

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®) 2nd Edition Items and the Maine Guidelines for Learning and Development

Indicators	Level	Area	Strand	AEPS® Items
Young Infants: Birth to 8 months				
Self Awareness				
Explores what own body can do by: <ul style="list-style-type: none"> Looking Chewing Reaching Grabbing 	0-3	Gross Motor	A	1.1, 1.2, 1.3
Has a limited understanding that he or she is responsible for some of the fascinating events in the environment: <ul style="list-style-type: none"> Kicks to move a mobile Imitates an adult's simple facial expressions 	0-3	Gross Motor	A	1.2
		Cognitive	D	1, 1.1
Self-Regulation				
Comforts self by: <ul style="list-style-type: none"> Clutching toy Sucking thumb Stroking blanket 	0-3	Social	B	1.2
Starts, maintains, or stops social contact through: <ul style="list-style-type: none"> Looks Gestures Sounds Smiles 	0-3	Social Communication	A	1, 1.1, 1.2
		Social	A	1, 1.1, 1.2, 1.3
Anticipates being lifted or fed: <ul style="list-style-type: none"> Molds body Opens mouth 	0-3	Social	B	2.1
Signals when full: <ul style="list-style-type: none"> Pushes bottle away Stops nursing 	0-3	Social Communication	B	1.4
Self Concept				
Smiles at self in mirror	0-3	Cognitive	A	1.2
Recognizes holding/touching own hands and feet	0-3	Cognitive	A	1.3
Adult Interaction				
Signals adult for attention or help: <ul style="list-style-type: none"> Crying, gesturing, or moving 	0-3	Social	A	2.3
Establishes, maintains and discontinues eye contact with person looking at him/her	0-3	Cognitive	B	1.2
Takes turn acting and reacting to adults <ul style="list-style-type: none"> Pausing sucking when mother stops rocking Widening eyes every time a caregiver 	0-3	Cognitive	D	1, 1.1

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shakes a toy • Cooing each time a caregiver stops talking to				
Is more easily soothed by sound of primary caregivers' voices than others' voices	0-3	Social	A	1.2
Imitations of simple facial expressions • Puckering the lips • Sticking out tongue	0-3	Cognitive	D	1, 1.1
Responds to being held • Calming down • Molding body to fit the holder's body • Growing quiet and still studying the adult's face	0-3	Social	A	1, 1.1, 1.2
When being talked to, attends to the speaker	0-3	Social Communication	A	1
Stays awake longer if adult interacts with him or her • If caregiver shows facial expressions, infant attends longer	0-3	Cognitive	A	1
Shows preference for familiar adults • Reaching out for primary caregiver; cooing more readily and broadly, smiling more often, and more easily soothed around a familiar adult • Squealing and kicking when familiar adult appears	0-3	Social	A	1, 1.1, 1.2, 1.3
Smiles socially • Smiles in response to social contact or to begin social contact	0-3	Social Communication	B	1.3
Shows expressions of surprise, sadness, disgust, anger, and fear	0-3	Social	B	1.2
Peer Interaction				
Cries if another infant cries	0-3	Cognitive	A	1.1
Looks intently at another infant • Mutual gaze	0-3	Social	C	1.4
Looking at others is often paired with excitement • Arm and leg flailing	0-3	Social	A	1.3
Reaches out to touch peer's face, hair, or other body part	0-3	Fine Motor	A	1.1
		Social	C	1.1
Grabs for an object a peer is holding • Reaches for a doll or stuffed animal another infant is holding	0-3	Fine Motor	A	2.3
		Social	C	1.1

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Indicators	Level	Area	Strand	AEPS® Items
Social Intelligence				
Responds positively to primary caregivers <ul style="list-style-type: none"> Eyes brighten, cuddles 	0-3	Social	A	1, 1.1, 1.2, 1.3
Responds to familiar/unfamiliar environment <ul style="list-style-type: none"> Smiles, reaches out, or frowns, stares 	0-3	Social	A	1.4
Perceptual Development				
Display reflexes <ul style="list-style-type: none"> Reflexes at birth: stepping, palmer grasp, Babinski (extension of toe when foot stroked), Moro (startle), rooting and sucking, hand to mouth, righting head up, eyes open when held upright, tonic neck (head to side, arms extended), swimming (moves arm in swimming motion) Reflexes that develop after birth: reciprocal kicking (bicycling), neck righting (body follows turn of head), parachute (catching self from falling), Landau (arm and leg extension while on stomach) As new reflexes appear some of original are integrated 	0-3	Gross Motor	A	1, 1.2, 1.3
Newborns bring information in through senses <ul style="list-style-type: none"> Visual system immature (attentive to black and white objects of contrasting colors). Nearsighted. Infant may become fixated visually Preference for slower, high pitched sounds Can distinguish mother's or father's voice from that of a stranger Sensitivity to touch highly variable Shows enjoyment of motion such as rocking, jiggling, bouncing, or being carried around Can distinguish smell of mother from others 	0-3	Cognitive	A	1.4
Infants show increased visual ability and perception: <ul style="list-style-type: none"> Increased ability to detect detail Ability to coordinate visual information from each eye 	0-3	Cognitive	A	1.2
Infants show increased integration of sensory stimulation <ul style="list-style-type: none"> Respond to what they see, for instance an 	0-3	Cognitive	A	1

