

The Child Progress Record is organized like the AEPs Test. Six areas (Fine Motor, Gross Motor, Adaptive, Cognitive, Social-Communication, and Social) are organized into strands, which are then divided into goals and associated objectives. On the Child Progress Record, the objectives are illustrated in a series of arrows moving left to right, from easiest to most difficult, and culminating in an oval representing the goal. In this way, the Child Progress Record provides a visual display of current abilities, intervention targets, and child progress.

Directions: The Child Progress Record can be used in conjunction with the AEPs Test. Shade and date goals and objectives for which the child has met criteria. Use an asterisk to indicate those goals and objectives selected as individualized family service plan (IFSP)/individualized education program (IEP) targets. As the child achieves each of the goals and objectives, shade and date each arrow and oval following the direction of the arrows. This process provides a visual display of child progress over time.

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Child's name: _____

Child's date of birth: _____

Today's date: _____

Family's name and address: _____

Name of person completing form: _____

Initial assessment date: _____

Follow-up dates: _____

List child's sibling(s) and provide age(s): _____

Assessment team: _____



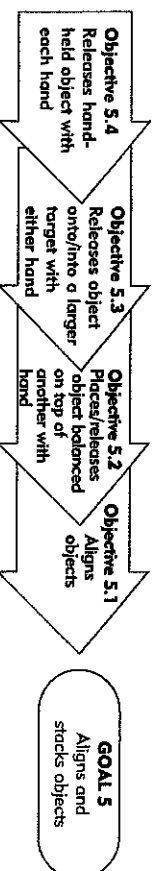
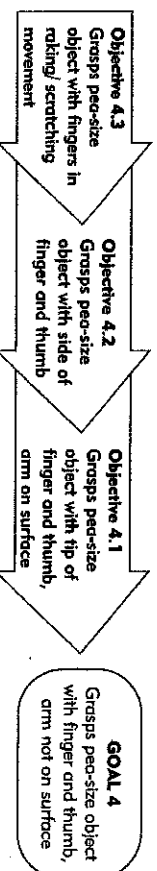
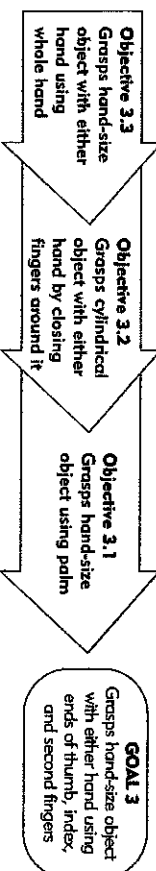
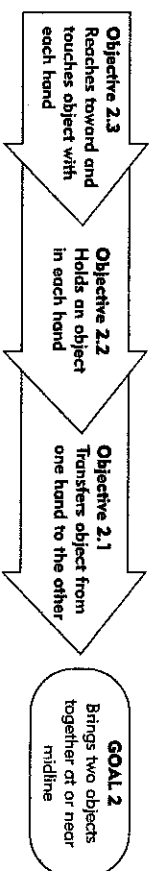
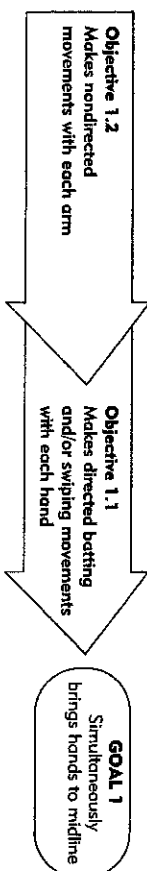
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*** Additional Goals**

