

Aeps Curriculum Three To Six Years Aeps Assessment Evalutaion And Programming System Unnumbered

Autism is a word most of us are familiar with. But do we really know what it means? Children with autism are challenged by the most essential human behaviors. They have difficulty interacting with other people-often failing to see people as people rather than simply objects in their environment. They cannot easily communicate ideas and feelings, have great trouble imagining what others think or feel, and in some cases spend their lives speechless. They frequently find it hard to make friends or even bond with family members. Their behavior can seem bizarre. Education is the primary form of treatment for this mysterious condition. This means that we place important responsibilities on schools, teachers and children's parents, as well as the other professionals who work with children with autism. With the passage of the Individuals with Disabilities Education Act of 1975, we accepted responsibility for educating children who face special challenges like autism. While we have since amassed a substantial body of research, researchers have not adequately communicated with one another, and their findings have not been integrated into a proven curriculum. Educating Children with Autism outlines an interdisciplinary approach to education for children with autism. The committee explores what makes education effective for the child with autism and identifies specific characteristics of programs that work.

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Recommendations are offered for choosing educational content and strategies, introducing interaction with other children, and other key areas. This book examines some fundamental issues, including: How children's specific diagnoses should affect educational assessment and planning How we can support the families of children with autism Features of effective instructional and comprehensive programs and strategies How we can better prepare teachers, school staffs, professionals, and parents to educate children with autism What policies at the federal, state, and local levels will best ensure appropriate education, examining strategies and resources needed to address the rights of children with autism to appropriate education. Children with autism present educators with one of their most difficult challenges. Through a comprehensive examination of the scientific knowledge underlying educational practices, programs, and strategies, *Educating Children with Autism* presents valuable information for parents, administrators, advocates, researchers, and policy makers.

Much more than a measurement tool, the activity-based, field-tested AEPS links assessment, intervention, and evaluation for children from birth to 6 years who have disabilities or are at risk for developmental delays. With this reorganized, extensively updated second edition, early intervention professionals can assess and monitor six key developmental areas in young children: fine motor, gross motor, cognitive, adaptive, social-communication, and social. AEPS helps identify educational targets tailored for each child's needs, formulate developmentally appropriate goals, conduct

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evaluations to ensure interventions are working, and involve families in the whole process. AEPS Test results can also be used as a corroborating second source for determining a child's eligibility for services. AEPS components include - AEPS Administration Guide. This guide includes a Quick Start section that makes AEPS easier for new users; instructions on collecting data and translating test results into IFSP/IEP goals and objectives; and guidelines for involving families, fostering team collaboration, and linking assessment, intervention, and evaluation. Appendices detail the psychometric properties of AEPS and include photocopiable data recording forms. - AEPS Test: Birth to Three Years & Three to Six Years. The AEPS Test helps gather assessment data for one child or a group of children in home- or center-based settings. The tests for both age levels are divided into six developmental areas, each subdivided into strands of general skill areas, goals made up of skills in those areas, and objectives made up of smaller skills that build up to the goals. Professionals assess each area while children and their caregivers engage in everyday activities. Then, with the Child Observation Data Recording Form, professionals score each item with 0 (does not pass), 1 (inconsistent performance), or 2 (passes consistently). To supplement the scores, professionals can choose from five qualifying notes and add more specific comments. This multi-part scoring process lets users pinpoint what children can do, identify areas that need attention, and use that information as a starting point to develop IFSP/IEP goals and objectives. The Child Progress Record helps professionals

