

NEURODEVELOPMENT
CARE for Refugees



UNIVERSIDAD
DE GRANADA

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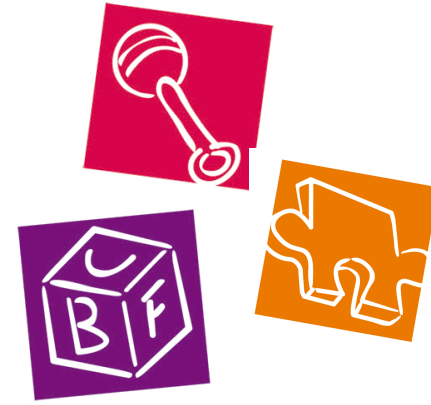


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November 24th 2021

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Agenda

- Introduction to the Bayley Scales
- Structure and description
- Applications
- General administration guidelines
- General scoring guidelines
- Materials
- Assessment examples
- Caregiver report





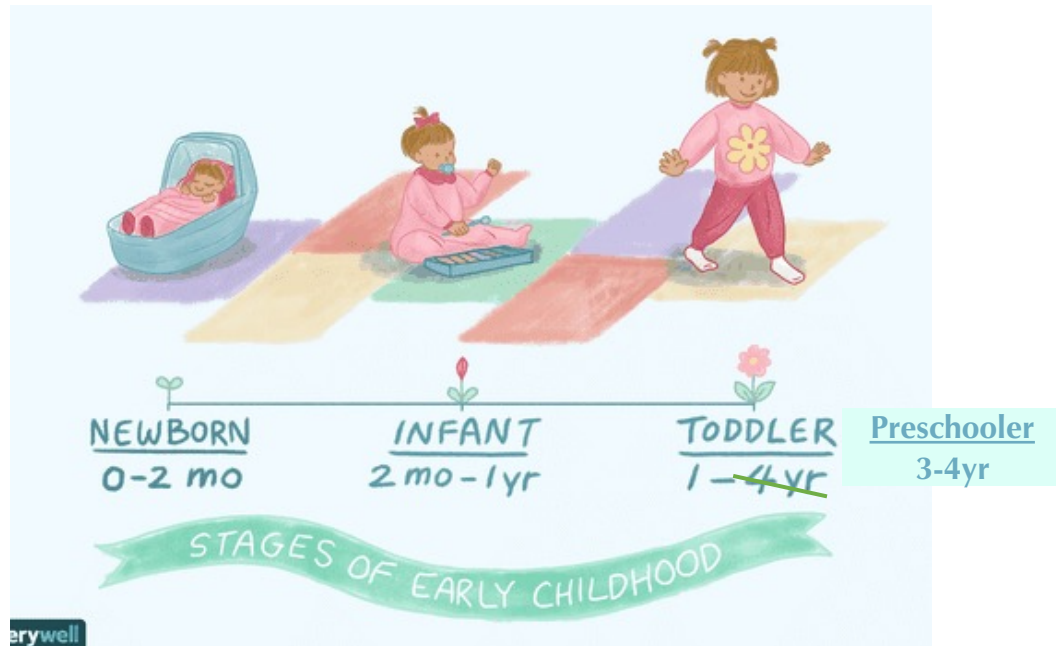
Introduction to the Bayley-III Scales

Introduction to the Bayley Scales

- Individually administered scale
- Ages: 1-42 months of age
- Most widely used instrument to assess infant and toddler development
- Identify children with developmental delay
- Provide information for intervention planning
- Promote understanding of child's strengths and weaknesses



Introduction to the Bayley Scales



- First years of life: foundation for later development
- Early intervention

What are NOT the Bayley-III Scales

- Diagnosis instrument
 - Bad performance on fine motor subtest does not diagnose a child's motor delay
 - It indicates the child must be referred to occupational or physical assessment for more evaluation
- Does not predict intelligence
- Does not predict academic achievement



