



Bayley Scales of Infant and Toddler Development™, Fourth Edition (Bayley™-4)
Cognitive, Language, and Motor Scales Score Report
Nancy Bayley, PhD, Glen P. Aylward, PhD, ABPP

Examinee Information

ID: ABC-890
Name: Susie Sample
Gender: Female
Birth Date: 12/05/2017
Test Age: 18:08
Adjusted Test Age: 17:05

Test Information

Test Date: 06/13/2019
Caregiver Name: My Caregiver-Name
Relationship to Child: parent
Examiner's Name: Bayley Examiner

Reason for Referral: Developmental concerns

Copyright © 2019 NCS Pearson, Inc. All rights reserved.

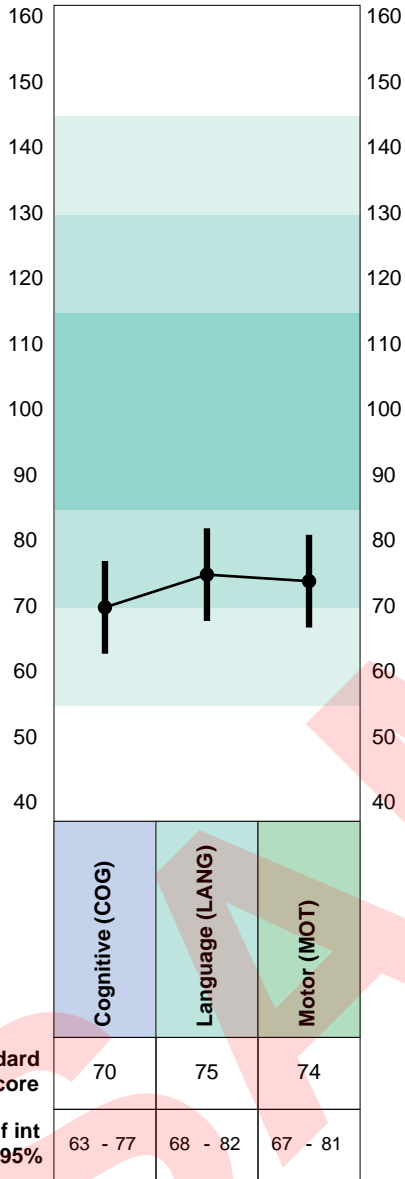
Warning: This report contains copyrighted material and trade secrets. The qualified licensee may excerpt portions of this output report, limited to the minimum text necessary to accurately describe their significant core conclusions, for incorporation into a written evaluation of the examinee, in accordance with their profession's citation standards, if any. No adaptations, translations, modifications, or special versions may be made of this report without prior written permission from Pearson.

Pearson, Bayley, the Bayley design, and the Bayley Scales of Infant and Toddler Development are trademarks, in the U.S. and/or other countries, of Pearson PLC or its affiliates.

