

**NINCDS COLLABORATIVE  
PERINATAL PROJECT  
A User's Guide to the Project and Data**

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**Volume II: Project Study Forms  
and Documentation of Transfer  
to Computerized Data Items  
in Master File**

**Part H: Psychological Exams,  
Eight Months**

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## INTRODUCTION

### DOCUMENT OBJECTIVES AND READER ASSUMPTIONS

Volume II, Project Study Forms and Documentation of Transfer to Computerized Data Items in Master File, provides researchers with detailed documentation for how data were collected, coded and stored on the data base. Volume II will help investigators decide: if data were collected in a suitable way for addressing particular research questions; if revision of forms affected the collection of specific data items; if data were coded on master, variable or work files, or are available only on microfilm. The reader is assumed to be the principal investigator for a project in which data from the data base will be used.

### DOCUMENT STRUCTURE

Because of its size, this volume is divided into ten separate parts, each containing material on a group of forms related by subject. Each part groups together similar study forms. Generally, a part covers a single time period. The parts do not correspond exactly to the hierarchical classification structure described in Volume I. The parts of Volume II include:

- A. Prenatal Record and Medical History
- B. Labor and Delivery
- C. Pathological Exams and Autopsies
- D. Family and Socioeconomic History
- E. Neonatal Exams and Observations
- F. Pediatric and Neurological Exams, Four Months - One Year
- G. Pediatric Neurological Exams, Seven Years
- H. Psychological Exams, Eight Months
- I. Psychological Exams, Four Years and Seven Years
- J. Speech, Language and Hearing Exams, Three Years and Eight Years (Final)

This part of Volume II contains Part H: Psychological Exams, Eight Months and includes Forms PS-1, PS-2, PS-3, PS-4 and PS-5.

To allow easy access to the data as they appear on the master file, all documentation for each form or form grouping representing a card series on the master file is identified by form number appearing at the bottom of each page. Forms are arranged in what may appear to be illogical numerical order in some cases, but the arrangement presented here ties forms and their revisions together and allows an investigator to trace an item through all revision cycles. Thus, in Part A of Volume II, OB-42 follows OB-9 and OB-10 appears next to OB-44 and OB-45. (For an explanation of how the master file was organized to result in this ordering, see the next section of the Introduction.)

All material related to a form is organized as a single unit within each part of Volume II. The material included for each form is given below in the order it appears:

- Descriptive Summary of Form. Includes purpose of form, history of use, revisions and location of records stored on Master File. A table is provided for each form (except those on microfilm only) showing the number of records available for each revision.
- Data Items Referencing Form. A list of all data items in computer files originating from form. List ordered by data item identification with reference to item number on form.
- Form. Copy of last revision of form.
- Form item numbers linked to data items. A list organized by form item numbers of all computerized data items originating from the form.
- Definition of codes. Coding instructions detailing the codes assigned to each computerized data item from the form.
- Master File Card Image. Illustrates transfer of data on form to Master File card.
- Instructions for Completing Form. The instructions used by study personnel to complete the form for each case.
- Earlier Forms or Manuals. Copies of earlier versions of forms or manuals that were used during the study.

#### MASTER FILE ORGANIZATION AND REVISION OF FORMS

Some understanding of how the master file was organized should aid investigators who want to trace the entry of data into computerized study files. The numbering system used both on forms and cards provides information on how data may be retrieved from the master file.

## Forms

The first forms used in the study were the OB forms; as a consequence, this group of forms underwent the most revision. At first glance, it appears that forms disappear from the file and reappear in strange or bewildering places. In actuality, revisions were made according to a specific method.

Two types of revision and subsequent recodes appear in the master file, both of which appear in the OB series. In the first type of revision, radical changes in the concept of a form created a need for new coding in the computer file. Form OB-9, for example, was replaced by forms OB-40 (an optional form retained by the institution), OB-42, and OB-43 in April 1962. Data for earlier patients were recorded on OB-9 and entered on cards 1309, 2309, 3309 and 4309 of the master file; after April 1962, data was recorded on OB-42 and OB-43 and were entered on cards 0342, 1343 and 2343 of the master file.