Structure and description

Structure and Description

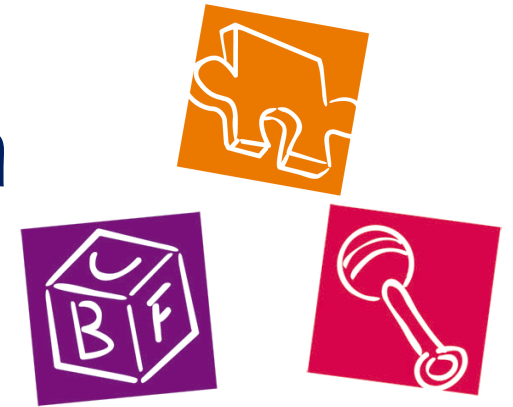


Child assessment by a professional



Questionnaire
Assessment completed by
caregiver

Structure and Description



Cognitive

Expressive communication

Receptive communication

Language

Fine motor skills

Gross motor skills

Motor

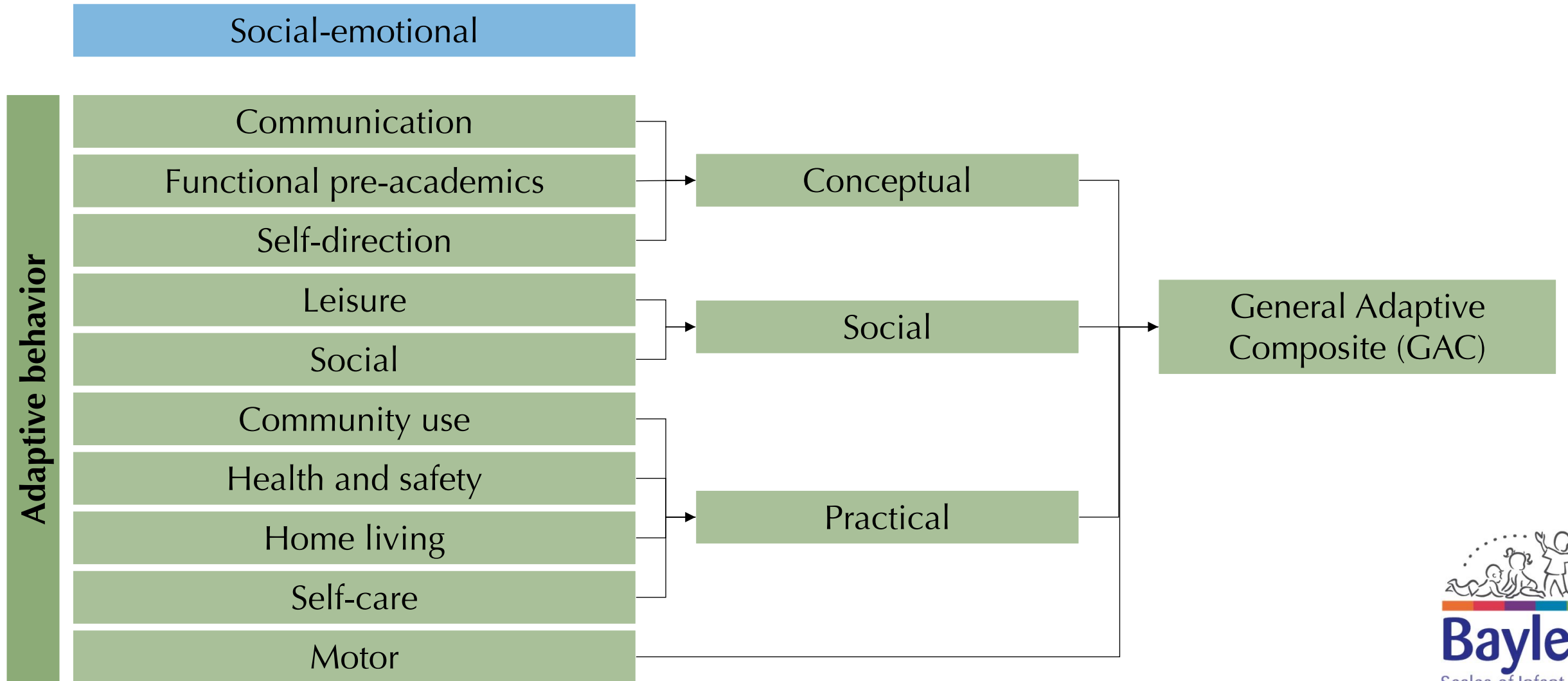


Bayley

Scales of Infant and
Toddler Development™

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Structure and Description



Structure and Description



Cognitive scale (91 Items)

- Mental processing and thinking
- Sensoriomotor development
- Exploration and manipulation
- Object relatedness
- Concept formation
- Memory

Structure and Description



Language scales

Receptive communication (49 items): receiving and understanding what others say

- Preverbal behaviors
- Vocabulary development: identify objects and pictures
- Vocabulary related to morphological development: pronouns and prepositions
- Understanding morphological markers: plural, tense markings, possessive
- Children social referencing and verbal communication

Structure and Description



Language scales

Expressive communication (48 items): talking to others

- Preverbal communication: babbling, gesturing, joint referencing, turn taking
- Vocabulary development: naming objects, pictures and attributes
- Morpho-syntactic development: two-word phrases, plurals, verb tense

Structure and Description



Motor scales

Fine motor (66 items): small muscle

- Prehension
- Perceptual-motor integration
- Motor planning
- Motor speed
- Skills: functional hand skills, visual tracking, reaching, object manipulation and grasping

Structure and Description



Motor scales

Gross motor (72 items): large muscles

- Movements of the limbs and torso
- Static positioning: sitting, standing, etc.
- Dynamic movement: locomotion and coordination
- Balance
- Motor planning



Structure and Description

Social-emotional scale

Greenspan social-emotional growth chart: screening questionnaire for infants and Young children