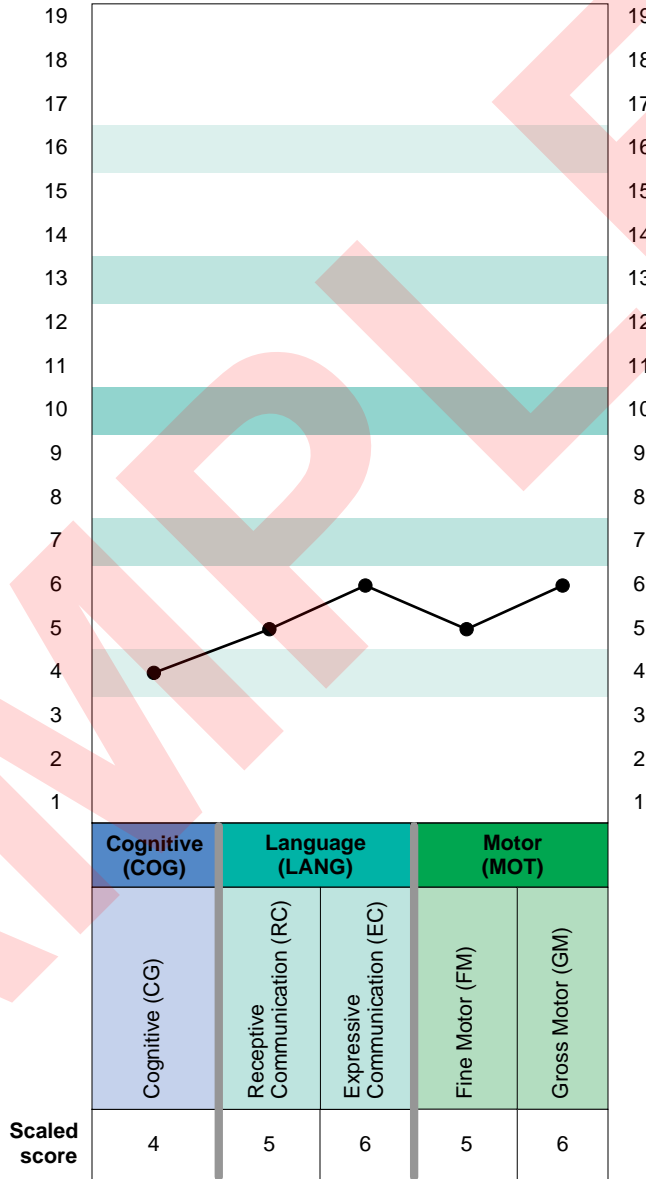
[1.0 / RE1 / QG1]

SCORE SUMMARY PROFILE

Standard Score Profile



Subtest Score Profile



SCORE SUMMARY

Subtest Scaled Score Summary

Scale Subtest	Raw score	Scaled score	Age equivalent	Growth scale value
Cognitive (COG)				
Cognitive (CG)	63	4	11:00	498
Language (LANG)				
Receptive Communication (RC)	27	5	9:00	489
Expressive Communication (EC)	23	6	11:00	496
Motor (MOT)				
Fine Motor (FM)	40	5	11:00	499
Gross Motor (GM)	72	6	13:00	503

Standard Score Summary

Scale Subtest	Sum of scaled scores	Standard score	95% Confidence interval	Percentile rank	Descriptive category
Cognitive, Language, and Motor					
Cognitive (COG)	4	70	63-77	2%	Very low
Language (LANG)	11	75	68-82	5%	Very low
Motor (MOT)	11	74	67-81	4%	Very low

SUPPLEMENTAL ANALYSIS

Subtest Discrepancy Comparisons

In the table below, the first subtest corresponds to Score 1 and the second subtest corresponds to Score 2.

Cognitive, Language, and Motor

Scaled score	Score 1	Score 2	Difference	Critical value	Significant difference*	Base rate
Receptive Communication - Expressive Communication	5	6	-1	2.57	N	-
Fine Motor - Gross Motor	5	6	-1	2.26	N	-

*Significance level chosen for discrepancy comparisons is .05.

Standard Score Discrepancy Comparisons

In the table below, the first scale corresponds to Score 1 and the second scale corresponds to Score 2.

Cognitive, Language, and Motor

Standard score	Score 1	Score 2	Difference	Critical value	Significant difference*	Base rate
Cognitive - Language	70	75	-5	10.06	N	-
Cognitive - Motor	70	74	-4	9.45	N	-
Language - Motor	75	74	1	9.90	N	-

*Significance level chosen for discrepancy comparisons is .05.

