

**Assessment, Evaluation, and Programming System (AEPS) for Infants and Children, Second Edition
(2002) (AEPS Measurement for Three to Six Years): Crosswalk with Child Outcomes**

<p align="center">Outcome 1: Has positive social relationships</p>	<p align="center">Outcome 2: Acquires and uses skills and knowledge</p>	<p align="center">Outcome 3: Takes appropriate action to meet needs</p>
<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>Cognitive Area C. Sequencing</p> <ol style="list-style-type: none"> Follows directions of three or more 	<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 <p>Social Area C. Interaction with Environment</p> <ol style="list-style-type: none"> Meets physical needs in socially

Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses skills and knowledge	Outcome 3: Takes appropriate action to meet needs
	<ul style="list-style-type: none"> related steps not routinely given 2. Places objects in series according to length or size 3. Retells event in sequence D. Recalling Events <ul style="list-style-type: none"> 1. Recalls events that occurred on same day, without contextual cues E. Problem Solving <ul style="list-style-type: none"> 1. Evaluates solutions to problems 2. Makes statements and appropriately answers questions that require reasoning about objects, situations, or people G. Premath <ul style="list-style-type: none"> 1. Counts at least 20 objects 2. Demonstrates understanding of printed numerals H. Phonological Awareness and Emergent Reading <ul style="list-style-type: none"> 1. Demonstrates phonological awareness skills 2. Uses letter-sound associations to sound out and write words 3. Reads words by sight 	<ul style="list-style-type: none"> appropriate ways 2. Follows context specific rules outside home and classroom D. Knowledge of Self and Others <ul style="list-style-type: none"> 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

*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,
- 2. Bounces, catches, kicks, and throws ball,
- 3. Skips,
- 4. Rides and steers a two-wheel bicycle

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 may be different from the crosswalk distributed by the tool publisher and/or posted on their website. We welcome your feedback to <staff@the-eco-center.org>.