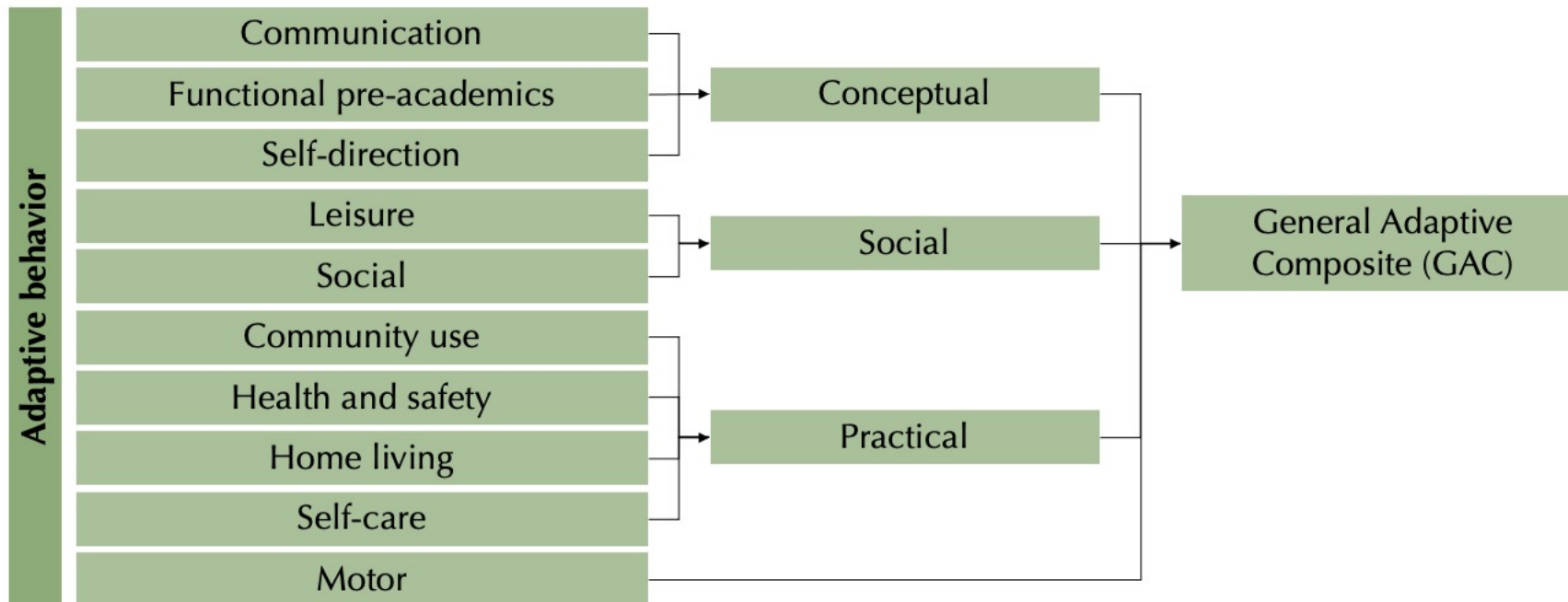
- Acquisition of social and emotional milestones
- Functional emotional skills
- Communication of needs
- Engaging with others and establishing relationships
- Using emotions in an interactive and purposeful manner
- Emotional signals or gestures to solve problems



Structure and Description

Adaptive behavior scale Adaptive Behavior Assessment System (ABAS)-II

- Adaptive skills functioning and daily functioning skills
- Participation in their own self-care





Applications

Application

- Quantitative and qualitative information
- Multidisciplinary and arena assessment
- Applied separately
- Track chart of progress
- Detailed normative data for rapid development periods
- Caregiver involvement
- Physically and/or language impairment
- Special group studies
- Research






General Administration Guidelines

Administration time

- <12 mo -> 50 minutes
- >13 mo -> 90 minutes
- Breaks and snacks if needed
- Variation factors



Record form



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Scales of Infant and Toddler Development™
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Record Form

Child's name: Sam Weisinger

Sex: M F ID #: 123-45-6789

Examiner's name: Maggie Young

School/Child care program: Royal Daycare Center

Reason for referral: Child is mostly non-verbal

Subtest Summary Scores

Subtest	Total Raw Score	Scaled Score	Composite Score	Percentile Rank	Conf. Interval (95%)
Cognitive (Cog)	63	6	80	9	74-90
Use Table A.5					
Language (Lang)					
Receptive Communication (RC)	26	7			
Expressive Communication (EC)	23	4			
Sum	11		74	4	69-83
Use Table A.4					
Motor (Mot)					
Fine Motor (FM)	38	5			
Gross Motor (GM)	59	8			
Sum	13		79	8	73-88
Use Table A.4					
Social-Emotional (SE)	93	4	70	2	65-81
Use Table A.5					
Adaptive Behavior					
*Communication (Com)	28	4			
Community Use (CU)	14	6			
Functional Pre-Academics (FA)	6	4			
Home Living (HL)	38	7			
*Health and Safety (HS)	40	7			
*Leisure (LS)	42	7			
*Self-Care (SC)	51	5			
*Self-Direction (SD)	35	4			
*Social (Soc)	41	5			
*Motor (MO)	59	6			
Sum	55		64	1	59-69
Use Table A.6					

