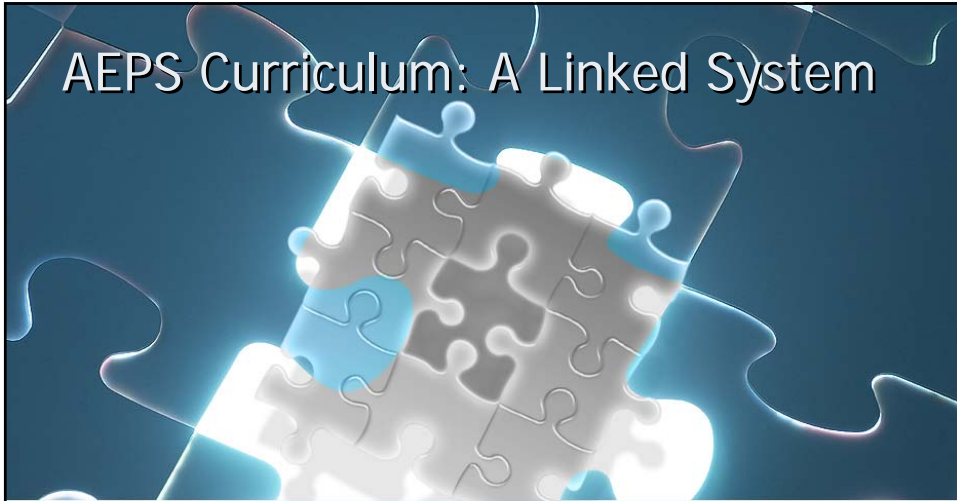


## AEPS Curriculum: A Linked System



Making the connection between  
what to teach and how to teach it

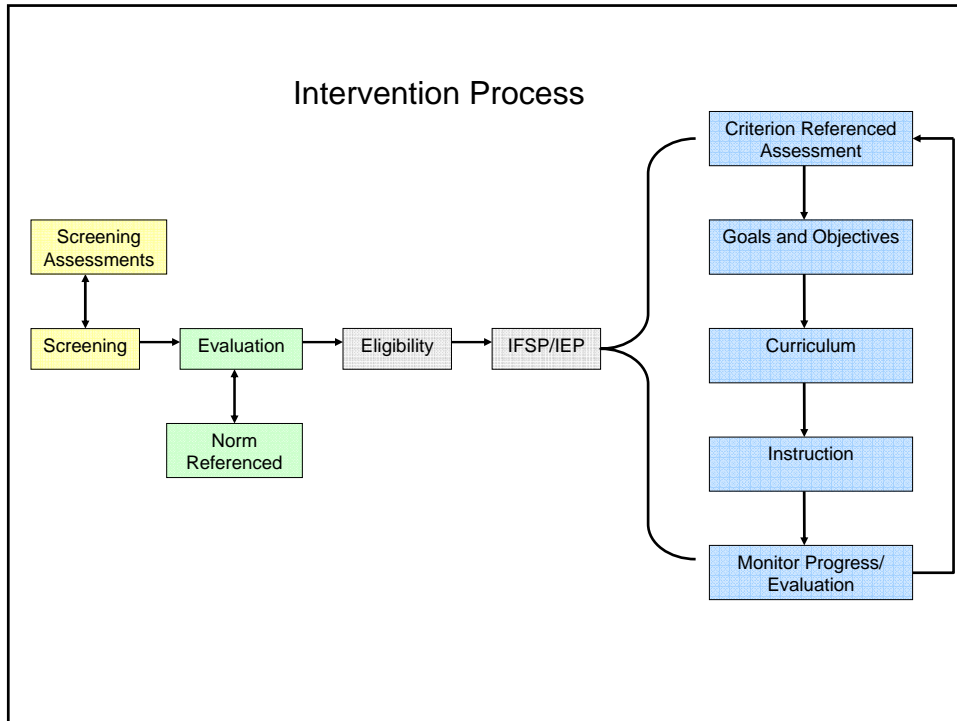
1



## Types of Assessment

- Screening
- Norm-Referenced
- Criterion-Referenced

2



## Screening

- **What?**
  - Short, economical, easily administered assessment process designed to determine whether a more detailed evaluation is needed
- **Why?**
  - Allows professionals to recognize children who may need special education services

