



Bayley-4 Online Independent Study

Presented by: Gloria Maccow, Ph.D. and Anne-Marie Kimbell, Ph.D.

Delivery Method: On demand

Instructional level: Intermediate

Sponsored by: NCS Pearson, Inc.

Course Description

This learning track, consisting of six modules, provides detailed guidance for conducting developmental assessments using the Bayley Scales of Infant and Toddler Development™, Fourth Edition (Bayley-4).

Learner Outcomes

After completing this learning track, the participants will be able to:

Module 1: General Information

1. Describe the 5 developmental areas addressed by the IDEA Part C
2. Articulate general testing guidelines for assessing young children
3. List at least three 'red flags' from an assessment session that may be indicators for developmental delay

Module 2: Cognitive Scale

1. Describe at least 5 activities that can be used to assess cognitive development of infants and toddlers
2. Describe directions for administration of items on the Bayley-4 Cognitive subtest
3. Describe additional ways of eliciting information about a child's cognitive development if standardized testing is not possible or practical

Module 3: Language Scale

1. Describe at least 5 activities that can be used to assess language development of infants and toddlers
2. Describe directions for administration of items on the Bayley-4 Receptive Communication and Expressive Communication subtests
3. Describe additional ways of eliciting information about a child's language development if standardized testing is not possible or practical

Module 4: Motor Scale

1. Describe at least 5 activities that can be used to assess motor development of infants and toddlers
2. Describe directions for administration of items on the Bayley-4 Fine Motor and Gross Motor subtests
3. Describe additional ways of eliciting information about a child's motor development if standardized testing is not possible or practical

Module 5: Social-Emotional and Adaptive Behavior

1. Describe one method for assessing social-emotional and adaptive behavior in babies and young children
2. List at least 3 important constructs to address when evaluating social-emotional development in young children



3. Describe how to administer and score the Bayley-4 Social-Emotional and Adaptive Behavior scales

Module 6: Interpretation

1. Describe how standardized test scores can be used to support eligibility for services under the IDEA Part C
2. List 3 observations that indicate the need to investigate for autism in a child under 42 months
3. List 3 observations that indicate the need to investigate for cerebral palsy in a child under 42 months
4. Articulate best practice in sharing developmental assessment results with families

Time-ordered Agenda

57 minutes	General Information
206 minutes	Cognitive Scale
140 minutes	Language Scale
192 minutes	Motor Scale
51 minutes	Social-Emotional and Adaptive Behavior
35 minutes	Interpretation

About the Presenters

Gloria Maccow is licensed as a Health Services Provider - Psychologist in North Carolina and has been a Pearson employee since 2006. She provides training on administration, scoring, and interpretation of assessment instruments and consults with colleagues and customers about clinical assessments. Over the course of her career as an educator, psychologist, and clinician, Dr. Maccow has conducted research on assessment methods and instruments and early intervention. She is a member of the National Association of School Psychologists.

Anne-Marie Kimbell is a licensed clinical psychologist in Texas and a former Healthcare and Education Solutions Analyst for Pearson. She received her Ph.D. in Counseling Psychology from Texas A&M University, completed clinical internship and postdoctoral training in the VA system. Dr. Kimbell teaches nationally on topics of assessment related to cognitive, learning, behavioral, and language related needs.

Disclosure

Financial

Gloria Maccow, Ph.D. is employed by Pearson Clinical Assessment.
Anne-Marie Kimbell was previously employed by Pearson Clinical Assessment.

Non-financial disclosure:

There are no relevant non-financial relationships to disclose.

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There are no relevant non-financial relationships to disclose.

The Pearson Assessment Division, the sponsor of this learning track, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. This offering will include information that pertains to the effective and appropriate use and interpretation of the Bayley-4, published by Pearson Clinical Assessment. No other assessments will be discussed during this presentation.



Evidence

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010.

<https://doi.org/10.5014/ajot.2020.74S2001>

Aylward, G.P. (2020). *Bayley 4: Clinical Use and Interpretation*. Academic Press.

<https://doi.org/10.1016/C2018-0-01775-2>

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DelCarmen-Wiggins, R., & Carter, A. (Eds.). (2004). *Handbook of infant, toddler, and preschool mental health assessment*. Oxford University Press.

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004)

Greenwood, C. R., Carta, J. J., & McConnell, S. (2011). Advances in measurement for universal screening and individual progress monitoring of young children. *Journal of Early Intervention*, 33(4), 254–267.

<https://doi.org/10.1177/1053815111428467>



Szarkowski, A., & Hutchinson, N. (2015). Developmental assessment. In M. Sess-Lehrer (Ed.), *Early intervention for deaf and hard-of-hearing infants, toddlers, and their families: Interdisciplinary perspectives* (pp. 199–232). Oxford University Press.

Wilson, S. L., & Cradock, M. M. (2004). Accounting for prematurity in developmental assessment and the use of age-adjusted scores. *Journal of Pediatric Psychology, 29*(8), 641–649.
<https://doi.org/10.1093/jpepsy/jsh067>

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