

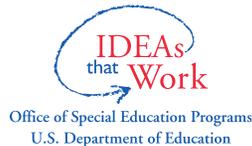


Bayley Scales of Infant and Toddler Development—Third Edition (Bayley-III): Crosswalk to the Three Child Outcomes

Updated March 2, 2026

<https://ectacenter.org/eco/pages/crosswalks.asp>

The content of this document was developed under a cooperative agreement, #H326P170001, and a grant, #H373Z120002, from the Office of Special Education Programs, U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



ECTA Center Project Officer, Julia Martin Eile

DaSy Center Project Officers, Meredith Miceli and Richelle Davis

About the Baley-III

- **Publisher:** [Pearson](#)
- **Cost:** No longer for sale
- **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.
- **Time to Administer:** 30-90 minutes (depending on child age)

- **Scored:** Total raw score for each subtest
- **Type of Scores:**
 - Scaled scores
 - Composite scores
 - Percentile ranks
 - Growth scores
- **Age Norms:** Yes
- **Age Ranges for Items:** Yes
- **Frequency:** Periodically during 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.
- **Reliability Data:** Yes: internal consistency, standard error of measurement, test-retest stability, inter-rater reliability.
- **Validity Data:** Yes. Content and Construct Validity; Correlated with subtests and measures of similar content: BSID-II, Wechsler Preschool and Primary Scale of Intelligence (3rd ed.), Preschool Language Scale (4th Ed.), Peabody Developmental Motor Scales (2nd Ed.) Adaptive Behavior Assessment System (2nd 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.
- **Administered By:** Trained examiner/staff. Suitable for multi-disciplinary team assessment

Crosswalk of Bayley-III Subscales to Child Outcomes

Because the Bayley-III 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, and a rationale for why the subscale was classified as providing information for that outcome.

This crosswalk was completed by ECTA Center staff based on one or more requests from early intervention or early childhood special education programs. Placement of the items within a given Outcome is based on staff expertise and does not necessarily reflect the publisher’s views or align with publisher-issued crosswalks or computations. This document was developed at state request and has not been through a review process to establish consistency with other crosswalks.

Cognitive

Subscale	Outcome 1	Outcome 2	Outcome 3
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) 	—

Language

Subscale	Outcome 1	Outcome 2	Outcome 3
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) 	<p>—</p>
Expressive Communication (EC)	<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, responding to questions) • EC 30–48 (Grammar; questioning, tense; Describing pictures; object usage; answering questions) 	<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)

Motor

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

Subscale	Outcome 1	Outcome 2	Outcome 3
Fine Motor (FM)	—	—	<ul style="list-style-type: none"> FM 1–66 (Movement precursors to taking action) †
Gross Motor (GM)	—	—	<ul style="list-style-type: none"> GM1–72 (Movement precursors to taking action) †

Social-Emotional

Subscale	Outcome 1	Outcome 2	Outcome 3
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)

Adaptive Behavior

† — 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 precursor skills.

Subscale	Outcome 1	Outcome 2	Outcome 3
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) • Com 14–22 (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)
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)
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)
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)
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)
Leisure (LS) ‡	<ul style="list-style-type: none"> • LS 1–22 (Playing alone, with adults, or in groups; following game rules) 	—	—

Subscale	Outcome 1	Outcome 2	Outcome 3
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)
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)
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. 	—	—
Motor (MO) ‡	—	—	<ul style="list-style-type: none"> • MO 1–27 (Movement precursors to taking action) †