4



## Norm-Referenced

- **What?**
  - A measure on which an individual child's performance is compared with that of a normative group
  - Developed by giving the test to a group of children that is representative of the population who will be tested

5



## Norm-Referenced

- **Why?**
  - Compare an individual child's score to the sample of children
  - Helps to determine child's present level of functioning relative to other children of his/her age
  - Determine eligibility for intervention services

6



## Criterion-Referenced Assessments

- **What?**
  - Instrument which measures a child's success or failure to meet previously determined objectives
- **Why?**
  - Provides information about a child's strengths and needs.
  - Objectives chosen because of their importance to academic or daily living skills (functional skills)

7

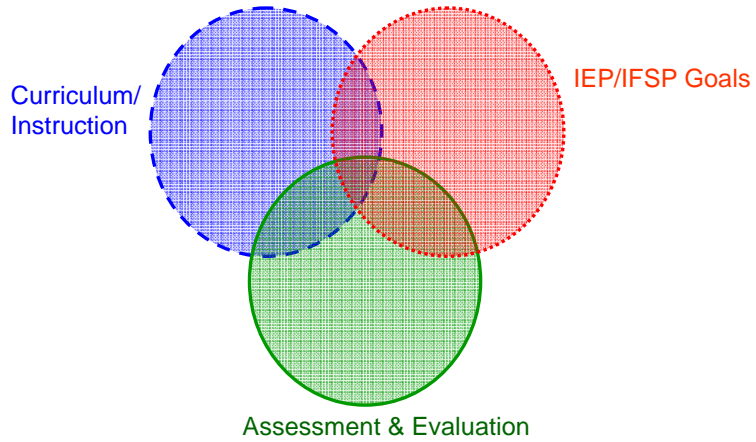


## Curriculum-Based Measure

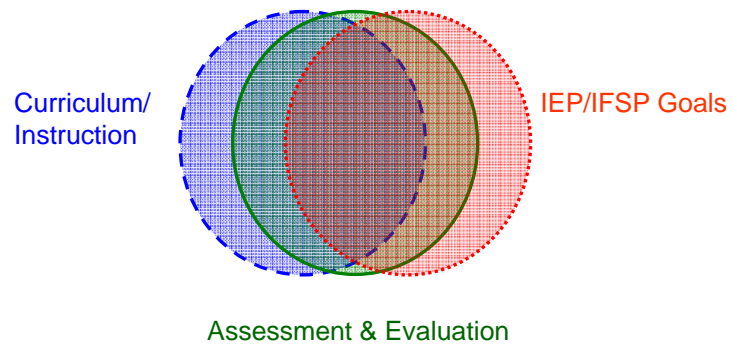
- Specific type of **Criterion Referenced** assessment
- Measures a child's success or failure to meet a sequence of curricular objectives.
- Determines the percentage of materials which the child has mastered in the curriculum

8

Common Interaction among Curriculum, Instruction, Goals, Assessment & Evaluation



Desired Interaction among Curriculum, Instruction, Goals, Assessment & Evaluation using the Linked System