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infant might move toward desired person or object <ul style="list-style-type: none"> • Look for source of noise, such as dropped toy • Shows taste preference • Display tactile needs and response (i.e. infant wants to bite something for teething and puts fingers in mouth) 				
Gross Motor Skills (large muscle)				
Exhibits beginning stages of large muscle control <ul style="list-style-type: none"> • Head control • Lifts chin • Lifts head • Lifts both head and shoulders • Supports self on flexed elbows • Supports head in upright position 	0-3	Gross Motor	A	1.1, 3.6
Coordination of muscle control <ul style="list-style-type: none"> • Turns from back to stomach and stomach to back • May move from place to place by rolling • Inches forward or backward on stomach or back • Sits unsupported • Begins bouncing when held 	0-3	Gross Motor	A	2, 3.3
			B	1.4
May almost sit while rolling over	0-3	Gross Motor	A	2
Begins to use arms and legs purposefully <ul style="list-style-type: none"> • Claps hands • Pounds on things with hands • Kicks at objects 	0-3	Gross Motor	A	1.2, 1.3
Holds arms out for jacket or lifts arms so T-shirt can be taken off	0-3	Gross Motor	B	1.5
Fine Motor Skills (small muscle)				
Stares at objects, especially faces; begins to coordinate eyes	0-3	Cognitive	A	1.2
Grasp reflex diminishing	0-3	Fine Motor	A	3
Reaches for object with both arms but with hands fisted <ul style="list-style-type: none"> • Swipes and misses desired objects • Reaches with one arm and grasps at will • Grasps, releases, “re-grasps”, and releases object again • Can grasp thumb and forefinger, but not 	0-3	Fine Motor	A	1.1, 2.3

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well yet				
Brings objects to mouth	0-3	Cognitive	F	1.4
Beginning eye hand coordination <ul style="list-style-type: none"> Manipulates object in hand, transfers object from one hand to another 	0-3	Fine Motor	A	2.1
Follows a slow moving object with eyes	0-3	Cognitive	B	1.1
Self-help/Adaptive skill development				
Displays signs of self comforting: <ul style="list-style-type: none"> Sucks thumb to pacify self 	0-3	Social	B	1.2
Shows signs of self feeding: <ul style="list-style-type: none"> Begins to hold own bottle/cup Begins to feed self infant foods 	0-3	Adaptive	A	1
Language Comprehension (receptive language)				
Maintains eye contact with person looking at him or her <ul style="list-style-type: none"> Mutually gazes with primary caregivers Shows preference for voice of primary caregivers 	0-3	Social Communication	A	1
Reacts to human voice <ul style="list-style-type: none"> Turns toward conversation Quiets self Appears to watch or listen 	0-3	Social Communication	A	1
Reacts to new voices or sounds by becoming more quiet or active <ul style="list-style-type: none"> Awakens at loud sounds Startles or cries from loud sounds Shows different responses to tone of voice Looks around for source of sounds 	0-3	Cognitive	A	1.1
Enjoys inflection and modulation of voices, especially that of the primary caregiver <ul style="list-style-type: none"> Initially more responsive to mother Enjoys sound of singing Enjoys sound of words from books being read 	0-3	Social	A	1.2
Distinguishes familiar voices from other sounds <ul style="list-style-type: none"> Turns toward familiar sounds Reaches for caregivers face or voice 	0-3	Social Communication	A	1
Exhibits participation when books are read <ul style="list-style-type: none"> Fingers or looks at books when read 	0-3	Cognitive	G	4.3
Language Expression (expressive/productive language)				
Initiates communication with caregiver	0-3	Social	A	3.1

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<ul style="list-style-type: none"> • Maintains eye contact with mutual gazing • Looks intently at caregiver • Cries, grunts or makes loud sounds to seek caregiver assistance • Smiles or gestures to social contact • Moves body in anticipation of being lifted or picked up 				
Makes a variety of repetitive sounds or gestures <ul style="list-style-type: none"> • Babbles and coos to self as well as to others • Pairs consonants and vowels such as “ma” or “da” with repetition • Uses hands to express self 	0-3	Social Communication	B	2.1, 2.2, 2.3, 2.4
Imitates tones or inflections and actions made by caregiver <ul style="list-style-type: none"> • Smiles in response to a caregiver smile • Responds “ba” to caregiver saying “ba” 	0-3	Cognitive	D	1.1, 2.2
Uses a variety of means to express feelings or needs <ul style="list-style-type: none"> • Differentiated cries to signal hunger or anger • Kicks feet/waves arms • Smiles/laughs to express pleasure 	0-3	Social Communication	B	2.3
Emotional Understanding				
Can distinguish facial expressions such as: <ul style="list-style-type: none"> • Happiness • Anger • Sadness 	0-3	Social	A	1.2
Emotional Expression				
Displays a wide range of emotions, both positive and negative, as well as interest and curiosity <ul style="list-style-type: none"> • Social smile occurs • Laughter is apparent • Shows surprise, sadness, disgust, anger, and fear 	0-3	Social Communication	B	2.3
Exploration and Discovery				
Displays reflexes that set the stage for sensory exploration toward intellectual development <ul style="list-style-type: none"> • Turns head toward nipple • Grasps finger of caregiver when placed in palm 	0-3	Cognitive	F	1.4
Directs attention toward caregiver’s face or voice <ul style="list-style-type: none"> • Gazes at caregiver’s face during feeding 	0-3	Cognitive	B	1.2