Calculate Age and Start Point

	Years	Months	Days
Date Tested	2004	8	18
	2005	7	9
Date of Birth	2002	8	17
Age	2	10	22
Age in Months and Days	24	10	22
	+ months		
Adjustment for Prematurity	Adjust through 24 months		
Adjusted Age		34	22
Start Point	Calculate start point according to chart below		<input checked="" type="radio"/> P

Age	Start Point
16 days-1 month 15 days	A
1 month 16 days-2 months 15 days	B
2 months 16 days-3 months 15 days	C
3 months 16 days-4 months 15 days	D
4 months 16 days-5 months 15 days	E
5 months 16 days-6 months 15 days	F
6 months 16 days-8 months 30 days	G
9 months 0 days-10 months 30 days	H
11 months 0 days-13 months 15 days	I
13 months 16 days-16 months 15 days	J
16 months 16 days-19 months 15 days	K
19 months 16 days-22 months 15 days	L
22 months 16 days-25 months 15 days	M
25 months 16 days-28 months 15 days	N
28 months 16 days-32 months 30 days	O
33 months 0 days-38 months 30 days	P
39 months 0 days-42 months 15 days	Q

51

60

69

51	60	69		51. Balances on Right Foot Series: With Support	Stopwatch	Score: Child balances on right foot while you hold one of his or her hands. Elapsed time with support: Elapsed time without support:	1	0
52	61	70		52. Balances on Left Foot Series: With Support	Stopwatch	Score: Child balances on left foot while you hold one of his or her hands. Elapsed time with support: Elapsed time without support:	1	0
				53. Walks Sideways	None	Score: Child takes at least two steps without support.		

Total Raw Score (GM)

172

Calculate age and start point


Calculate Age and Start Point			
	Years	Months	Days
Date Tested	2004 2005	12 +	40 10
Date of Birth	2003	9	20
Age	1	3	20
Age in Months and Days	Years × 12 12 × 3 + months	15	20
Adjustment for Prematurity	Adjust through 24 months	3	14
Adjusted Age		12	6
Start Point	Calculate start point according to chart below		 I

Table 2.1 Bayley-III Start Points Determined by Age in Months and Days

Age	Start Point
16 days–1 month 15 days	A
1 month 16 days–2 months 15 days	B
2 months 16 days–3 months 15 days	C
3 months 16 days–4 months 15 days	D
4 months 16 days–5 months 15 days	E
5 months 16 days–6 months 15 days	F
6 months 16 days–8 months 30 days	G
9 months 0 days–10 months 30 days	H
11 months 0 days–13 months 15 days	I
13 months 16 days–16 months 15 days	J
16 months 16 days–19 months 15 days	K
19 months 16 days–22 months 15 days	L
22 months 16 days–25 months 15 days	M
25 months 16 days–28 months 15 days	N
28 months 16 days–32 months 30 days	O
33 months 0 days–38 months 30 days	P
39 months 0 days–42 months 15 days	Q

Adjusting for prematurity

1. Calculate months and days born prematurely, and register (expected date of birth-actual date of birth)
2. Subtract the adjustment for prematurity from the child's age

Reversal and discontinue rules

- Score 1 on the 3 items according to age, if not, go back to the start point of previous age
- Ceiling-> 5 consecutive 0 points scores

Item	Materials	Score Criteria and Comments	Score
34. Crawls Series: Crawl Movement	Object of interest	Score: Child makes forward progress of at least 5 feet by crawling on hands and knees.	1 ①
35. Raises Self to Standing Position	Object of interest	Score: Child raises self to a standing position, using a chair or other convenient object for support.	1 ①
36. Bounces While	None	Score: Child bounces up and down at least 5 times, alternately bending	

30. Crawls Series: On Stomach	Object of interest	Score: Child uses both arms to move forward on stomach approximately three feet or more.	① 0
31. Crawls Series: Crawl Position	Object of interest	Score: Child moves from lying prone to being up on hands and knees.	1 ①
32. Moves From Sitting to Hands and Knees	Object of interest	Score: Child moves from a seated position to hands and knees.	1 ①
33. Supports Weight	None	Score: Child supports own weight for at least 2 seconds.	1 ①

Item	Materials	Score Criteria and Comments	Score
22. Sits Without Support Series: 5 Seconds	Stopwatch 5 seconds	Score: Child sits alone without support for at least 5 seconds. Elapsed time: 40	① 0
23. Pulls Up to Sit	None	Score: Child holds onto your thumbs to pull up to sit.	① 0
24. Grasps Foot With Hands	Facial tissue	Score: Child brings one or both feet up to hands (above the hips) and grasps a foot.	① 0
25. Rolls From Back	Bell or rattle	Score: Child rolls from back to front.	

