



Bayley Scales of Infant and Toddler Development™ Fourth UK Edition (Bayley™-4<sup>UK</sup>)  
Social-Emotional and Adaptive Behaviour Scales Score Report  
*Nancy Bayley, PhD, Glen P. Aylward, PhD, ABPP*

**Examinee Information**

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

Test Age (Months:Days): 15:9

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

**Test Information**

Test Date: 28/05/2019  
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.

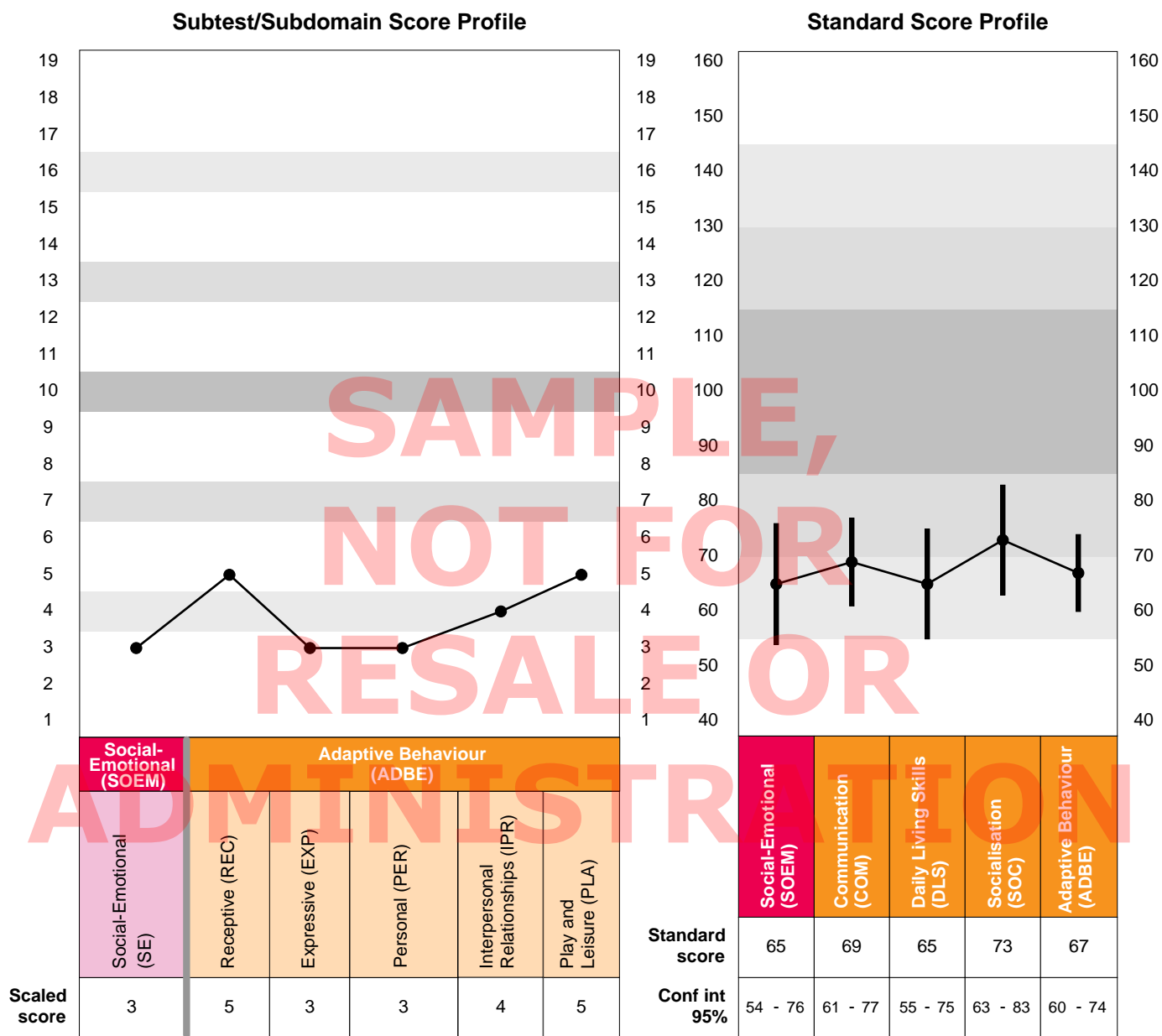
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[ 1.0 / RE1 / QG1 ]