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Indicators	Level	Area	Strand	AEPS® Items
Directs attention toward objects <ul style="list-style-type: none"> Reaches and grasps for objects or stares at them Reacts to new objects, voices, sounds and touch by becoming more active or quiet 	0-3	Cognitive	B	1.2
Concept Development and Memory				
Engages in immediate and deferred imitation of facial expression <ul style="list-style-type: none"> Smiles back at caregiver Smiles when familiar adult enters the room Responds by patting mirror when sees own image reflected 	0-3	Cognitive	D	1.1
		Social	A	1.3
Uses more than one sense at a time <ul style="list-style-type: none"> Uses sight, hearing and touch to examine and shake a toy to elicit a sound Mouthing and banging a toy 	0-3	Cognitive	F	1.4
Looks for or orients toward dropped object <ul style="list-style-type: none"> Looks down when drops a toy from table 	0-3	Cognitive	B	2.3
Repeats making a pleasing sight, sound, or motion to continue <ul style="list-style-type: none"> Kicks or swats mobile, and repeats over days and weeks Continues to bang an object to repeat a sound 	0-3	Cognitive	C	2, 2.1
Problem Solving, Symbolic Thought, and Creative Expression				
Imitates sounds and gestures	0-3	Cognitive	D	All
Observes and feels the rhythm of simple daily routines <ul style="list-style-type: none"> Rocking to sleep Riding in a stroller Listening to an adult voice reading or singing 	0-3	Social	B	2.1
Uses sensorimotor exploration to experience various textures, patterns, sounds, and smells <ul style="list-style-type: none"> Shakes rattle Mouthing a toy Runs hand over face of caregiver 	0-3	Cognitive	F	1.4
Begins to repeat chance sensorimotor activities to elicit a reaction <ul style="list-style-type: none"> Bangs hands on table Drop a toy 	0-3	Cognitive	C	1.2, 1.3

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Anticipates being lifted and moves body accordingly <ul style="list-style-type: none"> Stiffens body in preparation for being lifted Stretches arms up toward caregiver Tries to lift head toward caregiver 	0-3	Social	B	2.1
Experiments with self soothing activities	0-3	Social	B	1.2
Finds hidden objects	0-3	Cognitive	B	2, 2.1, 2.2
Older Infants: 8-18 months				
Self Awareness				
Begins to recognize and respond to name being spoken <ul style="list-style-type: none"> Gestures at sound of name Vocalizes at sound of name 	0-3	Social Communication	C	1.4
Shows awareness of mirror image by: <ul style="list-style-type: none"> Smiling Patting Vocalizing 	0-3	Social Communication	B	1.2
Starts to develop toy preferences	0-3	Cognitive	C	1.3
Self Concept				
Shows preferences <ul style="list-style-type: none"> Cries when something is not liked 	0-3	Social Communication	B	2.3
Shows distress when preferred people don't engage with them	0-3	Social Communication	B	1.4
Shows signs of mastery <ul style="list-style-type: none"> Laughs at own cleverness Frustrated when unable to do something 	0-3	Social Communication	B	2.3
Self-Regulation				
Comforts self by <ul style="list-style-type: none"> Retrieving a familiar object Engaging in a familiar routine 	0-3	Social	B	1.2
Expresses own needs <ul style="list-style-type: none"> Gestures when hungry Grabs blanket when tired 	0-3	Social	B	1.1
Anticipates and participates in routine activities <ul style="list-style-type: none"> Lifts arms when dressing Holds out glass 	0-3	Social	B	2, 2.1
Can be restless and determined	0-3	Social Communication	B	2.3
Power struggles emerge	0-3	Social Communication	B	1.4
Peer Interaction				
Plays side-by-side with another child	0-3	Social	C	1.3

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<ul style="list-style-type: none"> Sitting next to one another and pushing toy cars around 				
Matches emotions with a peer's emotions <ul style="list-style-type: none"> Frowning when a playmate is upset 	0-3	Social	C	1.2
Participates in spontaneous interactions with peers and exhibits enjoyment <ul style="list-style-type: none"> Bringing another infant a block and smiling 	0-3	Social	C	1.1
Influences and responds to another child's behavior in a simplistic manner <ul style="list-style-type: none"> Handing a playmate a doll Frowning when tapped on the arm by a playmate 	0-3	Social	C	1.2
Shows preference among play partners <ul style="list-style-type: none"> Chooses to be near a particular peer, often hugging or touching him or her 	0-3	Social	C	1.1
Knows the names of children <ul style="list-style-type: none"> Will go over to Tom when requested 	0-3	Social Communication	C	1.3
Knows the family members of frequent playmates <ul style="list-style-type: none"> Can approach Katie's mother if requested to do so 	0-3	Social Communication	C	1.3
Adult Interaction				
Uses sounds or gestures to get help from familiar adults <ul style="list-style-type: none"> Tugging on an adults pant leg 	0-3	Social	A	2.3
Initiates contact with regular caregivers <ul style="list-style-type: none"> Grabs onto caregiver's hand or leg when a dog approaches Initiates hugging with a caregiver 	0-3	Social	A	3.1
Looks to adult for messages about the environment <ul style="list-style-type: none"> Uses a familiar adult for a base of exploration Checking facial expressions of a familiar adult when in an unfamiliar situation 	0-3	Social	A	2.3, 3.2
Forms attachment to primary caregivers and distinguishes between familiar and unfamiliar adults <ul style="list-style-type: none"> Shows wariness, mixed with interest, when someone new appears 	0-3	Social	A	All
Exhibits separation anxiety <ul style="list-style-type: none"> Cries for a few minutes after separation from primary caregiver 	0-3	Social Communication	B	1.4, 2.3