BEHAVIOR OBSERVATION INVENTORY

	Examiner	Caregiver
Positive Affect Smiles and laughs	Somewhat typical; Some of the time	Somewhat typical; Some of the time
Enthusiasm Shows enthusiasm or excitement	Somewhat typical; Some of the time	Typical; Most of the time
Exploration Explores objects in the environment	Not at all typical; Never or rarely	Not at all typical; Never or rarely
Ease of Engagement Readily takes part in activities	Not at all typical; Never or rarely	Somewhat typical; Some of the time
Cooperativeness Cooperates with adult requests	Somewhat typical; Some of the time	Typical; Most of the time
Moderate Activity Works without becoming overly active or fidgety	Not at all typical; Never or rarely	Not at all typical; Never or rarely
Adaptability to Change Adapts easily to changes in stimulation or changes in routine	Not at all typical; Never or rarely	Somewhat typical; Some of the time
Alertness Quiet and attentive; not drowsy	Somewhat typical; Some of the time	Typical; Most of the time
Distractibility Unable to focus on task; distraction interferes with performance on items	Not at all typical; Never or rarely	Not at all typical; Never or rarely
Motor Tone Displays normal muscle tone: not overly stiff (high tone) or floppy (low tone); no tremors	Not at all typical; Never or rarely	Somewhat typical; Some of the time
Tactile Defensiveness Overly sensitive to touch or textures	Not at all typical; Never or rarely	Somewhat typical; Some of the time
Fear/Anxiety Approaches new tasks with apprehension; looks to caregiver for reassurance	Typical; Most of the time	Typical; Most of the time
Negative Affect Cries, frowns, whines, or complains	Not at all typical; Never or rarely	Somewhat typical; Some of the time

End of Report

ITEM RESPONSES

Cognitive

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: /	26: /	27: 2	28: 2	29: 1	30: 1
31: 1	32: 1	33: 0	34: 1	35: 0	36: 1	37: 1	38: 0	39: 0	40: 0
41: 0	42: 0	43: /	44: /	45: /	46: /	47: /	48: /	49: /	50: /
51: /	52: /	53: /	54: /	55: /	56: /	57: /	58: /	59: /	60: /
61: /	62: /	63: /	64: /	65: /	66: /	67: /	68: /	69: /	70: /
71: /	72: /	73: /	74: /	75: /	76: /	77: /	78: /	79: /	80: /
81: /									

Language

Receptive Communication

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: 2
11: 2	12: 2	13: 1	14: 1	15: 0	16: 1	17: 0	18: 0	19: 0	20: 0
21: 0	22: /	23: /	24: /	25: /	26: /	27: /	28: /	29: /	30: /
31: /	32: /	33: /	34: /	35: /	36: /	37: /	38: /	39: /	40: /
41: /	42: /								

Expressive Communication

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: 2	9: 2	10: 2
11: 1	12: 1	13: 1	14: 0	15: 0	16: 0	17: 0	18: 0	19: /	20: /
21: /	22: /	23: /	24: /	25: /	26: /	27: /	28: /	29: /	30: /
31: /	32: /	33: /	34: /	35: /	36: /	37: /			

Motor

Fine Motor

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: 2	14: 2	15: 1	16: 2	17: 1	18: 2	19: 1	20: 2
21: 1	22: 0	23: 1	24: 2	25: 1	26: 0	27: 0	28: 0	29: 0	30: 0
31: /	32: /	33: /	34: /	35: /	36: /	37: /	38: /	39: /	40: /
41: /	42: /	43: /	44: /	45: /	46: /				

Gross Motor

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: /	26: /	27: /	28: /	29: /	30: 2
31: 2	32: 2	33: 2	34: 2	35: 2	36: 2	37: 1	38: 1	39: 0	40: 0

41: 0	42: 0	43: 0	44: /	45: /	46: /	47: /	48: /	49: /	50: /
51: /	52: /	53: /	54: /	55: /	56: /	57: /	58: /		

SAMPLE



Bayley Scales of Infant and Toddler Development™, Fourth Edition (Bayley™-4)
Caregiver Report
Nancy Bayley, PhD, Glen P. Aylward, PhD, ABPP

Examinee Information

ID: ABC-890
Name: Susie Sample
Gender: Female
Birth Date: 12/05/2017
Test Age: 18:08
Adjusted Test Age: 17:05

Test Information

Test Date: 06/13/2019
Completed By: My Caregiver-Name
Relationship to Child: parent
Examiner's Name: Bayley Examiner

Copyright © 2019 NCS Pearson, Inc. All rights reserved.

