

# Bayley-III Scales of Infant Development Caregiver Report

EXAMINEE:	Sam Weisinger	REPORT DATE:	10/6/2005
AGE:	37 months 20 days	ETHNICITY:	<Not Specified>
DATE OF BIRTH:	8/17/2002	EXAMINER:	Maggie Young
EXAMINEE ID:	123-45-678	Age Adjusted for Prematurity?	No

GENDER: Male

Test Administered: Bayley Scales of Infant and Toddler Development, Third Edition (Bayley-III)

## About the Bayley-III

Your child was just tested using the *Bayley Scales of Infant and Toddler Development, Third Edition* (Bayley-III). He or she was asked to do a number of activities to see if your child's thinking, language, and moving (sitting, walking) skills are similar to children his or her own age. Some of the activities your child was asked to perform may have seemed very easy while some of the activities may have seemed very hard. No child is expected to do well on every activity.

You may also have been asked questions about your child's social skills (such as expressing emotions or talking with others) and behaviors (such as playing with others or dressing). These questions help us find out your child's range of skills. No child is expected to successfully show every skill.

## What does the Bayley-III measure?

The Bayley-III has three major parts that are tested with the child: Cognitive, Language, and Motor. The Questionnaire that you completed looks at your child's Social-Emotional and Adaptive Behavior development.

- \* The Cognitive Scale (Cog) looks at how your child thinks, reacts, and learns about the world around him or her.
- \* Infants are given tasks that measure their interest in new things, their attention to familiar and unfamiliar objects, and how they play with different kinds of toys.
- \* Toddlers are given items that examine how they explore new toys and experiences, how they solve problems, and their ability to complete puzzles.
- \* Preschool-age children are given items that measure pretend play and activities such as building with blocks, color matching, counting, and solving more complex puzzles.
- \* The Language Scale (Lang) has two parts.

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- \* The Receptive Communication (RC) part looks at how well your child recognizes sounds and how much your child understands spoken words and directions.
  - \* Infants are given items that measure his or her recognition of sounds, objects, and people in the environment.
  - \* Toddlers are given items that ask them 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 asked to follow more complex directions, identify action pictures, and are given items that measure his or her understanding of basic grammar.
- \* The Expressive Communication (EC) part looks at how well your child communicates using sounds, gestures, or words.
  - \* Infants are observed throughout the assessment for various forms of non-verbal expressions such as smiling, jabbering expressively, and laughing.
  - \* Toddlers are given opportunities to use words by naming objects or pictures and answering questions.
  - \* Preschool age children are also given the opportunity to use words and to answer more complex questions.
- \* The Motor Scale (Mot) has two parts.
  - \* The Fine Motor (FM) part looks at how well your child can use his or her hands and fingers to make things happen.
    - \* Infants are assessed for muscle control such as following movement with their eyes, bringing a hand to their mouth, and reaching and/or grasping an object.
    - \* Toddlers are given the opportunity to demonstrate their ability to perform such tasks as stacking blocks, drawing simple shapes, and placing small objects such as coins in a slot.
    - \* Preschool age children are asked to draw more complex shapes, build simple structures using blocks, and use scissors to cut paper.
  - \* The Gross Motor (GM) part looks at how well your child can move his or her body.

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- \* Infants are assessed for head control and their performance on activities such as rolling from side to side, sitting upright, and crawling motions.
- \* Toddlers are given items that measure their ability to crawl, make stepping motions, support their own weight, stand, and walk without assistance.
- \* Preschoolers age children are given a chance to demonstrate their ability to climb stairs, run, maintain balance, kick a ball, and other activities requiring full body control or coordination.
- \* The Social-Emotional (SE) portion of the Social-Emotional and Adaptive Behavior Questionnaire measures development in infants and young children by identifying social-emotional milestones that are normally achieved by certain ages.
  - \* Caregivers of infants are asked to give feedback on their child's level of interest in colorful or bright things, ease of getting the child's attention, ease of calming the child, and how often the child responds to others by making sounds or changing facial expression.
  - \* Caregivers of toddlers are asked to respond to items that assess their child's ability to take action to get their needs met, ability to imitate others in play, the child's use of imagination in play, and how the child uses words to communicate.
  - \* Caregivers of preschool children are asked about their child's interactions with peers and adults, ability to explain what they need and why, ability to describe how they feel, and ability to use emotions in an interactive, purposeful manner.
- \* The Adaptive Behavior portion of the Questionnaire asks caregivers to respond to items that assess their child's ability to adapt to various demands of normal daily living. Depending on the child's age, children are measured on some or all of the following areas:
  - \* Communication (Com): speech, language, listening, and nonverbal communication skills
  - \* Functional Pre-Academics (FA): skills such as letter recognition and counting
  - \* Self-Direction (SD): skills such as self-control, following directions, and making choices
  - \* Leisure (LS): activities such as playing and following rules
  - \* Social (Soc): getting along with other people, including skills such as using manners, assisting others, and recognizing emotions

