



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: 2763411
Name: Susie Sample
Gender: Female
Birth Date: 02/19/2018

Test Age (Months:Days): 15:9

Adjusted Test Age
(Months:Days): 12:8

Test Information

Test Date: 05/28/2019
Examiner Name: Bayley Examiner
Caregiver Name: Martha Caregiver
Relationship to Child: Mother

Note: All scores reported use the child's adjusted test age.

Reason for Referral: Developmental concerns.

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[1.0 / RE1 / QG1]

SCORE SUMMARY PROFILE



SCORE SUMMARY

Subtest Scaled Score Summary

Scale Subtest	Raw score	Scaled score	Age equivalent	Growth scale value
Cognitive				
Cognitive (CG)	48	4	8:00	488
Language				
Receptive Communication (RC)	23	5	5:10	482
Expressive Communication (EC)	16	6	8:00	487
Motor				
Fine Motor (FM)	32	5	7:00	490
Gross Motor (GM)	58	6	9:00	493

Standard Score Summary

Scale Score	Sum of scaled scores	Standard score	Percentile rank	95% Confidence interval	Descriptive classification
Cognitive, Language, and Motor					
Cognitive (COG)	4	70	2	63-77	Very low
Language (LANG)	11	75	5	68-82	Very low
Motor (MOT)	11	74	4	67-81	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: 2	20: 2
21: 2	22: 1	23: 1	24: 1	25: 2	26: 1	27: 0	28: 0	29: 0	30: 0
31: 0	32: 0	33: /	34: /	35: /	36: /	37: /	38: /	39: /	40: /
41: /	42: /	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: 2	6: 2	7: 2	8: 1	9: 1	10: 2
11: 2	12: 1	13: 1	14: 1	15: 0	16: 0	17: 0	18: 0	19: 0	20: /
21: /	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	2: 2	3: 2	4: 2	5: 2	6: 1	7: 1	8: 1	9: 1	10: 1
11: 1	12: 0	13: 0	14: 0	15: 0	16: 0	17: /	18: /	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: 2	10: 2
11: 2	12: 2	13: 2	14: 2	15: 2	16: 1	17: 1	18: 0	19: 0	20: 0
21: 0	22: 0	23: /	24: /	25: /	26: /	27: /	28: /	29: /	30: /
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: 2	26: 2	27: 2	28: 2	29: 1	30: 1
31: 0	32: 0	33: 0	34: 0	35: 0	36: /	37: /	38: /	39: /	40: /
41: /	42: /	43: /	44: /	45: /	46: /	47: /	48: /	49: /	50: /
51: /	52: /	53: /	54: /	55: /	56: /	57: /	58: /		



Bayley Scales of Infant and Toddler Development™, Fourth Edition (Bayley™-4)

Caregiver Report

Nancy Bayley, PhD, Glen P. Aylward, PhD, ABPP

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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)

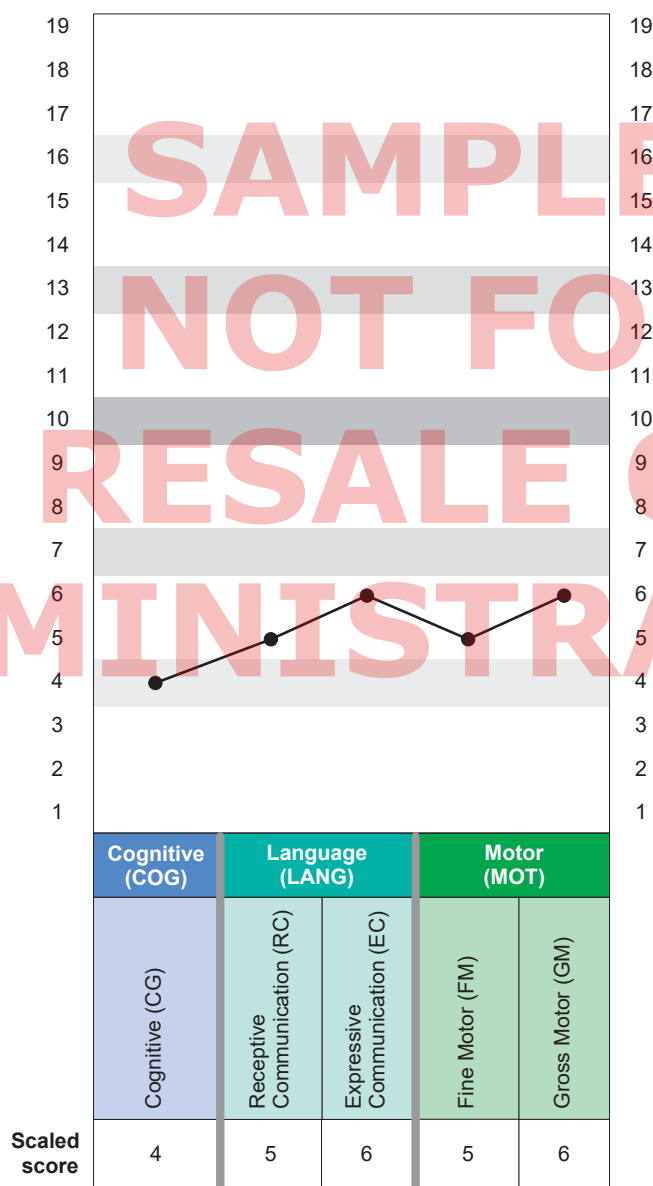
Play and Leisure items assess how your child plays and has fun, such as playing simple games with you, playing with peers, and eventually taking turns.

YOUR CHILD'S TEST RESULTS AND SCORE PROFILE

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).

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