Warning: This report contains copyrighted material and trade secrets. The qualified licensee may excerpt portions of this output report, limited to the minimum text necessary to accurately describe their significant core conclusions, for incorporation into a written evaluation of the examinee, in accordance with their profession's citation standards, if any. No adaptations, translations, modifications, or special versions may be made of this report without prior written permission from Pearson.

Pearson, Bayley, the Bayley design, and the Bayley Scales of Infant and Toddler Development are trademarks, in the U.S. and/or other countries, of Pearson PLC or its affiliates.

[1.0 / RE1 / QG1]

ABOUT THE BAYLEY-4

Your child was tested using the Bayley Scales of Infant and Toddler Development™, fourth edition (Bayley™-4). She was given a number of tasks to determine if the level of her thinking, language, and motor skills is similar to the level of skills of most children her own age. Some of the activities your child was asked to perform may have seemed very easy while others may have seemed very hard. No child is expected to do well on every activity.

You may recall being asked on occasion about your child's typical day-to-day performance during the testing. You were also asked questions about your child's social skills (expressing emotions or talking with others) and behaviors (playing with others or dressing). These questions help us learn about your child's range of skills. No child is expected to successfully show every skill.

WHAT DOES THE BAYLEY-4 MEASURE?

The Bayley-4 has three major parts that were tested with your child: Cognitive, Language, and Motor. The questionnaire that you completed addresses your child's social-emotional and adaptive behavior development.

Cognitive Scale (COG)

The Cognitive Scale is made up of cognitive tasks.

Cognitive (CG)

Cognitive tasks assess how your child thinks, reacts, and learns about the world.

- Infants are given tasks that measure their interest in new things, their attention to familiar and unfamiliar objects, and how they play with different types of toys.
- Toddlers are given tasks that examine how they explore new toys and experiences, how they solve problems, how they learn, and their ability to complete puzzles.
- Preschool-age children are given tasks that measure pretend play and activities, such as learning concepts, building with blocks, color matching, counting, and solving more complex puzzles.

Language Scale (LANG)

The Language Scale is made up of receptive and expressive communication tasks.

Receptive Communication (RC)

Receptive Communication tasks assess how well your child recognizes sounds and how much she understands spoken words and directions.

- Infants are presented with tasks that measure their recognition of sounds, objects, and people in the environment. Many tasks involve social interactions.
- Toddlers are asked to identify pictures and objects, follow simple directions, and perform social routines, such as wave bye-bye or play peek-a-boo.
- Preschool-age children are required to follow more complex directions, identify action pictures, understand concepts (sizes, colors), and are given tasks that measure their understanding of basic grammar.

Expressive Communication (EC)

Expressive Communication tasks assess how well your child communicates using sounds, gestures, or words.

- Infants are observed throughout the assessment for various forms of nonverbal expression, such as smiling, jabbering expressively, using gestures, and laughing (social interaction).
- Toddlers are given opportunities to use words by naming objects or pictures, putting words together, and answering questions.
- Preschool-age children are observed using words, asking questions, and answering more complex questions.

Motor Scale (MOT)

The Motor Scale is made up of fine and gross motor tasks.

Fine Motor (FM)

Fine Motor tasks assess how well your child can use her hands and fingers to make things happen.

- Muscle control is assessed in infants, such as visual tracking with their eyes, bringing a hand to their mouth, transferring objects from hand to hand, and reaching for and grasping an object.
- Toddlers are given the opportunity to demonstrate their ability to perform fine motor tasks, such as stacking blocks, drawing simple shapes, and placing small objects (e.g., coins) in a slot.
- Preschool-age children are asked to draw more complex shapes, build simple structures using blocks, and fold paper.

Gross Motor (GM)

Gross Motor tasks assess how well your child can move her body.

