

COLR RESEARCH FORM OF BAYLEY SCALES OF MENTAL DEVELOPMENT

1. PATIENT IDENTIFICATION

2. NAME OF CHILD

3. DATE OF BIRTH MO. DAY YEAR			4. AGE	5. SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE 1 2	
6. RACE		7. EXAMINED BY		8. DATE OF EXAM MO. DAY YEAR	

SCORING SYMBOLS: PASS (P), FAIL (F), REPORT (Rpt.)

9. ITEMS ACCORDING TO AGE PLACEMENT

10. COMMENTS

0-.9 MONTHS: ITEMS 1-12

1. REGARDS PERSON MOMENTARILY

P ₁ F ₂

2. RESPONDS TO SOUND OF BELL

P ₁ F ₂

3. REGARDS RING MOMENTARILY

P ₁ F ₂

4. QUIETS WHEN PICKED UP

P ₁ F ₂

5. RESPONDS TO SOUND OF RATTLE

P ₁ F ₂

6. PROLONGED REGARD OF RING

P ₁ F ₂

7. HORIZONTAL EYE COORD: RING

P ₁ F ₂

8. RESPONDS TO SOUND: LT. SWITCH

P ₁ F ₂

9. HORIZONTAL EYE COORD.: LIGHT

P ₁ F ₂

10. FOLLOWS MOVING PERSON

P ₁ F ₂

11. RESPONDS TO VOICE

P ₁ F ₂

12. VERTICAL EYE COORD: LIGHT

P ₁ F ₂

1-1.9 MONTHS: ITEMS 13-23

13. VERTICAL EYE COORD: RING

P ₁ F ₂

COLR RESEARCH FORM OF
BAYLEY SCALES OF MENTAL DEVELOPMENT

12. EXAMINED BY	13. DATE OF EXAM		
	MO.	DAY	YEAR

9. ITEMS ACCORDING TO AGE PLACEMENT (CON'T.)

14. VOCALIZES ONCE OR TWICE

P ₁ F ₂

15. CIRCULAR EYE COORD: LIGHT

P ₁ F ₂

16. CIRCULAR EYE COORD: RING

P ₁ F ₂

17. FREE INSPECTION OF SURROUNDINGS

P ₁ F ₂

18. SOCIAL SMILE: E TALKS AND SMILES

P ₁ F ₂

19. TURNS EYES TO RED RING

P ₁ F ₂

20. ANTICIPATORY EXCITEMENT

P ₁ F ₂

21. TURNS EYES TO LIGHT

P ₁ F ₂

22. VOCALIZES 3-6 TIMES

P ₁ F ₂

23. BLINKS AT SHADOW OF HAND

P ₁ F ₂

2-2.9 MONTHS: ITEMS 24-35

24. SOCIAL SMILE: E SMILES, QUIET

P ₁ F ₂

25. VISUALLY RECOGNIZES MOTHER

P ₁ F ₂

26. EYES FOLLOW PENCIL

P ₁ F ₂

27. REACTS TO PAPER ON FACE

P ₁ F ₂

28. SEARCHES WITH EYES FOR SOUND

P ₁ F ₂

14. COMMENTS

COLR RESEARCH FORM OF
BAYLEY SCALES OF MENTAL DEVELOPMENT

15. PATIENT IDENTIFICATION

16. EXAMINED BY

17. DATE OF EXAM
MO. DAY YEAR

9. ITEMS ACCORDING TO AGE PLACEMENT (CON'T.)

29. VOCALIZES TO SOCIAL STIMULUS; E SMILES
AND TALKS

P ₁ F ₂

30. MANIPULATES RING

P ₁ F ₂

31. VOCALIZES 2 SYLLABLES

P ₁ F ₂

32. REGARDS CUBE (AT TABLE)

P ₁ F ₂

33. GLANCES FROM ONE OBJECT TO ANOTHER

P ₁ F ₂

34. ANTICIPATORY ADJUSTMENT TO LIFTING

P ₁ F ₂

35. REACTS TO DISAPPEARANCE OF FACE

P ₁ F ₂

3-3.9 MONTHS: ITEMS 36-46

36. REACHES FOR RING

P ₁ F ₂

37. PLAYS WITH RATTLE

P ₁ F ₂

38. FINGERS HAND IN PLAY

P ₁ F ₂

39. FOLLOWS VANISHING RING

P ₁ F ₂

40. AWARE OF STRANGE SITUATION

P ₁ F ₂

41. FOLLOWS VANISHING SPOON

P ₁ F ₂

42. EYES FOLLOW BALL ACROSS TABLE

P ₁ F ₂

43. CARRIES RING TO MOUTH

P ₁ F ₂

18. COMMENTS

COLR RESEARCH FORM OF
BAYLEY SCALES OF MENTAL DEVELOPMENT

20. EXAMINED BY	21. DATE OF EXAM		
	MO.	DAY	YEAR

9. ITEMS ACCORDING TO AGE PLACEMENT (CON'T.)

44. MANIPULATES TABLE EDGE SLIGHTLY

P ₁ F ₂

45. INSPECTS OWN HANDS

P ₁ F ₂

46. CLOSES ON DANGLING RING

P ₁ F ₂

4-4.9 MONTHS: ITEMS 47-55

47. TURNS HEAD TO SOUND OF BELL

P ₁ F ₂

48. TURNS HEAD TO SOUND OF RATTLE

P ₁ F ₂

49. REACHES FOR CUBE

P ₁ F ₂

50. ACTIVE TABLE MANIPULATION

P ₁ F ₂

51. REGARDS PELLETT

P ₁ F ₂

52. APPROACHES MIRROR IMAGE