Example: 12 mo baby, starts at letter I, ítem 35

Timing

- Some items require timing
- Let children finish to avoid frustration



33. Places 10 Pellets in Bottle (60 Seconds)	12 food pellets Bottle without lid Stopwatch 🕒 60 seconds	Score: Child places 10 pellets in bottle in 60 seconds or less, one pellet at a time.	1 ①



Multiple responses

- Some items require multiple responses from the child
- Check all correct answers
- Make sure to review the responses criteria

23 26 29	26. Identifies Action Picture Series: 3 Correct	Picture Book (pp. 6-9)	Score: Child correctly identifies at least three pictures.			
			<input type="checkbox"/> Waving	<input type="checkbox"/> Sleeping	<input type="checkbox"/> Drinking	<input type="checkbox"/> Washing
			<input type="checkbox"/> Riding	<input type="checkbox"/> Eating	<input type="checkbox"/> Reading	<input type="checkbox"/> Running

Left and right administration

- Some items require left and right side administration
- Check criteria for scoring 1 according to development



Training items

- Some items provide a training exercise in order to familiarize the child to the task
- Provide feedback after the child's response
- Do not punish incorrect answer on training item
- Other items model the expected response (eg. Puzzles)

Trials

- Some items can be assessed in more than one trial
- Provides opportunity to practice unfamiliar tasks

31 38 54	▶ ▶	31. Block Stacking Series: 2 Blocks	white paper	Trial: 3 Score: Child stacks at least two blocks.	1 @
			12 blocks	Number of blocks in tallest tower:	

Series items

- Several items have the same instructions but vary on the level of performance to meet scoring criteria
- Items in a series can be evaluated consecutively, even if they don't follow the record form order
- Do not score series items previous to the age start point
- If one series item is scored 0, the following will receive the same scoring

17 20 24 26	26. Food Pellet Series: Thumb-Fingertip Grasp	Food pellet	Score: Child uses pad of his or her thumb and any fingertip to grasp pellet.	1 0
26 14 17 48	27. Turns Pages of Book	Picture Book	Score: Child attempts to turn a page or several pages at once.	1 0
26 14 17 48	28. Grasp Series: Palmar Grasp	Crayon or pencil Sheet of blank unlined white paper	Score: Child grasps crayon or pencil using a palmar grasp while making a mark on the paper. <i>Used palmar grasp</i>	1 0
26 14 17 48	29. Isolates Extended Index Finger	Pegboard	Score: Child extends his or her index finger while keeping other fingers curled.	1 0
26 14 17 48	30. Scribbles Spontaneously	Crayon or pencil Sheet of blank unlined white paper	Score: Child spontaneously and purposely scribbles on the paper.	1 0
26 14 17 48	31. Block Stacking Series: 2 Blocks	12 blocks	Total: 3 Score: Child stacks at least two blocks. Number of blocks in tallest tower:	1 0
26 14 17 48	32. Imitates Stroke Series: Random	2 crayons Sheet of blank unlined white paper	Score: Child produces a stroke in any direction.	1 0
26 14 17 48	33. Places 10 Pellets in Bottle (60 Seconds)	12 food pellets Bottle without lid Stopwatch 60 seconds	Score: Child places 10 pellets in bottle in 60 seconds or less, one pellet at a time.	1 0
26 14 17 48	34. Grasp Series: Transitional Grasp	Crayon or pencil Sheet of blank unlined white paper	Score: Child grasps crayon or pencil using fingers and partial thumb opposition while making a mark on the paper. <i>Used palmar grasp</i>	1 0

Item	Materials	Score Criteria and Comments	Score
35. Coins in Slot	Bank 5 small coins (pennies, nickels, and/or dimes)	Score: Child places at least three coins into slot.	1 0

*Photocopied from Administration Manual, Appendix C.

Total Raw Score (FM)	30
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Positioning

Level supine



Elevated supine



Cradled



Positioning

Supported sitting



Seated



Floor sitting



Social sitting



Positioning

Supported
at shoulder



Standing



Upright



Prone



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Questionnaires

Social-emotional scale

- Begin on item 1 and end on age-appropriate stop point



Social-Emotional Scale Stanley I. Greenspan, M.D.

This scale is designed to measure how well your child has met certain social-emotional milestones for his or her age. Please note that this section has specific stop points, based on your child's age. For each question, circle the number in the column that best describes how often you observe the behavior in your child. Circle **only one** number for each question. Respond to all items until you reach the stop point for your child's age. If your child has not displayed the behavior, please circle 0 for **Can't tell**.

