

Summary Information: Bayley –III Scales of Infant and Toddler Development, 3rd Edition

Name	Bayley –III Scales of Infant and Toddler Development, 3 rd Edition
Publisher	PsychCorp
Website for information	www.psychcorp.com
Cost	\$895.00 Bayley-III Complete Kit Includes Administration Manual, Technical Manual, Cognitive, Language, and Motor Record Form, pkg. of 25, Stimulus Book, Picture Book, Manipulative Set, Social-emotional and Adaptive Behavior Questionnaire, pkg. of 25, Caregiver Report Form, pkg. of 25, and Rolling Case
Age range:	1-42 months
Purpose	Identify the child’s developmental competencies across five major developmental domains; identify deficits in very young children; determine the need for further in-depth assessment.
Areas included	<ul style="list-style-type: none"> • Cognitive • Language (expressive and receptive) • Motor (fine and gross motor) • Social-emotional • Adaptive behavior
Time to administer	50-90 minutes for entire battery, depending on age of child
Scored	Total raw score for each subtest
Type of Scores	<ul style="list-style-type: none"> • Scaled scores • Composite scores • Percentile ranks • Growth scores
Age norms	Yes
Age ranges given for items	Yes

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How frequently it can be given	Periodically during course of intervention
Standardized tasks	Yes
Based on observation in natural settings	No
Based on information requested from parents or providers	Yes, parent role with very young children to encourage child responsiveness to examiner; parent questionnaires used to complete social-emotional and adaptive behavior subscales.
Data provided on reliability	Yes. Internal consistency ; Standard error of measurement, Test-retest stability, Inter-Rater Reliability
Data provided on validity	Yes. Content and Construct Validity; Correlated with subtests and measures of similar content: BSID-II, Wechsler Preschool and Primary Scale of Intelligence (3 rd ed.), Preschool Language Scale (4 th Ed.), Peabody Developmental Motor Scales (2 nd Ed.) Adaptive Behavior Assessment System (2 nd Ed.); mean comparisons with matched special groups and typically developing children
Web-based data entry	No
Electronic scoring	Yes. Score and compile individual assessment results via PC or PDA .
Other languages	English only
Who administers	Trained examiner/ staff. Suitable for multi-disciplinary team assessment
Training available through the publisher	Yes.

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Bayley Scales of Infant and Toddler Development – Third Edition: Crosswalk to Child Outcomes

Note: Because the Bayley is a norm-referenced, standardized assessment, the subscale scores are the smallest unit of information that can be used to reach conclusions about the extent to which a child is demonstrating each of the functional outcomes. This table shows how the subscales map to the three outcomes. Under each subscale, the X indicates the outcome area to which the subscale score contributes information. The item information under the X provides the rationale for why the subscale was classified as providing information for that outcome.

	Outcome 1 Positive social relationships	Outcome 2 Acquire and use skills and knowledge	Outcome 3 Takes action to meet needs
Subscale: COGNITIVE (Cog)		X	
Cognitive (Cog)		<ul style="list-style-type: none"> ▪ Cog 1-39 (Precursor Skills: attention and anticipatory behavior; exploration of environment; self awareness; object retention; cause and effect; object permanence) ▪ Cog 40 – 55 (Simple problem solving; relational play; following instructions) ▪ Cog 56-69 (problem solving; attends to story; object assembly, matching; representational play; imitation; imaginary play) ▪ Cog 70- 91 (numeracy; multischeme combination play; grouping; sorting; classification; spatial memory; discrimination) 	

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Subscale: LANGUAGE (Lang)	X	X	X
Language: Receptive Communication (RC)	<ul style="list-style-type: none"> ▪ RC 9-14 (Responds to name; responds to words; attends others; responds to request) 	<ul style="list-style-type: none"> ▪ RC 1-8 Precursor Skills: turns head to sound; regards person momentarily; responds to voice, discriminates sound, interacts with objects) ▪ RC 9-14 (Responds to name; responds to words; attends others; responds to request) ▪ RC 15-29 (Identification; following directions) ▪ RC 30-49 (Grammar; labels for mass and size; understanding more, most, less, and least; understanding negatives; tense; descriptive labels; categorizing objects) 	
Language: Expressive Communication	<ul style="list-style-type: none"> ▪ EC 2-7 (Precursor skills: smiling; vocalizing mood; social vocalization; gaining attention) ▪ EC 11 (Participates in play routine) ▪ EC 17 (Initiates play interaction) 	<ul style="list-style-type: none"> ▪ EC 1-13 (Precursor skills: making sounds; smiling; vocalizing mood; social vocalization; vowel sounds, consonant sounds; gaining attention; using gestures; expressive jabbering) ▪ EC 14- 29 (One word approximations; imitation; Directing others attention; appropriate use of words; naming object or picture, 	<ul style="list-style-type: none"> ▪ EC 3-12 (Precursor skills: social vocalization; gaining attention, using gestures; expressive jabbering) ▪ EC 19 (uses words to make wants known)

