Bayley Scales of Infant and Toddler Development, 3rd Edition
Developmental Assessment of Young Children (DAYC)
Battelle Developmental Inventory-2
Differential Ability Scale for Children – Second Edition (DAS-II)

Bayley Scales of Infant and Toddler Development, 3rd Edition
The Bayley-III is an individually administered instrument that assesses the developmental functioning of infants and young children between 1 month and 42 months of age.

The Cognitive Scale includes items that assess sensorimotor development, exploration, and manipulation, object relatedness, concept formation, memory and other aspects of cognitive processing.

The Language Scale is composed of receptive communication and expressive communication items. The Receptive Communication subtest includes items that assess preverbal behaviors; vocabulary development, such as being able to identify objects and pictures that are referenced; vocabulary related to morphological development, such as pronouns and prepositions; and understanding of morphological markers. The Expressive Communication subtest includes items that assess preverbal communication, such as babbling, gesturing, joint referencing, and turn taking; vocabulary development; and morpho-syntactic development.

The Motor Scale is divided into the Fine Motor subtest and the Gross Motor subtest. Fine Motor skills associated with prehension, perceptual-motor integration, motor planning, and motor speed are included in the Fine Motor Subtest. Items measure young children’s skills related to visual tracking, reaching, object manipulation, and grasping. The Gross Motor subtest primarily measures the movement of the limbs and torso. Items assess static positioning; dynamic movement; balance; and motor planning.

The Social-Emotional Scale assesses the acquisition of social and emotional milestones in infants and young children. Items assess the child’s mastery of functional emotional skills; communication needs; engaging others and establishing relationships; using emotions in an interactive, purposeful manner; and using emotional signals or gestures to solve problems.

The Adaptive Behavior Scale assesses the daily functional skills of a child, measuring what the child actually does, in addition to what he or she may be able to do. The areas measured within this scale include Communication, Community Use, Health and Safety, Leisure, Self-Care, Self-Direction, Functional Pre-Academics, Home Living, Social and Motor. The scores for all the skill areas combine to form a series of composites, including the General Adaptive Composite (GAC), an overall measure of the child’s adaptive development.
Developmental Assessment of Young Children (DAYC)
The Cognitive Subtest includes abilities such as attention, memory, purposive planning, decision making, and discrimination.

The Communication Subtest involve both receptive and expressive language and verbal or nonverbal expression.

The Social-Emotional Subtest measures the child’s social awareness, social relationships, and social competence. Social-Emotional skills enable children to engage in meaningful social interactions with parents, caregivers, peers, and others in their environment.

The Physical Development Subtest measures a child’s motor development. Motor skills involve the use of the body’s large and small muscles to perform basic movements.

The Adaptive Behavior Subtest measures a child’s independent functioning in his or her environment. Self-help skills include toileting, feeding, dressing, and personal responsibility.

Example:
Communication: The Cognitive Subtest includes abilities such as attention, memory, purposive planning, decision making, and discrimination. As for communication, SX uses ten to fifteen words spontaneously by parent report. She points to several body parts, but does not point to or name pictures. She indicates yes or no in response to questions, and refuses by saying “no”. She does not say “yes” in response to questions, does not know the names of her playmates, and does not produce 2-word phrases. SX does not name 8 or more pictures of familiar objects.

Social-Emotional: The Social-Emotional Subtest measures the child’s social awareness, social relationships, and social competence. Social-Emotional skills enable children to engage in meaningful social interactions with parents, caregivers, peers, and others in their environment. In the area of socialization, SX expresses affection with family members. She brings toys to share with her caregiver. She plays well with other children and attempts to comfort others when they are upset. She has difficulty sharing with other children. SX has temper tantrums when frustrated. SX enjoys simple make-believe. SX does not take turns and does not sing familiar songs with an adult. SX does not ask for assistance when having difficulty.

Physical Development: The Physical Development Subtest measures a child’s motor development. Motor skills involve the use of the body’s large and small muscles to perform basic movements. As far as her physical development in gross motor skills, SX walks up and down stairs and throws a ball overhead with relative accuracy. She runs with some falling. SX climbs low play equipment. SX does not jump over object up to 6 inches high, and she does not hop on one foot. SX does not skip. For fine motor skills, she turns the pages of a cloth or paper book and can un-wrap gum or candy. She is able to
manipulate puzzle pieces and pegs. SX does not cut with scissors following a line and does not use vertical, horizontal or circular motions when drawing. SX does not color within lines.