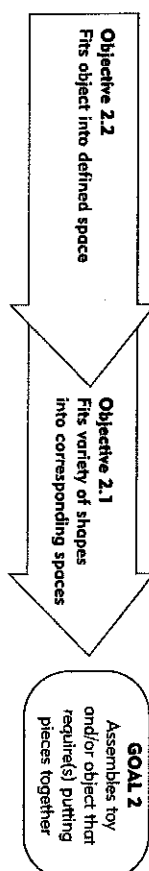
AEPS

FINE MOTOR AREA

Strand A: Reach, Grasp, and Release



Strand B: Functional Use of Fine Motor Skills

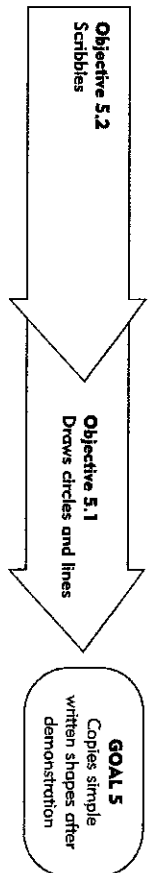
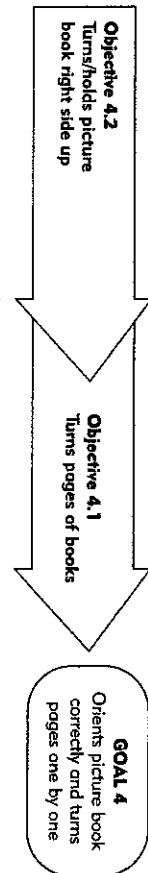


Fine Motor Area

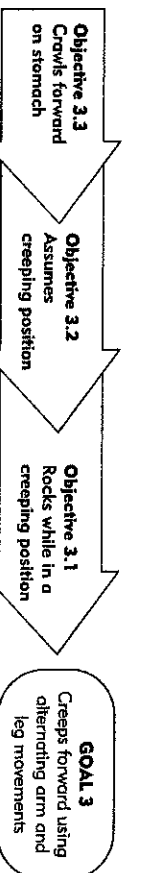
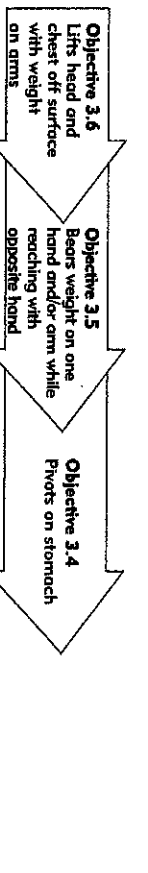
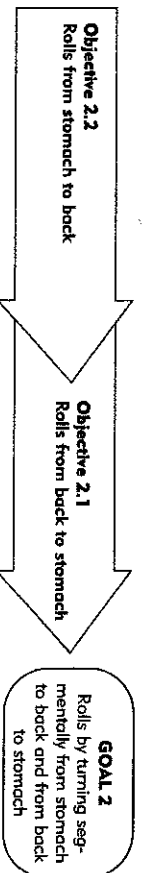
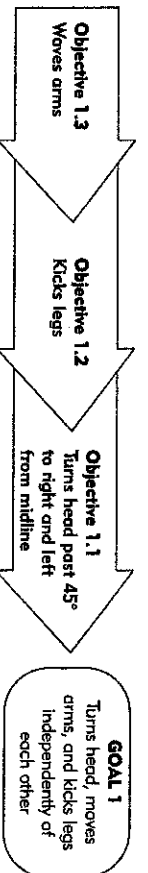
AEPS

Fine Motor Area

Strand B (continued)

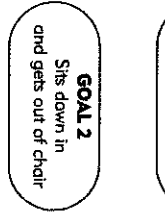
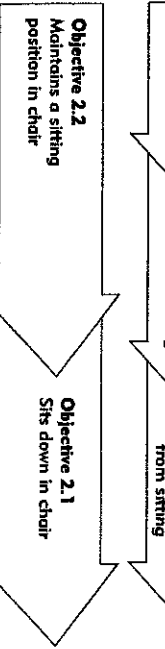
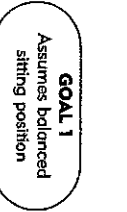
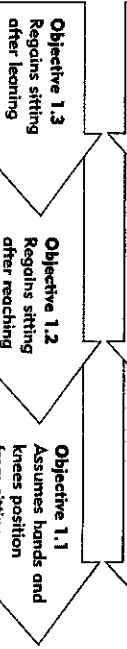
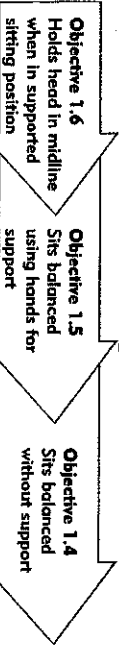