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Indicators	Level	Area	Strand	AEPS® Items
Gains joint attention on objects	0-3	Social Communication	A	2
Responds to praise or rewards <ul style="list-style-type: none"> Repeats a small dance when caregiver claps 	0-3	Social	A	2.2
Enjoys helping with chores	0-3	Social	B	2
Points to indicate interest in something as well as responds to pointing <ul style="list-style-type: none"> Points to a carton of juice in the refrigerator 	0-3	Social Communication	B	1.2
Continues to show and make further progress with control of emotional expressions that have already been established <ul style="list-style-type: none"> Waits for a short period of time while food is prepared 	0-3	Social	B	1
Imitates a sequence of events, even months after seeing the sequence completed by someone <ul style="list-style-type: none"> Putting a teddy bear to bed Reading a story to a doll 	0-3	Cognitive	D	1
Social Intelligence				
Emerges toward later end of this stage				
Gross Motor Skills (large muscle)				
Exhibits increasing control of large muscles and body movement <ul style="list-style-type: none"> Sits up Crawls or creeps on hands and knees (may crawl stiff legged) Pulls to stand (may not be able to get back down from standing at first) Stands and cruises while holding onto furniture Stands alone Climbs out of crib Walks alone Walks fast Runs with a wide stance Walks up stairs holding a hand Stops and walks backwards a few steps Climbs simple structures 	0-3	Gross Motor	A	3
			B	1
			C	1.1, 1.4, 1.5, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3
Uses arms and legs with increasing purposefulness <ul style="list-style-type: none"> Throws objects 	0-3	Gross Motor	D	2, 2.1, 2.2, 3

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<ul style="list-style-type: none"> Carries objects Pushes objects Pulls objects Scoots on or rides wheel toys without pedals 				
Fine Motor Skills (small muscle)				
Scoops and takes with hand to manipulate or pick up objects, sand, food, etc.	0-3	Fine Motor	A	3.3, 4.3
Uses thumb and forefinger to pick up small items <ul style="list-style-type: none"> Feeds self by handling a cup with minimal spilling or a spoon for self feeding 	0-3	Fine Motor	A	4, 4.1, 4.2
Begins to show preference for one hand	0-3	Fine Motor	B	3.1
Undresses self and untie shoes	0-3	Adaptive	C	1
Perceptual Development				
Continue to integrate information gathered from the senses <ul style="list-style-type: none"> Shows increased ability to concentrate and begin to show sustained interest in people, objects, and activities Shows increased desire to explore sensory information Oral exploration of objects decreases with age Shows increased enjoyment of varieties of sensory information 	0-3	Cognitive	C	1.3, 1.4
			F	1.3, 1.4
Visual information more refined <ul style="list-style-type: none"> Depth perception established Seeks and responds to increased visual stimulation 	0-3	Cognitive	A	1.2
Hearing information more refined <ul style="list-style-type: none"> Ability to discriminate sounds Ability to discriminate sounds in a noisy setting 	0-3	Cognitive	A	1.1
Self Help/Adaptive Skill Development				
Continues to make progress with feeding self <ul style="list-style-type: none"> Feeds self biscuit Drinks from cup holding handle (may spill) 	0-3	Adaptive	A	2, 2.1, 2.2, 3, 3.1, 3.2
Shows interest in dressing self <ul style="list-style-type: none"> Pushes arm through jacket sleeve Undresses self Unties shoes 	0-3	Adaptive	C	1
Shows initial curiosity/interest in toileting toward	0-3	Adaptive	B	1

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the end of stage: <ul style="list-style-type: none"> Explores sitting on potty chair Watches others engaged in toileting 				
Shows interest in helping with chores <ul style="list-style-type: none"> Mimics adult behavior 	0-3	Social	B	2, 2.1
Language Comprehension (receptive language)				
Responds with gestures or vocal signals to familiar words <ul style="list-style-type: none"> Recognizes and responds to mention of own name Turns to look at familiar person/object/pet when named Understands simple phrases such as “bye-bye”, “hot” Point or reaches to familiar objects when named: such as body parts, favorite blanket or toy, familiar pictures in books or magazines 	0-3	Social Communication	A	1
			C	1.3, 1.4
Understands simple one step requests such as <ul style="list-style-type: none"> “Pick up your blanket” “Give me your cup” 	0-3	Social Communication	C	2.2, 2.3
Looks to adult for messages about appropriate and inappropriate behavior <ul style="list-style-type: none"> Exhibits behavior or action to discern adult response 	0-3	Social	A	3, 3.1, 3.2
Attends to and enjoys listening to adult voices <ul style="list-style-type: none"> Enjoys listening to short stories Enjoys listening to rhymes, finger plays, and songs Enjoys imitation games such as “peek-a-boo” and “pat-a-cake” 	0-3	Social	A	3
Language Expression (expressive/productive language)				
Uses physical gestures or sounds to get help from familiar adults <ul style="list-style-type: none"> Gazes alternately between a desired item and an adult Tugs or pulls on caregiver to seek attention Moves, points or motions to objects out of reach 	0-3	Social Communication	B	1