In the second type of revision, the Collaborative Perinatal Task Force considered revisions important enough to warrant the distinction of a new form number, but considered the data for both forms to be similar enough to allow combining of data from both the old and new forms on the same card series. An example of this type of revision is form OB-35, replaced by OB-57 in April 1962. Records for both OB-35 and OB-57 are entered on cards 0357, 1357, 2357, 3357, 4357, and 5357 in the master file.

In assigning numbers to forms and their revisions, designers of the study followed a plan: prenatal records, history, and summaries of the prenatal period received numbers 1 through 15; when revised, these forms were assigned numbers in the forties. Labor and hospital records appeared on the 30 series of forms. When these forms were revised, they were assigned numbers in the fifties. Some OB data in the master file were abstracted by NINCDS staff members from forms filled out at the hospital. Cards derived from this procedure were designated as coming from forms ADM-49, 50 and 51 (which were actually ABSTRACT SHEETS). Autopsy protocol and laboratory exams of the placenta were recorded on forms PATH-1, PATH-2 and PATH-3.

Forms for recording family health history and genetic information during pregnancy also received a fair amount of revision. Early records appear on forms FHH-1,2,3 and 4. With revisions in April 1963, form SE-1 replaces part of FHH-1 and FHH-3; FHH-2, FHH-4 and parts of FHH-1 and FHH-3 were replaced by

forms GEN-5 through GEN-8 in May 1961. Form FHH-9, initiated in November 1965 for collection of socioeconomic data at time the child was seven years of age, was not replaced or revised.

The PED series of forms underwent little revision. Records for newborn babies appeared in PED-1 through PED-8; records for children up to age one and interval records were placed on PED-10 through PED-29. Seven year records were included in the series numbered PED-74 and up. Only one pediatrics form was radically revised: PED-7 was replaced by PED-8 in March 1963.

No replacements occur in the PS series, where results of psychological and speech, language and hearing tests were recorded. The PS forms are divided into distinct groups based on time of testing and subject of testing. Psychological testing occurred at 8 months, 4 years and 7 years; speech, language and hearing exams were administered at ages 3 and 8. Only the 8 month psychological examination underwent substantial revisions.

#### Master File Card Number and NINDB Case Number Rationale

Computer cards for each NICPP study form are numbered to reflect their origin and possible revisions. Card numbers are assigned to identify the type of data (subject), the presence of multiple cards in a series, NICPP study form and form revisions. The first five digits of each card on the master file are the card number. The study forms and card numbers are given in Figure 1.

The first fourteen columns of each master file computer card contain the master file card number and the NINDB case number. Table 1 identifies the function of each of these columns.

Column 1 identifies multiple cards in a series. It contains a zero for cards unique to a particular form (that is, no other cards are present), for example OB-3, or for cards where repetitive data are contained. Cards for OB-2 are an example of this second type; no new categories of information are included on successive cards, but previous births in excess of four must be recorded on an add-on card. For card series where data entered are unique to a card and more than one card is required to complete the series, a "1" is used to designate the first card, for example OB-5. OB-57, PATH-2 and PED-14 are exceptions to these rules.

