



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: _____



Baltimore • London • Sydney

FINE MOTOR AREA

Strand A: Reach, Grasp, and Release

Objective 1.2
Makes nondirected movements with each arm

Objective 1.1
Makes directed batting and/or swiping movements with each hand

GOAL 1
Simultaneously brings hands to midline

Objective 2.3
Reaches toward and touches object with each hand

Objective 2.2
Holds an object in each hand

Objective 2.1
Transfers object from one hand to the other

GOAL 2
Brings two objects together at or near midline

Objective 3.3
Grasps hand-size object with either hand using whole hand

Objective 3.2
Grasps cylindrical object with either hand by closing fingers around it

Objective 3.1
Grasps hand-size object using palm

GOAL 3
Grasps hand-size object with either hand using ends of thumb, index, and second fingers

Objective 4.3
Grasps pea-size object with fingers in rolling/scratching movement

Objective 4.2
Grasps pea-size object with side of finger and thumb

Objective 4.1
Grasps pea-size object with tip of finger and thumb, arm on surface

GOAL 4
Grasps pea-size object with finger and thumb, arm not on surface

Objective 5.4
Releases hand-held object with each hand

Objective 5.3
Releases object onto/into a larger target with either hand

Objective 5.2
Places/releases object balanced on top of another with hand

Objective 5.1
Aligns objects

GOAL 5
Aligns and stacks objects

Strand B: Functional Use of Fine Motor Skills

Objective 1.1
Turns object over using wrist and arm rotation with each hand

GOAL 1
Rotates either wrist on horizontal plane

Objective 2.2
Fits object into defined space

Objective 2.1
Fits variety of shapes into corresponding spaces

GOAL 2
Assembles toy and/or object that require(s) putting pieces together

Strand B (continued)

Objective 3.1
Uses either hand to activate objects

GOAL 3
Uses either index finger to activate objects

Objective 4.2
Turns/holds picture book right side up

Objective 4.1
Turns pages of books

GOAL 4
Orients picture book correctly and turns pages one by one

Objective 5.2
Scribbles

Objective 5.1
Draws circles and lines

GOAL 5
Copies simple written shapes after demonstration

Strand A: Movement and Locomotion in Supine and Prone Position

Objective 1.3
Waves arms

Objective 1.2
Kicks legs

Objective 1.1
Turns head post 45° to right and left from midline

GOAL 1
Turns head, moves arms, and kicks legs independently of each other

Objective 2.2
Rolls from stomach to back

Objective 2.1
Rolls from back to stomach

GOAL 2
Rolls by turning sag-mentally from stomach to back and from back to stomach

Objective 3.6
Lifts head and chest off surface with weight on arms

Objective 3.5
Bears weight on one hand and/or arm while reaching with opposite hand

Objective 3.4
Pivots on stomach

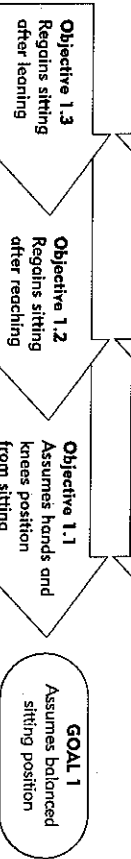
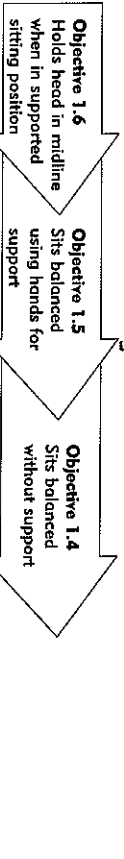
Objective 3.3
Crawls forward on stomach

