

Bayley-III: Bayley Scales of Infant and Toddler Development, Third Edition Full Profile Review

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Name of the measure

Bayley-III: Bayley Scales of Infant and Toddler Development, Third Edition

Author(s) / Publisher(s)

- English original (US): [https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildGeneralAbilities/BayleyScalesofInfantandToddlerDevelopmentThirdEdition\(Bayley-III\)/ForThisProduct/Bayley-IIIUKValidation.aspx](https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildGeneralAbilities/BayleyScalesofInfantandToddlerDevelopmentThirdEdition(Bayley-III)/ForThisProduct/Bayley-IIIUKValidation.aspx)

Author: N. Bayley.

Publisher: Pearson Assessment

- Italian translation (IT): <https://www.giuntios.it/catalogo/test/bayley-iii>

Author: R. Ferri, A. Orsini & E. Stoppa.

Publisher: Giunti Psychometrics

- English translation (GB)

Author: Psychometrics Centre at Cambridge University.

Publisher: Pearson Assessment

- English translation (IE)

Author: Psychometrics Centre at Cambridge University.

Publisher: Pearson Assessment

Age Range

0-3 years, 3-7 years

Age Range Information

16 days to 42 months

SEL Skills targeted

Relationship skills, Self-awareness, Self-management, Social and emotional development

Scales and Subscales

Five developmental domains:

Cognitive scale (sensorimotor, exploration and manipulation, concept formation, memory, attention, visual preference);

Language scale (including the receptive communication and expressive communication subtests);

Motor scale (including the fine motor and gross motor subtests);

Social-Emotional scale (questionnaire completed by the parent or primary caregiver);

Adaptive behaviour scale (questionnaire completed by the parent or primary caregiver).

Each scale includes further subscales.

The social-emotional scale evaluates the social and emotional acquisition in children and identifies the most important acquisitions in development that could be achieved at certain ages. Items evaluate:

the domination of emotional-functional ability, such as self-regulation and interest in the world;

communication needs;
engaging with others and establishing relationships;
the use of emotions with interactive purpose;
the use of emotional signals or gestures to solve problems.

Sources of information

Child, Parent, Teacher

Formats for administration

Direct assessment, Observation, Interview

Administration

Individual, completed on paper

30 to 90 minutes

Scoring

Manual

Psychometric Properties

The psychometric properties for the Italian adaptation:

The reliability of the five scales and subscales was calculated for each of the 8 age groups using the split-half method and corrected with the Spearman–Brown formula. The reliability of the Composite Scores of the Language Scale and the Motor Scale was calculated using Mosier's formula. The average reliability was calculated with Fisher Z-transformation.

Cognitive Scale = .92

Language scale = .94

Motor scale = .92

The reliability of the Social-Emotional Scale and the subscales of the Adaptive Behaviour Scale, for each age group, was calculated with Cronbach's alpha.

The average coefficients of the Social-Emotional scale range from .71 to .92.

The average coefficients of the subscales of the Adaptive Behaviour Scale range from .80 to .90.

The Adaptive General Composite (GAC) score range from .96 to .98 with an average reliability of .97.

The following have been calculated:

the intercorrelations between the weighted scores of the subscales Receptive Communication, Expressive Communication, Fine-Motor, Gross-Motor, Cognitive scale, Social-Emotional scale and the two Composite Scores of the Language Scale and the Motor Scale for the total sample (average correlations) and for the 8 age groups. For most groups, as was the case for the U.S. sample, the subscales of the Language Scale score have higher correlations between them and with the Cognitive Scale score than with the subscales of the Motor Scale. This may be due to the closer relationship between the area of cognitive and linguistic development;

the intercorrelations between weighted subscale scores and composite scores of the Adaptive Behaviour Scale;

the correlations between Cognitive Scale, Language Scale, Motor Scale and Social-Emotional Scale and Adaptive Behaviour Scale; these correlations are significant but not particularly high.

Strengths and Weaknesses

The Bayley-III is useful to:

- identify children with developmental delay;
- identify infant and toddler strengths and competencies, as well as their weaknesses;
- determine the need for further in-depth assessment;
- administer one or more domain subtests individually;
- plan the intervention and chart intervention progress.

Citation

This document was generated from the database used to create the Assessment Measures Compendium:

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