	Behavior Frequency					
	Can't tell	None of the time	Some of the time	Half of the time	Most of the time	All of the time
1. Takes a calm and enjoyable interest in most sounds.	0	1	②	3	4	5
2. You can easily get your child's attention without having to be very dramatic.	0	1	2	3	4	⑤
3. Takes a calm and enjoyable interest in most sights, including colorful or bright things.	0	1	2	3	④	5
4. You can easily get your child to look at things without them being very bright or colorful.	0	1	2	③	4	5
5. Calmly enjoys touching or being touched by different things.	0	1	2	3	4	⑤
6. You can easily get your child to respond to your touch without having to touch your child firmly to get his or her attention.	0	1	2	3	④	5
7. Likes to be swung around, danced with while in your arms, or quickly lifted up in the air.	0	1	2	3	4	⑤
8. You can easily get your child's attention by approaching him or her, or moving him or her around slowly.	0	1	2	3	4	⑤
For Sensory Processing Score calculations, total the scores for Items 1-8.						33 /40
9. You can help your child to calm down.	0	1	2	3	④	5
10. Looks at interesting sights, such as your face or a toy.	0	1	2	3	④	5
11. Looks at or turns toward interesting sounds.	0	1	2	3	4	⑤
Stop here if your child is 0-3 months old.						Stage 1



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Questionnaires

Adaptive behavior scale

- It has to be completed in its entirety, except for the Functional pre-academic, Home living and Community use for newborns to 11 months old
- No more than 3 guessing factors

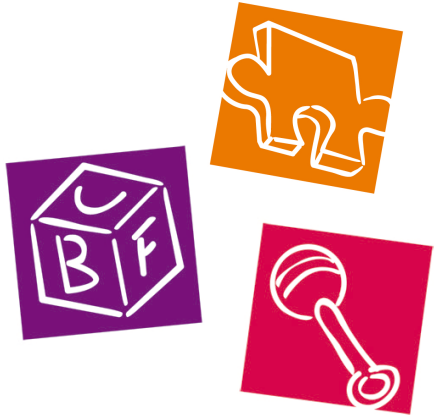
	Behavior Frequency				Check if you guessed	
	Is not able	Never when needed	Sometimes when needed	Always when needed		
1. Points to pictures in books when asked (e.g., points to a horse or cow).	0	1	2	③	<input type="checkbox"/>	
2. Holds crayon or pencil with point down when using paper.	0	1	2	③	<input type="checkbox"/>	
3. States his or her age in years when asked.	0	1	2	③	<input type="checkbox"/>	
4. Counts three or more objects.	0	1	②	3	<input type="checkbox"/>	
5. Attempts to imitate simple drawings (e.g., copying a line or circle).	0	1	2	③	<input type="checkbox"/>	
6. Sings the alphabet song.	0	1	2	③	<input type="checkbox"/>	
7. Names six or more colors including red, blue, and yellow.	0	1	②	3	<input type="checkbox"/>	
8. Recites nursery rhymes from memory.	0	1	2	③	<input type="checkbox"/>	
9. Identifies at least two numbers from a group of numbers.	0	1	2	③	<input type="checkbox"/>	
10. Names four or more shapes (e.g., circle, square, rectangle, and triangle).	0	1	2	③	<input type="checkbox"/>	
11. Reads own name when printed.	0	1	2	③	<input checked="" type="checkbox"/>	
12. Counts 10 or more objects without using fingers.	0	①	2	3	<input type="checkbox"/>	
13. Draws a recognizable face including two eyes, a nose, mouth, and hair.	0	1	②	3	<input type="checkbox"/>	
14. Names at least two letters when shown own name.	0	1	②	3	<input type="checkbox"/>	
15. Names most letters when shown the alphabet.	0	1	②	3	<input type="checkbox"/>	
16. Counts from 1 to 20.	0	1	②	3	<input type="checkbox"/>	
17. Prints at least two letters in own name.	①	1	2	3	<input type="checkbox"/>	
18. Reads and obeys common signs (e.g., Do Not Enter, Exit, or Stop).	①	1	2	3	<input type="checkbox"/>	
19. States the days of the week in order.	0	1	②	3	<input type="checkbox"/>	
20. Writes numbers 1 to 10.	0	1	②	3	<input type="checkbox"/>	
21. Tells what day comes before another (e.g., "Wednesday comes before Thursday.").	0	1	②	3	<input type="checkbox"/>	
22. Writes his or her first and last names.	0	1	②	3	<input type="checkbox"/>	
23. States time and day of favorite television shows.	0	1	②	3	<input checked="" type="checkbox"/>	
Total Raw Score (Functional Pre-Academics Items 1-23)				50	69	Total Guessed 2



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General Scoring Guidelines

Scoring guidelines

Multiple responses

- Consider self-corrected answers
- For timed items, consider answers given within the time limit
- If multiple answers are given and it is not clear the intended one, ask the child

Incidental observations

- Verbal and social behaviors towards caregivers can provide incidental observations of an item
- Only consider if actually observed
- Also, an item can be observed whilst performing another item (pointing)