Objective 3.2
Assumes creeping position

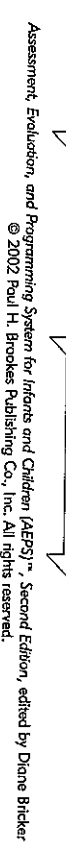
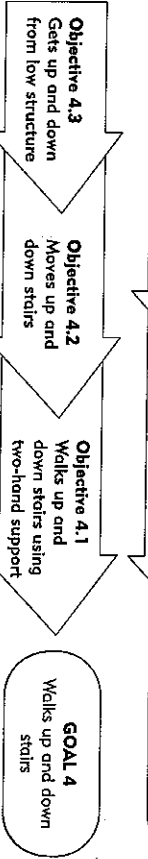
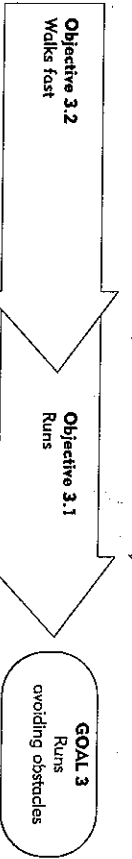
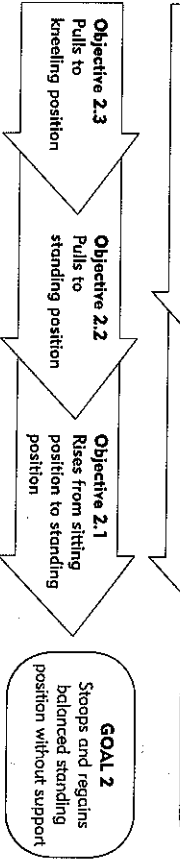
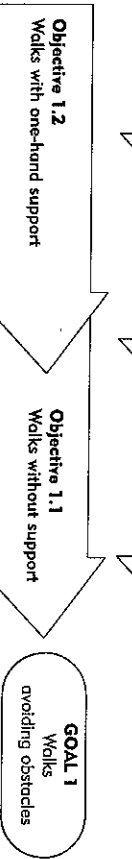
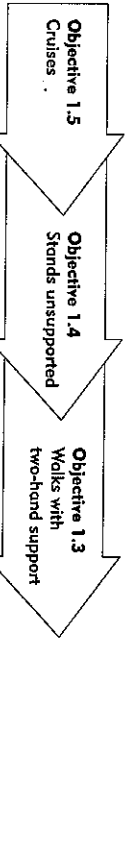
Objective 3.1
Rocks while in a creeping position

GOAL 3
Creeps forward using alternating arm and leg movements

Strand B: Balance in Sitting

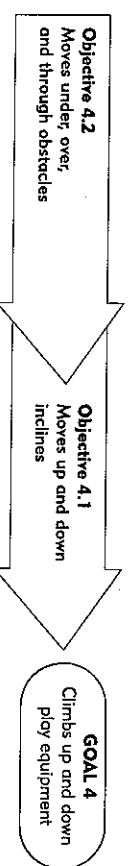
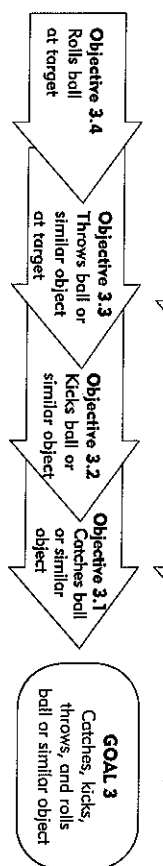
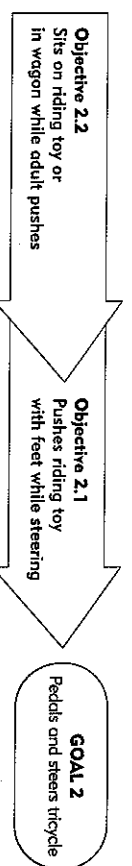
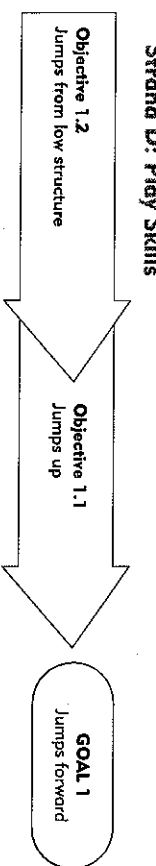