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create a visual display of the child's abilities and development by shading in goals the child has met, and the Family Report allows caregivers to add their own input. - AEPS Curriculum for Birth to Three Years and AEPS Curriculum for Three to Six Years. These two curricula allow professionals to match the child's IFSP/IEP goals and objectives with age-appropriate, activity-based interventions that correspond to the six areas scored on the AEPS Test. Because the test and curricula use the same numbering system, users can easily locate activities in the curricula that correspond to specific goals and objectives identified with the test--a feature that also helps with ongoing evaluation. In both volumes, professionals will find sample teaching tactics, instructional sequences, recommendations for environmental arrangements, and strategies for incorporating the activities into the child's daily routine. To reflect the individual learning styles many children acquire by 3 to 6 years of age, the Curriculum for Three to Six Years is more flexible--it provides general intervention considerations and suggested activities rather than specific instructional sequences. - AEPS Forms. Forms are sold separately in paper format or as a complete set on CD-ROM. The Forms AEPS CD-ROM is the only place AEPS users will find Spanish translations of the forms. The English version of the CD-ROM includes an exclusive bonus set of Child Observation Data Recording Forms that describe what to look for when assessing the child, so there's no need to look these criteria up in the AEPS volumes. The Carolina Curriculum for Preschoolers with Special Needs, Second Edition is one of

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the two volumes of the The Carolina Curriculum, an assessment and intervention program designed for use with young children from birth to five years who have mild to severe disabilities. Developed for use with children from 24 to 60 months, the CCPSN is an easy-to-use, criterion-referenced system that clearly links assessment with intervention and lets professionals work closely with the child's teachers, family members, and other service providers. Already trusted by thousands of early childhood professionals from coast to coast, this proven system is even easier to use with the revisions and updates in this third edition. View our recorded webinar: The Carolina Curriculum: An Integrated System for Assessment and Intervention presented by Susan Attermeier. Using The Carolina Curriculum is simple. In each of the age-specific volumes—now reorganized to establish a seamless transition between the two—all the areas to be assessed are clearly laid out in logical sequences in an Assessment Log. A professional observes the child playing with familiar toys and other available materials in a naturalistic environment, and caregivers may or may not participate. After all appropriate activities in each sequence have been observed or attempted, professionals and caregivers examine the strengths and weaknesses revealed during assessment, pinpoint items that need the most work, and select from the teaching activities that correspond to the items in each sequence of the Assessment Log. CCPSN includes 22 logical teaching sequences, covering five developmental areas: personal-social, cognition, communication, fine motor, and gross motor. Curricular

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sequences each consist of an introduction that explains why that sequence is important; suggested adaptations for children with visual, motor, and hearing impairments; and a list of behaviors associated with that sequence. For each behavior, users get a criterion that pinpoints the objective, a list of suggested materials for eliciting that behavior, procedures that help, and functional activities for encouraging that behavior within the child's daily routine. This volume targets more advanced, age-appropriate behaviors and includes suggestions for group activities appropriate for preschools or child care centers. This book is part of The Carolina Curriculum, a bestselling assessment and intervention program designed for children birth to five with mild to severe disabilities. With this easy-to-use, criterion-referenced system, professionals who work with infants, toddlers, and preschoolers will closely link assessment with intervention and work effectively with the child's teachers, family members, and other service providers. Learn more about The Carolina Curriculum. This Child Observation Data Recording Form was designed for use in conjunction with the AEPS® Test for children 3 to 6 years by professional staff and includes each of the six areas: fine motor, gross motor, cognitive, adaptive, social-communication, and social. This form is the primary form used to record the child's initial performance on the AEPS® Test and subsequent performances across test administrations (up to four test periods). This product is sold in a package of 10. This form is part of the bestselling AEPS system for children from birth to six years who have disabilities or are at risk for

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developmental delays. Thousands of programs across the country rely on AEPS for comprehensive, seamlessly linked assessment, evaluation, intervention, and programming. AEPS is criterion-referenced and curriculum-based, and with web-based data management through AEPSi, it's easier than ever to assess young children and ensure that they make real progress. Learn more about the entire AEPS family of products, including the web-based management system AEPSi.