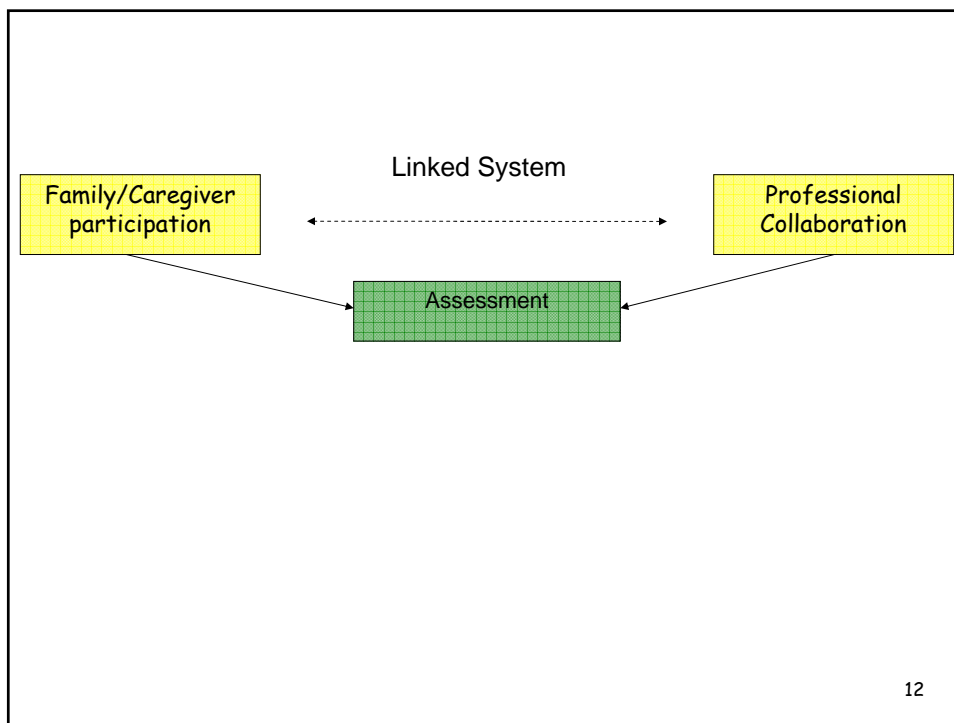


## Overview of the AEPS

The AEPS is a curriculum-based measure (CBM) designed to assist teams in:

1. determining a child's present level of functioning
2. developing meaningful IFSP/IEP goals/objectives
3. planning intervention
4. evaluating a child's performance over time

11



12



## Linked System: Assessment

- **Assessment:** establishing a baseline or entry-level measurement of the child's skills and desired family outcomes

13



## Scoring: Forms

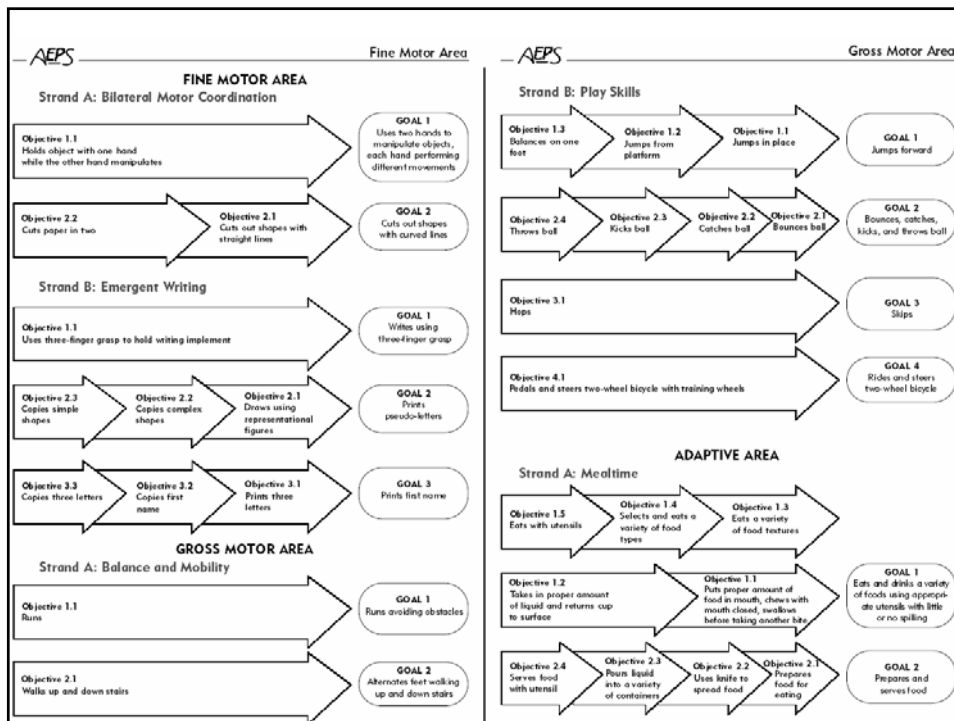
- Child Progress Record
- Child Observation Data Recording Form
- Family Report
- AEPS Assessment Activities