Strand A: Movement and Locomotion in Supine and Prone Position

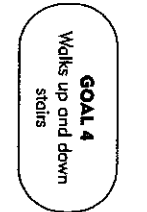
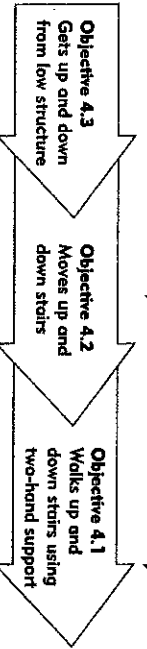
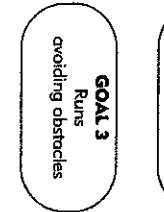
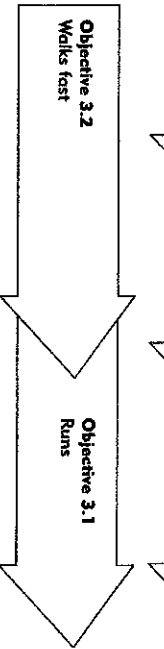
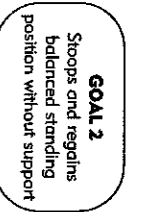
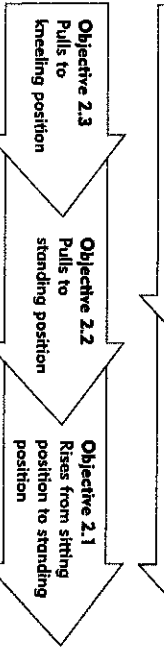
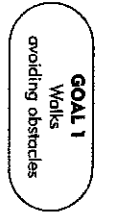
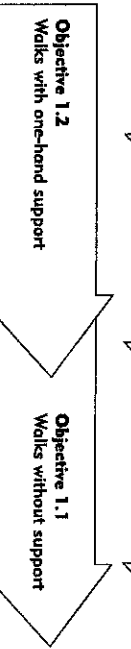
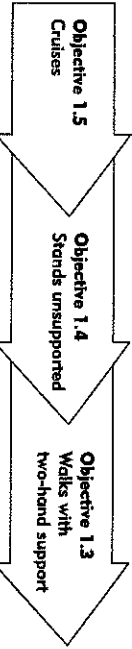


Scoring Note Key: A = Assistance; B = Behavior; D = Direct Test; R = Report; M = Modification; Q = Quality

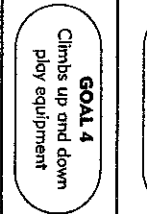
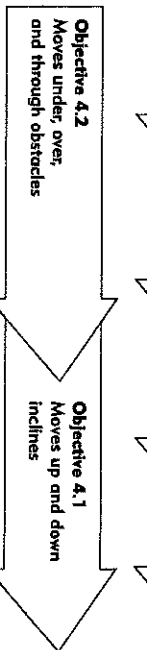
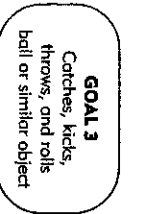
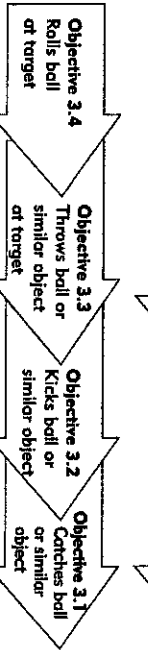
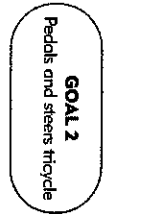
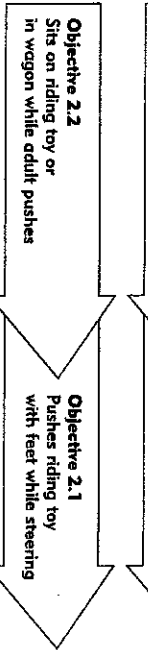
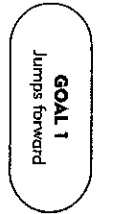
Strand B: Balance in Sitting



Strand C: Balance and Mobility

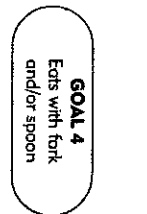
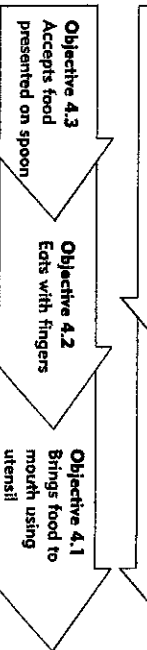
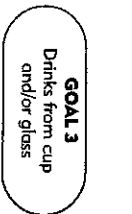
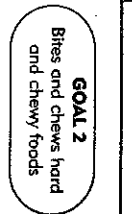
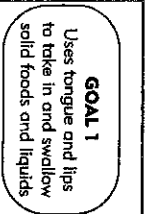
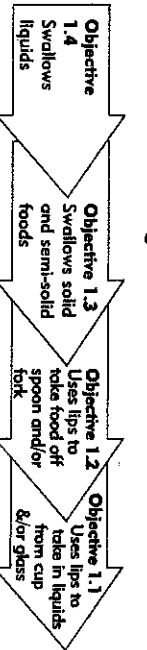