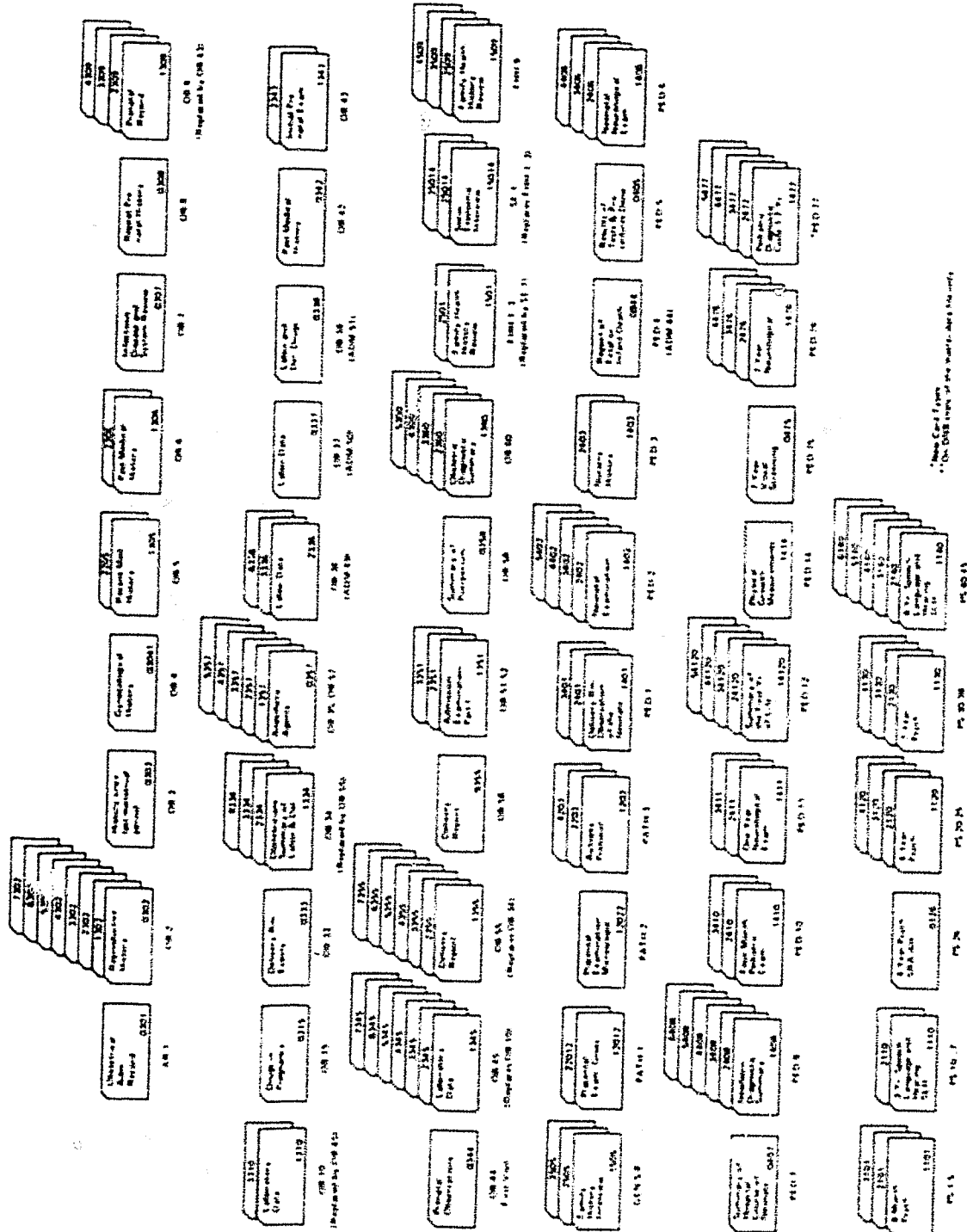


FIGURE 1. Cards on the Master Data File

TABLE 1. Derivation of Master File Card Number and NINDB Case Number.

<u>Contents</u>	<u>Columns</u>
Master File Card Number	
card identifier	1
general subject matter	2
form number	3-4
revision code	5
NINDB Case Number	
collaborating institution	6-7
type of patient selection	8
gravida identification number	9-12
order of the pregnancy	13
identifies child or gravida	14

The second digit on the card reveals the general subject matter covered by data on the card. All cards containing information pertaining to obstetrics, for example, are designated by a "3" in column 2; family histories are designated by a "5"; pathology with a "2"; pediatrics, with a "4"; and psychological testing with a "1".

Columns three and four reveal the form number. In the case of forms where old and new forms having different numbers are included together, the number of the latest form appears on the master file. This rule does not apply to data abstracted from several forms by NINCDS staff (ADM forms).