## SCORE SUMMARY PROFILE



## SCORE SUMMARY

### Subtest/Subdomain Scaled Score Summary

Scale Subtest/subdomain	Raw score	Scaled score	Age equivalent	Growth scale value
<b>Social-Emotional</b>				
Social-Emotional (SE)	59	3		
<b>Adaptive Behaviour</b>				
Receptive (REC)	5	5	2:15	476
Expressive (EXP)	1	3	<0:15	464
Personal (PER)	0	3	1:15	468
Interpersonal Relationships (IPR)	10	4	3:15	477
Play and Leisure (PLA)	3	5	3:15	466

### Standard Score Summary

Scale Score	Sum of scaled scores	Standard score	Percentile rank	95% Confidence interval	Descriptive classification
<b>Social-Emotional</b>					
Social-Emotional (SOEM)	3	65	1	54-76	Extremely low
<b>Adaptive Behaviour</b>					
Communication (COM)	8	69	2	61-77	Extremely low
Daily Living Skills (DLS)	3	65	1	55-75	Extremely low
Socialisation (SOC)	9	73	4	63-83	Very low
Adaptive Behaviour (ADBE)	20	67	1	60-74	Extremely low

## SUPPLEMENTAL ANALYSIS

### Subdomain Discrepancy Comparisons

In the table below, the first subdomain corresponds to Score 1 and the second subdomain corresponds to Score 2.

#### Adaptive Behaviour

Scaled score	Score 1	Score 2	Difference	Critical value	Significant difference*	Base rate
Receptive - Expressive	5	3	2	2.76	N	-
Interpersonal Relationships - Play and Leisure	4	5	-1	3.35	N	-

\*Significance level chosen for discrepancy comparisons is .05.

### Standard Score Discrepancy Comparisons

In the table below, the first domain corresponds to Score 1 and the second domain corresponds to Score 2.

#### Adaptive Behaviour

Standard score	Score 1	Score 2	Difference	Critical value	Significant difference*	Base rate
Communication - Daily Living Skills	69	65	4	12.70	N	-
Communication - Socialisation	69	73	-4	12.85	N	-
Daily Living Skills - Socialisation	65	73	-8	14.00	N	-

\*Significance level chosen for discrepancy comparisons is .05.