Strand D: Play Skills



ADAPTIVE AREA

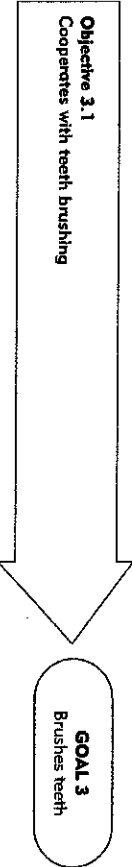
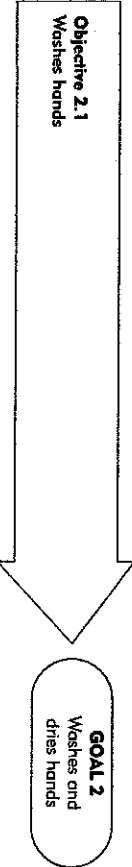
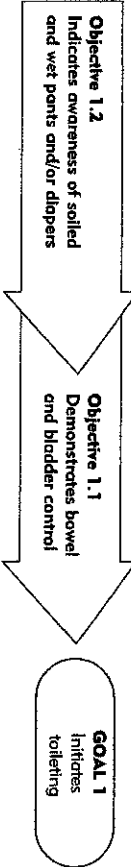
Strand A: Feeding



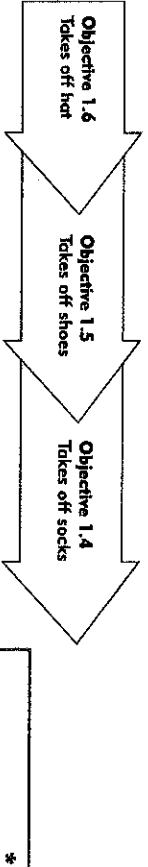
Strand A (continued)



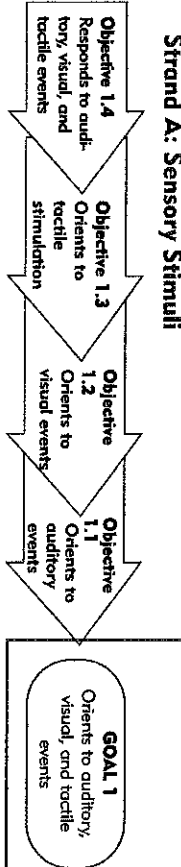
Strand B: Personal Hygiene



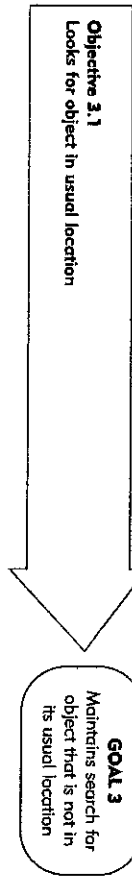
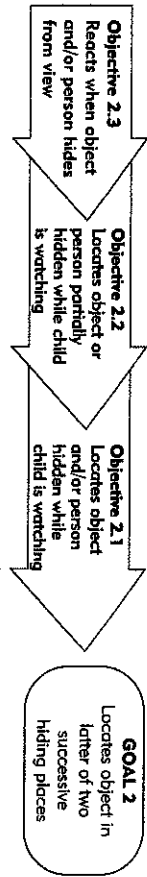
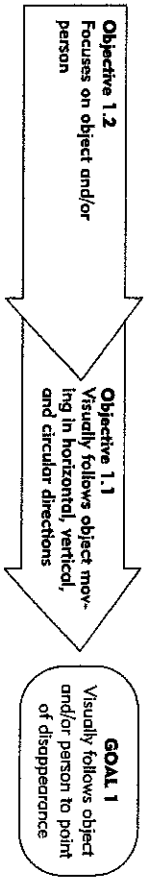
Strand C: Undressing