- Infants are assessed for head control and their performance on activities, such as rolling over, sitting upright, and crawling motions.
- Toddlers are given tasks that measure their ability to make stepping movements, support their own weight, stand, and walk without assistance.
- Preschool-age children are given a chance to demonstrate their ability to jump, climb stairs, run, maintain balance, kick a ball, and other activities requiring body control or coordination.

Social-Emotional Scale (SOEM)

The Social-Emotional Scale measures development in infants and young children by identifying social-emotional milestones that are typically achieved by certain ages.

Social-Emotional (SE)

Social-Emotional items assess your child's social interactions; how well she communicates emotions; and how your child responds to sounds, touch, and other things in the environment.

Adaptive Behavior Scale (ADBE)

The Adaptive Behavior Scale asks caregivers to assess their child's ability to adapt to various demands of normal daily living and become more independent.

Receptive (REC)

Receptive items assess how well your child processes information in social interactions, understands words, and listens to a story.

Expressive (EXP)

Expressive items assess your child's vocabulary development.

Personal (PER)

Personal items assess what your child does to take care of herself in activities, such as dressing, eating, toileting, and washing.

Interpersonal Relationships (IPR)

Interpersonal Relationships items assess how your child responds and relates to people (e.g., caregiver-child interactions, interest in other children, friendships).

Play and Leisure (PLA)

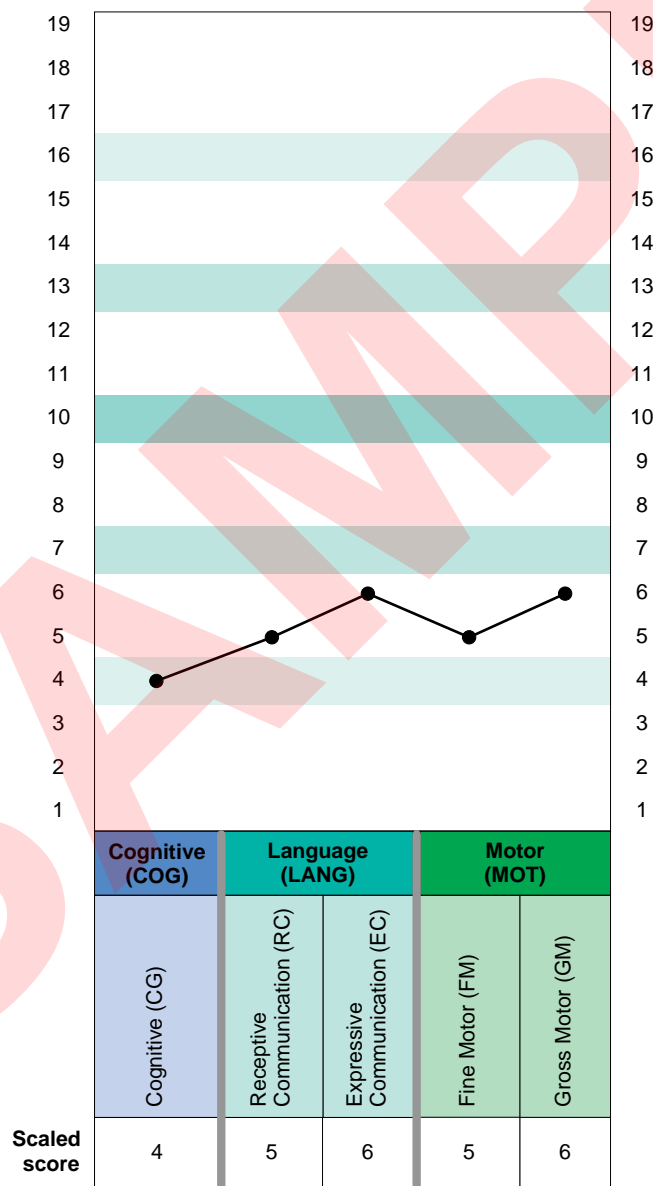
Play and Leisure items assess how your child plays and has fun, such as playing simple games with you, playing with peers, and eventually taking turns.