Strand C: Balance and Mobility



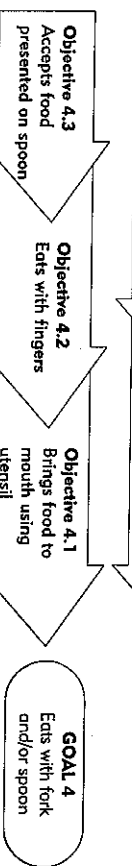
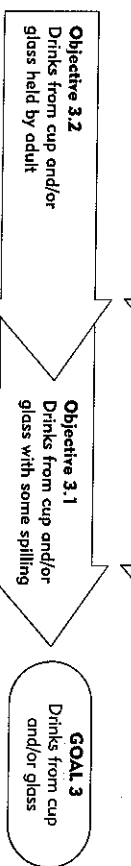
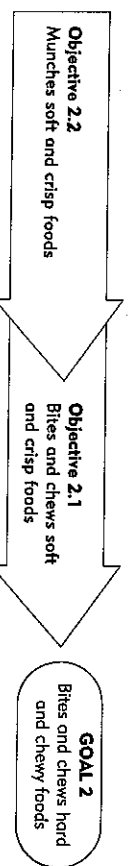
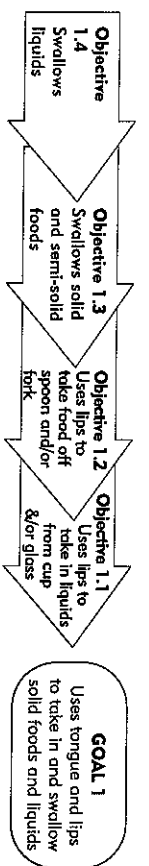
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Strand D: Play Skills



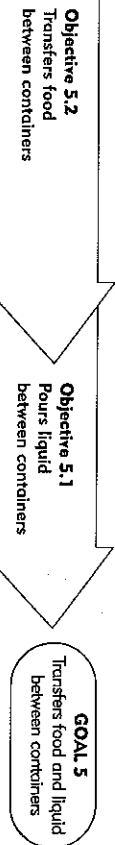
ADAPTIVE AREA

Strand A: Feeding

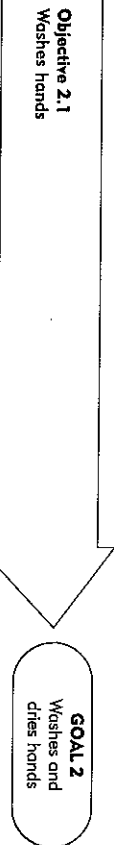
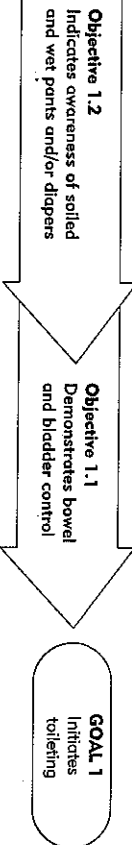


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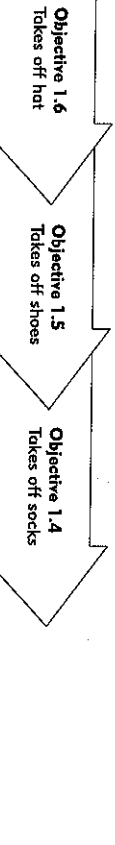
Strand A (continued)



Strand B: Personal Hygiene

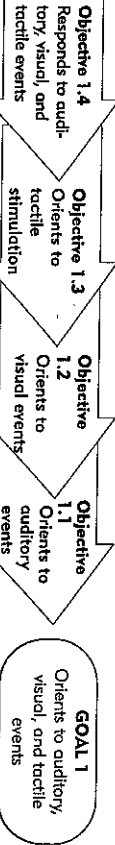


Strand C: Undressing



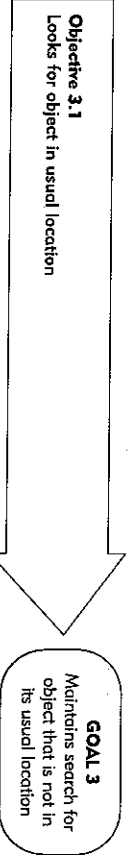
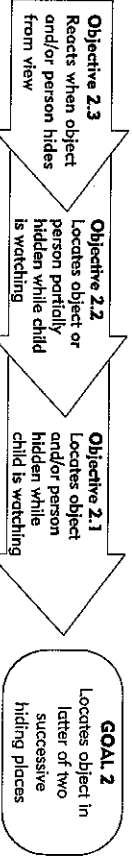
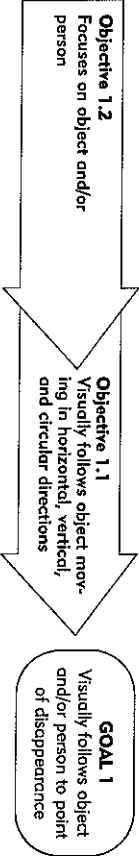
COGNITIVE AREA