**Battelle Developmental Inventory-2**

The Adaptive Domain (ADP) measures the child’s ability to use the information and skills acquired in the other domains. The Adaptive Domain is divided into two subdomains, Self-Care (SC) and Personal Responsibility (PR). The Self-Care subdomain assesses a child’s ability to perform the tasks associated with daily routines with increasing autonomy. The Personal Responsibility subdomain assesses a child’s ability to assume responsibility for performing simple chores. This subdomain assesses the child’s ability to initiate play and other meaningful activities, carry out tasks with minimal prompting, and avoid common dangers and demonstrate care and caution.

The Personal Social Domain (P-S) assesses abilities and characteristics that allow a child to engage in meaningful social interaction with adults and peers and to develop his or her own self-concept and sense of social role. The Personal-Social Domain is divided into three subdomains: Adult Interaction (AI), Peer Interaction (PI), and Self-Concept and Social Role (SR). The Adult Interaction subdomain measures the quality and frequency of a child’s interaction with adults. The Peer Interaction subdomain measures the quality and frequency of a child’s interaction with children of a similar age. The Self-Concept and Social Role subdomain assesses a child’s development of self-awareness, personal knowledge, self-worth and pride, moral development, sensitivity to other’s needs and feelings, and coping skills.

The Communication Domain (COM) measures how effectively a child receives and expresses information and ideas through verbal and nonverbal means. The Communication Domain is divided into two subdomains: Receptive and Expressive. The Receptive subdomain assesses a child’s ability to discriminate, recognize, and understand sounds and words as well as information received through gestures and other nonverbal means. The Expressive subdomain assesses a child’s production and use of sounds, words, or gestures to relate information to others.

The Motor Domain (MOT) assesses a child’s ability to control and use the large and small muscles of the body. The Motor Domain is divided into three subdomains: Gross Motor, Fine Motor, and Perceptual Motor. The Gross Motor subdomain assesses the development of the large muscle systems used in locomotion skills such as walking, running, and jumping, and coordinated movements such as throwing. The Fine Motor subdomain assesses the development of a child’s fine muscle control and coordination, particularly the small muscles in the arms and hands that allow performance of increasingly complicated tasks. The Perceptual Motor subdomain measures the child’s ability to integrate fine motor and perceptual skills for tasks.

The Cognitive Domain (COG) measures those skills and abilities most commonly thought of as “mental” or “intellectual” with the exception of language and
communication skills. The Cognitive Domain is divided into three subdomains: Attention and Memory, Reasoning and Academic Skills, and Perception and Concepts. The Attention and Memory subdomain assesses a child’s ability to visually and auditorily attend to environmental stimuli for varying lengths of time and to retrieve information when given relevant clues to do so, in both the short term and long term. The Reasoning and Academic Skills assesses the critical thinking skills a child needs to perceive, identify, and solve problems; analyze and appraise the elements of situation; identify missing components, contradictions, and inconsistencies; and judge and evaluated ideas, processes, and products. The Perception and Concepts subdomain assesses an infant’s active sensorimotor interactions with the immediate environment.

Differential Ability Scale for Children-Second Edition (DAS-II)

**Early Years Battery**
On the Verbal Comprehension subtest, the child was asked to point to pictures or manipulate objects in response to oral instructions from the examiner.

On the Picture Similarities subtest, the examiner showed the child a row of four pictures in the Stimulus Book, the child was asked to place a fifth card under the picture that shared an element of concept. On the Naming Vocabulary subtest, the child was shown an object or a picture and was asked to say its name.

On the Recall of Objects-Immediate subtest, the child viewed a card with pictures of 20 objects for a specified amount of time. After the card was removed, the child was asked to recall as many objects as possible.

On the Pattern Construction subtest, for Set A, the child copied two – or three-dimensional design with wooden blocks. For Set B and C, the child constructed a design by putting together flat squares or solid blocks with black and yellow patterns of each side.

On the Matrices subtest, the child was shown an incomplete matrix then selected the figure that correctly completed the matrix.

On the Recall of Objects-Delayed subtest, the Recall of Objects card was placed face down in front of the child, but the pictures were not exposed again. The child recalled as many objects as possible.

On the Copying subtest, the child copied a simple line drawing that was first made by the examiner or shown in a picture.