YOUR CHILD'S TEST RESULTS

The scores below show how well your child performed compared to a group of children in the same age range from across the United States. The highest possible score on a subtest or subdomain is 19, and the lowest possible score is 1. Scores from 8 to 12 are considered average.

Although the Bayley-4 is a development test, a child's scores can also be influenced by motivation, attention, interests, and opportunities for learning. Please keep in mind that a few test scores cannot assess all of the skills that your child might be capable of using.

The scores from the Bayley-4 help the assessment specialist decide if your child is progressing well or if she is having difficulties in certain skill areas or with certain activities. Skills may be considered to be absent, emerging, or present. Together with the assessment specialist, you may use this and other information to decide whether your child needs further assessment in the areas of concern and how best to intervene to enrich your child's development and encourage your child's growth.



ACTIVITIES FOR YOU AND YOUR CHILD

Cognitive Skill Development

Early Cognitive Skills

- Provide toys and bright, colorful objects for your baby to look at and touch.
- Let your baby experience different surroundings by taking her for walks and visiting new places.
- Allow your baby to explore different textures and sensations (keeping in mind your child's safety).
- Encourage your child to play and explore-banging pots and pans can be a learning experience.
- Name objects and pictures in books. Have your child point to objects you named in the books.

Knowing Concepts

- Use concept words (big, little, heavy, soft) often in daily conversations. Concept books can be found at your local library.
- Play games that involve naming opposites (hot-cold, up-down, empty-full).
- Compare objects to show opposites (fast-slow, wet-dry).
- Practice sorting shapes and objects in your home by size.
- Compare objects in your home for length (short or long; long, longer, longest).
- Melt ice to show the concepts of liquid and solid.
- Have your child move (fast-slow, lightly-heavily, forward-backward).
- Weigh objects on your home scale(s) to see if they are heavy or light.
- Discuss objects by use (shovel-outside, plate-inside).
- Discuss objects by where they may be found (land, sea, sky; library, home, school, store).

Building Memory Skills

- Review the events of the day with your child at bedtime.
- Repeat a simple nursery rhyme daily until your child can say it with you.
- Ask your child what she did yesterday.
- Show your child four objects on a tray, cover the tray and remove one object, then uncover the tray and ask what is missing.
- Play a memory game with cards. Pick four or five sets of matching cards and turn them face down. Try to turn up two cards that match. Increase the number of cards when your child is ready.
- Read predictable books and have your child tell the story back to you.
- Ask questions about the story you read to your child.

Developing Critical Thinking Skills

- Whenever possible, ask questions that have many answers.
- Set up choices that involve your child in making decisions.
- Lead your child to discover other ways of performing a task.
- Ask your child's opinions about things and then ask her why she thinks that way.

Language Skill Development

Birth to 2 Years

- Maintain eye contact and talk to your baby using different patterns and emphasis. For example, raise the pitch of your voice to indicate a question.
- Imitate your baby's laughter and facial expressions.
- Teach your baby to imitate your actions, including clapping your hands, throwing kisses, and playing finger games, such as pat-a-cake, peek-a-boo, and the itsy-bitsy-spider.
- Talk as you bathe, feed, and dress your baby. Talk about what you are doing, where you are going, what you will do when you arrive, and who and what you will see.
- Sing to your baby, including lullabies and lively children's songs with rhymes.
- Identify colors.
- Count items while your child watches.
- Use gestures, such as waving goodbye, to help convey meaning.
- Introduce animal sounds to associate a sound with a specific meaning: *The doggie says woof-woof*, or *The cat goes meow*.
- Be attentive to your child's attempts to communicate.
- Expand on single words your baby uses: *Here is Mama. Mama loves you*.
- Encourage your baby to make vowel-like sounds and consonant-vowel sounds, such as *ma*, *da*, and *ba*.
- Read to your child. Sometimes "reading" is simply describing the pictures in a book without following the written words. Choose books that are sturdy and have large colorful pictures that are not too detailed.
- Ask your child, *What's this?* or *Point to the _____*, and encourage naming and pointing to familiar objects in a book.