P ₁ F ₂

53. PICKS UP CUBE (NOTE HAND USED)

P ₁ F ₂

54. EXPLOITIVE PAPER PLAY

P ₁ F ₂

55. RETAINS 2 CUBES

P ₁ F ₂

5-5.9 MONTHS: ITEMS 56-67

56. DISCRIMINATES STRANGERS

P ₁ F ₂ Rpt. _V

57. VOCALIZES ATTITUDES

P ₁ F ₂

22. COMMENTS

- Ⓐ Seldom
- Ⓑ Moderately
- Ⓒ Frequently

COLR RESEARCH FORM OF BAYLEY SCALES OF MENTAL DEVELOPMENT

24. EXAMINED BY

25. DATE OF EXAM
MO. DAY YEAR

9. ITEMS ACCORDING TO AGE PLACEMENT (CONT.)

58. RECOVERS RATTLE, IN CRIB OR PLAYPEN

P ₁ F ₂

59. REACHES PERSISTENTLY

P ₁ F ₂

60. TURNS HEAD AFTER DROPPED OBJECTS

P ₁ F ₂

61. LIFTS CUP

P ₁ F ₂

62. REACHES FOR SECOND CUBE

P ₁ F ₂

63. ENJOYS FROLIC PLAY

P ₁ F ₂ Rpt. _V

64. TRANSFERS OBJECT HAND TO HAND

P ₁ F ₂

65. SUSTAINS INSPECTION OF RING

P ₁ F ₂

66. PLAYS WITH STRING

P ₁ F ₂

67. PICKS UP CUBE DIRECTLY AND EASILY

P ₁ F ₂

6-6.9 MONTHS: ITEMS 68-74

68. PULLS STRING; SECURES RING

P ₁ F ₂

69. ENJOYS SOUND PRODUCTION

P ₁ F ₂

70. LIFTS CUP BY HANDLE

P ₁ F ₂

71. RETAINS 2 CUBES (3 OFFERED)

P ₁ F ₂

72. ATTENDS TO SCRIBBLING

P ₁ F ₂

26. COMMENTS

COLR RESEARCH FORM OF
BAYLEY SCALES OF MENTAL DEVELOPMENT

28. EXAMINED BY	29. DATE OF EXAM		
	MO.	DAY	YEAR

9. ITEMS ACCORDING TO AGE PLACEMENT (CON'T.)

73. LOOKS FOR DROPPED OBJECT

P ₁ F ₂

74. MANIPULATES BELL: INTEREST IN DETAILS

P ₁ F ₂

7-8.9 MONTHS: ITEMS 75-83

75. RESPONDS PLAYFULLY TO MIRROR

P ₁ F ₂

76. VOCALIZES 4 DIFFERENT SYLLABLES

P ₁ F ₂ Rpt. _V

77. PULLS STRING PURPOSIVELY TO SECURE RING

P ₁ F ₂

78. RESPONDS TO SOCIAL PLAY

P ₁ F ₂ Rpt. _V

79. ATTEMPTS TO SECURE 3 CUBES

P ₁ F ₂

80. RINGS BELL IMITATIVELY

P ₁ F ₂

81. RESPONDS TO NAME OR NICKNAME

P ₁ F ₂ Rpt. _V

82. SAYS DA-DA OR EQUIVALENT (SPECIFY)

P ₁ F ₂ Rpt. _V

83. UNCOVERS TOY

P ₁ F ₂

9-10.9 MONTHS: ITEMS 84-89

84. ADJUSTS TO WORDS

P ₁ F ₂ Rpt. _V

85. FINGERS HOLES IN PEG BOARD

P ₁ F ₂

86. PUTS CUBE IN CUP

P ₁ F ₂

30. COMMENTS

COLR RESEARCH FORM OF
BAYLEY SCALES OF MENTAL DEVELOPMENT

32. EXAMINED BY	33. DATE OF EXAM		
	MO.	DAY	YEAR

9. ITEMS ACCORDING TO AGE PLACEMENT (CONT.)

87. LOOKS FOR CONTENTS OF BOX

P ₁ F ₂

88. ATTEMPTS TO IMITATE SCRIBBLE

P ₁ F ₂

89. STIRS WITH SPOON IN IMITATION

P ₁ F ₂

11-12.9 MONTHS: ITEMS 90-96

90. UNWRAPS TOY

P ₁ F ₂

91. PUSHES CAR ALONG. IN IMITATION

P ₁ F ₂

92. IMITATES WORDS

P ₁ F ₂ Rpt. _V

93. USES EXPRESSIVE JARGON

P ₁ F ₂

94. 3 OR MORE BLOCKS IN CUP

P ₁ F ₂

95. UNCOVERS SQUARE BOX

P ₁ F ₂

96. DANGLES RING

P ₁ F ₂

13-14.9 MONTHS: ITEMS 97-106

97. PLACES 1 PEG REPEATEDLY

P ₁ F ₂

98. TURNS PAGES OF BOOK

P ₁ F ₂

99. PATS THE DOLL

P ₁ F ₂

100. ADJUSTS ROUND BLOCK (3-HOLE BOARD)

P ₁ F ₂

34. COMMENTS

COLR RESEARCH FORM OF
BAYLEY SCALES OF MENTAL DEVELOPMENT

36. EXAMINED BY

31. DATE OF EXAM
MO. DAY YEAR

9. ITEMS ACCORDING TO AGE PLACEMENT (CON'T.)

101. BUILDS TOWER OF 2 CUBES

P ₁ F ₂

102. ONE ROUND BLOCK IN BAYLEY BOARD

P ₁ F ₂

103. SCRIBBLES SPONTANEOUSLY

P ₁ F ₂

104. REMOVES PELLETT FROM BOTTLE

P ₁ F ₂

105. SAYS 2 WORDS

P ₁ F ₂ Rpt. _V

List words heard:

List words reported:

106. SHOWS SHOES

P ₁ F ₂

38. COMMENTS

MANUAL FOR
COLR RESEARCH FORM OF BAYLEY SCALES OF MENTAL DEVELOPMENT

(For Form PS-1, Revised January 1961)

THE COLLABORATIVE STUDY OF CEREBRAL PALSY AND
OTHER NEUROLOGICAL AND SENSORY DISORDERS OF
INFANCY AND CHILDHOOD

January 1961

MANUAL FOR COLR RESEARCH FORM
OF BAYLEY SCALES OF MENTAL DEVELOPMENT
(PS-1, Rev. 1-61)

Refer to Manual of Directions for Eight-Month Psychological Examination for general instructions.

Note: All test items are listed under "9" on the COLR Research Form of the Bayley Scales of Mental Development.

0-.9 Months - Items 1-12

1. Regards person momentarily. As baby lies on back in crib, talk to him to attract his attention and note if he looks at you in response.

CREDIT IF CHILD GLANCES MOMENTARILY AT THE EXAMINER IN RESPONSE TO SPEECH.

2. Responds to sound of bell. Ring the bell three times about three inches from one ear, then, a few seconds later, the other ear, shielding the source of sound with small piece of cardboard to insure that child does not feel movement of air caused by ringing of bell.

CREDIT ANY DEFINITE RESPONSE TO SOUND, SUCH AS A BLINK, FROWN, STARTLE, INCREASED ACTIVITY OR CESSATION OF ACTIVITY.

3. Regards ring momentarily. Suspend the red ring by the attached string so that the lower edge of the ring is about eight inches above the child's eyes. Catch his attention if necessary, by moving the ring into new positions.

CREDIT IF CHILD REGARDS THE RING MOMENTARILY.

4. Quiets when picked up. At any time during the examination, when the child fusses or cries, ask the mother to pick him up.

CREDIT IF HE QUIETS WHEN PICKED UP.

5. Responds to sound of rattle. Follow procedure of Item 2, using the rattle and shielding source of sound with small piece of cardboard.

CREDIT AS IN ITEM 2.

6. Prolonged regard of ring. Test as in Item 3.

CREDIT IF CHILD REGARDS RING FOR SEVERAL SECONDS.

7. Horizontal eye coordination: ring. Move ring slowly back and forth, right to left, several times parallel to child's eyes, about eight inches above his face.

CREDIT IF THE CHILD'S EYES DEFINITELY FOLLOW THE MOVING RING THROUGH SEVERAL EXCURSIONS.

8. Responds to sound: light switch. Make three rapid clicks of the switch about three inches from the ear, first one ear, then, a few seconds later, the other ear.

CREDIT AS IN ITEM 2.

9. Horizontal eye coordination: light. Move the small red light slowly back and forth, right to left, several times (taking three or four seconds to move about one foot), parallel to the child's eyes, about eight inches above his face.

CREDIT AS IN ITEM 7.

10. Follows moving person. As the child is lying on his back the examiner walks back and forth within easy view, either at the foot of the examining table or crib, or, if the child has a tendency to turn his head to one side, in whatever position is most directly in the child's line of vision.

CREDIT IF THE CHILD FOLLOWS THE EXAMINER OR OTHER MOVING PERSON WITH HIS EYES.

11. Responds to voice. Stand to one side and back of baby, out of easy range of vision, and speak to baby. Repeat, at intervals, if necessary.

CREDIT IF CHILD RESPONDS BY HEAD TURNING, VOCALIZING, CESSATION OF ACTIVITY, CHANGE OF EXPRESSION OR OTHER DEFINITE INDICATION OF ATTENTION.

12. Vertical eye coordination: light. Test as in Item 9 but moving the light in a direction vertical to the child's eyes, i.e., in the cephalocaudal line.

CREDIT IF CHILD'S EYES FOLLOW THE LIGHT IN THIS DIRECTION.

1-1.9 Months - Items 13-23

13. Vertical eye coordination: ring. Repeat as in Item 12 but using red ring.

CREDIT IF CHILD'S EYES FOLLOW THE RING IN THIS DIRECTION.

14. Vocalizes once or twice. Note the different vocalizations such as: ahs, uhs, coos, gurgles, grunts, etc.; which the child makes during the examination period.

CREDIT IF CHILD VOCALIZES ONCE OR TWICE BRIEFLY.

15. Circular eye coordination: light. Test as in Item 9, but moving the light in a circle about 12 inches in diameter above the child's face.

CREDIT IF CHILD'S EYES FOLLOW THE LIGHT OR RING IN THIS CIRCULAR MOTION IN BOTH THE UPPER AND LOWER HALVES OF THE CIRCLE.