Strand A: Sensory Stimuli

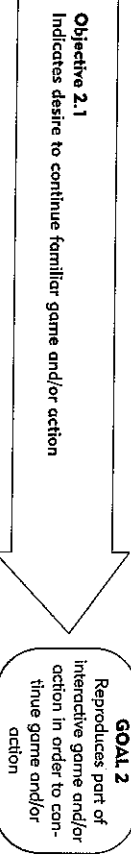
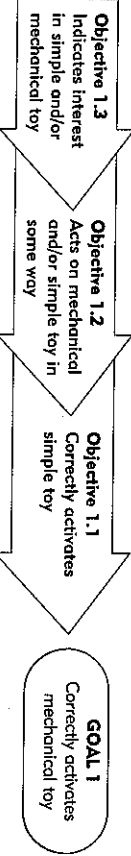


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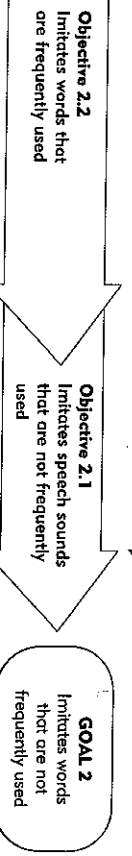
Strand B: Object Permanence



Strand C: Causality

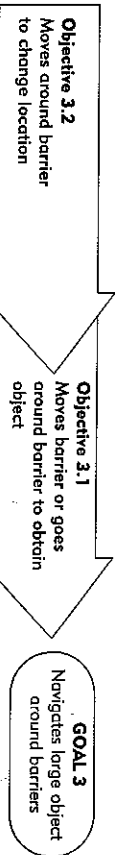
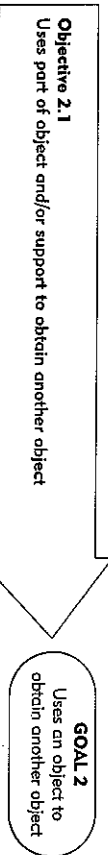
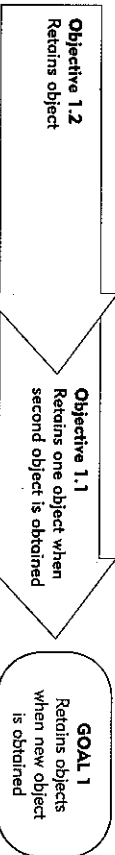


Strand D: Imitation

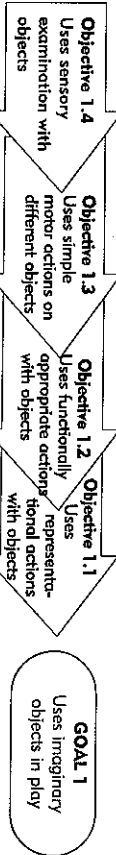


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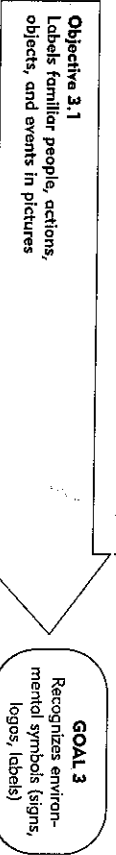
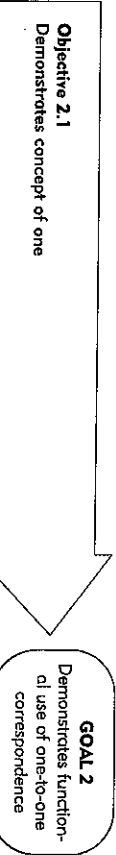
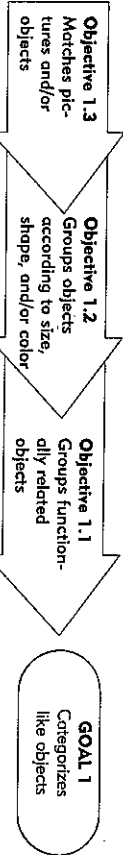
Strand E: Problem Solving



Strand F: Interaction with Objects

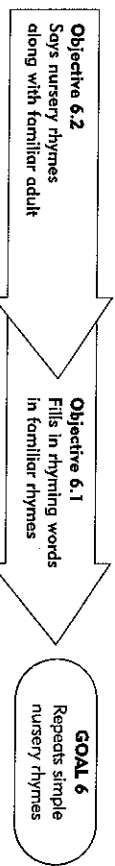
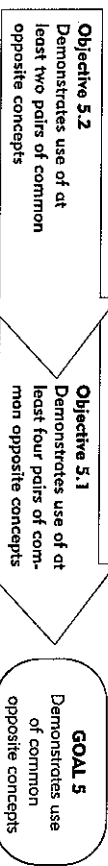
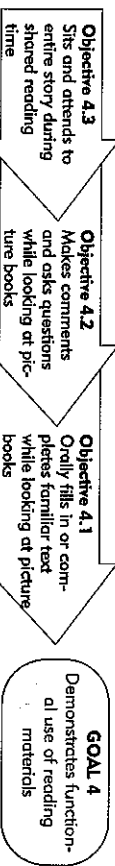