14



# Child Progress Record

- Developed to monitor individual child's progress over time
- Easy to read and well organized
- Appropriate for professionals and families



**COGNITIVE AREA**

<b>S = Scoring key</b> 2 = Consistently meets criterion 1 = Inconsistently meets criterion 0 = Does not meet criterion	<b>N = Notes</b> A = Assistance provided B = Behavior interfered D = Direct test M = Modification/adaptation Q = Quality of performance R = Report
---	--

Name: \_\_\_\_\_ Test period: \_\_\_\_\_

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

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
<b>A. Concepts</b>									
1. Demonstrates understanding of color, shape, and size concepts (p. 156)									
1.1 Demonstrates understanding of eight different colors									
1.2 Demonstrates understanding of five different shapes									
1.3 Demonstrates understanding of six different size concepts									
2. Demonstrates understanding of qualitative and quantitative concepts (p. 157)									
2.1 Demonstrates understanding of 10 different qualitative concepts									
2.2 Demonstrates understanding of eight different quantitative concepts									

**Child Observation Data Recording Form with Criteria II: Social Area**

**SOCIAL AREA**

<b>S = Scoring key</b> 2 = Consistently meets criterion 1 = Inconsistently meets criterion 0 = Does not meet criterion	<b>N = Notes</b> A = Assistance provided B = Behavior interfered D = Direct test M = Modification/adaptation Q = Quality of performance R = Report
---	--

Name: \_\_\_\_\_ Test period: \_\_\_\_\_

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

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
<b>A. Interaction with Others</b>									
1. Interacts with others as play partners  <b>CRITERION</b> Child interacts with others as play partners during daily activity by doing the following: <ul style="list-style-type: none"> <li>• Responding to others in distress or need</li> <li>• Establishing and maintaining proximity to others</li> <li>• Initiating greeting to others who are familiar</li> <li>• Responding to affective initiations from others</li> </ul> Interactions may be brief and the daily activities may be unstructured (e.g., child holds hand with peer and walks around the room singing a favorite song). Others may include peers, siblings, or familiar adults (e.g., family members, family friends, baby sitters).  <b>NOTE</b> If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.									
1.1 Responds to others in distress or need  <b>CRITERION</b> Child responds appropriately to others in distress or need (e.g., child pats peer who is crying; child helps peer move box of toys that is too heavy to move alone; child helps baby sitter clean up spilled juice).									



## AEPS Assessment Activities

- Can be used to assess a variety of children across developmental areas
- Serve as a model for the development of alternative assessment activities

19



## Family Report

- Developed to obtain information from parents and caregivers about their children's skills and abilities across major areas of development
- Divided into two sections

20



## Family Report Section 1

- Designed to gather information regarding daily routines and the child's participation in family activities

21



## Family Report Section 2

- Items parallel AEPS Test items
- Caregivers' responses (yes, sometimes, not yet) can be translated into scores (2, 1, 0)
- Caregivers identify priority goals

22

**Fine Motor Area**

*Fine motor skills are those that involve the movement and use of the hands. These skills include grasping, releasing, and using the index finger and thumb.*

1. Does your child bring both hands to the middle of the body at the same time? (A1)

date			



2. When playing with toys or objects, does your child bang the toys or objects together at midline when one toy or object is in EACH hand? (A2)