Column 5 of the card contains a revision code indicating which form or combination of forms was used in arriving at data on a particular card. A typical card will have one to three revision codes, with a zero indicating the first version of a form and "1", "2", and "3" indicating later revisions. As a rule, revision codes used on cards differ from card to card; investigators should check the definition of codes provided in Volume II to determine the meaning of revision codes used.

Each woman and child studied in the project received a unique case number (NINDB case number) composed of nine digits, recorded in columns 6 through 14 of all master file cards. The case number identified the institution, the mother and the child. The first two digits represented the collaborating institution (see Table 2). The third digit indicated the type of patient



selection. A "1" was used for patients selected for the central core study; a "6" indicated that a patient had been transferred from one institution to another, and a "7" indicated that the patient was part of a special study undertaken by the collaborating institution. The fourth through seventh digits were used to identify the gravida, while the eighth digit identified the order of the pregnancy of a given gravida in the project. The ninth digit was used to identify the gravida or child of the pregnancy; "9" indicated the gravida, "0" indicated the child of a single birth, "1" indicated the first child of a multiple birth, "2" indicated the second child of a multiple birth, etc.

TABLE 2. Collaborating Institutions and Their Code Number  
(Columns six and seven of all master file cards.)

05 - <u>Boston, Massachusetts</u> Harvard Medical School Boston Lying-In Hospital Children's Hospital Medical Center	50 - <u>Minneapolis, Minnesota</u> University of Minnesota Hospital Health Sciences Center
10 - <u>Buffalo, New York</u> University of Buffalo Children's Hospital	55 - <u>New York, New York</u> New York Medical College Metropolitan Hospital
15 - <u>New Orleans, Louisiana</u> Charity Hospital Tulane University School of Medicine Medical Center Louisiana State University	60 - <u>Portland, Oregon</u> University of Oregon Medical School
31 - <u>New York, New York</u> Columbia University College of Physicians & Surgeons Columbia-Presbyterian Medical Center	66 - <u>Philadelphia, Pennsylvania</u> University of Pennsylvania Pennsylvania Hospital The Children's Hospital of Philadelphia
37 - <u>Baltimore, Maryland</u> The Johns Hopkins University School of Medicine The Johns Hopkins Hospital	71 - <u>Providence, Rhode Island</u> Brown University Child Study Center
45 - <u>Richmond, Virginia</u> Virginia Commonwealth University Medical College of Virginia	82 - <u>Memphis, Tennessee</u> University of Tennessee College of Medicine Gailor Hospital

## Data Item Identification and Naming

The NCPP data base contains over 6700 different data items and blank filler locations on computer files. We have assigned each of these a unique identification and a terse, stylized name. Because names were chosen to facilitate use of this guide, they do not duplicate names used by NINDB during the active phase of the project. Users should consult appropriate documentation before using data items from the master, variable or work files (Volumes II, III and IV).

The data item identifiers consist of 11 characters. At the far left are four unique numbers that were assigned sequentially. The next character is always a period and is followed by up to six characters. For data items on the master file, these characters describe the data collection form from which a data item was derived; for data items on the variable (VAR) or work (WXX) files, these characters indicate the appropriate file. If the right side is less than six characters, periods are inserted as shown in these examples:

850..OB-34	an item from OB-34; on the master file
3650.PATH-3	an item from PATH-3; on the master file
5223....VAR	an item on the variable file
6340...W-10	an item on work file 10, Rupture of Membranes

We assigned the numbers sequentially as they appear in Volume V. For the master file, we followed the order in which the cards would be found within an NINDB case. All card columns are accounted for by one of our data item identifications. For the variable and work files, the numbers were assigned in the order that data items appear within a case.

We categorized each data item according to the person to whom the data refer, by the time of measurement and/or the time to which the item applies and by general type or subject area (Table 3). Then we assigned names to the data items using the following guidelines:

- The name and the three associated categories had to stand alone - they must describe the data item out of context.
- The first word in the data item name had to be an important or key word when all names were listed alphabetically as in Volumes VI and VII. Thus "cry, abnormal" was used rather than "abnormal cry" because a

researcher is more likely to look for this item under "C" than under "A" in an alphabetic list.