Strand G: Early Concepts



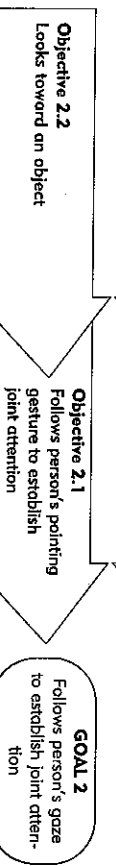
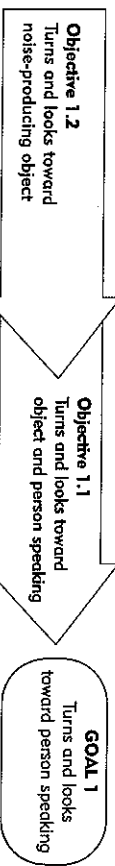
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Strand G (continued)

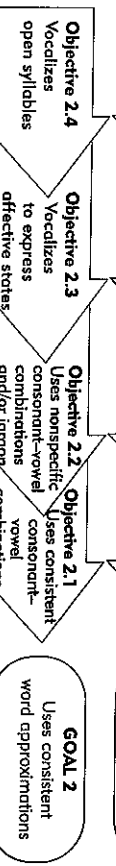
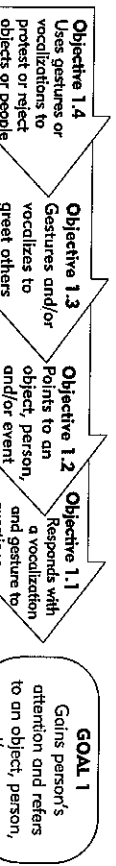