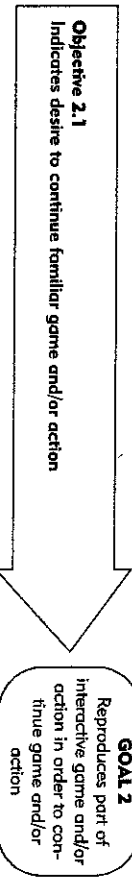
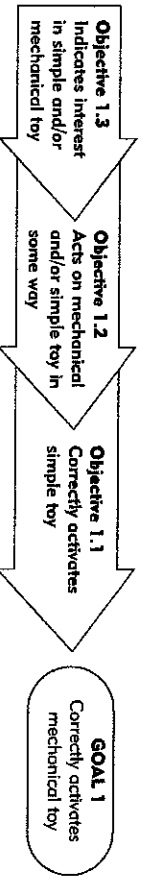
COGNITIVE AREA



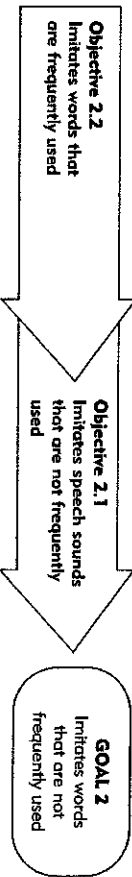
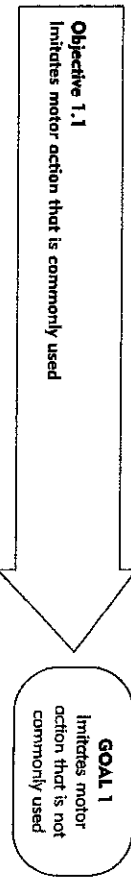
Strand B: Object Permanence



Strand C: Causality



Strand D: Imitation

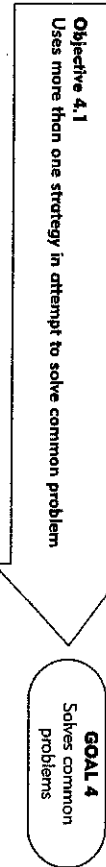
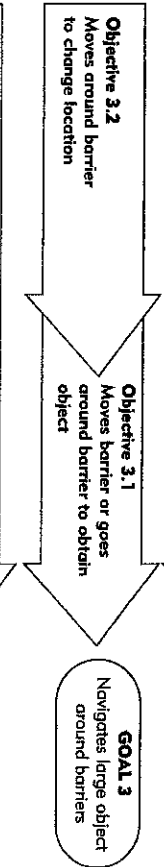
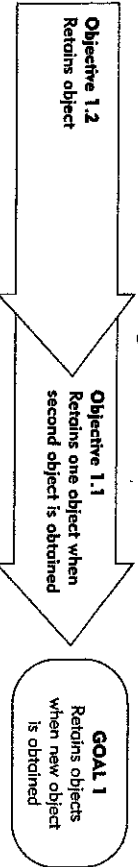


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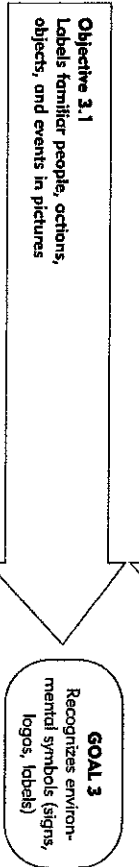
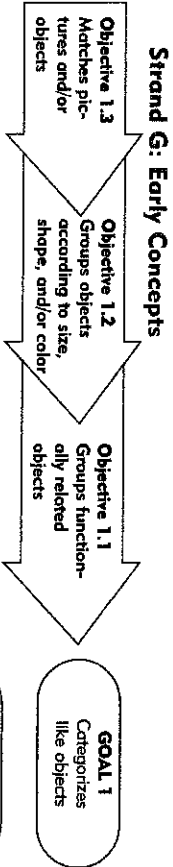
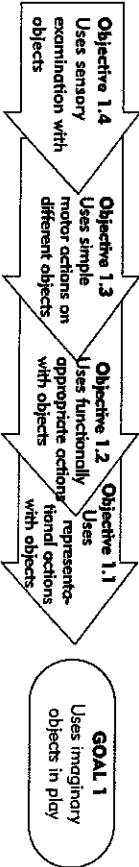
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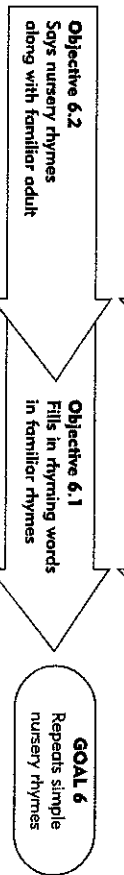
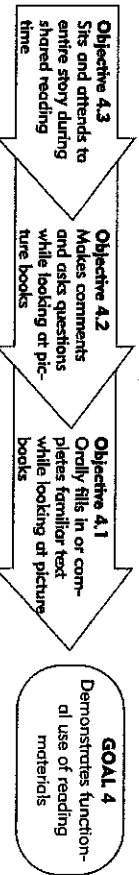
Strand E: Problem Solving