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		<ul style="list-style-type: none"> ▪ responding to questions) ▪ EC 30-48 (Grammar; questioning, tense; Describing pictures; object usage; answering questions) 	
Subscale: MOTOR			X*
Motor: Fine Motor (FM)			<ul style="list-style-type: none"> ▪ FM 1-66 (Movement precursors to taking action)*
Motor: Gross Motor (GM)			<ul style="list-style-type: none"> ▪ GM1-72 (Movement precursors to taking action)*
Subscale: SOCIAL- EMOTIONAL (SE)	X	X	X
Social Emotional (SE)	<ul style="list-style-type: none"> ▪ SE 1-11 (getting attention; responsiveness) ▪ SE 12-13 (Happy response when sees person; responds by making sounds or faces, interaction through expressions or actions) ▪ SE 15-16, 21 (Exchanges looks, sounds, or actions; responds with appropriate gesture, uses words) ▪ SE 35 (Has conversations) 	<ul style="list-style-type: none"> ▪ SE 18 (Imitation,) ▪ SE 22, 24-27, 29, 34 (Imitates play, uses words, plays make-believe) 	<ul style="list-style-type: none"> ▪ SE 14 (Gestures to show what he/she wants) ▪ SE 17, 19, 20, 23, (Actions to show what he/she wants; searches for what he/she wants with or without help; says what he/she wants) ▪ SE 28, 31-33 (describes feelings and wants; explains wants; asks for what he/she wants)

Subscale: ADAPTIVE BEHAVIOR	X	X	X
Adaptive Behavior: Communication (Com)**	<ul style="list-style-type: none"> ▪ Com 1-2, 4, 9 (Attends to others; cries; laughs) ▪ Com 23-24 (Ends conversation appropriately, refrains from interrupting) 	<ul style="list-style-type: none"> ▪ Com 6-18 (Names people and objects ; points to objects; responds to question; follows directions ▪ Com14-22 (Sings song, grammar, sentence usage, names objects, asks questions) 	<ul style="list-style-type: none"> ▪ Com 3, 5 (Expresses feelings and needs vocally; raises voice for attention
Adaptive Behavior: Community Use (CU)			<ul style="list-style-type: none"> ▪ CU 2, 16,18-20 (Walks on sidewalk; looks both ways before crossing street, Finds restroom in public places, orders meals, makes purchases)
Adaptive Behavior: Functional Pre-Academics (FA)		<ul style="list-style-type: none"> ▪ FA 1-23 (Colors; counting; knowing, reading, and spelling name; age; writing; days of the week, knows nursery rhymes 	<ul style="list-style-type: none"> ▪ FA 18 (Reading and obeying signs)
Adaptive Behavior: Home Living (HL)			<ul style="list-style-type: none"> ▪ HL 1-2, 5-9, 11-12, 14-18, 20-25 (Performs household chores and tasks , feeds self, cleans up after self, makes bed, folds clothes)
Adaptive Behavior: Health and Safety (HS)**			<ul style="list-style-type: none"> ▪ HS 1-24 (Follows directions to avoid danger; expresses when hurt; takes action to avoid injury; cares for own minor

			injuries)
Adaptive Behavior: Leisure (LS)**	<ul style="list-style-type: none"> LS 1-22 (Playing alone, with adults, or in groups; following game rules) 		<ul style="list-style-type: none">
Adaptive Behavior: Self Care (SC)**			<ul style="list-style-type: none"> SC (Feeds self; drinks from cup; assists caretaker with self care activities; asks for food, washes hands, toileting, brushes teeth, dresses self, bathes self)
Adaptive Behavior: Self Direction (SD)**	<ul style="list-style-type: none"> SD 10, 12-14, 18,20-21,22,23 (Follows adult request and rules, controls temper, asks permission, discusses ways to solve conflicts) 		<ul style="list-style-type: none"> SD 11, 24 (Tries to do things without adult help; chooses own clothes)
Adaptive Behavior: Social (Soc)**	<ul style="list-style-type: none"> Soc 1-24 (Smiles; sense of humor; responds differently to familiar and unfamiliar persons; shares toys; says thank you; shows sympathy; seeks friendship; expresses feelings; refrains from saying hurtful things. 		
Adaptive Behavior: Motor (MO)**			<ul style="list-style-type: none"> MO 1-27 (Movement precursors to taking action)*

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children with motor impairments

** For children younger than one year, the GAC is calculated using only those skill areas indicated by an asterisk.

Note: Draft developed at state request. This draft has not been through the ECO review process to establish consistency with the crosswalks posted on the ECO web site.

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