Types of scores

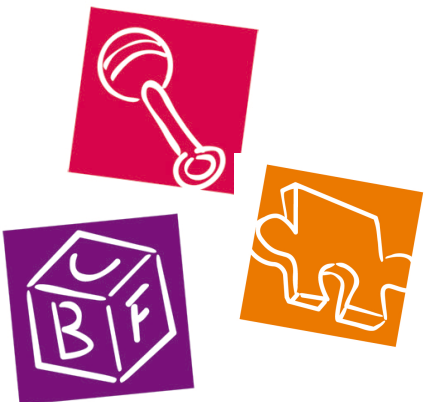
- Raw scores: sum of items scored 1 and previous items before them.
- Scaled scores: derived from raw items. Range 1-19, $M=10$, $SD=3$. Table A1.

Table 1.1 Types of Scores Available for Bayley-III Scales and Subtests

Scale or Subtest	Scaled Score	Composite Score	Percentile Rank	Confidence Interval	Developmental Age Equivalent	Growth Score
Cognitive Scale	●	●	●	●	●	●
Language Scale		●	●	●		
Receptive Communication subtest	●				●	●
Expressive Communication subtest	●				●	●
Motor Scale		●	●	●		
Fine Motor subtest	●				●	●
Gross Motor subtest	●				●	●
Social-Emotional Scale	●	●	●	●		
Adaptive Behavior Scale (GAC)		●	●	●		
Communication	●					
Community Use	●					
Functional Pre-Academics	●					
Home Living	●					
Health and Safety	●					
Leisure	●					
Self-Care	●					
Self-Direction	●					
Social	●					
Motor	●					

- Composite scores: sum of subtest scaled scores (language, motor and adaptive behavior) equivalent composite scores are available for cognitive and social-emotional. Range 40-160, $M=100$, $SD=15$
- Percentile: standing of child relative to others in the standardization sample. Range 1-99, $M=50$
- Developmental age equivalent: average age in months at which given total score is typical
- Growth scores: plot the child's growth over time for each subtest. Range 200-800, $M=500$, $SD=100$

Materials



Assessment examples



Cognitive :
Item 23-> plays with string.
Item 29-> Pulls ring
adaptively
Item 43-> Clear box: front
Item 44-> squeezes duck
Fine motor: item 19 transfers
ring



2:25

Cognitive : ítem
68, Matches 3
colors
Expressive
communication:
ítem 41, names 4
colors

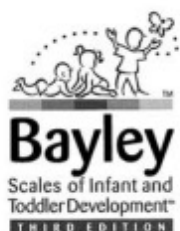
Assessment examples



Assessment examples

Record Form

Child's name: Sam Weisinger
 Sex: M F ID #: 123-45-6789
 Examiner's name: Maggie Young
 School/Child care program: Royal Daycare Center
 Reason for referral: Child is mostly non-verbal



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*Leisure (LS)	42	7			
*Self-Care (SC)	51	5			
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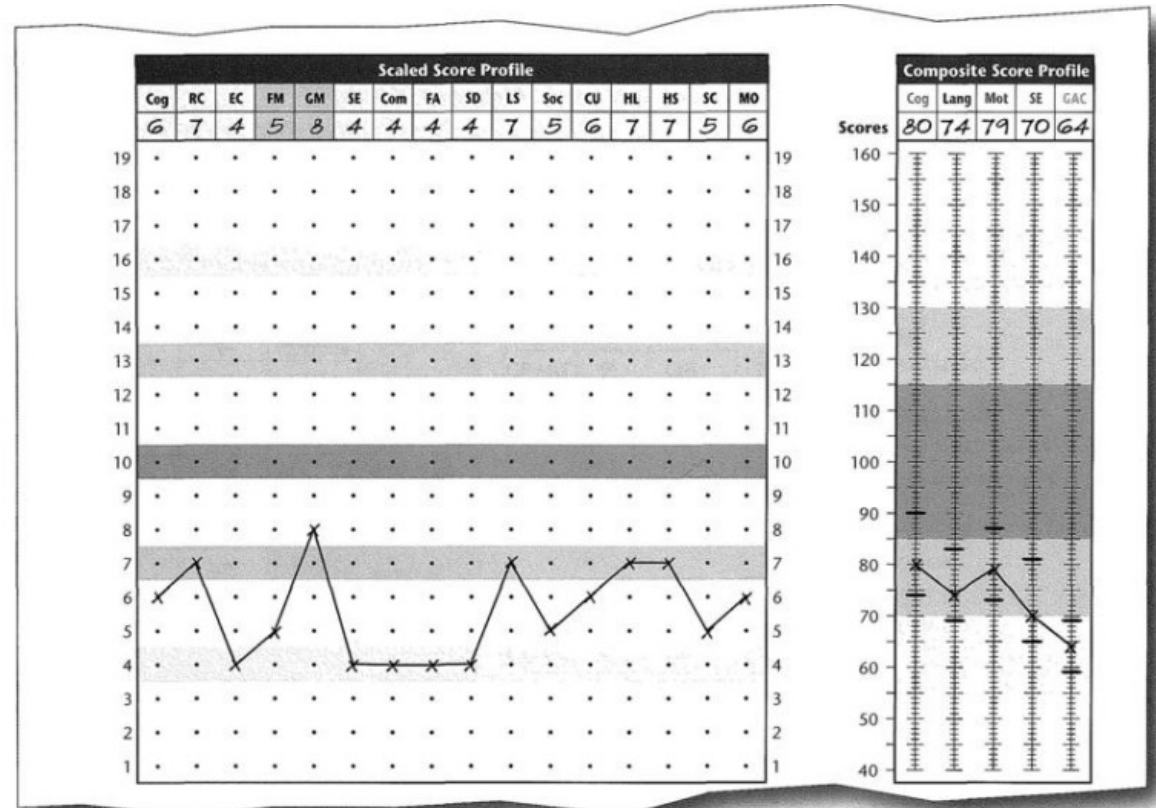
Calculate Age and Start Point

