



**Bayley**  
Scales of Infant and  
Toddler Development™  
THIRD EDITION

# Observation Checklist

Child's name: \_\_\_\_\_

Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**

This checklist may be used to familiarize yourself with those Bayley-III items that can be scored through incidental observation. The items below are those most likely to be observed either before or during the course of the Bayley-III testing session (item numbers are consistent with the Bayley-III Record Form). Items that are not scored through incidental observation will be administered to the child.

Item	Scoring Criteria	Observed
<b>Cognitive Scale Items</b>		
1. Calms When Picked Up	Child calms when picked up by either you or caregiver.	1 0
2. Responds to Surroundings Series: Inspects	Child freely turns eyes or head in visual exploration of surroundings.	1 0
6. Recognizes Caregiver	Child's expression changes to indicate recognition of the caregiver.	1 0
9. Reacts to Disappearance of Face	Child changes facial expression or displays other reaction to caregiver's disappearance.	1 0
16. Explores Object	Child attends to sight, sound, or feel of object by shaking, mouthing, or other activity.	1 0
17. Carries Object to Mouth	Child purposely carries object to mouth.	1 0
18. Inspects Own Hand	Child visually inspects one or both hands.	1 0
20. Responds to Surroundings Series: Awareness of Novelty	Child displays awareness of being in novel surroundings (e.g., startles, looks around).	1 0
21. Persistent Reach	Child persistently reaches for object, even if he or she fails to obtain it.	1 0
24. Bangs in Play	Child purposely bangs in play at any time during testing.	1 0
79. Counts (One-to-One Correspondence)	Child assigns only one number to each block when counting. Child must count to at least 3.	1 0
<b>Language Scale Items, Receptive Communication</b>		
1. Regards Person Momentarily	Child fixes gaze on the person for at least 2 seconds.	1 0
2. Tolerates Attention	Child tolerates attention and does not show signs of distress.	1 0
3. Calms When Spoken To	Child calms when spoken to.	1 0
4. Reacts to Sounds in the Environment	Child clearly reacts to the sound presented.	1 0
5. Responds to a Person's Voice	Child clearly responds to the person's voice.	1 0
6. Searches With Head Turn	(Trials: 2) Child purposely turns head toward the source of the sound.	1 0
8. Sustained Play With Objects	Child interacts with objects for at least 60 seconds.	1 0
10. Interrupts Activity	Child looks up and briefly pauses during play when you call his or her name.	1 0
11. Recognizes 2 Familiar Words	Child responds differentially to at least two familiar words.	1 0
12. Responds to No-No	Child stops reaching for object in response to no-no.	1 0
<b>Language Scale Items, Expressive Communication</b>		
1. Undifferentiated Throaty Sounds	Child produces soft, throaty, gurgling sounds.	1 0
2. Social Smile	Child smiles in response to speaker's attention.	1 0
3. Vocalizes Mood	Child produces vocalizations that express at least one mood.	1 0
4. Undifferentiated Nasal Sounds	Child produces nasal vocalizations.	1 0
5. Social Vocalizing or Laughing	Child vocalizes or laughs in response to speaker's attention.	1 0
6. 2 Vowel Sounds	Child vocalizes at least two different, distinct vowel sounds.	1 0
7. Gets Attention	Child tries to get attention from you or others.	1 0
8. 2 Consonant Sounds	Child produces at least two different, distinct consonant sounds.	1 0
9. Uses Gestures	Child uses at least one gesture to make wants known.	1 0
10. Consonant-Vowel Combination Series: 1 Combination	Child imitates at least one repetitive consonant-vowel combination.	1 0
12. Jabbers Expressively	Child produces at least one vocalization that contains inflections and is expressive.	1 0
14. Uses One-Word Approximations	Child produces at least 1 one-word approximation.	1 0
15. Directs Attention of Other	Child points to or shows you at least one object.	1 0
16. Imitates Word	Child imitates at least one word, even if the imitation consists of vowels only.	1 0
18. Uses Words Appropriately Series: 2 Words	Child uses at least two different words appropriately.	1 0
19. Uses Word to Make Wants Known	Child uses at least one word to make wants known.	1 0
21. Combines Word and Gesture	Child uses at least one word and gesture combination.	1 0
23. Uses Words Appropriately Series: 8 Words	Child uses at least eight different words appropriately.	1 0
25. Imitates a Two-Word Utterance	Child imitates a two-word or multiple-word utterance.	1 0