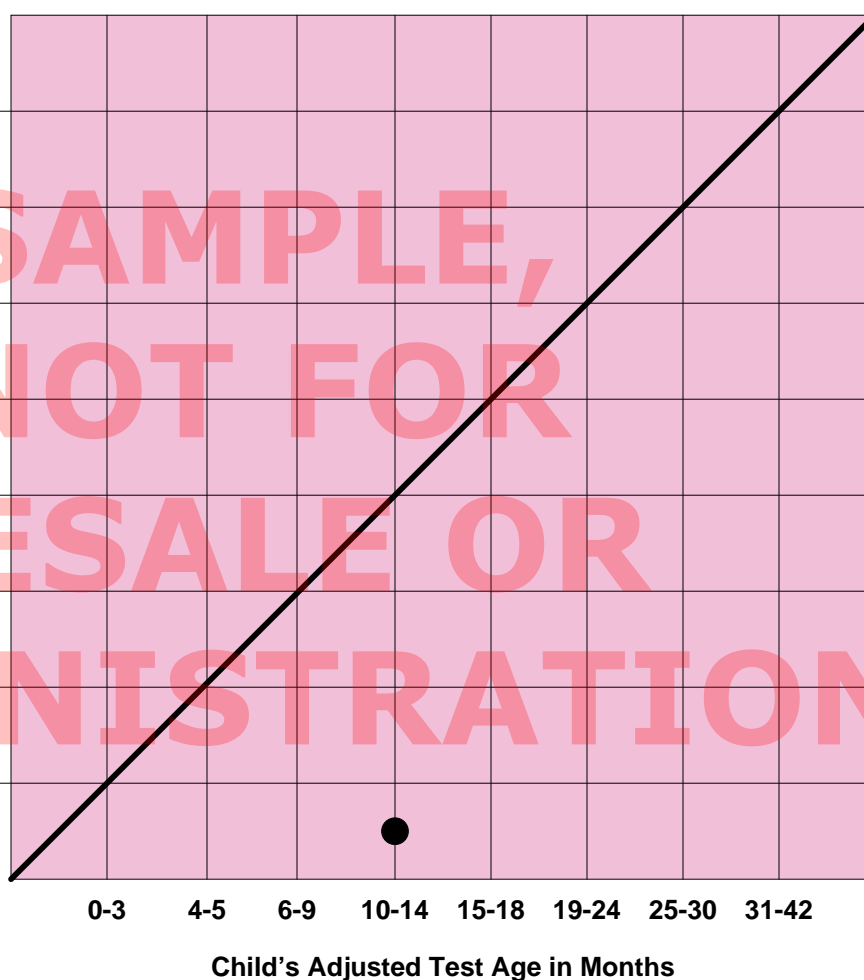
## SENSORY PROCESSING

Raw score	Mastery level	Highest stage mastered
<b>Social-Emotional</b>		
35	Full mastery	Has not mastered Stage 1

## SOCIAL-EMOTIONAL GROWTH CHART

### Emotional Stages

- |  |
|--|
| 6. Creates logical bridges between emotions and ideas                            |
| 5b. Uses symbols or ideas to express more than basic needs                       |
| 5a. Uses symbols or ideas to convey intentions or feelings                       |
| 4b. Uses a series of interactive emotional signals or gestures to solve problems |
| 4a. Uses a series of interactive emotional signals or gestures to communicate    |
| 3. Uses emotions in an interactive purposeful way                                |
| 2. Engages in relationships  |
| 1. Exhibits growing self-regulation and interest in the world                    |



## PERCENTAGE OF CAN'T TELL/ESTIMATED RESPONSES

If more than 15% of the items are scored as Can't tell/Estimated, further follow-up with the respondent is recommended to determine if the respondent is sufficiently familiar with the child to properly complete the questionnaire. If the respondent still cannot answer these questions adequately, seek another respondent to complete the questionnaire. If no alternative respondent is available, interpret the scores on the questionnaire with caution.

Subtest/subdomain	Percent Can't tell/Estimated
Social-Emotional (SE)	5.9%
Receptive (REC)	0%
Expressive (EXP)	0%
Personal (PER)	0%
Interpersonal Relationships (IPR)	0%
Play and Leisure (PLA)	0%

End of Report

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## ITEM RESPONSES

### Social-Emotional

1: 5	2: 5	3: 5	4: 5	5: 4	6: 4	7: 2	8: 5	9: 4	10: 1
11: 2	12: 2	13: 4	14: 0	15: 4	16: 4	17: 3	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: /	26: /	27: /	28: /	29: /	30: /
31: /	32: /	33: /	34: /	35: /					

### Adaptive Behaviour

#### Communication - Receptive

1: 2	2: 2	3: 1	4: 0	5: 0	6: 0	7: 0	8: 0	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /							

#### Communication - Expressive

1: 1	2: 0	3: 0	4: 0	5: 0	6: 0	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: /	26: /	27: /	28: /		

#### Daily Living Skills - Personal

1: 0	2: 0	3: 0	4: 0	5: 0	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: /	26: /	27: /	28: /	29: /	30: /

#### Socialisation - Interpersonal Relationships

1: 2	2: 2	3: 1	4: 1	5: 2	6: 1	7: 1	8: 0	9: 0	10: 0
11: 0	12: 0	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /

#### Socialisation - Play and Leisure

1: 1	2: 1	3: 1	4: 0	5: 0	6: 0	7: 0	8: 0	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	