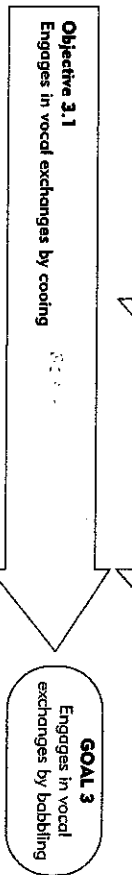
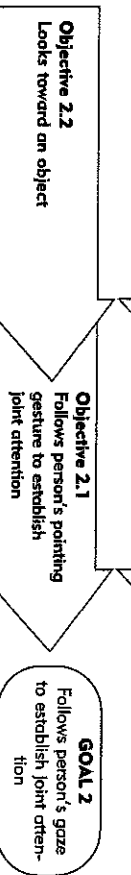
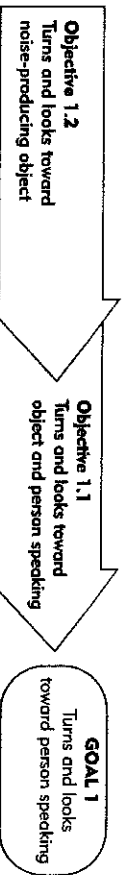
Strand F: Interaction with Objects



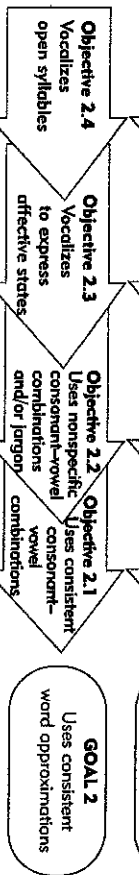
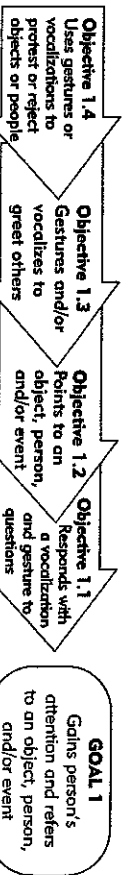
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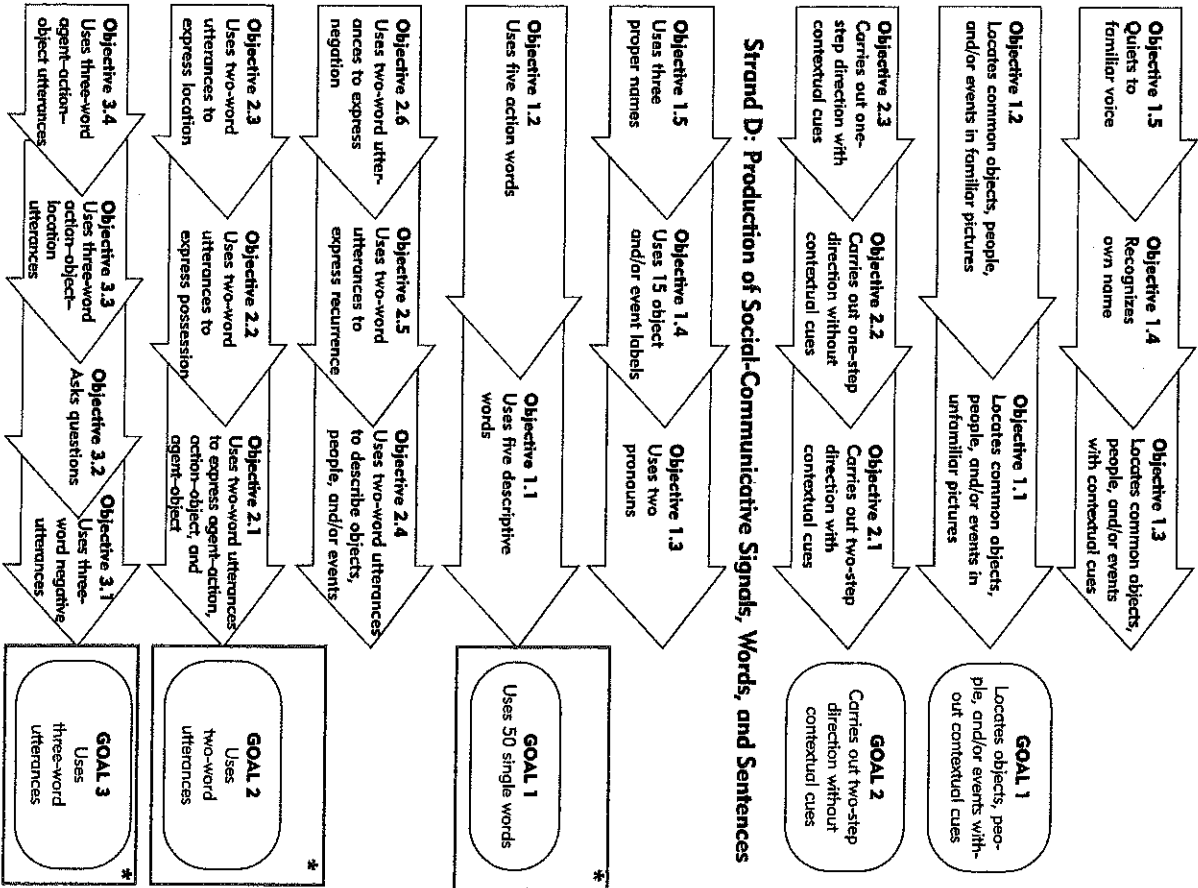
SOCIAL-COMMUNICATION AREA
Strand A: Prelinguistic Communicative Interactions



