



## Bayley™-4 Overview

Presented by: Eileen Garza, OTR, ATP/SMS, PhD, FAOTA

Date: Friday, May 29, 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 3.5-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
50 minutes	Deriving Standard Scores and Interpretation
5 minutes	Q&A

### About the Presenter

Eileen Garza is an occupational therapist with over 40 years' experience as a practitioner and educator. Her areas of clinical expertise include school-based practice, hands-on, and community-based practice. Eileen also has extensive expertise in delivering training through both face-to-face and virtual platforms. She frequently presents continuing education sessions to audiences with diverse backgrounds, including families, occupational therapy practitioners, and other professional disciplines on a local, state, national, and international level.

## Disclosure

**Financial:** Eileen Garza is a licensed occupational therapy practitioner employed by Pearson Clinical Assessment.

**Nonfinancial:** There is no relevant non-financial relationship to disclose.

NCS Pearson, Inc., the sponsor of this webinar, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. This offering will only include information that pertains to the effective and appropriate use and interpretation of Bayley-4, published by NCS Pearson. No other assessments will be discussed during this presentation.

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](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 **3.5** 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.



**Ensuring High Quality  
Professional Development**

### Earn **3.5** 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** | \$113.50 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.

**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 in 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.