

# Child Observation Data Form Walkthrough

Use this handy walkthrough to familiarize yourself with the Child Observation Data Form, used to record a child's performance data.



## Child Observation Data Form (CODF)

**1** Date(s) completed: \_\_\_\_\_  
Child's name: \_\_\_\_\_

**2** Child's date of birth: \_\_\_\_\_  
Child's ID: \_\_\_\_\_  
Family's name and address: \_\_\_\_\_  
\_\_\_\_\_

**3** Person completing form: \_\_\_\_\_  
Program: \_\_\_\_\_

**5** **DIRECTIONS:**

**REVIEW the test administration information** beginning on page x of AEPS-3 Volume 2, Chapter 2. Review item criteria, illustrations, examples, and notes beginning on page x of AEPS-3 Volume 2, Chapter 3. Make sure you understand the methods for collecting child performance data and scoring procedures before using this form.

**RECORD the test administration date and examiner initials** at the top of each AEPS-3 area (Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive, Literacy, and Math).

**OBSERVE the child and score AEPS-3 Test items** by comparing the child's performance on each item with its stated criterion. Scoring items without using the stated criteria will invalidate the test results.

**ENTER all item scores** in the Score column and notes in the Notes column. Follow these rules for scoring the AEPS-3 Test to obtain valid assessment results:

- Score all goals.
- Assign only scores of 2, 1, or 0.
- If you assess and score a goal 2, score all objectives under that goal 2 without assessing each objective.
- If you assess and score a goal 1 or 0, assess and score all associated objectives.
- If you assess and score a goal or objective 1, you must assign an A, I, or both:
  - Use A if the child requires some form of assistance to perform the item.
  - Use I if the child's performance of the skill is incomplete (partial performance or inconsistent use of the skill).
- Use Notes to assist in qualifying children's scores (optional but highly recommended). Notes are as follows:  
C = Conduct; M = Modification; Q = Quality; R = Report.
- Target column refers to identified IEP or IFSP goal. Check this box for every selected goal.

**RECORD the child's results** at the end of each area (Area Raw Score and Area Percent Score). Also record comments as needed.

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FINE MOTOR	..... 1
GROSS MOTOR	..... 4
ADAPTIVE	..... 9
SOCIAL-EMOTIONAL	..... 13
SOCIAL-COMMUNICATION	..... 18
COGNITIVE	..... 22
LITERACY	..... 26
MATH	..... 31

**4**

- 1** Date(s) of test administration
- 2** Demographic information for the child and family
- 3** Pertinent program information including the name of the observer and the program
- 4** Color-coded list of all 8 developmental areas and the page numbers on which each area starts
- 5** Directions for completing the form (review all directions carefully and refer to Volume 2 as needed)

# 6 Fine Motor



7 Name: \_\_\_\_\_

9 Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

10 Test date:			
10 Examiner(s):			

11 A. Reach, Grasp, and Release				13 Target	14 Score	15 Notes	Score	Notes	Score	Notes
1. Makes directed batting or swiping movements with each hand						C M Q R		C M Q R		C M Q R
1.1 Brings hands together near midline						Q R		C M Q R		C M Q R
1.2 Makes directed movements with arms						C M Q R		C M Q R		C M Q R
2. Grasps pea-size object						C M Q R		C M Q R		C M Q R
2.1 Grasps hand-size object						C M Q R		C M Q R		C M Q R
2.2 Grasps small cylindrical object						C M Q R		C M Q R		C M Q R
2.3 Grasps pea-size object using fingers in raking or scratching movement						C M Q R		C M Q R		C M Q R
2.4 Grasps hand-size object using whole hand						C M Q R		C M Q R		C M Q R
3. Stacks objects						C M Q R		C M Q R		C M Q R
3.1 Releases object into targeted space						C M Q R		C M Q R		C M Q R
3.2 Releases object into nondefined space						C M Q R		C M Q R		C M Q R
B. Functional Skill Use										
1. Activates object with finger						C M Q R		C M Q R		C M Q R
1.1 Uses finger to point or touch						C M Q R		C M Q R		C M Q R
1.2 Uses hand to activate object						C M Q R		C M Q R		C M Q R
1.3 Uses fingers to explore object						C M Q R		C M Q R		C M Q R
2. Rotates wrist to manipulate object						C M Q R		C M Q R		C M Q R
2.1 Turns object using either hand						C M Q R		C M Q R		C M Q R
3. Manipulates object with two hands, each performing different action						C M Q R		C M Q R		C M Q R
3.1 Assembles toy						C M Q R		C M Q R		C M Q R
3.2 Aligns objects						C M Q R		C M Q R		C M Q R

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- 6 Name of developmental area
- 7 Child's name
- 8 Score Key lists scoring options: 2, 1A, 1I, 1AI, and 0
- 9 Note Key lists options to describe child's performance: C, M, Q, and R
- 10 Assessment date and examiner's initials for up to 3 test periods
- 11 Shading highlights the strands for each area
- 12 Goals and objectives appear below each strand
- 13 Column for marking AEPS-3 items that are IFSP/IEPs or other learning goals
- 14 Child's numerical performance data
- 15 Notes to describe performance, if applicable