16. Circular eye coordination: ring. Repeat as in Item 15 using red ring.

CREDIT IF CHILD'S EYES FOLLOW THE RING IN THIS CIRCULAR MOTION IN BOTH THE UPPER AND LOWER HALVES OF THE CIRCLE.

17. Free inspection of surroundings.

CREDIT IF THE CHILD'S HEAD TURNS FREELY IN EXPLORATORY GAZE WHEN CARRIED OR WHEN LYING DOWN, AND WITHOUT SPECIFIC TEST STIMULI DURING THE TEST PERIOD.

18. Social smile: E. talks and smiles. As the child lies in the crib, stand at his side and lean over him with your face about 12 inches above the child's. Smile and nod while speaking to him softly and/or making a clicking sound while touching his body lightly.

CREDIT IF CHILD RESPONDS WITH A SMILE.

19. Turns eyes to red ring. As the child lies on his back, prop his head at the sides by a pillow which serves to keep his head from turning to the side. Lean over the child's face, getting him to look directly upwards. Then slowly move the red ring in toward the center of the child's field of vision, first from one side, then from the other, keeping the ring a distance of about 12 inches from his face.

CREDIT IF CHILD TURNS TO THE APPROPRIATE SIDE WHEN THE RING IS AT LEAST 30 DEGREES FROM HIS MIDLINE.

20. Anticipatory excitement.

CREDIT IF THIS IS NOTED (IN THE FORM OF INCREASED ACTIVITY, RAPID BREATHING, VOCALIZING, ETC.) IN RESPONSE TO BEING LIFTED, FED, AND SO ON.

21. Turns eyes to light. Repeat as in Item 19 using light.

CREDIT IF CHILD TURNS TO THE APPROPRIATE SIDE WHEN THE LIGHT IS AT LEAST 30 DEGREES FROM HIS MIDLINE.

22. Vocalizes three to six times.

CREDIT IF CHILD VOCALIZES THREE TO SIX TIMES DURING EXAMINATION PERIOD.

23. Blinks at shadow of hand. Stand behind the child's head, while he lies on his back, and pass your hand rapidly downward over his eyes and then back (parallel to and over child's trunk), keeping your hand about two inches above his eyes.

CREDIT IF CHILD BLINKS TWICE IN TEN TRIALS.

2-2.9 Months - Items 24-35

24. Social smile. As child lies in crib, stand at his side and lean over him with your face about 12 inches above the child's. Smile and nod at baby without speaking or making any other sound.

CREDIT IF CHILD RESPONDS WITH A SMILE.

25. Visually recognizes mother. After you have been holding the baby's attention, step aside and ask the mother to bend over the baby.

CREDIT IF CHILD SHOWS RECOGNITION OF MOTHER BY SMILING OR INCREASED ACTIVITY OR CHANGE OF EXPRESSION.

26. Eyes follow pencil. As the child lies on his back, stand behind him and hold a long pencil by one end so its long axis is parallel to the child in the forehead-to-chest direction. Move the pencil slowly back and forth in a left-right-left motion, over the child's eyes, about eight inches above his face. Take care that the child is looking at the pencil, and it is not E.'s arm and hand that is followed.

CREDIT IF CHILD'S EYES FOLLOW THE PENCIL.

27. Reacts to paper on face. While the child lies in the crib, place a piece of paper (5 X 8) on his face.

CREDIT IF CHILD REACTS BY TURNING HEAD, SHOWING INCREASED ACTIVITY OF ARMS OR LEGS, AS A RESULT OF THE STIMULUS.

28. Searches with eyes for sound.

(a) Bell. Ring bell gently about two feet from child's ear and out of his range of vision, to one side and then the other.

(b) Rattle. Shake rattle gently about two feet from child's ear and out of his range of vision, to one side and then the other.

CREDIT IF CHILD'S EYES MOVE RATHER SLOWLY FROM SIDE TO SIDE IN SEARCH OF THE SOUND.

29. Vocalizes to social stimulus: E. smiles and talks. Test as in Item 18.

CREDIT IF CHILD RESPONDS BY VOCALIZING.

30. Manipulates ring. Place red ring in child's hand and note if he waves it in arms or moves it into vision, tilts ring back and forth in one hand, uses both hands in fingering it, etc.

CREDIT IF CHILD MANIPULATES RING IN ANY OF THESE OR SIMILAR WAYS.

31. Vocalizes two syllables. Note if at any time during the examination the child vocalizes two different syllables, e.g., goo, ah, la, mu, uh, eh.

CREDIT IF CHILD VOCALIZES ANY TWO SYLLABLES.

32. Regards cube. While child is seated in mother's lap, place a red cube on the table directly in front of him, about six inches from edge of table.

CREDIT IF CHILD DEFINITELY REGARDS THE CUBE.

33. Glances from one object to another. As child lies in crib, hold the bell in one hand and rattle in the other about 18 inches apart and above the baby's head, with both objects in direct range of his vision. Shake the bell gently and then the rattle alternately and repeat several times.

CREDIT IF THE BABY'S EYES MOVE FROM THE BELL TO THE RATTLE WITH THE MOVEMENTS OF EITHER OBJECT.

34. Shows anticipatory adjustment to being lifted. Lean over the child as he lies in crib and place your hands on his body under his arms as though to lift him.

CREDIT IF THE CHILD TENSES BODY OR SHOULDERS, MOVES ARMS OR SHOWS IN OTHER WAYS ANTICIPATION OF BEING LIFTED.

35. Reacts to disappearance of face. While child is looking at your face, quickly move out of the child's range of vision.