2 to 4 Years

- Use speech that is clear and simple for your child to copy.
- Repeat what your child says, indicating that you understand. Build and expand on what was said: *Want juice? I have juice. I have apple juice. Do you want apple juice?*
- Make a scrapbook of favorite or familiar things by cutting out pictures. Group them into categories, such as things to ride on, things to eat, things for dessert, fruits, and things to play with.
- Create silly pictures by mixing and matching pictures. Glue a picture of a dog behind the wheel of a car. Talk about what is wrong or silly about the picture and ways to "fix" it.
- Help your child count items pictured in a book.
- Help your child understand and ask questions. Play the yes-no game by asking questions: *Are you a boy? Can a pig fly?* Encourage your child to make up questions and try to fool you.
- Ask questions that require a choice: *Do you want an apple or an orange? Do you want to wear your red or blue shirt?*
- Expand vocabulary. Name body parts and identify what you do with them: *This is my nose. I can smell flowers, brownies, popcorn, and soap.*
- Sing simple songs and recite nursery rhymes to show the rhythm and pattern of speech.
- Place familiar objects in a container. Have your child remove the object and tell you what it is called and how to use it: *This is my ball. I bounce it. I play with it.*
- Use photographs of familiar people and places and retell what happened or make up a new story.

Motor Skill Development

Fine Motor

- Have your child roll modeling clay into big balls using the palms of her hands facing each other and with fingers curled slightly towards the palm or roll clay into tiny balls (peas) using only her fingertips.
- Have your child use pegs or toothpicks to make designs in modeling clay.
- Make a pile of objects, such as cereal, small marshmallows, or pennies. Give your child a set of large tweezers and have her move the objects one by one to a different pile.
- Show your child how to lace or thread objects, such as beads, cereal, or macaroni onto a string.
- Play games with the "puppet fingers"-the thumb, index, and middle fingers.
- Use a flashlight against the ceiling. Have your child lie on her back and visually follow the moving light.

Gross Motor

- Place your baby in different positions to encourage kicking, stretching, and head movement.
- Arrange outdoor and indoor play spaces for gross motor activities, such as running, jumping, climbing jungle gyms, going up and down a slide, kicking or throwing a ball, and playing catch.
- Objects to push, pull, jump off, and jump over and toys your child can ride on also promote gross motor development.
- There are several safe toys to use indoors for gross motor play, such as large boxes to push, pull, crawl through, and sit in; large pillows to jump on; and safe objects to practice throwing and catching.

Social-Emotional Skill Development

- Lean in close to your baby and talk about her sparkly eyes, round cheeks, or big smile. Keep your face animated and your voice lively with inflections as you slowly move from right to left to capture your baby's attention.
- While sitting in a rocking chair or during quiet times when your baby is lying on her back, soothingly touch your baby by stroking her arms, legs, tummy, back, feet, and hands to help her relax.
- Entice your baby to show a big smile or other pleased facial expression. Use lively words and/or funny actions to get her to respond happily. Engage in activities where your baby makes sounds and you respond in a social dialogue.
- Create a problem involving your child's favorite toy that she needs your help to solve. For example, place a toy on a shelf just out of her reach or place a rattle or noisy toy inside a small box that is difficult to open.
- Start by copying your child's sounds and gestures and slowly entice her to begin copying your facial expressions, sounds, and movements.

Adaptive-Behavior Skill Development

- Allow your child to make simple decisions by offering options, such as *Do you want to play inside or play outside?* or *Would you like milk or juice?*
- Allow your child to attempt to complete a simple task by herself, such as pulling up pants, putting socks on, or putting a coat on.
- Teach hygiene and cleanliness activities, such as washing hands and brushing teeth.
- Let preschool-age children help with completing simple chores around the house.