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<ul style="list-style-type: none"> Expresses own needs such as being hungry or wanting comfort item 				
Expresses self using gestures, movement, intonation or facial expressions <ul style="list-style-type: none"> Shakes head “no” Nods head “yes” Smiles, frowns, points Directs vocalizations and gestures toward people and objects 	0-3	Social Communication	B	1.2, 1.4, 2.3
Takes turns in back-and-forth verbal play with caregiver that mimics a conversation. Responding to caregiver’s speech by producing words or babbling sounds in reply for example	0-3	Social Communication	A	3, 3.1
Moves toward expression of identifiable words <ul style="list-style-type: none"> Jargon or jabbering has melody and inflection Imitates familiar words and sounds Begins to express clearly identifiable words like “mama”, “dada”, “bye-bye”, “no”, “baba” for bottle 	0-3	Social Communication	B	2, 2.1, 2.2
Begins to use clearly identifiable words with meaning, signaling the beginnings of symbolic expression	0-3	Social Communication	B	2
Exhibits increased participation when books are read <ul style="list-style-type: none"> Points or makes sounds when looking at a picture book Vocalizes, smiles when read to 	0-3	Cognitive	G	4.2
Begins to “use” communication tools during imitative play <ul style="list-style-type: none"> Use phone or book Grasp marker or crayon and make marks on paper 	0-3	Cognitive	F	1.1
Emotional Expression				
Primary emotions become more apparent <ul style="list-style-type: none"> Anger Fear Sadness Frustration 	0-3	Social Communication	B	2.3
Emotional Understanding				
Uses other’s expressions to decide how to react to new situations <ul style="list-style-type: none"> Looks at caregiver’s face when stranger 	0-3	Social	A	2.3

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enters				
Can distinguish primary emotions, such as <ul style="list-style-type: none"> • Interest • Disgust 	0-3	Social	A	1.2
Exploration and Discovery				
Manipulates things in the environment <ul style="list-style-type: none"> • Moves toward toy • Bangs on table with toy • Fingers, touches, and mouths objects 	0-3	Cognitive	F	1.2, 1.4
Investigates new phenomena <ul style="list-style-type: none"> • Reaches out to touch rain • Stops play to watch a novel element in the environment 	0-3	Cognitive	F	1.3, 1.4
Takes time to investigate and protests if interrupted	0-3	Social Communication	B	1.4
Can use several senses at once to explore the environment <ul style="list-style-type: none"> • Mouths and holds toy • Shakes and mouths rattle 	0-3	Cognitive	F	1.4
Concept Development and Memory				
Remembers location of favorite object <ul style="list-style-type: none"> • Asks for objects out of sight • Persists in search for a desired object when it is hidden 	0-3	Cognitive	B	3, 3.1
Remembers games and toys from the previous day	0-3	Cognitive	B	3.1
Anticipates people's return within the context of daily routine	0-3	Social Communication	C	1.3
Imitates actions across a change in context; beginning of ability to fantasize and role-play <ul style="list-style-type: none"> • Imitates mom on the phone when at child care setting 	0-3	Cognitive	F	1
Shows basic awareness of cause and immediate effect <ul style="list-style-type: none"> • Opens and closes, presses button to make sounds 	0-3	Cognitive	C	1.1
Uses another object or person as a tool <ul style="list-style-type: none"> • Asks to be picked up to reach something • Rolls toward a toy to reach it 	0-3	Cognitive	E	2, 2.1
Understands "more" in reference to food or simple play <ul style="list-style-type: none"> • Responds appropriately when asked if 	0-3	Cognitive	C	2.1