CREDIT IF THERE IS CHANGE IN FACIAL EXPRESSION OR ANY OTHER EVIDENCE OF REACTION TO YOUR LEAVING HIS RANGE OF VISION.

3.-3.9 Months - Items 36-46

36. Reaches for ring. As the child lies on his back in the crib, suspend the red ring by the string in front of the child and within easy reaching distance.

CREDIT IF CHILD, WHILE LOOKING AT THE RING, MOVES HIS ARMS IN THE DIRECTION OF THE RING, EVEN THOUGH WITH POOR COORDINATION.

37. Plays with rattle. Offer baby the rattle or put it in his hand. Allow ample time to observe his use of it.

CREDIT IF HE RESPONDS TO THE RATTLE--WAVES, SHAKES, MANIPULATES, OR LOOKS AT IT.

(No credit is given if baby merely waves the rattle in the same manner as he waves his arms when his hands are empty.)

38. Fingers hand in play. Observe the child as he lies on his back in the crib without toys.

CREDIT IF CHILD AT ANY TIME FINGERS ONE HAND WITH OTHER IN TACTILE MOTOR ACTIVITY.

39. Follows vanishing ring (dangling). While child is seated in mother's lap at table, hold the ring by the string on a level with the child's eyes and about two feet away, then move it slowly around to the child's side.

CREDIT IF CHILD TURNS HEAD TO FOLLOW THE MOVEMENT OF THE RING.

40. Aware of strange situation.

CREDIT IF CHILD LOOKS AROUND OR STARTLES, OR IN OTHER WAYS SHOWS CLEARLY THAT HE IS AWARE OF THE STRANGE ROOM AND PEOPLE.

41. Follows vanishing spoon. Test as in Item 39.

CREDIT IF CHILD TURNS HEAD TO FOLLOW THE SPOON.

42. Eyes follow ball across table. Place the ball on the table to the right of the child and attract his attention to it by tapping on table if necessary. Roll ball across the table in front of him, several times if necessary.

CREDIT IF CHILD FOLLOWS THE BALL WITH HIS EYES THROUGH AT LEAST HALF OF ITS PATH.

43. Carries ring to mouth. Test as in Item 36.

CREDIT IF CHILD CARRIES THE RING TO HIS MOUTH.

44. Manipulates table edge slightly. Child is seated on mother's lap within easy reach of table edge.

CREDIT IF CHILD FINGERS TABLE EDGE, I.E., SEEMS TO BE FEELING IT EVEN SLIGHTLY.

45. Inspects own hands. Observe when no toys are available and adults are out of baby's immediate visual range.

CREDIT IF CHILD LOOKS WITH INTEREST AT HIS OWN HAND.

46. Closes on dangling ring. Suspend the ring by the string within easy reach of the child's hands over his chest, then near right hand and then left hand.

CREDIT IF, IN HIS REACHING, HE MANAGES TO CLOSE ON IT WITH ONE OR BOTH HANDS.

4-4.9 Months - Items 47-55

47. Turns head to sound of bell. (Directions for administration and scoring of this item are in the Manual for Additional Observations.)

48. Turns head to sound of rattle. (Directions for administration and scoring of this item are in the Manual for Additional Observations.)

49. Reaches for cube. Place a red cube on the table close to the child at his midline.

CREDIT IF HE MAKES REACHING MOVEMENTS TOWARDS IT WITH ONE OR BOTH HANDS, WHILE LOOKING AT IT, EVEN THOUGH HE DOES NOT SUCCEED IN GRASPING THE CUBE.

50. Active table manipulation. Test as in Item 44.

CREDIT IF CHILD FINGERS EDGE OF TABLE ACTIVELY FOR SEVERAL SECONDS, AS DISTINGUISHED FROM MINIMAL FEELING OF IT IN ITEM 44.

51. Regards pellet. Place a pellet on the table directly in front of the child within easy reach and attract his attention to it.

CREDIT IF HE LOOKS AT THE PELLETT.

52. Approaches mirror image. Hold the mirror before the child, close enough that he may reach it easily and taking care that it is his own image that is reflected and not his mother's.

CREDIT IF HE MAKES APPROACHING MOVEMENTS OF HEAD, HANDS OR BODY, OR TOUCHES OR FINGERS THE MIRROR IMAGE.

53. Picks up cube. Test as in Item 49.

CREDIT IF THE CHILD SECURES THE CUBE IN HIS HAND(S) AND PICKS IT UP FROM THE TABLE.

54. Exploitive paper play. Give a piece of paper (roughly 5 X 8 inches) to the child so that he may grasp the edge of it.

CREDIT IF HE PLAYS WITH IT EXPLOITIVELY--CRUMPLING, WAVING, RATTLING IT, ETC.

55. Retains two cubes. Put a cube in each of the child's hands.

CREDIT IF HE RETAINS BOTH CUBES FOR SEVERAL SECONDS.

5-5.9 Months - Items 56-67

56. Discriminates strangers. Note reaction of child to E, or other strangers on his arrival or at any time during his visit.

CREDIT IF CHILD SHOWS ANY DISCRIMINATIVE BEHAVIOR, SUCH AS QUESTIONING OR EXAMINING LOOK, STARING, FROWNING, WITHDRAWING, OR CRYING.

57. Vocalizes attitudes selectively. Note if at any time during the examination the child vocalizes in relation to situation or activity. Indicate amount of vocalization as: (a) seldom (b) moderately (c) frequently.