--	--	--	--



**Family Report I**

**Intervention Priorities**


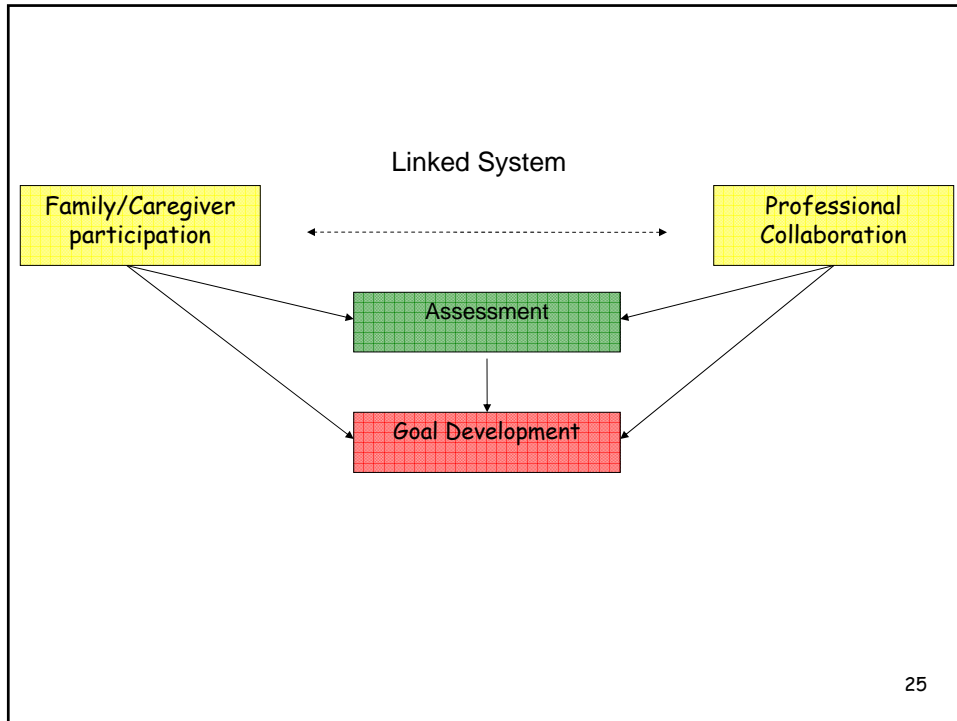
Please list the most important intervention priorities for your child. \_\_\_\_\_ (date)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