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he/she wants more crackers				
Uses simple nesting or stacking toys <ul style="list-style-type: none"> Nests three or four cups Stacks three or four cups or foam blocks 	0-3	Fine Motor	A	5, 5.1
Understands time words such as “after”, “before” <ul style="list-style-type: none"> “Before we go outside, we have to put on your coat” 	0-3	Social Communication	C	2.2, 2.3
Explores spatial relationships <ul style="list-style-type: none"> Attempts to fit own body in boxes, tunnels 	0-3	Gross Motor	D	4.2
Groups a few objects by shape, color, or size <ul style="list-style-type: none"> Finds two or three toys that have the same simple shape, color 	0-3	Cognitive	G	1.2, 1.3
Problem Solving, Symbolic Thought, and Creative Expression				
Solves simple manipulative problems <ul style="list-style-type: none"> Crawls or walks around a toy 	0-3	Cognitive	E	3, 3.1, 3.2
Uses trial and error method effectively <ul style="list-style-type: none"> Successfully pushes buttons on a pop-up toy Uses shape sorter with some success 	0-3	Cognitive	E	4, 4.1
Begins to think about action before doing them <ul style="list-style-type: none"> Chooses a toy, book, or doll from a group Enjoys taking things out of a container and putting them back in 	0-3	Cognitive	F	1.2
Is able to concentrate and not get distracted <ul style="list-style-type: none"> Plays parallel to others without distraction 	0-3	Social	C	1.5
Engages in imitative play; begins to fantasize and do simple role play <ul style="list-style-type: none"> Pretending to call parents on phone 	0-3	Cognitive	D	All
			F	1
Begins to explore expression with art implements <ul style="list-style-type: none"> Scribbling with large crayons Creating markings in finger paint Molding playdough 	0-3	Fine Motor	B	5.2
		Cognitive	F	1.2
Begins to move to music of varying rhythms, tempos, and types	0-3	Cognitive	D	1
Toddlers: 18 to 36 months				
Self Awareness				
Recognizes self in mirror or photographs <ul style="list-style-type: none"> Points to his/her own photo in a selection 	0-3	Social Communication	C	1.1, 1.2, 1.3, 1.4
Says own name in response to photo	0-3	Cognitive	G	3.1
Uses “me” or name <ul style="list-style-type: none"> “Me Sophie” 	0-3	Social Communication	D	1.5

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®) 2nd Edition Items and the Maine Guidelines for Learning and Development

Indicators	Level	Area	Strand	AEPS® Items
Identifies self by gender • “I boy”	0-3	Social Communication	D	2.4
Uses adjective to refer to self • “I big”	0-3	Social Communication	D	2.4
Self Concept				
Wants to experience world on own terms • “I do it”	0-3	Social Communication	D	3.4
Uses evaluative words to talk about self • “I good girl”	0-3	Social Communication	D	3.4
Self Regulation				
Shows impulse control by • Walking around spilled items	0-3	Social	B	2
Anticipates and follows routines when prompted • Helps with clean up • Gets ready to go for a walk	0-3	Social	B	2
Peer Interaction				
Engages in some joint exploration and associative play • Attempts to build a block tower with a peer • Takes part in an activity involving 2 or 3 peers • Can wait a short time for “my turn”	0-3	Social	C	1, 1.1, 1.2, 1.3
Shows concern for a peer who is in distress • Hugging a crying playmate or stopping when a peer falls down	0-3	Social	C	1.2
Includes other children in pretend play • Playing house or grocery store	0-3			
Shows reciprocal exchanges with peers • Imitating a peer who is piling sand and looking for the playmate to imitate • Chasing a peer and then becoming the one who is chased	0-3	Social	C	1
Seeks out a particular peer to be around • Refers to other children by name • Calling a peer over by name • Greeting a playmate by name	0-3	Social	C	2.1
Adult Interaction				
Through words or actions, uses adults as a resource • Asks a caregiver for a cracker • Asks for help getting jacket on	0-3	Social	A	3.1
Shares accomplishments with adults	0-3	Social	B	1

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®) 2nd Edition Items and the Maine Guidelines for Learning and Development

Indicators	Level	Area	Strand	AEPS® Items
<ul style="list-style-type: none"> • Calls caregiver over to show a sandcastle he/she built 		Communication		
Periodically checks back with caregiver when playing or exploring <ul style="list-style-type: none"> • Makes physical contact when in need of reassurance • Calls caregiver over during play 	0-3	Social	A	2.3
Anxious reaction to unfamiliar adults decreases in intensity	0-3	Social	B	1.2
Begins to appreciate the caregiver has needs and other priorities	0-3	Social Communication	B	1
Because of this new understanding begins to soothe self when separated from primary caregiver	0-3	Social	B	1.2
Seeks to repeat behaviors that are rewarded	0-3	Cognitive	B	2, 2.1
Carries on sustained interactions with caregivers	0-3	Social	A	2, 3
Begins to show self-conscious emotions like shame, pride, or embarrassment in addition to already established emotional expressions	0-3	Social Communication	B	2.3
Is eager to help with chores <ul style="list-style-type: none"> • Wants to put the napkins out for dinner • Enjoys feeding the dog 	0-3	Social	B	2
Imitates adult activities <ul style="list-style-type: none"> • Pushes a miniature vacuum around • Pretends to saw wood 	0-3	Cognitive	D	1, 1.1
Identifies and imitates other people's roles <ul style="list-style-type: none"> • Calls attention to a policeman on the street • Puts on a white shirt and pretends to be a doctor 	0-3	Cognitive	F	1
			G	1.1, 3
Social Intelligence				
Notices likenesses and differences <ul style="list-style-type: none"> • Stares at someone who is of a different ethnicity • Asks about a person who is in a wheelchair • Comments on a person who wears unfamiliar apparel 	0-3	Cognitive	G	1.1, 3
		Social Communication	D	1
Comments on gender <ul style="list-style-type: none"> • Says playmate Bill is a boy or Mom is a girl 	0-3	Social Communication	D	2.4
Preference for same-sex companions over opposite-sex companions	0-3	Social	C	1

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®) 2nd Edition Items and the Maine Guidelines for Learning and Development