Score Key			Note Key		Test date:						
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report								
<b>B. Functional Skill Use (continued)</b>					<b>Target</b>	<b>Score</b>	<b>Notes</b>	<b>Score</b>	<b>Notes</b>	<b>Score</b>	<b>Notes</b>
3.3 Fits variety of shapes into corresponding spaces							C M Q R		C M Q R		C M Q R
3.4 Holds object with one hand and manipulates object or produces action with other hand							C M Q R		C M Q R		C M Q R
3.5 Transfers object from hand to hand							C M Q R		C M Q R		C M Q R
<b>C. Mechanics of Writing</b>											
1. Holds writing tool using three-finger grasp to write or draw							C M Q R		C M Q R		C M Q R
1.1 Writes or draws using mixed strokes							C M Q R		C M Q R		C M Q R
1.2 Writes or draws using curved lines							C M Q R		C M Q R		C M Q R
1.3 Writes or draws using straight lines							C M Q R		C M Q R		C M Q R
1.4 Scribbles							C M Q R		C M Q R		C M Q R
<b>D. Use of Electronic Devices</b>											
1. Uses finger to interact with electronic device							C M Q R		C M Q R		C M Q R
1.1 Uses finger to interact with simple electronic game							C M Q R		C M Q R		C M Q R
1.2 Uses finger to interact with touch screen							C M Q R		C M Q R		C M Q R

### Fine Motor Results

To calculate Area Raw Score: Add the 2 and 1 scores in the Score column for the specific test date.

To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date:			
16	Area Raw Score		
17	Area Raw Score Possible	62	62
18	Area Percent Score		

- 16 Area Raw Score line is the sum of the child's item scores in the area.
- 17 Area Raw Score Possible is the number of points possible in the area. In the Fine Motor area, the Area Raw Score Possible is 62, as shown on the form (31 items x 2 points per item).
- 18 Area Percent Score line is the total percent the child scored in relation to the possible score in the area.

Name: \_\_\_\_\_

19

**TEST DATE 1:**

Examiner(s):

20

Comments:

**TEST DATE 2:**

Examiner(s):

Comments:

**TEST DATE 3:**

Examiner(s):

Comments:

19 Test date and examiner's name

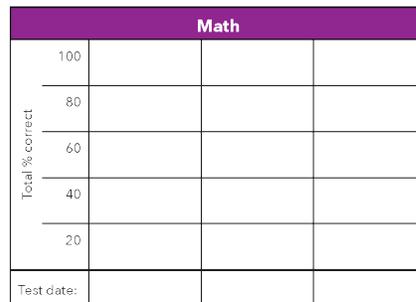
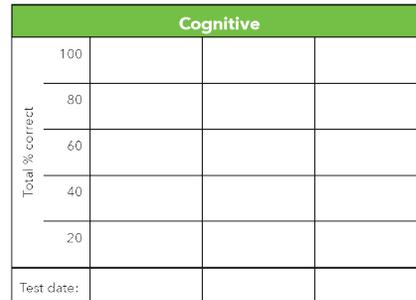
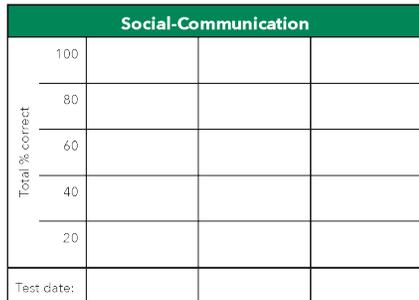
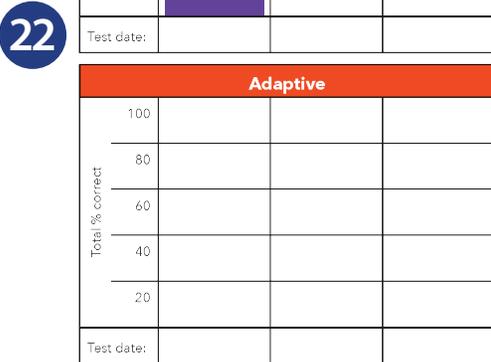
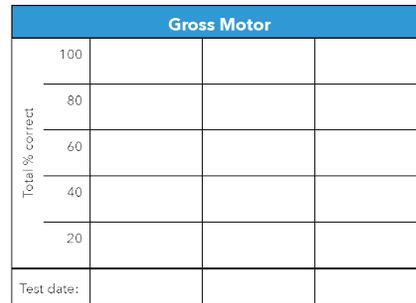
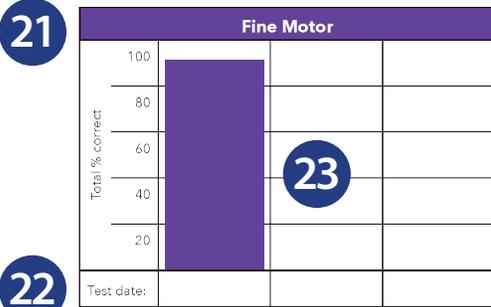
20 Space for comments related to the test area. Comments should provide critical information about the circumstances under which a child performed certain skills.

# Summary of AEPS-3 Results



Name: \_\_\_\_\_

For each area, plot the percent correct and indicate each test date to determine if the child's performance is improving over time.



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- 21** Summary graph by area to review child's results
- 22** Space to record test dates
- 23** Space to shade in percent scores by area and date to inform review of the child's performance and identify both areas of improvement and areas for intervention