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- \* Community Use (CU): interest in activities outside the home
- \* Home Living (HL): helping adults with household tasks and taking care of personal possessions
- \* Health and Safety (HS): knowledge of basic health activities (wearing coat when cold outside) and physical dangers (hot stove)
- \* Self-Care (SC): activities such as eating, toileting, and bathing
- \* Motor (MO): locomotion and manipulation of objects

## Your Child's Test Results

The scores indicate how well your child performed compared to a group of children within the same age range from across the United States.

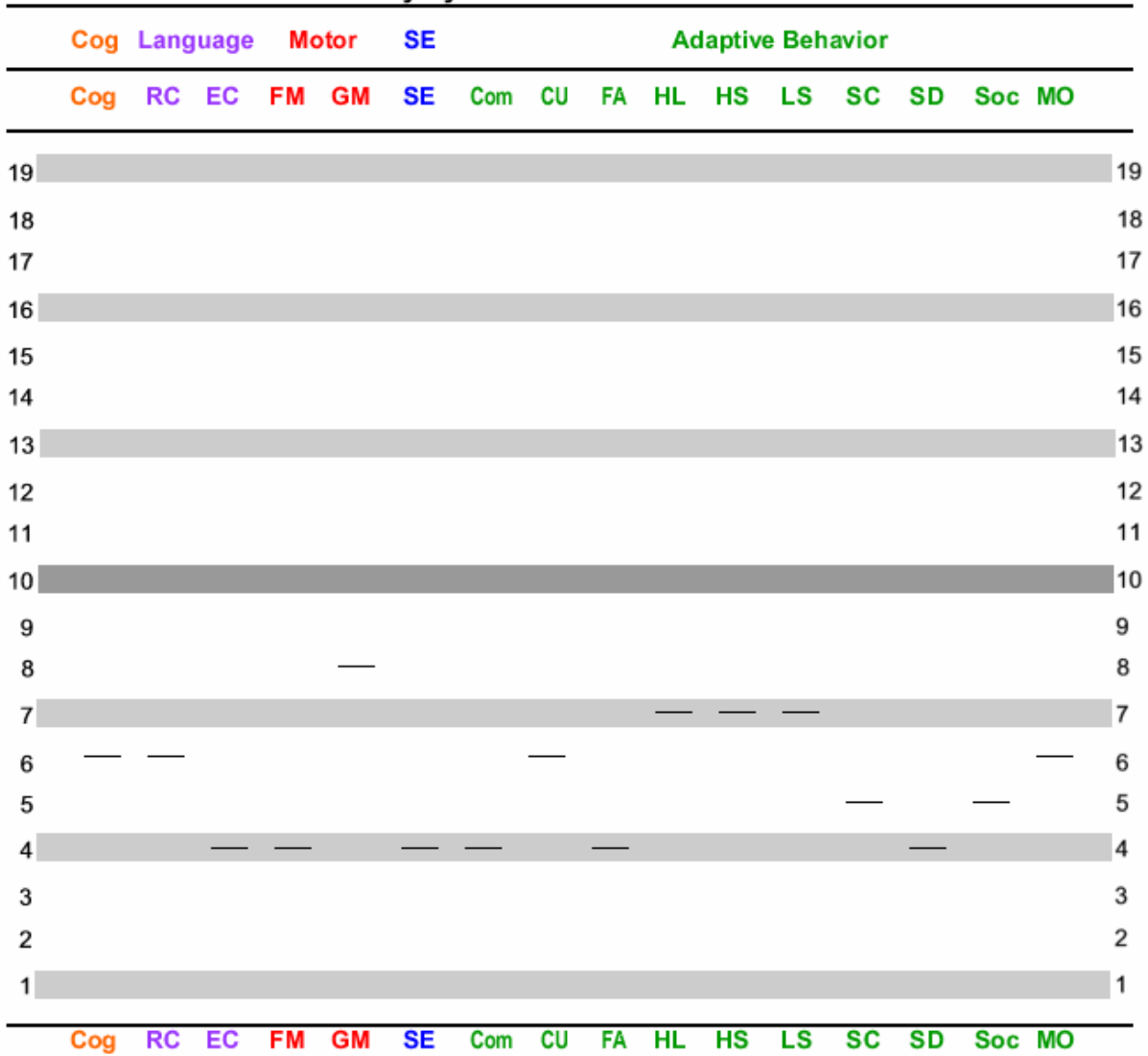
- \* The highest possible score on a subtest is 19, and the lowest possible score is 1.
- \* Scores from 8 to 12 are considered average.