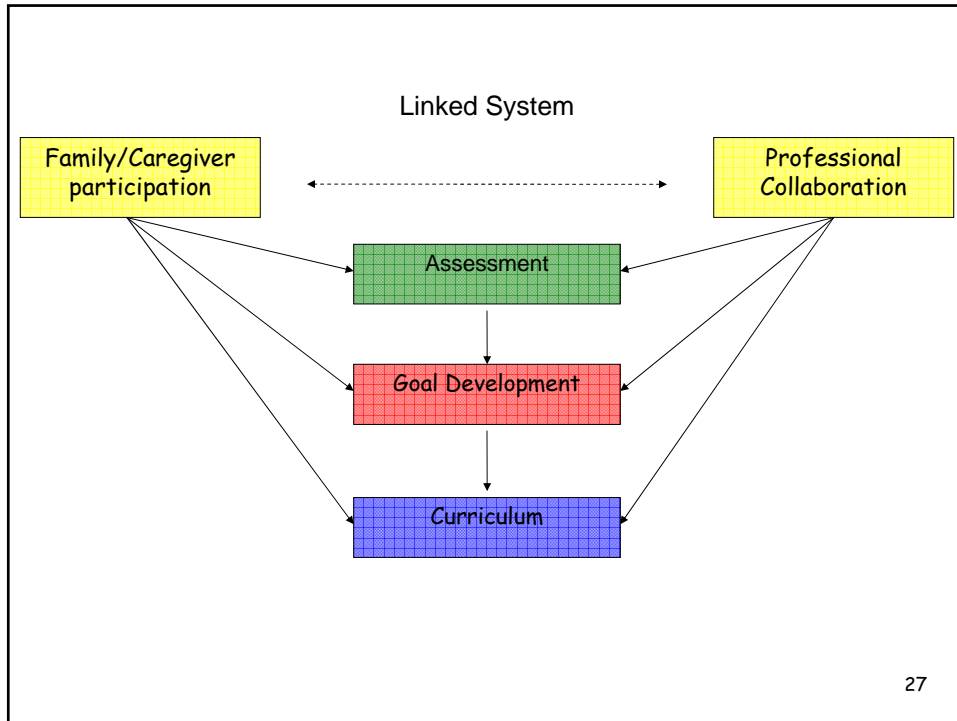
4. \_\_\_\_\_



## Linked System: Goal Development

- The assessment process should produce relevant information for appropriate **goal development**

26



## Linked System: Curriculum

- **Curriculum:** activities and instructional plans/strategies designed to produce the desired growth and development

28



## AEPS Curriculum

- Importance of the skill
- Teaching Suggestions
  - Activity Based
  - Environmental Arrangements
  - Instructional Sequences
- Teaching Considerations

29



## Importance of the skill

- Brief explanation of the importance of the targeted skills
- Hierarchy of skills and relationship to other skills
- Other objectives that can potentially be addressed at the same time

30



## Teaching Suggestions: Activity Based

- Appropriate activities for addressing the goal, associated objectives and in some cases, programming steps
- Occur throughout the day (e.g., playtime, travel, bathing, eating, etc.)
- Targeting skills during routines is likely to be the least intrusive

31



## Teaching Suggestions: Environmental Arrangement

- Ideas for increasing the number of teaching opportunities within settings and activities by taking advantage of the physical surroundings

32



## Instructional Sequence

- Offers intervention suggestions that are most intrusive and likely to be adult directed forms of intervention

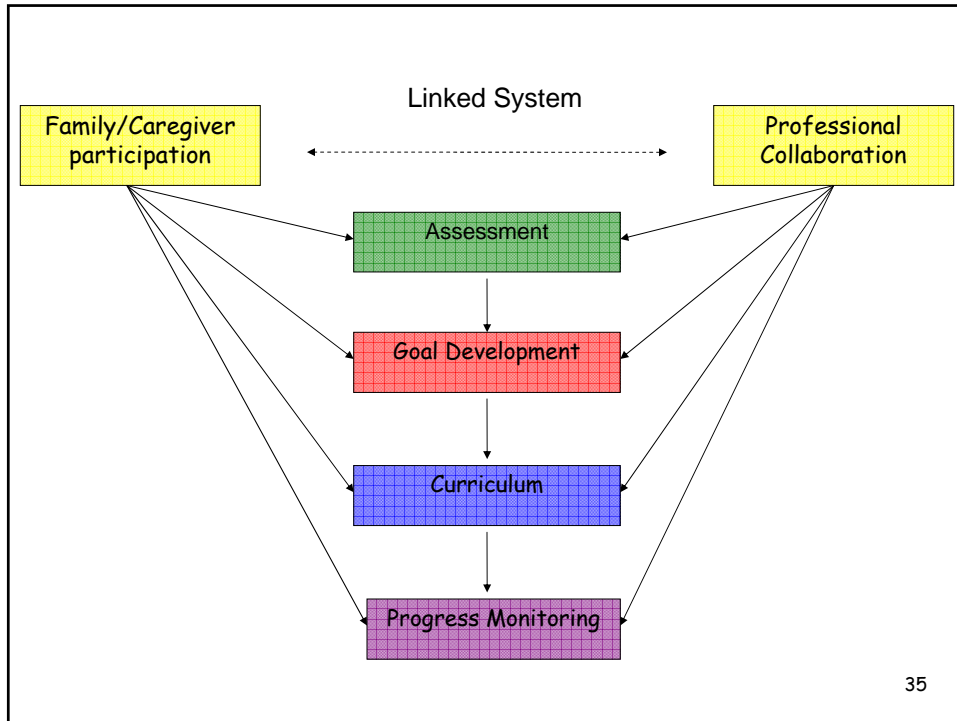
33



## Teaching Considerations

- Precautions to consider while working with children who may need sensory or motor adaptations