CREDIT IF CHILD VOCALIZES SELECTIVELY IN RELATION TO SITUATION OR ACTIVITY.

58. Recovers rattle in crib or playpen. Test while child is in crib or playpen. After child has played with rattle while lying supine, take it from him. Place it on his chest and/or near his shoulder within easy reach.

CREDIT IF CHILD GETS THE RATTLE BY HIS OWN EFFORTS.

59. Reaches persistently. Place cube or any attractive toy of about the same size just far enough away from the child so that he cannot reach it. Note if he makes repeated efforts to get it if there is failure on the first attempt.

CREDIT IF CHILD REACHES FOR THE TOY PERSISTENTLY.

60. Turns head after dropped objects. Hold the rubber doll at the edge of the table by the child's side and when he is interested in it, suddenly let it drop to the floor. Repeat twice, if necessary.

CREDIT IF CHILD TURNS HIS HEAD AFTER THE DOLL WHEN IT IS DROPPED.

Note: This item may be credited if child turns head after other objects dropped only if objects do not make a loud sound when dropped.

61. Lifts cup. Place the cup in inverted position on the table, handle toward the child.

CREDIT IF HE LIFTS THE CUP IN ANY FASHION AND HOLDS IT CLEAR OF THE TABLE SURFACE FOR A FEW SECONDS.

62. Reaches for second cube. When the child is holding one cube, place a second cube within easy reach.

CREDIT IF HE REACHES FOR THE SECOND CUBE, EVEN THOUGH HE DOES NOT SUCCEED IN ATTAINING IT.

63. Enjoys frolic play. The examiner or the mother should hold the child and shake him gently in play or swing him in air, or engage him in whatever sort of frolic play he is used to.

CREDIT IF HE SHOWS PLEASURE IN THE ACTIVITY BY SMILING, LAUGHING, VOCALIZING, ETC. NOTE UNDER "COMMENTS" IF THE MOTHER PRESENTS THIS GAME.

64. Transfers object hand to hand. Observe the child during his play with the rattle, ring or other objects.

CREDIT IF HE TRANSFERS AN OBJECT FROM ONE HAND TO THE OTHER TWO OR MORE TIMES.

(No credit is given if this occurs only when the free hand has come in contact with the object by chance.)

65. Sustained inspection of ring. Dangle the ring by the string at the child's side, not over the table. As the child watches, place it on the table out of his reach but with the attached string within his reach. If he fails to secure the ring when reaching for it, hand it to him.

CREDIT IF HE LOOKS AT RING WHILE HANDLING IT, WITH A PROLONGED REGARD OF SEVERAL SECONDS RATHER THAN A MOMENTARY GLANCE.

66. Plays with string. Dangle a piece of string in front of the child. If he does not reach for it, drop it on the table in front of him, within his reach.

CREDIT IF HE PICKS UP THE STRING (OR STRING WITH RING), MANIPULATES IT, ETC.

67. Picks up cube directly and easily. Test as in Item 49.

CREDIT IF CHILD PICKS UP THE CUBE UNHESITATINGLY AND EASILY WITH ONE HAND WHEN IT IS PLACED WITHIN REACH.

(No credit is given if his hand comes into contact with the cube accidentally and closes on it in reflex manner.)

6-6.9 Months - Items 68-74

68. Pulls string, securing ring. Present as in Item 65.

CREDIT IF THE CHILD IN HIS PLAY WITH THE STRING HAPPENS TO PULL THE STRING TOWARDS HIM AND SECURES THE RING.

(This contrasts with direct and purposive pulling of the string of Item 79. In Item 68 the child shows more interest in the string and, through manipulating it, incidentally gets the ring within reach.)

69. Enjoys sound production.

CREDIT IF CHILD SHOWS INTEREST IN PRODUCTION OF SOUND AS EVIDENCED BY REPETITIVE BANGING OF TOYS, RINGING OF BELL, ETC.

70. Lifts cup by handle. Test as in Item 61.

CREDIT IF HE LIFTS THE CUP, UTILIZING THE HANDLE, AND IN A PREDOMINANTLY UNILATERAL MANNER.

71. Retains two cubes (three offered). Place one cube on the table close to the child, then a second cube and then a third, allowing him time to pick up each one before the next is offered.

CREDIT IF HE RETAINS THE FIRST TWO CUBES FOR SEVERAL SECONDS AFTER THE THIRD IS OFFERED.

72. Attends to scribbling. Place a piece of paper in front of the child, with crayon lying at right angles to his body. If he makes no effort to put the crayon to the paper, take the crayon and scribble vigorously on the paper. Then give the crayon to the child with directions (by word or gesture) for him to do the same.

CREDIT IF THE CHILD ATTENDS TO THE DEMONSTRATED SCRIBBLING, WHETHER TO MOVING HAND OR TO MARKS ON PAPER.

73. Looks for dropped object. Test as in Item 60.

CREDIT IF CHILD DEFINITELY TURNS AND LOOKS DOWN AT THE FLOOR FOR THE FALLEN OBJECT.

74. Manipulates bell with interest in details. Hold the bell in front of the child and ring it gently while he is looking at it, then set it down on the table. If he does not pick up the bell, ring it again and hand it to him.

CREDIT IF HE INSPECTS THE BELL VISUALLY, TURNING IT OR MANIPULATES IT WITH INTEREST IN ITS DETAILS, AS THE CLAPPER, ETC.