- Secondary key words were preceded with a semicolon to facilitate preparation of the permuted index. For example, "abruptio; placenta" will be found under both the "A" and "P" portion of Volume VI.
- Qualifying words are delimited by commas and will not appear as keywords in Volume VI. Thus "abruptio; placenta, degree" will not be found in the "D" section.
- If medical terminology or usage has changed since the study was conducted, modern terms may be included and will be enclosed in brackets. Thus "mongolism; [Down's syndrome]" will appear under both the "I" and "D" portions of Volume VI.
- If measurement units are associated with a data item name, they are enclosed in parentheses and placed at the end of the name as in "Birthdate (yr)."
- The categories (person, time and subject) are appended to the right of the data item name.

Definitions for each category used in naming data items are given in Table 4 at the end of this introduction. Additional information is found in Chapter 4 of Volume I.

Data item names thus assigned are terse and highly stylized; as we have already indicated, they are not the names used by NINDB during the active phase of the project. Our aim was to develop standardized names that would stand alone. These names are intended to facilitate a user's search for data items potentially useful in a research project. Before an item is used, a researcher should consult its complete description. For a data item from the master files, e.g., 850..OB-34, the data item should be traced to the appropriate study form, e.g., OB-34, located in Volume II. A variable file data item, e.g., 5223....VAR, is traced to Volume III, where it is defined and its original source given. A data item from a work file is traced to Volume IV for its description.

Some data items contained in the indexes may include the notation "DO NOT USE." These items are either inaccurate or an alternative data item is available that gives better information. Users will find more appropriate data items by consulting one of the indexes to the data items (Volumes, V, VI and VII).

## Tables of Data Items: Column Headings

For each form, two sets of computer generated pages list all data items in either the master, variable or work files derived from this form. These lists enable a user to track form items to computerized data items listed in other volumes of the User's Guide and vice versa. The computer listings have the following information.

<u>Column Heading</u>	<u>Description</u>
DATA ITEM ID	A unique identifier for this data item. See Data Item Identification and Naming above for details.
ITEM ON FORM	An identifier used on the HCPP study form to identify the question or group of questions which was used to generate this data item.
CARD NUM	Identifies the master file card on which this data item is located. See Master File Card Number and NINDB Case Number Rationale above for a description of card number.
FROM	Beginning card column for this data item.
TO	Ending card column for this data item.
DATA ITEM NAME	Terse stylized name for this data item. See Data Item Identification and Naming above for details.

## ASSOCIATED DOCUMENTS

By examining the tables provided for each, investigators will be able to determine which computer files contain data of interest. For data contained in the variable file, see Volume III of this guide; for data contained in work files, see Volume IV.

TABLE 3. Abbreviations for Person, Time and Subject Categories

<u>Person</u>	<u>Time</u>	<u>Subject</u>
Mother	General	Administrative
Father	Preconception	Anesthesia
Placenta	Registration	Clin. Impression
Fetus	Prenatal	Clinical Lab
Child	Admission	Current Pregnancy
M Surrogate	Intrapartum	Environ. Exposure
Family	Delivery	Events
Sibship	Post Partum	Hearing
	Neonatal	Hospitalizations
	Four month	Language
	Eight month	Linkage
	One year	Malformations
	Three year	Diag. & Cond.
	Four year	Med. History
	Seven year	Medications
	Eight year	Neurological Exam
		Observations
		Pathology
		Physical Exam
		Procedure
		Psych. Exam
		Reproductive Hist.
		Serology
		Socioecon. Info
		Speech
		Vision
		Work History
		X-ray
		Summary
		Gyn. History
		Special Studies
		Fam/Genetic Hist.
		SLH Exam