A high level of literacy in both print and digital media is required for negotiating most aspects of 21st-century life, including supporting a family, education, health, civic participation, and competitiveness in the global economy. Yet, more than 90 million U.S. adults lack adequate literacy. Furthermore, only 38 percent of U.S. 12th graders are at or above proficient in reading. *Improving Adult Literacy Instruction* synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research, practice, and policy. The book focuses on individuals ages 16 and older who are not in K-12 education. It identifies factors that affect literacy development in adolescence and adulthood in general, and examines their implications for strengthening literacy instruction for this population. It also discusses technologies for learning that can assist with multiple aspects of teaching, assessment, and accommodations for learning. There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students' proficiencies, weaknesses,

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instructional environments, and progress, which might guide instructional planning. Improving Adult Literacy Instruction recommends a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies such as the Department of Education, administrators, educators, and funding agencies.

This Child Progress Record was developed for use in conjunction with the AEPS® for children 3 to 6 years to monitor individual children's progress over time. The simplicity of the form makes it appropriate for use by caregivers or professional staff. As children meet the stated criteria for a goal or objective, progress can be indicated by shading the particular skill. The Child Progress Record provides caregivers with a visual record of the child's accomplishments, current targets, and future goals/objectives and can be updated quarterly in conjunction with subsequent administrations of the AEPS® Test. This product is sold in a package of 30. This form is part of the bestselling AEPS system for children from birth to six years who have disabilities or are at risk for developmental delays. Thousands of programs across the country rely on AEPS for comprehensive, seamlessly linked assessment, evaluation, intervention, and programming. AEPS is criterion-referenced and curriculum-based, and with web-based data management through AEPSi™, it's easier than ever to assess young children and ensure that they make real progress. Learn more about the entire AEPS family of

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Multifaceted Assessment in Early Childhood is ideal for those on upper-division undergraduate courses and first-level graduate courses in early childhood education assessment. The book covers the various measures used in a range of assessment dimensions, and includes valuable information regarding young children with special needs and English Language Learners, which has rarely been touched upon in other textbooks. The chapters are focused on student accessibility and include practical applications of key concepts. Features and benefits: Covers a range of assessment concepts, including - Formative (uses feedback from learning to adapt teaching) -Summative (i.e. tests, quizzes) -Authentic (focuses on complex/deeper tasks) -Standardized (STAR, SAT) Includes coverage of assessment for English language learners and children with special needs -- topics that are not provided enough coverage in other books (including Wortham, McAfee, Puckett and Mindes). Wright's writing style grabs and engages the reader in the topic. Two of our reviewers who use Wortham specifically cited Wright's writing style as a reason they would adopt our book. A McAfee reviewer is likely to switch for the same reason.

Convenient and reliable, AEPS is a curriculum-based assessment/evaluation system designed for use with children from birth to 6 years who have special needs or are at risk for developmental delays, Developed and refined through more than 10 years of field-testing, the two measurement volumes track six key AEPS domains -- fine motors,

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gross motor, adaptive, cognitive, social-communication, and social development -- and provide a framework for developing IEP/IFSP objectives. The two curriculum volumes offer linked, age-appropriate, activity-based intervention strategies that effectively facilitate children's acquisition of needed skills.

Used after the AEPS® Test is completed and scored, this developmentally sequenced curriculum for children ages 0 to 3 allows professionals to match the child's IFSP/IEP goals and objectives with activity-based interventions.

Used after the AEPS(R) Test is completed and scored, this developmentally sequenced curriculum for children ages 3 to 6 allows professionals to match the child's IFSP/IEP goals and objectives with activity-based interventions.

After a decade-long civil war, Sierra Leone witnessed an unprecedented surge in school enrollments at the primary and then the secondary levels. Committed to the Education for All objectives, the government further encouraged greater access to school. The country must now negotiate the transition from postwar recovery to regular delivery of education services. The main tasks ahead include reaching the remaining out-of-school children and improving the quality of the learning environment and, ultimately, of learning outcomes. Success will depend on the unrelenting, strong commitment of the government, the capacity of providers to effectively deliver education services, and a sustainable financial framework.

