



Observation Checklist

Child's name: _____

Examiner: _____ Date: _____

Directions:
 This checklist may be used to familiarize yourself with those Bayley-III Screening Test items that can be scored through incidental observation. The items below are those most likely to be observed either before or during the course of the Bayley-III Screening testing session (item numbers are consistent with the Bayley-III Screening Test Record Form). Items that are not scored through incidental observation will be administered to the child.

| Item | Scoring Criteria | Observed |
|---|---|----------|
| Cognitive Scale Items | | |
| 2. Recognizes Caregiver | Child's expression changes to indicate recognition of the caregiver. | 1 0 |
| 7. Responds to Novel Surroundings | Child displays awareness of being in novel surroundings (e.g., startles, looks around). | 1 0 |
| 8. Persistent Reach | Child persistently reaches for object, even if he or she fails to obtain it. | 1 0 |
| Language Scale Items, Receptive Communication | | |
| 1. Calms When Spoken To | Child calms when spoken to. | 1 0 |
| 2. Reacts to Sounds in the Environment | Child clearly reacts to the sound presented. | 1 0 |
| 3. Responds to a Person's Voice | Child clearly responds to the person's voice. | 1 0 |
| 4. Searches With Head Turn | (Trials: 2) Child purposely turns head toward the source of the sound. | 1 0 |
| 6. Sustained Play With Objects | Child interacts with objects for at least 60 seconds. | 1 0 |
| 8. Interrupts Activity | Child looks up and briefly pauses during play when you call his or her name. | 1 0 |
| 9. Recognizes 2 Familiar Words | Child responds differentially to at least two familiar words. | 1 0 |
| Language Scale Items, Expressive Communication | | |
| 1. Social Smile | Child smiles in response to speaker's attention. | 1 0 |
| 2. Vocalizes Mood | Child produces vocalizations that express at least one mood. | 1 0 |
| 3. Undifferentiated Nasal Sounds | Child produces nasal vocalizations. | 1 0 |
| 4. Social Vocalizing or Laughing | Child vocalizes or laughs in response to speaker's attention. | 1 0 |
| 5. 2 Vowel Sounds | Child vocalizes at least two different, distinct vowel sounds. | 1 0 |
| 6. Gets Attention | Child tries to get attention from you or others. | 1 0 |
| 7. Uses Gestures | Child uses at least one gesture to make wants known. | 1 0 |
| 8. 1 Consonant-Vowel Combination | Child imitates at least one repetitive consonant-vowel combination. | 1 0 |
| 10. Jabbers Expressively | Child produces at least one vocalization that contains inflections and is expressive. | 1 0 |
| 11. Uses One-Word Approximations | Child produces at least 1 one-word approximation. | 1 0 |
| 12. Directs Attention of Other | Child points to or shows you at least one object. | 1 0 |
| 13. Imitates Word | Child imitates at least one word, even if the imitation consists of vowels only. | 1 0 |
| 16. Uses 8 Words Appropriately | Child uses at least eight different words appropriately. | 1 0 |
| 17. Imitates a Two-Word Utterance | Child imitates a two-word or multiple-word utterance. | 1 0 |
| 18. Uses a Two-Word Utterance | Child produces at least one utterance that includes two or more words, each of which denotes a different concept. | 1 0 |



| Item | Scoring Criteria | Observed |
|--|---|----------|
| 20. Uses Multiple-Word Utterances | Child uses at least two multiple-word utterances. | 1 0 |
| 22. Makes a Contingent Utterance | Child produces at least one contingent utterance. | 1 0 |
| Motor Scale Items, Fine Motor | | |
| 1. Eyes Follow Moving Person | Child's eyes follow moving person through midline to left and right. | 1 0 |
| 3. Attempts to Bring Hand to Mouth | Child purposely attempts to place his or her hand in mouth. | 1 0 |
| 9. Block Series: Thumb-Fingertip Grasp | (Trials: 2) Child uses pad of his or her thumb and any fingertip to grasp block. | 1 0 |
| 11. Food Pellet Series: Thumb-Fingertip Grasp | Child uses pad of his or her thumb and any fingertip to grasp pellet. | 1 0 |
| 12. Grasp Series: Palmar Grasp | Child grasps crayon using a palmar grasp while making a mark on the paper. | 1 0 |
| 18. Grasp Series: Transitional Grasp | Child grasps crayon using fingers and partial thumb opposition while making a mark on the paper. | 1 0 |
| 19. Grasp Series: Intermediate (Tripod) Grasp | Child grasps crayon using a static tripod (thumb and two fingers) or quadrupod (thumb and three fingers) grasp while making a mark on the paper. | 1 0 |
| 21. Uses Hand to Hold Paper in Place | Child holds paper in place with one hand while he or she scribbles or draws with the other. | 1 0 |
| 26. Grasp Series: Dynamic Grasp | Child grasps crayon using a mature, controlled, dynamic grasp while making a mark on the paper. | 1 0 |
| Motor Scale Items, Gross Motor | | |
| 1. Controls Head While Upright Series: Lifts Head | Child intermittently lifts head free of your shoulder without support. | 1 0 |
| 2. Controls Head While Upright Series: 3 Seconds | Child holds head erect for at least 3 seconds without support. | 1 0 |
| 3. Turns Head to Sides | Child turns head from one side to the other by raising his or her head off the supporting surface enough to clear the nose. Child must be able to turn to both sides. | 1 0 |
| 4. Makes Crawling Movements | Child makes any alternating crawling movements with his or her legs. | 1 0 |
| 5. Controls Head While Upright Series: 15 Seconds | Child holds head erect and steady for at least 15 seconds without support. | 1 0 |
| 6. Elevates Trunk While Prone: Elbows and Forearms | Child elevates head and upper trunk by pushing up on elbows or forearms. | 1 0 |
| 10. Rolls From Back to Stomach | Child rolls from back to stomach, rolling from either side. | 1 0 |
| 11. Sits Without Support and Holds Object | Child sits alone for at least 60 seconds while manipulating an object. | 1 0 |
| 12. Crawls On Stomach | Child uses both arms to move forward on stomach approximately three feet or more. | 1 0 |
| 14. Sits Down With Control | Child purposely lowers from a standing to a sitting position in a controlled manner. | 1 0 |
| 17. Squats Without Support | Child moves from standing to squatting to standing while maintaining balance without using any support. | 1 0 |

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