## Bayley Scales of Infant and Toddler Development™ Fourth UK Edition (Bayley™-4<sup>UK</sup>)

### Caregiver Report

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

#### Examinee Information

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Name: Susie Sample  
Gender: Female  
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Examiner Name: Bayley Examiner  
Completed By: Martha Caregiver  
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## ABOUT THE BAYLEY-4<sup>UK</sup>

Your child was tested using the Bayley Scales of Infant and Toddler Development™ Fourth UK Edition (Bayley™-4<sup>UK</sup>). They were given a number of tasks to determine if the level of their thinking, language, and motor skills is similar to the level of skills of most children their 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 behaviours (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<sup>UK</sup> MEASURE?

The Bayley-4<sup>UK</sup> 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 behaviour 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, colour 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 recognises sounds and how much they understand 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, colours), 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 non-verbal 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 their 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 their 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 they communicate emotions; and how your child responds to sounds, touch, and other things in the environment.

## Adaptive Behaviour Scale (ADBE)

The Adaptive Behaviour 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 themselves 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.

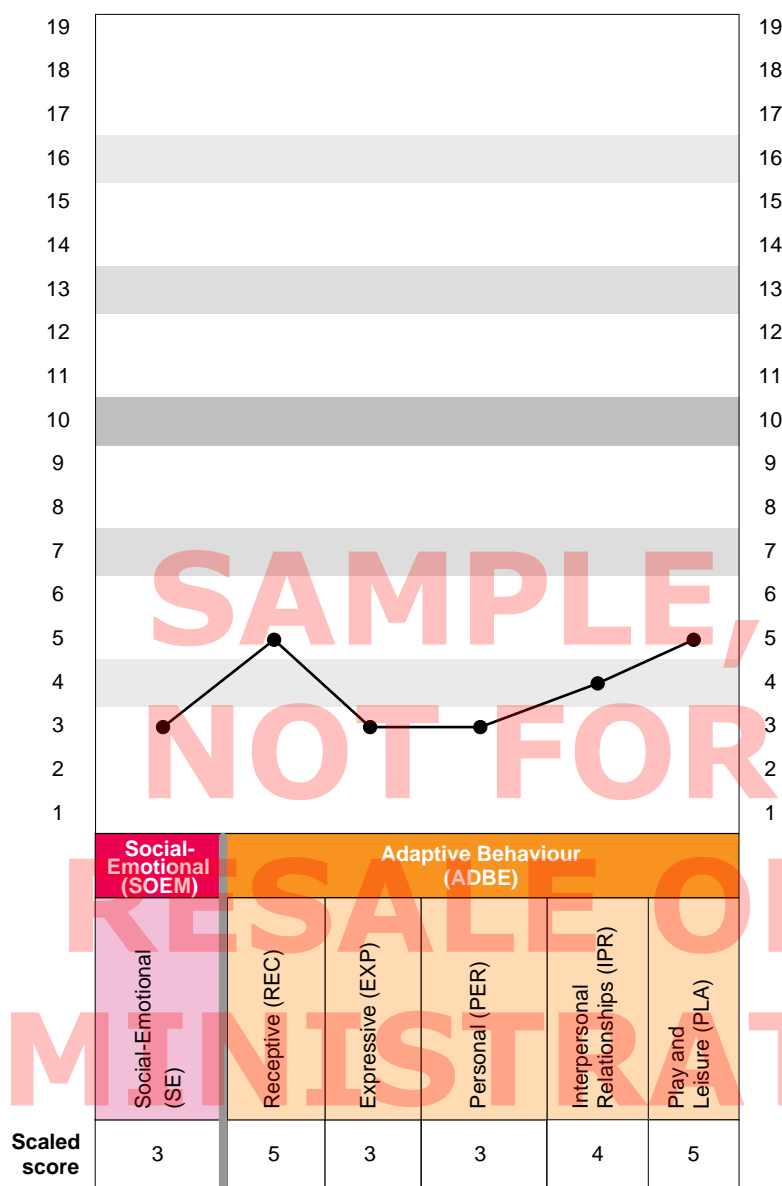
## YOUR CHILD'S TEST RESULTS AND SCORE PROFILE

The scores below show how well your child performed compared to a group of children in the same age range from across the UK. 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<sup>UK</sup> 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<sup>UK</sup> help the assessment specialist decide if your child is progressing well or if they are 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.