More than 50 movement activities for toddlers Physical education is a critical part of

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every early childhood curriculum. Children need to move to channel their energies in creative, beneficial ways and to learn habits for lifelong health and fitness. *Toddlers Moving & Learning* provides more than 50 developmentally appropriate activities that contribute to a well-rounded curriculum in any classroom or program. The book contains An updated introduction reflecting new research and trends in early childhood health and fitness and information on how movement benefits children's learning and development Fourteen lesson plans, each with one body parts activity, one nonlocomotor activity, one locomotor skill experience, and one activity exploring an element of movement, for a total of 56 activities Extension ideas and adaptations to use with children who have special needs Curriculum connections for each activity and explanations about how activities are aligned with and meet early learning standards from NAEYC and AAHPERD Original music to add joy and energy to the activities Observe and document children's development in systematic, purposeful ways that provide complete pictures of their progress and supports curriculum planning. This Family Report was developed for use in conjunction with the AEPS® for children 3 to 6 years to obtain information from parents and other caregivers about their children's skills and abilities across major areas of development. The Family Report is divided into two sections. Section 1 is designed to help gather information from families regarding their daily routines and the child's participation in family activities. Section 2 has items that parallel AEPS® Test items. The Family Report provides spaces to enter data

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across four test intervals and a space for caregivers to enter priority goals for their child. This product is sold in a package of 10. This form is part of the bestselling AEPS system for children from birth to six years who have disabilities or are at risk for developmental delays. Thousands of programs across the country rely on AEPS for comprehensive, seamlessly linked assessment, evaluation, intervention, and programming. AEPS is criterion-referenced and curriculum-based, and with web-based data management through AEPSi, it's easier than ever to assess young children and ensure that they make real progress. Learn more about the entire AEPS family of products, including the web-based management system AEPSi.

Featuring updated strategies for fitting special education into frameworks created by standards and assessments, this indispensable resource shows teachers how to achieve expected results with all students.

This leading resource is a specifically designed curriculum for family child-care providers. They will be able to incorporate best practices and activities appropriate for the mixed ages of children in their care. Developmental domains and milestones, learning areas, age-appropriate activities and outcomes, and more are included. It is far more affordable than other family child care curriculum alternatives, and it aligns with Quality Rating and Improvement System (QRIS) requirements around the country. Sharon Woodward is the author of several resources for family child-care providers and holds a degree in social work.

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AEPS Assessment, Evaluation, and Programming System for Infants and Children: Curriculum for birth to three yearsBrookes Pub

When a child has difficulties eating or sleeping, or throws frequent tantrums, many parents cross their fingers and hope it's a phase to be outgrown soon. But when they persist, challenging behaviors can follow children to school, contributing to academic problems, social difficulties, and further problems in adolescence and adulthood. The authors of Evidence-Based Interventions for Children with Challenging Behavior take a preventive approach in this concise, well-detailed guide. Offering best practices from an extensive Response to Intervention (RTI) evidence base, the book provides guidelines for recognizing the extent of feeding, sleeping, toileting, aggression, and other issues, and supplies successful primary, secondary, and tertiary interventions with rationales. Case examples integrate developmental theories and behavior principles into practice, illustrate how strategies work, and show how to ensure that parents and caregivers can implement them consistently for maximum effect. Progress charts, content questions, and other helpful features make this an invaluable resource for students and professionals alike. Included in the coverage: The prevention model and problem solving. Screening techniques. Evidence-based practices with children and their caregivers. Behavior principles and their application. Monitoring progress and evaluating outcomes. Plus helpful appendices, resource links, and other learning tools. Evidence-Based Interventions for Children with Challenging Behavior is an essential