Indicators	Level	Area	Strand	AEPS® Items
<ul style="list-style-type: none"> Is more sociable and interactive with same-sex friends May sit on the sidelines and observe play when with opposite sex playmates 				
Gross Motor Skills (large muscle)				
Exhibits motor control and coordination of large muscle and body movement: <ul style="list-style-type: none"> Walks fast and well Seldom falls Stands and walks on tip toes Walks backwards Walks up stairs holding a hand or railing Walks, runs with control, climbs well, throws a ball with aim May jump in place May balance on one foot for a second or two Rides tricycle 	0-3	Gross Motor	C	All
			D	All
Uses arms and legs with more purposefulness <ul style="list-style-type: none"> Catches a ball by trapping it with arms and hands Pounds object with intention and precision, hammers a peg accurately for example Creates simple block structures Pushes foot into shoe Takes off shoes 	0-3	Fine Motor	B	2
		Gross Motor	D	3.1
		Adaptive	C	1.5
Rides tricycle using pedals most of the time	0-3	Gross Motor	D	2
Engages in creative movement and dance spontaneously, and when prompted by music or adult cues <ul style="list-style-type: none"> “Let’s march to this music” Can you dance to this music?” 	0-3	Social Communication	C	2.3
Fine Motor Skills (small muscle)				
Uses a crayon to imitate marks/scribble	0-3	Fine Motor	B	5.2
Holds objects with one hand and manipulates with the other <ul style="list-style-type: none"> Winds music box while holding it Brushes doll’s hair 	0-3	Fine Motor	B	1
Folds blanket, cloth, diaper, or paper	0-3	Fine Motor	B	2.1
Pours liquid from small pitcher or cup	0-3	Adaptive	A	5.1
Shows preference for one hand	0-3	Fine Motor	B	3.1
Puts on some easy clothing	0-3	Fine Motor	B	2.2

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®) 2nd Edition Items and the Maine Guidelines for Learning and Development

Indicators	Level	Area	Strand	AEPS® Items
Holds spoon, fork, cup, but may still spill	0-3	Adaptive	A	3.1, 4.1
Can use a paintbrush but doesn't control drips	0-3	Fine Motor	B	5.2
Can turn the pages of a book	0-3	Fine Motor	B	4.1
Perceptual Development				
Sensory thresholds do not interfere with desire to explore surroundings <ul style="list-style-type: none"> Continues to show increased ability to concentrate with multiple sensory information present Increased development in cognitive and motor skills allows for increased ability to explore and form meaning from sensory information Shows enjoyment and discrimination of increasingly complex sensory information 	0-3	Cognitive	F	1.4
Visual discrimination more refined <ul style="list-style-type: none"> Ability to discriminate finer detail in tandem with cognitive development; may notice caregiver's earring 	0-3	Cognitive	A	1.2
Hearing discrimination more refined <ul style="list-style-type: none"> Ability to isolate familiar sounds in tandem with cognitive development 	0-3	Cognitive	A	1.1
Self Help/Adaptive Skill Development				
Continues to progress with self feeding <ul style="list-style-type: none"> Holds spoon, fork, cup but may spill Feeds self alone and well Pours own milk and juice from small plastic pitcher 	0-3	Adaptive	A	All
Continues to show interest in dressing self <ul style="list-style-type: none"> Undresses self Puts on clothing except for buttoning Puts on shoes (does not lace, but can manage Velcro fastenings) Puts on own jacket and hat 	0-3	Adaptive	C	All
Shows increased interest and proficiency with toileting skills <ul style="list-style-type: none"> Exercise bowel and bladder control Willing to use toilet Will wash hands after toileting 	0-3	Adaptive	B	All
May show increased interest in helping with chores	0-3	Social	B	2
Language Comprehension				

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®) 2nd Edition Items and the Maine Guidelines for Learning and Development

Indicators	Level	Area	Strand	AEPS® Items
(receptive language)				
Understands a variety of simple two-step requests such as <ul style="list-style-type: none"> • “pick up the ball and bring it to me” • Follows multi-step daily routines like washing hands and helping to set the table when prompted 	0-3	Social Communication	C	2, 2.1
		Social	B	2
Understands name for: <ul style="list-style-type: none"> • Common objects • Familiar people • Familiar actions 	0-3	Social Communication	C	1, 1.1, 1.2, 1.3
Understands contrasts such as: <ul style="list-style-type: none"> • Yes/no • Come/go • Run/stop • Up/down 	0-3	Cognitive	G	5, 5.1, 5.2
Understands prepositions such as on, in, or under	0-3	Social Communication	C	1, 1.1, 1.2, 1.3
With adult direction, finds items needed for an activity <ul style="list-style-type: none"> • Adult suggestion of finding missing pieces of a toy • Adult suggestion of finding items needed for an art activity 	0-3	Social Communication	C	1, 1.1, 1.2, 1.3
Shows increased attention span when being read to, and continues to enjoy listening to rhymes, finger plays, and songs of increased complexity	0-3	Cognitive	G	4.3
Language Expression (expressive/productive language)				
Uses words or actions to request assistance from familiar adults <ul style="list-style-type: none"> • Asks for food/drink when hungry • Asks caregiver to get toys • Asks for help when needed • May attempt to use words to solve conflicts with peers/siblings or to request help from adult 	0-3	Social	B	1
Combines words into simple sentences such as “Mommy bye-bye” “Milk all gone”	0-3	Social Communication	D	All
Asks and answers simple questions <ul style="list-style-type: none"> • Lots of “what?”, “why?”, and “where?” 	0-3	Social Communication	D	3.2