34



## Linked System: Progress Monitoring

- **Progress Monitoring:** collecting data in order to determine if the child is making progress toward the goal

36



# Progress Monitoring

- Provides raw score and percentage for each developmental area
- Summary of Results allows team to monitor progress over time

37

## Child Observation Data Recording Form with Criteria II: Social-Communication Area

Name: \_\_\_\_\_ Test period: \_\_\_\_\_  
 Test date: \_\_\_\_\_  
 Examiner: \_\_\_\_\_

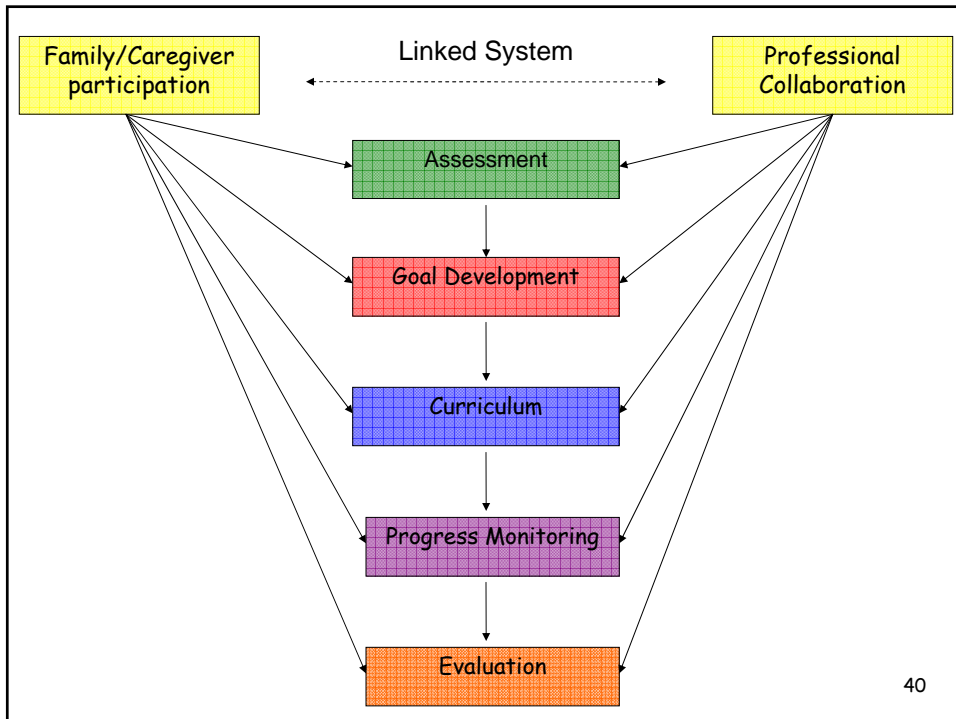
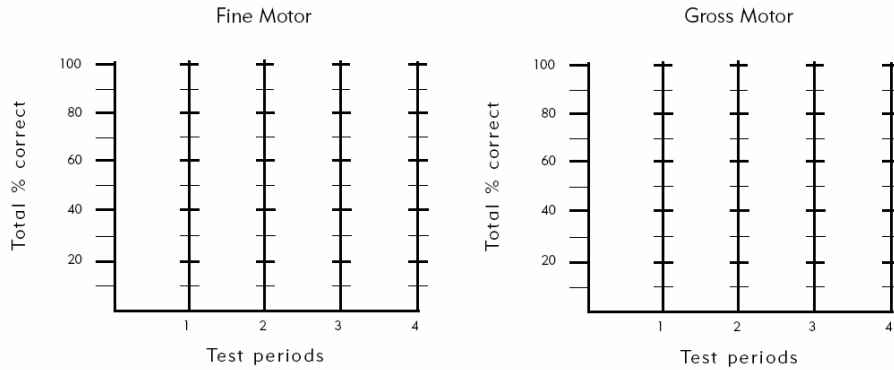
	IFSP/ IEP	S		N		S		N		S		N	
5.6 Uses articles <small>CRITERION Child uses articles (i.e., the, a, an) to precede nouns (e.g., "I want an ice cream cone," "I can't find the ball"; when selecting objects for water play, adult says, "I want the bucket, what do you want?", child says, "I want the sailboat").</small>													


