Bayley™-4 Overview

Presented by: Hillary Blake (Stanley), PsyD, HSPP
Date: Friday, February 20, 2026
Time: 9:00 a.m. to 12:15 p.m. ET
Delivery method: Live webinar
Instruction level: Intermediate
Sponsored by: NCS Pearson, Inc.

Course Description

This 3-hour session provides a broad overview of the Bayley Scales of Infant and Toddler Development™ (4th ed.; Bayley-4), the most comprehensive assessment tool for determining developmental delays in children. Using video demonstrations, discussions, and practice activities, participants will build confidence in their subtest administration and scoring skills with all domains, as well as review basic interpretation of scores.

Learner Outcomes

After completing this learning track, the participants will be able to:
1. Describe the three interrelated elements the Bayley-4 uses to assess cognitive, language, and motor development.
2. Explain two general guidelines for administration and scoring of the Bayley-4 Cognitive, Language, and Motor subtests.
3. Discuss scoring of the Bayley-4 and interpretation of results

Time-ordered Agenda

5 minutes	Introduction
30 minutes	General Test Information
120 minutes	Subtest Administration and Scoring
20 minutes	Deriving Standard Scores and Interpretation
5 minutes	Q&A

About the Presenter

Dr. Blake graduated from the University of Indianapolis in 2014. She completed her internship at the Youth Opportunity Center and her postdoctoral fellowship at the Riley Hospital for Children Christian Sarkine Autism Treatment Center. Dr. Blake was an assistant professor at the IU School of Medicine. She was the clinical director of the headache clinic and the associate clinic director of consultation liaison. Dr. Blake transitioned to private practice in 2022 where she provides psychotherapy and psychological assessments. Dr. Blake has provided psychological assessments across a variety of settings including juvenile detention centers, schools, inpatient hospitals, outpatient centers, and residential treatment centers. Dr. Blake completes assessments for ADHD, ASD, intellectual disability, learning disorders, and clarification of diagnosis. She is well versed in a variety of Pearson assessments and utilizes them in her practice.

Pearson

ts

References

Aylward, G.P. (2020). *Bayley 4: Clinical use and interpretation.* Academic Press. https://doi.org/10.1016/C2018-0-01775-2

Aylward, G. P. (2020). Is it correct to correct for prematurity? Theoretic analysis of the Bayley-4 normative data. *Journal of Developmental & Behavioral Pediatrics, 41*(2), 128–133. https://doi.org/10.1097/DBP.0000000000000739

Bagnato, S. J. (2005). The authentic alternative for assessment in early intervention: An emerging evidence-based practice. *Journal of Early Intervention, 28*(1), 17–22. https://doi.org/10.1177/105381510502800102

Bayley, N. & Aylward, G.P. (2019). *Bayley Scales of Infant and Toddler Development* (4th ed.): *Technical manual.* NCS Pearson.

Becerra-Culqui, T. A., Lynch, F. L., Owen-Smith, A. A., Spitzer, J., & Croen, L. A. (2018). Parental first concerns and timing of autism spectrum disorder diagnosis. *Journal of Autism and Developmental Disorders, 48*(10), 3367–3376. https://doi.org/10.1007/s10803-018-3598-6

Brazelton, T. B. (1975). Anticipatory guidance. *Pediatric Clinics of North America, 22*(3), 533–544. https://doi.org/10.1016/S0031-3955(16)33167-4

Dale, B. A., Caemmerer, J. M., Winter, E. L., & Kaufman, A. S. (2022). Bayley-4 performance of very young children with autism, developmental delay, and language impairment. *Psychology in the Schools, 59*(7), 1267–1281. https://doi.org/10.1002/pits.22682

Greenwood, C. R., Carta, J. J., & McConnell, S. (2011). Advances in measurement for universal screening and individual progress monitoring of young children. *Journal of Early Intervention, 33*(4), 254–267. https://doi.org/10.1177/1053815111428467

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004).

Piaget, J. (1952). *The origins of intelligence in children.* (M. Cook, Trans.). W.W. Norton & Co. https://doi.org/10.1037/11494-000

Szarkowski, A., & Hutchinson, N. (2016). Developmental assessment. In M. Sass-Lehrer (Ed.), Early intervention for deaf and hard-of-hearing infants, toddlers, and their families: Interdisciplinary perspectives (pp. 199-232). Oxford University Press.

Telzrow, R. W. (1978). Anticipatory guidance in pediatric practice. *Journal of Continuing Education in Pediatrics, 20*(7), 14–27

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Harvard University Press.

Wilson, S. L., & Cradock, M. M. (2004). Review: Accounting for prematurity in developmental assessment and the use of age-adjusted scores. *Journal of Pediatric Psychology, 29*(8), 641–649. https://doi.org/10.1093/jpepsy/jsh067

Earn 3.0 CE Credits

Pearson is approved by the American Psychological Association to sponsor continuing education for psychologists. Pearson maintains responsibility for this program and its content.

Earn 3.0 CPD Credits

NASP Approved Provider # 1010
Pearson is approved by the National Association of School Psychologists to offer continuing education for school psychologists. Pearson maintains responsibility for the program.

Registration Link: To be provided upon payment.

Qualified Professional Enrollment | Individual registration **–** $109.00 per person
Attendees need to meet our Level B qualification. Attendees who are not seeking continuing education credit may receive a certificate of attendance.

Attendance Requirements
Pearson maintains responsibility for this program and the course content. Attendees must attend the entire session, respond to polls and questions interspersed throughout the course content via chat, and submit a course evaluation. No partial credit is available.

Reschedule/Cancellation and Refunds
Cancellation(s) can be made at any time before the course begins by notifying ClinicalTraining@pearson.com.

Pearson is committed to providing a meaningful training experience and reserves the right to reschedule or cancel this session at any time and at its sole discretion. Pearson agrees to provide participants with as much advance notice of changes, but Pearson will not be charged any penalty fees or incur any charges as a result of such termination/cancellation.

If either the learner or Pearson needs to reschedule or cancel the session, an alternative date will be offered. The learner will have the option to join the rescheduled session or receive a full refund. No refunds or credits will be granted for partial attendance.

CE Contact Information:
NCS Pearson, Inc.
927 E. Sonterra Blvd., Suite 119
San Antonio, Texas 78258
ClinicalTraining@pearson.com

Accommodation Requests
Pearson will make accommodations is accordance with the Americans with Disabilities Act (ADA). If you require specific accommodations because of a disability, please email ClinicalTraining@pearson.com at least five (5) calendar days before the training session so that appropriate arrangements may be made.

Complaint Resolution
If a registrant feels that the training was unsatisfactory for any reason, please email ClinicalTraining@pearson.com.

About Pearson
Pearson is the foremost provider of assessments for psychologists and other mental health professionals. Our reliable, well-validated tools assess child and adult personality, behavior, neuropsychology, ability/intelligence, speech and language, developmental, sensory, motor, vocations, and biopsychosocial issues, leading to better insights and successful outcomes.