7-8.9 Months - Items 75-83

75. Responds playfully to mirror. Test as in Item 52. This test requires a more active and sustained response than the minimal response credited in Item 52.

CREDIT IF CHILD RESPONDS TO HIS MIRROR IMAGE, WHETHER BY LOOKING, SMILING, OR WITH SUCH BEHAVIOR AS PATTING, KISSING, SCRATCHING, LEANING TOWARD IMAGE, VOCALIZING, ETC.

76. Vocalizes four different syllables. Note if at any time during the examination the child vocalizes such syllables as: da, moo, ug, etc.

CREDIT IF CHILD USES FOUR OR MORE DIFFERENT WELL-DEFINED CONSONANT-VOWEL COMBINATIONS AT ANY TIME DURING THE TESTING SESSION.

77. Pulls string purposefully to secure ring. Present as in Item 68.

CREDIT IF THE CHILD USES THE STRING TO SECURE THE RING BY PULLING IT TO HIM WHILE HE WATCHES THE RING, I.E., SHOWING INTEREST IN THE RING RATHER THAN IN THE STRING.

78. Responds to social play. Instigate a "peek-a-boo" game with child by holding piece of cloth or paper between you and the child and peeking out from behind it, saying "Peek" or "Peek-a-boo." If the child does not respond, have the mother try a game with which he is familiar.

CREDIT IF HE SHOWS ANY REACTION TO THE GAME BY SUCH BEHAVIOR AS SMILING, VOCALIZING, INCREASED ACTIVITY, WATCHING INTENTLY, OR BY PARTICIPATING WITH HEAD TIPPING, REACHING FOR CLOTH, ETC. NOTE UNDER "COMMENTS" IF THE MOTHER PRESENTS THIS GAME.

79. Attempts to secure three cubes. Present as in Item 71.

CREDIT IF CHILD ATTEMPTS TO SECURE THE THIRD CUBE BY ANY METHOD WHILE RETAINING THE TWO IN HIS HANDS.

80. Rings bell imitatively. Present as in Item 74.

CREDIT IF CHILD PICKS UP THE BELL AND DELIBERATELY RINGS IT.

(It is often difficult to tell if child is purposely ringing bell or just banging the table with it. In order to judge this more reliably, have the mother turn child so that in ringing the bell he does not hit table.)

(No credit is given if bell happens to ring as the child is manipulating it, unless he then repeats the ringing deliberately.)

81. Responds to name or nickname. While the child is not looking at E., call several names, including his own, in the same tone of voice. If the child does not respond, ask mother to repeat what the examiner has done.

CREDIT IF THE CHILD REACTS TO HIS OWN NAME DIFFERENTIATINGLY, BY LOOKING UP, TURNING, VOCALIZING, ETC. NOTE UNDER "COMMENTS" IF THE MOTHER PRESENTS THIS GAME.

82. Says da-da or equivalent. Note if the child at any time during the observation uses a consonant-vowel combination repetitively to form a two-syllable combination of the same sound, not necessarily with meaning. Examples: da-da, ba-ba, goo-goo.

CREDIT IF CHILD SAYS DA-DA OR ITS EQUIVALENT.

83. Uncovers toy. Place a small toy on the table before the child and cover it with a cloth handkerchief or square while he is watching.

CREDIT IF CHILD PURPOSIVELY REMOVES THE CLOTH AND IMMEDIATELY SECURES THE TOY.

9-10.9 Months - Items 84-89

84. Adjusts to words. Ask the mother if the child has learned to perform any act in response to a spoken request such as "bye-bye," "pat-a-cake." If so, ask the mother to try to elicit the response at this time, making sure she uses only words and no gestures.

CREDIT IF CHILD RESPONDS APPROPRIATELY TO A DIRECT VERBAL REQUEST.

85. Fingers holes in peg board. Place the peg board before the child and point out the holes by poking the forefinger into first one and then another, saying "See."

CREDIT IF THE CHILD POKES HIS FINGER INTO ONE OR MORE HOLES.

86. Puts cube in cup. Place a cube in the cup, take it out, and repeat several times. Then hand the same cube to the child and suggest by word and gesture that he do the same.

CREDIT IF HE PLACES THE CUBE IN OR OVER THE CUP IN RESPONSE TO THE REQUEST.

87. Looks for contents of box. Place two beads in the blue box, without the lid, and rattle it gently. Then dump the beads on the table before the child, return them to the box and again shake it. Then hand the box with beads in it to the child. This may be demonstrated three times.

CREDIT IF CHILD CLEARLY LOOKS FOR THE BEADS IN THE BOX.

88. Attempts to imitate scribble. Test as in Item 72.

CREDIT IF THE CHILD MAKES AN EFFORT TO USE THE CRAYON IN IMITATION OF THE EXAMINER.

(This must be a definite scribbling movement, not just banging of the paper with the crayon which may produce slight marks on the paper.)

89. Stirs with spoon in imitation. Rattle a spoon in the cup with a stirring motion. Place the same spoon beside the cup in front of the child and suggest by word and gesture that he do the same. This may be demonstrated three times.

CREDIT IF HE MAKES A NOISE INSIDE OR ON THE RIM OF THE CUP WITH THE SPOON, IN AN IMITATIVE EFFORT, EVEN IF HE DOES NOT SUCCEED IN IMITATING THE ROTARY STIRRING MOTION, OR IF HE PLACES THE SPOON INSIDE CUP WITHOUT MAKING A NOISE.