*An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period.  
 To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.*

		Test date			
		_____	_____	_____	_____
RESULTS	Area Raw Score	_____	_____	_____	_____
	Area Raw Score Possible	98	98	98	98
	Area Percent Score	_____	_____	_____	_____

### Summary of AEPS Results

For each domain, plot the percent correct for each test period (1-4) to determine if the child's performance is improving over time.






## Linked System: Evaluation of Intervention

- **Evaluation of Intervention:** comparing child's functioning after intervention with initial assessment results in order to assess the quantity and quality of progress made due to intervention


41



## Linked System: Evaluation of Program

- **Evaluation of Program:** assessing the progress made across children and families

42



## Considerations in the Linked System

- Family & Professional Collaboration
- Trans/Multidisciplinary approach
- Natural Environments
- Domains
- Ease of use

43



## Content and Organization

Separated in six broad areas of development:

1. Fine Motor
2. Gross Motor
3. Adaptive
4. Cognitive
5. Social-Communication
6. Social

44

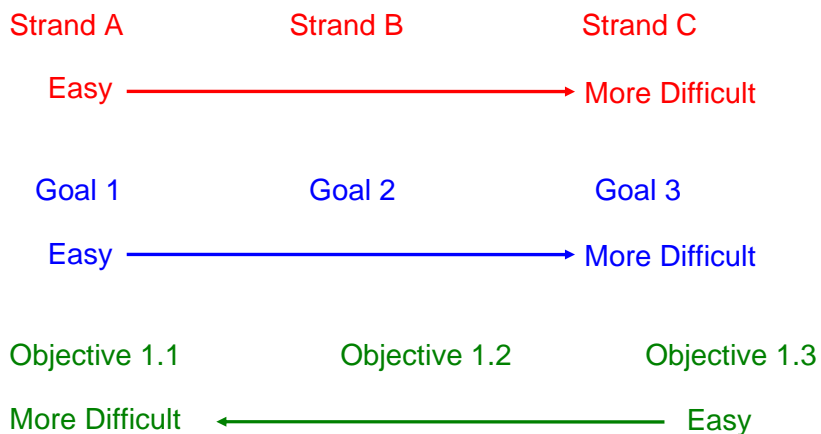



# Content and Organization

- **Developmental areas** are divided into strands (related groups of behaviors)
- **Strands** contains test items called goals and objectives
- **Objectives** represent components of the **Goals** (discrete skills or building blocks)

45

## Hierarchical arrangement of strands, goals, and objectives






## Why use the AEPS Curriculum?

- **Family and Professional Collaboration:**
  - \*Learning activities and instruction are based on what the family's views of what the child needs to learn
- **Natural Environments:**
  - \*Activities and instruction are used to promote skills necessary to function independently and completely in natural environments
  - \*Variety of appropriate settings, materials, and naturally-occurring activities are used to facilitate learning and development

\*DEC Recommended Practices

47



## Why use the AEPS Curriculum?

- **Transdisciplinary:**
  - Team members share techniques and expertise to increase competence of all team members to plan and deliver instruction in all areas
  - \*Team members focus on the child's functioning in her environments, NOT on the service
- **Domains:**
  - Meaningful goals are developed based on child's current abilities for all domains in which the child is eligible

\*DEC Recommended Practices

48

Desired Interaction among Curriculum, Instruction,  
Goals, Assessment & Evaluation using the Linked System

