Bayley-III® Domains

_Bayley-III Developmental Domains_

Five Developmental Domains

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

**Adaptive Behavior**
Authored by ABAS®-II authors Patti L. Harrison, Ph.D. and Thomas Oakland, Ph.D.

- 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