11-12.9 Months - Items 90-96

90. Unwraps toy. Wrap a toy in a piece of cloth while the child is watching. Ask him to get the toy.

CREDIT IF CHILD UNWRAPS THE TOY WITH HIS ATTENTION OBVIOUSLY DIRECTED TOWARD FINDING IT.

91. Pushes car along, imitatively. Push the little car slowly across the table as the child watches. Indicate by words and gestures that he is to do the same.

CREDIT IF CHILD PUSHES THE CAR IN IMITATION.

(Do not credit if child just makes a sweeping movement of arm which happens to push car.)

92. Imitates words. Say to the child, in a playful way, several words such as "mama," "dada," "baby," etc.

CREDIT IF HE ATTEMPTS TO IMITATE AT THIS TIME.

93. Uses expressive jargon. Note whether child vocalizes a succession of sounds with inflections that are expressive in tone, somewhat imitative of conversational inflections but without recognizable words. This should be more than expressive single sounds such as "eh!" or "da?".

CREDIT IF EXPRESSIVE JARGON IS HEARD AT ANY TIME DURING THE EXAMINATION.

94. Puts three or more blocks in cup. Test as in Item 86. After child has put one cube in the cup, place nine more in front of him and say, "Let's put them all in. Put the blocks in the cup."

CREDIT IF AT LEAST THREE BLOCKS ARE IN THE CUP AT ONE TIME.

95. Uncovers square box. As the child watches, place a toy or small object in the blue box and cover it with the solid lid. Then uncover the box and remove the toy, showing it to the child. Replace the toy in the box and cover it again. Then hand the closed box to the child and say, "Get the _____."

CREDIT IF THE CHILD TAKES HOLD OF THE COVER AND REMOVES IT.

96. Dangles ring. Present as in Item 65.

CREDIT IF CHILD, AFTER SECURING RING, DANGLES IT IN IMITATION OF E.

13-14.9 Months - Items 97-106

97. Places one peg repeatedly. Place the peg board in front of the child with one peg in place. Remove the peg as the child watches and put it before him, or hand it to him. Point first to the peg and then to the holes and say "Put it in. _____ put it in the hole." If the child places one peg, put the other five before him and say, "Put them all in."

CREDIT IF HE PLACES THE SAME PEG TWO OR MORE TIMES IN THE SAME OR DIFFERENT HOLES, OR IF HE PLACES MORE THAN ONE PEG SO THAT THERE ARE TWO OR MORE IN THE BOARD AT THE SAME TIME.

98. Turns pages of book. Place the picture book in erect position before the child and open it. Turn several pages, if necessary, to elicit interest of child.

CREDIT IF THE CHILD TURNS A PAGE OF HIS OWN INITIATIVE OR AFTER ONE HAS BEEN TURNED FOR HIM.

99. Pats the doll. Give the small rubber whistle doll to the child and give him time to explore it. Then place it on the table and hit it a few times to produce a "whistle." Ask the child to do the same, saying "Pat the dolly," "You do it," etc.

CREDIT IF HE IMITATES THE HITTING MOTION. GIVE NO CREDIT FOR RANDOM BANGING.

100. Adjusts round block. Place the three hole formboard on the table with the round hole at the child's right and hand the child the round block, saying, "Put it in the hole" and pointing to the board (not directly to the round hole).

CREDIT IF HE PUTS THE BLOCK IN THE ROUND HOLE.

101. Builds a tower of two cubes. With several blocks before the child, stack three of the blocks saying, "Make a house" etc., calling his attention to the activity. Then request the child, by word and gesture, to make a house too, allowing him to work with the same blocks if he wants them, and giving three demonstrations if necessary. A block should not be counted as being placed on another one unless the child has let go of it and it has remained balanced on top. Record the largest number standing at any one time.

CREDIT AT THIS LEVEL FOR TWO BLOCKS STACKED.

102. One round block in the Bayley board. Place the board in front of the child. Hand him a round block. Say to him, "Put the block in its hole--put it down in the right hole," motioning with the hand in the general direction of the holes. If he succeeds, hand him a second round block saying, "Put this one in."

CREDIT THE CORRECT PLACEMENT OF THE ONE BLOCK.

103. Scribbles spontaneously. Present as in Item 72.

CREDIT IF THE CHILD, BEFORE ANY DEMONSTRATION, IS INTENT ON SCRIBBLING WITH THE CRAYON AND IS AWARE OF THE MARKS HE MAKES ON THE PAPER.

104. Removes pellet from bottle. Place the pellet and bottle simultaneously before the child side by side. Drop the pellet into the bottle and say, "Now, get it out."

CREDIT IF THE CHILD IS ABLE TO REMOVE THE PELLETT FROM THE BOTTLE BY ADAPTIVE TIPPING OF THE BOTTLE.

(No credit is given if the child merely shakes the bottle wildly so that the pellet flies out.)

105. Says two words. Ask mother what words the child uses or has said a number of times meaningfully. Attempt to get the child to repeat these words. Also note words spoken spontaneously during the test.

CREDIT IF THE CHILD SAYS TWO DIFFERENT WORDS AT ANY TIME.

106. Shows shoes. Ask "Where are your shoes?" or "Show me your shoes," coaxingly.

CREDIT IF HE INDICATES THAT HE UNDERSTANDS THE REQUEST BY LOOKING AT HIS SHOES OR HOLDING UP FOOT, ETC.