

Bayley-III® Domains

Bayley-III Developmental Domains

Five Developmental Domains

- Adaptive Behavior
- Cognitive
- Language
- Motor
- Social-Emotional

Adaptive Behavior

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- Communication
- Community use
- Functional pre-academics
- Home living
- Health and safety
- Leisure
- Self-care
- Self-direction
- Social
- Motor

Cognitive

- Sensorimotor development
- Exploration and manipulation
- Object relatedness
- Concept formation
- Memory
- Habituation
- Visual acuity
- Visual preference

- Object permanence
- Plus other aspects of cognitive processing

Items measure age-appropriate skills including:

- Counting (with one-to-one correspondence and cardinality)
- Visual and tactile exploration
- Object assembly
- Puzzle board completion
- Matching colors
- Comparing masses
- Representational and pretend play
- Discriminating patterns

Language

Expressive communication

Assesses preverbal communications such as:

- Babbling
- Gesturing
- Joint referencing
- Turn taking
- Vocabulary development such as naming objects, pictures, and actions
- Morpho-syntactic development such as use of two-word utterances and use of plurals and verb tense

Receptive communication

Assesses preverbal behaviors and vocabulary development such as:

- The ability to identify objects and pictures that are referenced
- Vocabulary related to morphological development such as pronouns and prepositions
- Understanding of morphological markers such as plurals and tense markings

Motor

Fine motor

Fine motor skills associated with:

- Prehension

- Perceptual-motor integration
- Motor planning
- Motor speed

Items measure age-appropriate skills including:

- Visual tracking
- Reaching
- Object manipulation
- Grasping
- Children's quality of movement
- Functional hand skills
- Responses to tactile information (sensory integration)

Gross motor

Items assess:

- Static positioning (e.g. head control, sitting, standing)
- Dynamic movement including locomotion (crawling, walking, running, jumping, walking up and down stairs)
- Quality of movement (coordination when standing up, walking, kicking)
- Balance
- Motor planning
- Perceptual-motor integration (e.g. imitating postures)

Social-Emotional

Developed by Stanley Greenspan, M.D., one of the world's leading experts in child development.

- Determines the mastery of early capacities of social-emotional growth
- Monitors healthy social and emotional functioning
- Monitors progress in early intervention programs
- Detects deficits or problems with developmental social-emotional capacities
 - **0-3 months:** Exhibits growing, self-regulation, and interest in the world
 - **4-5 months:** Engages in relationships
 - **6-9 months:** Uses emotions in an interactive, purposeful manner
 - **10-14 months:** Uses a series of interactive, emotional signals or gestures to communicate
 - **15-18 months:** Uses a series of interactive, emotional signals or gestures to solve problems

- **19-30 months:** Uses ideas to convey feelings, wishes, or intentions
- **31-42 months:** Creates logical bridges between emotions and ideas