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text for graduate students, scientist-practitioners/professionals, and researchers in child and school psychology; assessment, testing and evaluation; occupational therapy; family; educational psychology; and speech pathology. You can access a class syllabus that works as a companion to this book at

http://health.usf.edu/nocms/medicine/pediatrics/child_dev_neuro/babybehavior/

This book provides a comprehensive overview of the process of building healthy early social and emotional relationships with infants from a developmental perspective. The book synthesizes current research on the contextual influences of attachment, family relationships, and caregiving practices on social-emotional development. Chapters examine the processes of socioemotional development—particularly in relationships with parents, other family members, and peers—and identify areas for promoting healthy attachments and resilience, improving caregiving skills, and intervening in traumatic and stressful situations. Chapters also present empirically-supported intervention and prevention programs focused on building early relationships from birth through three years of age. The book concludes with future directions for supporting infant mental health and its vital importance as a component of research, clinical and educational practice, and child and family policy. Topics featured in this book include: The effect of prenatal and neonatal attachment on social and emotional development. The impact of primary relationships and early experiences in toddlerhood. Toddler autonomy and peer awareness in the context of families and child care. Supporting early social and

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emotional relationships through The Legacy for Children™ Intervention. How to build early relationship programming across various cultures. Building Early Social and Emotional Relationships with Infants and Toddlers is a must-have reference for researchers, clinicians and professionals, and graduate students in the fields of infant mental health, developmental psychology, pediatrics, public health, family studies, and early childhood education.

Much more than a measurement tool, the activity-based, field-tested AEPS links assessment, intervention, and evaluation for children from birth to 6 years who have disabilities or are at risk for developmental delays. With this reorganized, extensively updated second edition, early intervention professionals can assess and monitor six key developmental areas in young children: fine motor, gross motor, cognitive, adaptive, social-communication, and social. AEPS helps identify educational targets tailored for each child's needs, formulate developmentally appropriate goals, conduct evaluations to ensure interventions are working, and involve families in the whole process. AEPS Test results can also be used as a corroborating second source for determining a child's eligibility for services. AEPS components include - AEPS Administration Guide. This guide includes a "Quick Start" section that makes AEPS easier for new users; instructions on collecting data and translating test results into IFSP/IEP goals and objectives; and guidelines for involving families, fostering team collaboration, and linking assessment, intervention, and evaluation. Appendices detail

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the psychometric properties of AEPS and include photocopiable data recording forms. - AEPS Test: Birth to Three Years & Three to Six Years. The AEPS Test helps gather assessment data for one child or a group of children in home- or center-based settings. The tests for both age levels are divided into six developmental areas, each subdivided into strands of general skill areas, goals made up of skills in those areas, and objectives made up of smaller skills that build up to the goals. Professionals assess each area while children and their caregivers engage in everyday activities. Then, with the Child Observation Data Recording Form, professionals score each item with 0 (does not pass), 1 (inconsistent performance), or 2 (passes consistently). To supplement the scores, professionals can choose from five qualifying notes and add more specific comments. This multi-part scoring process lets users pinpoint what children can do, identify areas that need attention, and use that information as a starting point to develop IFSP/IEP goals and objectives. The Child Progress Record helps professionals create a visual display of the child's abilities and development by shading in goals the child has met, and the Family Report allows caregivers to add their own input. - AEPS Curriculum for Birth to Three Years and AEPS Curriculum for Three to Six Years. These two curricula allow professionals to match the child's IFSP/IEP goals and objectives with age-appropriate, activity-based interventions that correspond to the six areas scored on the AEPS Test. Because the test and curricula use the same numbering system, users can easily locate activities in the curricula that correspond to

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specific goals and objectives identified with the test--a feature that also helps with ongoing evaluation. In both volumes, professionals will find sample teaching tactics, instructional sequences, recommendations for environmental arrangements, and strategies for incorporating the activities into the child's daily routine. To reflect the individual learning styles many children acquire by 3 to 6 years of age, the Curriculum for Three to Six Years is more flexible--it provides general intervention considerations and suggested activities rather than specific instructional sequences. - AEPS Forms. Forms are sold separately in paper format or as a complete set on CD-ROM. The Formas AEPS CD-ROM is the only place AEPS users will find Spanish translations of the forms. The English version of the CD-ROM includes an exclusive bonus set of Child Observation Data Recording Forms that describe what to look for when assessing the child, so there's no need to look these criteria up in the AEPS volumes.