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Item	Scoring Criteria	Observed
26. Uses a Two-Word Utterance	Child produces at least one utterance that includes two or more words.	1 0
29. Uses Multiple-Word Utterances	Child uses at least two multiple-word utterances.	1 0
30. Uses Pronouns	Child uses at least one pronoun.	1 0
32. Poses Multiple-Word Questions	Child poses at least one two-word or multiple-word question.	1 0
33. Makes a Contingent Utterance	Child produces at least one contingent utterance.	1 0
<b>Motor Scale Items, Fine Motor</b>		
1. Hands Are Fisted	Child's hands are fisted a majority of the time.	1 0
2. Eyes Follow Moving Person	Child's eyes follow moving person through midline to left and right.	1 0
5. Attempts to Bring Hand to Mouth	Child purposely attempts to place his or her hand in mouth.	1 0
10. Keeps Hands Open	Child holds his or her hands open most of the time when not attempting a task.	1 0
11. Rotates Wrist	Child freely rotates wrist from palm down to palm up when manipulating a small object.	1 0
15. Block Series: Whole Hand Grasp	(Trials: 2) Child picks up block using one or both hands.	1 0
16. Reaches Unilaterally	Child tends to reach with a single hand more often than with both hands.	1 0
18. Block Series: Partial Thumb Opposition	(Trials: 2) Child grasps block so that thumb is partially opposed to the fingers.	1 0
21. Transfers Block	Child transfers block from hand to hand.	1 0
22. Block Series: Thumb-Fingertip Grasp	(Trials: 2) Child uses pad of his or her thumb and any fingertip to grasp block.	1 0
24. Food Pellet Series: Partial Thumb Opposition	Child grasps pellet so that thumb is partially opposed to the fingers.	1 0
26. Food Pellet Series: Thumb-Fingertip Grasp	Child uses pad of his or her thumb and any fingertip to grasp pellet.	1 0
27. Turns Pages of Book	Child attempts to turn a page or several pages at once.	1 0
28. Grasp Series: Palmar Grasp	Child grasps crayon or pencil using a palmar grasp while making a mark on the paper.	1 0
34. Grasp Series: Transitional Grasp	Child grasps crayon or pencil using fingers and partial thumb opposition while making a mark on the paper.	1 0
37. Grasp Series: Intermediate (Tripod) Grasp	Child grasps crayon or pencil using a static tripod (thumb and two fingers) or quadrupod (thumb and three fingers) grasp while making a mark on the paper.	1 0
39. Uses Hand to Hold Paper in Place	Child holds paper in place with one hand while he or she scribbles or draws with the other.	1 0
48. Grasp Series: Dynamic Grasp	Child grasps crayon using a mature, controlled, dynamic grasp while making a mark on the paper.	1 0
<b>Motor Scale Items, Gross Motor</b>		
1. Thrusts Legs in Play	Child randomly thrusts legs several times.	1 0
2. Thrusts Arms in Play	Child randomly thrusts arms several times.	1 0
3. Controls Head While Upright Series: Lifts Head	Child intermittently lifts head free of your shoulder without support.	1 0
4. Controls Head While Upright Series: 3 Seconds	Child holds head erect for at least 3 seconds without support.	1 0
5. Turns Head to Sides	Child turns head from one side to the other by raising his or her head off the supporting surface enough to clear the nose. Child must be able to turn to both sides.	1 0
6. Makes Crawling Movements	Child makes any alternating crawling movements with his or her legs.	1 0
9. Controls Head While Upright Series: 15 Seconds	Child holds head erect and steady for at least 15 seconds without support.	1 0
10. Holds Head in Midline	Child holds head in midline for 5 seconds.	1 0
11. Holds Head Upright While Carried	Child holds head erect and steady without support while being moved.	1 0
12. Controls Head While Prone Series: 45°	Child maintains raised head at least 45° from the exam surface for at least 2 seconds.	1 0
14. Rolls From Side to Back	Child actively turns from both sides to his or her back.	1 0
15. Elevates Trunk While Prone: Elbows and Forearms	Child elevates head and upper trunk by pushing up on elbows or forearms.	1 0
17. Controls Head While Prone Series: 90°	Child maintains head at least 90° from the exam surface for at least 5 seconds.	1 0
18. Elevates Trunk While Prone Series: Shifts Weight	Child shifts weight from one arm to the other.	1 0
21. Elevates Trunk While Prone Series: Extended Arms	Child supports weight on both hands.	1 0
24. Grasps Foot With Hands	Child brings one or both feet up to hands (above the hips) and grasps a foot.	1 0
25. Rolls From Back to Stomach	Child rolls from back to stomach, rolling from either side.	1 0
27. Sits Without Support and Holds Object	Child sits alone for at least 60 seconds while manipulating an object.	1 0
28. Rotates Trunk While Seated	Child rotates his or her trunk and reaches for the object.	1 0
30. Crawl Series: Crawls On Stomach	Child uses both arms to move forward on stomach approximately three feet or more.	1 0
31. Crawls Series: Crawl Position	Child moves from lying prone to being up on hands and knees.	1 0
32. Moves From Sitting to Hands and Knees	Child moves from a seated position to hands and knees.	1 0
34. Crawls Series: Crawl Movement	Child makes forward progress of at least 5 feet by crawling on hands and knees.	1 0
35. Raises Self to Standing Position	Child raises self to a standing position, using a chair or other convenient object for support.	1 0
39. Sits Down With Control	Child purposely lowers from a standing to a sitting position in a controlled manner.	1 0
42. Walks Series: Alone	Child takes at least three steps without support, even if gait is stiff-legged and wobbly.	1 0
43. Walks Series: Alone with Coordination	Child takes at least five steps independently, displaying coordination and balance.	1 0
45. Squats Without Support	Child moves from standing to squatting to standing while maintaining balance without using any support.	1 0
50. Runs With Coordination	Child runs with good coordination.	1 0