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## ACTIVITIES FOR YOU AND YOUR CHILD

### Cognitive Skill Development

#### Early Cognitive Skills

- Provide toys and bright, colourful objects for your baby to look at and touch.
- Let your baby experience different surroundings by taking them 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. Ask your child to 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.
- Ask your child to move (fast-slow, lightly-heavily, forwards-backwards).
- Weigh objects on your home scale(s) to see if they are heavy or light.
- Discuss objects by use (spade-outside, plate-inside).
- Discuss objects by where they may be found (land, sea, sky; library, home, school, shop).

#### 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.
- Ask your child what they did yesterday.
- Show your child four objects on a tray, cover the tray and remove one object, then uncover the tray and ask what is missing.
- Play a memory game with cards. Pick four or five sets of matching cards and turn them face down. Try to turn up two cards that match. Increase the number of cards when your child is ready.
- Read predictable books and ask your child to tell the story back to you.
- Ask questions about the story you read to your child.

#### 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 2 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, blowing 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.
- Sing to your baby, including lullabies and lively children's songs with rhymes.
- Identify colours.
- 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, or The cat goes meow.*
- Be attentive to your child's attempts to communicate.
- Expand on single words your baby uses: *Here is Mama. Mama loves you.*
- Encourage your baby to make vowel-like sounds and consonant-vowel sounds, such as *ma*, *da*, and *ba*.
- 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 colourful pictures that are not too detailed.
- Ask your child, *What's this?* or *Point to the \_\_\_\_\_*, and encourage naming and pointing to familiar objects in a book.

### 2 to 4 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 favourite 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 or silly about the picture and ways to 'fix' it.
- Help your 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 t-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.
- Place familiar objects in a container. Ask your child to 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.

## Motor Skill Development

### Fine Motor

- Ask your child to roll modelling clay into big balls using the palms of their hands facing each other and with fingers curled slightly towards the palm or roll clay into tiny balls (peas) using only their fingertips.
- Ask your child to use pegs or toothpicks to make designs in modelling clay.
- Make a pile of objects, such as cereal, small marshmallows, or coins. Give your child a set of large tweezers and ask them to move the objects one by one to a different pile.
- Show your child how to lace or thread objects, such as beads, cereal, or macaroni onto a string.
- Play games with the 'puppet fingers' - the thumb, index, and middle fingers.
- Use a torch against the ceiling. Ask your child to lie on their back and visually follow the moving light.

### Gross Motor

- Place your baby in different positions to encourage kicking, stretching, and head movement.
- Arrange outdoor and indoor play spaces for gross motor activities, such as running, jumping, climbing on a climbing frame, 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 your child can ride on also promote gross motor development.
- There are several safe toys to use indoors 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

- Lean in close to your baby and talk about their sparkly eyes, round cheeks, or big smile. Keep your face animated and your voice lively with inflections as you slowly move from right to left to capture your baby's attention.
- While sitting in a rocking chair or during quiet times when your baby is lying on their back, soothingly touch your baby by stroking their arms, legs, tummy, back, feet, and hands to help them relax.
- Entice your baby to show a big smile or other pleased facial expression. Use lively words and/or funny actions to get them to respond happily. Engage in activities where your baby makes sounds and you respond in a social dialogue.
- Create a problem involving your child's favourite toy that they need your help to solve. For example, place a toy on a shelf just out of their 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 them to begin copying your facial expressions, sounds, and movements.

### Adaptive-Behaviour Skill Development

- Allow your child to make simple decisions by offering options, such as *Do you want to play inside or play outside?* or *Would you like water or juice?*
- Allow your child to attempt to complete a simple task by themselves such as pulling up trousers, putting socks on, or putting a coat on.
- Teach hygiene and cleanliness activities, such as washing hands and brushing teeth.
- Let preschool-age children help with completing simple chores around the house.