This updated version of the popular textbook bridges the gap between special and general education by integrating knowledge about effective practices for teaching young children 2 to 5 with and without disabilities in center-based settings into one comprehensive approach.

Understand the important milestones of development in children in five developmental domains: physical and motor, social and emotional, communication and language, cognitive, and approaches to learning. Learn strategies to observe and document children's progress and develop partnerships and establish communication with families. Updated for alignment with

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state standards.

The third edition of *Building Blocks* provides readers with a framework for successful and meaningful inclusion of preschoolers with special needs. Like the first two editions, the third edition offers teachers effective, research-based instructional practices to promote learning in inclusive classrooms. The authors have updated existing content and added new content to reflect current thinking in the field.

This Child Progress Record was developed for use in conjunction with the AEPS® for children birth to 3 years to monitor individual children's progress over time. The simplicity of the form makes it appropriate for use by caregivers or professional staff. As children meet the stated criteria for a goal or objective, progress can be indicated by shading the particular skill. The Child Progress Record provides caregivers with a visual record of the child's accomplishments, current targets, and future goals/objectives and can be updated quarterly in conjunction with subsequent administrations of the AEPS® Test. This product is sold in a package of 30. This form is part of the bestselling AEPS system for children from birth to six years who have disabilities or are at risk for developmental delays. Thousands of programs across the country rely on AEPS for comprehensive, seamlessly linked assessment, evaluation, intervention, and programming. AEPS is criterion-referenced and curriculum-based, and with web-based data management through AEPSi™, it's easier than ever to assess young children and ensure that they make real progress. Learn more about the entire AEPS family of products, including the web-based management system AEPSi.

The assessment of young children's development and learning has recently taken on new importance. Private and government organizations are developing programs to enhance the

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school readiness of all young children, especially children from economically disadvantaged homes and communities and children with special needs. Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments.

An Activity-Based Approach to Early Intervention, Second Edition, is an ideal text for undergraduate and graduate students of early intervention, special education, and child development, and it serves as a practical in-service resource for program administrators, therapists, interventionists, and other members of transdisciplinary teams.

Investigates the meaning and importance of young children's individual dispositions to learning with Reggio inspiration.

Convenient and reliable, AEPS is a curriculum-based assessment/evaluation system designed for use with children from birth to 6 years who have special needs or are at risk for developmental delays. Developed and refined through more than 10 years of field-testing, the two measurement volumes track six key AEPS domains -- fine motor, gross motor, adaptive,

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cognitive, social-communication, and social development -- and provide a framework for developing IEP/IFSP objectives. The two curriculum volumes offer linked, age-appropriate, activity-based intervention strategies that effectively facilitate children's acquisition of needed skills.

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entire AEPS family of products, including the web-based management system AEPSi.

Meeting a crucial need, this book provides clear recommendations for authentic developmental assessment of children from infancy to age 6, including those with developmental delays and disabilities. It describes principles and strategies for collecting information about children's everyday activities in the home, preschool, and community that serves as a valid basis for intervention planning and progress monitoring. Throughout, the book emphasizes the importance of enlisting parents as partners with practitioners and teachers in observation and team-based decision making. Special features of this well-organized, accessible volume include recommendations for developmentally appropriate assessment tools and "Best-Practice Guidepoints" in each chapter that distill key professional standards and practices.

This Child Observation Data Recording Form was designed for use in conjunction with the AEPS® Test for children birth to 3 years by professional staff and includes each of the six areas: fine motor, gross motor, cognitive, adaptive, social-communication, and social. This form is the primary form used to record the child's initial performance on the AEPS® Test and subsequent performances across test administrations (up to four test periods). This product is sold in a

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