Strand A: Prelinguistic Communicative Interactions

SOCIAL-COMMUNICATION AREA

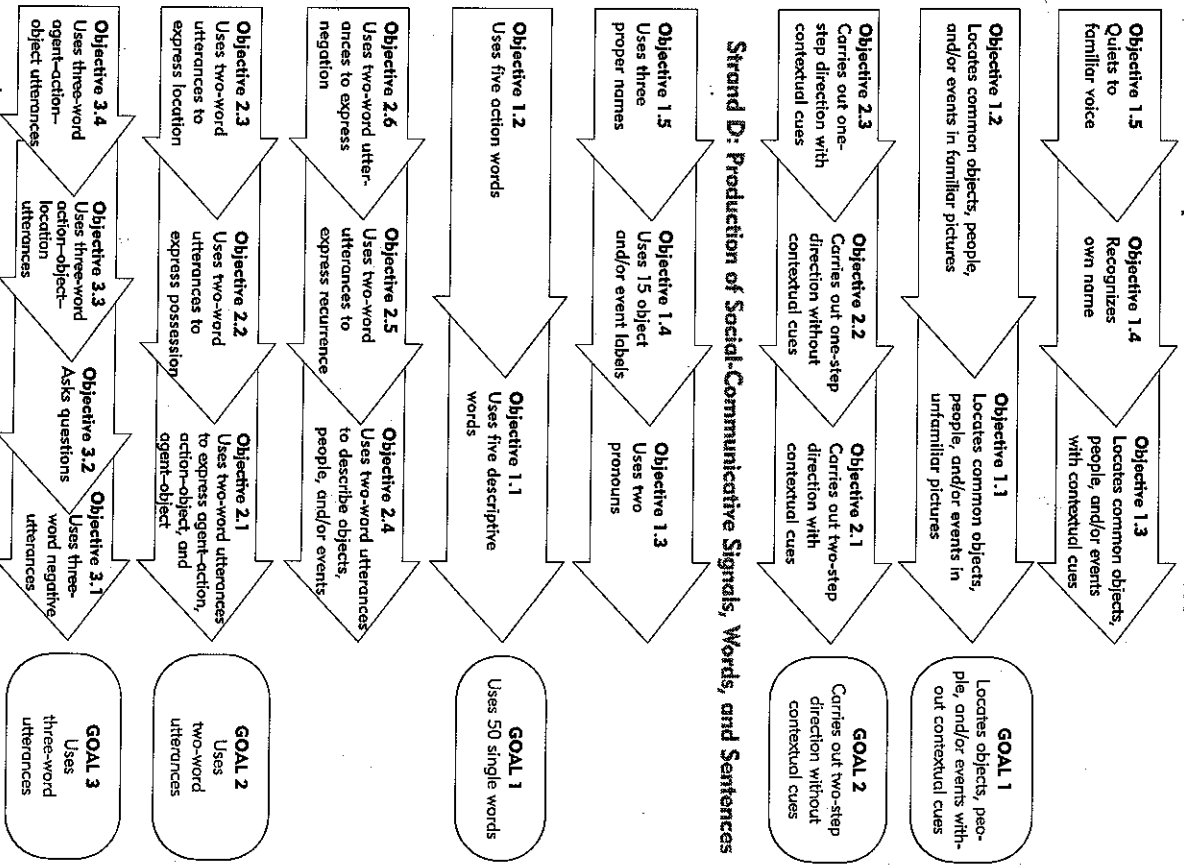


Strand B: Transition to Words



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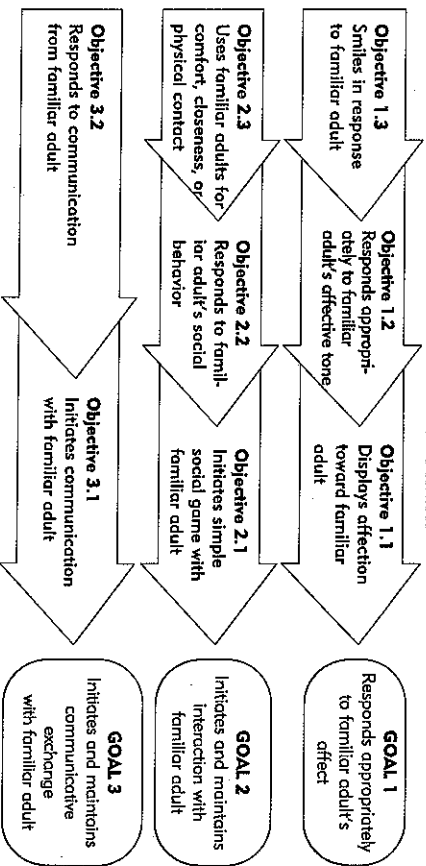
Strand C: Comprehension of Words and Sentences



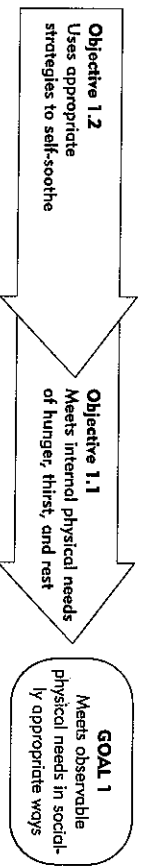
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SOCIAL AREA

Strand A: Interaction with Familiar Adults



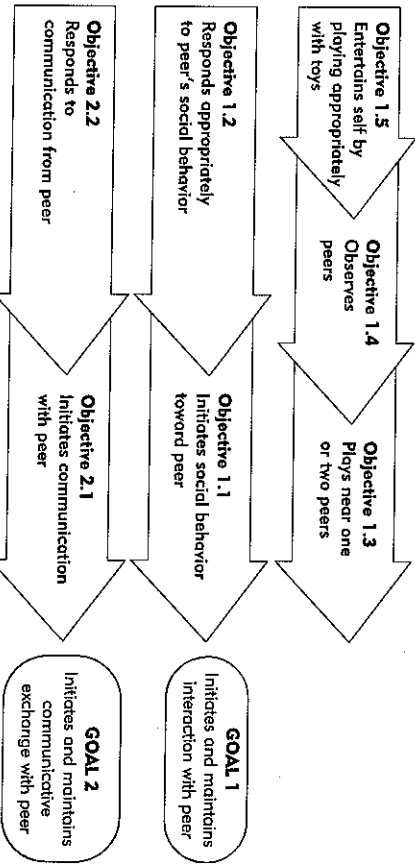
Strand B: Interaction with Environment



Objective 2.1 Responds to established social routines

GOAL 2 Participates in established social routines

Strand C: Interaction with Peers



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