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®) 2nd Edition Items and the Maine Guidelines for Learning and Development

Indicators	Level	Area	Strand	AEPS® Items
questions such as: "Where is Daddy?", "Go to park now?"				
Uses everyday experiences to build on vocabulary <ul style="list-style-type: none"> Talks about what they are doing Uses language to convey simple ideas Refers to self by name Uses personal pronouns like I, me, and you with increased proficiency Vocabulary increases with age Articulation becomes increasingly clear May express feelings both physical and emotional 	0-3	Social Communication	B	1
			D	All
Exhibits increased participation with written forms of communication <ul style="list-style-type: none"> Looks at books and magazines as if he/she is reading Makes sounds that relate to pictures in books Turns pages at the right time 	0-3	Cognitive	G	4
Recognizes signs and symbols in the environment <ul style="list-style-type: none"> Identifies stop sign Identifies label or logo from favorite cereal box Memorizes and repeats phrases of songs, books, and rhymes 	0-3	Cognitive	G	3, 3.1
Increases understanding of use of communication tools <ul style="list-style-type: none"> Converses with other child or adult using play phone Names scribbles made with marker or crayon by telling others what scribbles mean 	0-3	Cognitive	F	1, 1.1, 1.2
Emotional Expression				
Self conscious emotions appear <ul style="list-style-type: none"> Shame Embarrassment 	0-3	Social Communication	B	2.3
Uses artistic tools for creative expression <ul style="list-style-type: none"> Paints pictures using large brush 	0-3	Fine Motor	B	5.1, 5.2

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®) 2nd Edition Items and the Maine Guidelines for Learning and Development

Indicators	Level	Area	Strand	AEPS® Items
<ul style="list-style-type: none"> • Uses crayons or markers to draw, e.g. “This is my Mom” • Molds clay to create, e.g. “This is my dog” 		Cognitive	F	1.1
Emotional Understanding				
Begins to talk about and play-act emotions <ul style="list-style-type: none"> • “I sad” 	0-3	Social Communication	D	2.4
Begins to show sympathetic responding to others <ul style="list-style-type: none"> • Asks if mom is okay when she coughs 	0-3	Social	A	2.2
			C	1.2
Exploration and Discovery				
Independently explores the immediate environment to investigate what is there <ul style="list-style-type: none"> • Asks about a new toy or explores different textures in the natural environment • Searches for a particular toy 	0-3	Cognitive	F	All
Tries new activities, materials and equipment <ul style="list-style-type: none"> • Tries unfamiliar art materials • Tries a different musical instrument • Joins in a new song or finger play 	0-3	Cognitive	F	All
Concept Development and Memory				
Uses familiar objects in combination <ul style="list-style-type: none"> • Uses spoon in bowl, doll in bed, and person in car 	0-3	Cognitive	G	1.1
Engages in make believe play acting out simple dramatic play themes with others <ul style="list-style-type: none"> • “You baby, me momma” • Pretends to be an animal 	0-3	Cognitive	F	1
Counts to two or three <ul style="list-style-type: none"> • Recites numbers with prompting or adult cues 	0-3	Cognitive	G	2.1
Uses some number words during play or activity <ul style="list-style-type: none"> • “I want two” 	0-3	Cognitive	G	2.1
Imitates counting rhymes <ul style="list-style-type: none"> • One, Two Buckle My Shoe, Three Little Monkeys 	0-3	Cognitive	D	2, 2.1, 2.2
Fills and empties containers with sand, water, or small toys	0-3	Cognitive	F	1.2
Shows interest in patterns and sequences <ul style="list-style-type: none"> • Attempts to follow a pattern with large beads and string or on a peg board • Plays matching games 	0-3	Cognitive	G	1.2, 1.3
Shows some understanding of daily time sequence	0-3	Social	B	2

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®) 2nd Edition Items and the Maine Guidelines for Learning and Development

Indicators	Level	Area	Strand	AEPS® Items
<ul style="list-style-type: none"> Time for nap, lunch, outdoor play 				
Matches simple shapes <ul style="list-style-type: none"> Using form boards or puzzles – circle, square, triangle 	0-3	Cognitive	G	1.3
Classifies, labels, and sorts objects by characteristics <ul style="list-style-type: none"> Hard vs. soft Large vs. small Heavy vs. light By color 	0-3	Cognitive	G	1, 1.1
Arranges objects in lines <ul style="list-style-type: none"> Makes a new row of blocks 	0-3	Fine Motor	A	5.1
Problem Solving, Symbolic Thought, and Creative Expression				
Begins to solve simple problems in his or her head <ul style="list-style-type: none"> Moves a toy to get to another object Stands on block or other object to reach an item 	0-3	Cognitive	E	All
Acts out dramatic play role-play themes with others; engages in make-believe play	0-3	Cognitive	F	1
Uses objects for other than their intended purpose <ul style="list-style-type: none"> Using a small block as a phone 	0-3	Cognitive	F	1.2