	Years	Months	Days
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Age in Months and Days	24 10 34 22		
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5 months 16 days-6 months 15 days	F
6 months 16 days-8 months 30 days	G
9 months 0 days-10 months 30 days	H
11 months 0 days-13 months 15 days	I
13 months 16 days-16 months 15 days	J
16 months 16 days-19 months 15 days	K
19 months 16 days-22 months 15 days	L
22 months 16 days-25 months 15 days	M
25 months 16 days-28 months 15 days	N
28 months 16 days-32 months 30 days	O
33 months 0 days-38 months 30 days	P
39 months 0 days-42 months 15 days	Q

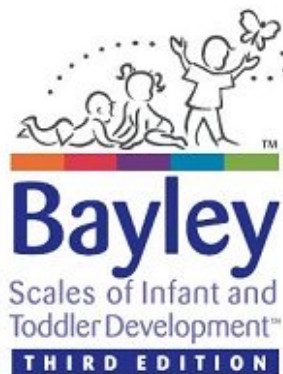
*For children younger than one year, the GAC is calculated using only those skill areas indicated by an asterisk. Use Table A.5

ISBN 015402723-5



Caregiver report

- Personal information
- Description of the scale
- Normative data
- Results
- Interpretation
 - Below average
 - Average
 - Above average



Caregiver Report

About the Bayley-III

Your child was just tested using the *Bayley Scales of Infant and Toddler Development, Third Edition* (Bayley-III). He or she was asked to do a number of activities to see if your child's thinking, language, and moving (sitting, walking) skills are similar to children his or her own age. Some of the activities your child was asked to perform may have seemed very easy while some of the activities may have seemed very hard. No child is expected to do well on every activity.

You may also have been asked questions about your child's social skills (such as expressing emotions or talking with others) and behaviors (such as playing with others or dressing). These questions help us find out your child's range of skills. No child is expected to successfully show every skill.

What does the Bayley-III measure?

The Bayley-III has three major parts that are tested with the child: Cognitive, Language, and Motor. The Questionnaire that you completed looks at your child's Social-Emotional and Adaptive Behavior development.

Cognitive (Cog)

The Cognitive Scale (Cog) looks at how your child thinks, reacts, and learns about the world around him or her.

- Infants are given tasks that measure their interest in new things, their attention to familiar and unfamiliar objects, and how they play with different kinds of toys.
- Toddlers are given items that examine how they explore new toys and experiences, how they solve problems, and their ability to complete puzzles.



Caregiver report

Composite or Composite Score Equivalent	Classification
130 and above	Very Superior
120-129	Superior
110-119	High Average
90-109	Average
80-89	Low Average
70-79	Borderline
69 and below	Extremely Low

-Scaled scores
-Developmental age equivalents

Caregiver report: Parent-child activities

Cognitive Skills development

Early cognitive skills

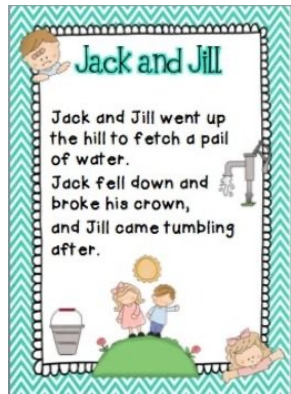
Knowing concepts



Caregiver report: Parent-child activities

Cognitive Skills development

Building memory skills



Developing critical thinking skills



Caregiver report: Parent-child activities

Language skill development

Birth to two years



Accentuate
Imitate
Use gestures
Animal sounds
Point and name

Two to four years

- Play naming objects
- Repeat and expand child's phrases
- Give them choices
- Songs and rhymes
- Read books and makeup stories



Caregiver report: Parent-child activities

Motor skill development

Fine motor skills



Gross motor skills