Although the Bayley-III is a test of development, a child's scores on this test 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-III help the assessment specialist decide if your child is progressing well or if your child is having difficulties in certain skill areas or with certain activities. Together with the assessment specialist, you will use this and other information to decide whether your child needs further assessment and how best to enrich your child's development and encourage your child's growth.

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## Bayley-III Scaled Score Profile



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## 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 him or her for walks and visiting new places.
- Allow your infant 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.

#### Knowing Concepts

- \* Use concept words (such as 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, forwards–backwards).
- \* Weigh objects on your home scales 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.

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- \* Ask your child what he or she did yesterday.
- \* Show your child four objects on a tray; cover the tray and remove one object; uncover the tray and ask what is missing.
- \* Play a concentration game with cards (Pick five sets of matching cards and turn them face down. Try to turn up two cards that match. Increase the number of cards when the child is ready.).
- \* Read predictable books and have your child tell the story back to you.

## 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 them why they think that way.

## Language Skill Development

### Birth to Two 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.
- \* 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."

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- \* Encourage your baby to make vowel-like sounds and consonant-vowel sounds such as “ma,” “da,” and “ba.”
- Acknowledge attempts to communicate.
- \* Expand on single words your baby uses: “Here is Mama. Mama loves you. Where is baby? Here is baby.”
- \* 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?” and encourage naming and pointing to familiar objects in a book.

## Two to Four 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 with the picture and ways to “fix” it.
- \* Help the 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.

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- \* 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.

## Fine Motor Skill Development

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

## Gross Motor Skill Development

- \* Place your baby in different positions to encourage kicking, stretching, and head movement.
- Arrange outdoor and indoor play spaces for gross motor activities.
- \* Activities to promote gross motor development include 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 the child can ride on also promote gross motor development.
- \* Indoors, there are several safe toys 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

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- \* Lean in close to your baby and talk about his or her sparkly eyes, round cheeks, or big smile. Keep your face animated and your voice lively as you slowly move from right to left in order to capture your baby's attention.
- \* While sitting with your child in a rocking chair or during quiet times when the baby is lying on his or her back, soothingly touch your baby by stroking his or her arms, legs, tummy, back, feet, and hands to help the child relax.
- \* Entice your baby into breaking into a big smile or other pleased facial expression. Use lively words and/or funny actions to get your child to respond happily.
- \* Create a problem involving your child's favorite toy that he or she needs your help to solve. For example, place the toy on a shelf just out of the child's 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 him or her to begin copying your facial expressions, sounds, and movements.

## Adaptive Behavior Skill Development

- Allow your child to make simple decisions: "Do you want to play inside or outside?"
- Let your child attempt to complete a task by himself or herself, such as dressing in the morning.
- Try to have consistent rules for hygiene and cleanliness (wash hands before meals; brush teeth after eating; put away toys before going outside to play).
- Let preschool-age children help with completing simple chores around the house.

## Where Can I Get More Information?

*Building Healthy Minds* (1999) by Stanley I. Greenspan, M.D., and Nancy Breslau Lewis. Cambridge, MA: Perseus Publishing.

*Childhood Speech, Language, and Listening Problems: What Every Parent Should Know* 2<sup>nd</sup> Edition (2001) by Patricia McAleer Hamaguchi. John Wiley & Sons Inc.

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*Parenting to Make a Difference: Your One- to Four-year-old Child* (1992) by Brenda Hussey-Gardner, PhD.

Palo Alto, CA: VORT.

*Touchpoints: Your Child's Emotional and Behavioral Development* (1994) by T. Berry Brazelton, M.D. Cambridge, MA: Da Capo Press.