Strand B: Transition to Words

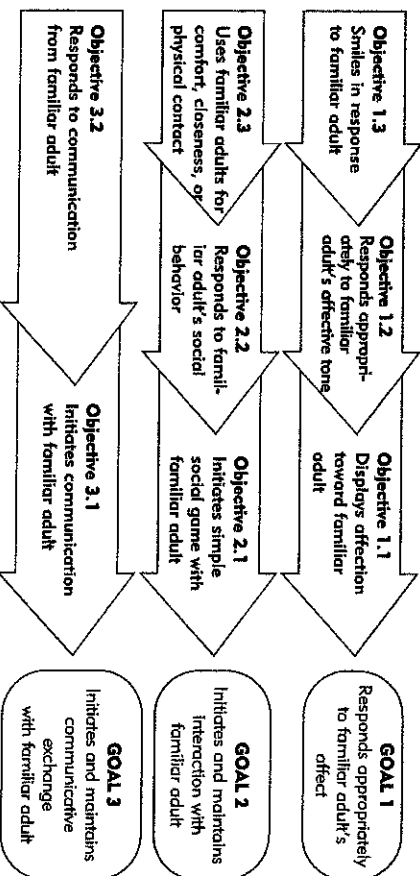


Strand C: Comprehension of Words and Sentences

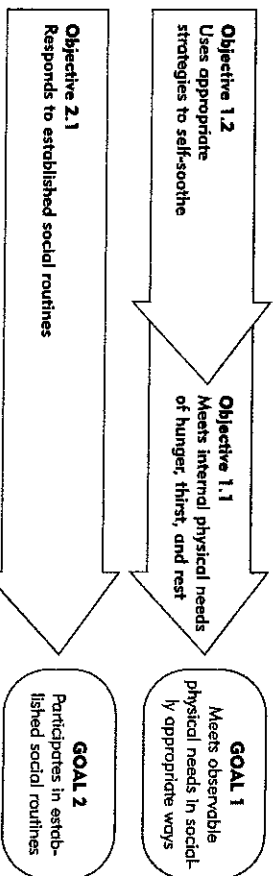


SOCIAL AREA

Strand A: Interaction with Familiar Adults



Strand B: Interaction with Environment



Strand C: Interaction with Peers