TABLE 4. Definition of Person, Time  
and Subject Categories

<u>PERSON</u>	<u>DEFINITION</u>
Mother	Study registrant bearing the "study pregnancy"; biologic mother of the "study child"; grávida.
Father	Biologic father of the study child or study pregnancy; in the case of socioeconomic data, this category may indicate either the "father of baby" (not necessarily husband of the mother) or the "husband" (not necessarily related biologically to the study child).
Placenta	The organ of metabolic and gaseous interchange between the fetus and mother; also included in this category are gross and microscopic pathologic data from examination of the umbilical cord.
Fetus	Conceptus; the product of conception including the embryonic stage, i.e., from conception to the moment of birth.
Child	Product of the study pregnancy from the moment of birth onward; study child.
X Surrogate	Person or persons substituting for the mother of a study child, e.g., adoptive parents, foster parents or guardian.
Family	Person or persons biologically related to the mother or father of the study child.
Sibship	Child or children having one or both of the same biologic parents as the study child; siblings; half siblings; full siblings.

TABLE 4. Definition of Person, Time  
and Subject Categories (Cont.)

<u>TIME</u>	<u>DEFINITION</u>
General	Data with no pertinent time period or data pertaining to more than one time period.
Preconception	Data pertaining to the period prior to conception of the study pregnancy.
Registration	Data collected at the time of study mother's registration in the study.
Prenatal	Data pertaining to the period from conception of the study pregnancy to delivery of the study child.
Admission	Data collected at the time of study mother's admission to the hospital for delivery of the study child.
Intrapartum	Data pertaining to the period from admission for delivery or onset of labor to delivery of the study child.
Delivery	Data pertaining to the time period during which delivery of the study child occurred.
Post Partum	Data (pertaining to the study mother) collected during the period immediately following birth of the study child.
Neonatal	Data pertaining to the study child during the period from birth to one month of age; the majority of these data were collected prior to or at the time a study child was discharged from the hospital.
Four Month	Data collected at the time of the four month examination of the study child.
Eight Month	Data collected at the time of the eight month examination of the study child.
One Year	Data collected at the time of the one year examination of the study child.
Three Year	Data collected at the time of the three year examination of the study child.
Four Year	Data collected at the time of the four year examination of the study child.
Seven Year	Data collected at the time of the seven year examination of the study child.
Eight Year	Data collected at the time of the eight year examination of the study child.

TABLE 4. Definition of Person, Time  
and Subject Categories (Cont.)

<u>SUBJECT</u>	<u>DEFINITION</u>
Administrative	Data pertaining to the administrative aspects of the study.
Anesthesia	Data on medications and procedures used to obtain anesthesia.
Clin. Impression	Impression of abnormality or dysfunction gained by an examiner following evaluation of clinical signs and symptoms and including a subjective component.
Clinical Lab	Data obtained from laboratory examination of clinical specimens.
Current Pregnancy	Personal data and medically relevant information pertaining to the study pregnancy for which the mother is enrolled.
Environ. Exposure	Data on exposure to occupational or other environmental entities or hazards.
Events	Data related to a specific event, occurrence or incidence.
Hearing	Data obtained from examination and testing of hearing function.
Hospitalizations	Data on specific hospital admissions or the number of hospitalizations.
Language	Data obtained from examination and testing of language function.
Linkage	Data on the genetic relationships of family members to the study mother, father or child.
Malformations	Data on the conditions in which failure of normal development has resulted in abnormal physical traits existing at the time of birth.
Diag. & Cond.	Data on specific diagnoses or conditions obtained from past medical history or examination during the study.
Med. History	Data obtained from the study participant or medical records relevant to past or current medical diagnoses or conditions.
Medications	Data on drugs or medications used.
Neurological Exam	Data obtained from observation and physical examination of the central nervous system.
Observations	Data obtained from observations not categorized elsewhere.
Pathology	Data obtained from clinical and anatomical pathological examination.
Physical Exam	Data obtained from physical examination of the study participant.
Procedure	Data relating to specific procedures performed on the study participant prior to or during the period of enrollment in the study.
Psych. Exam	Data obtained from the psychological examinations and observations.



TABLE 4. Definition of Person, Time  
and Subject Categories. (Cont.)

<u>SUBJECT</u>	<u>DEFINITION</u>
Reproductive Hist.	Data pertaining to the outcome of pregnancies prior to and or during the period of enrollment in the study.
Serology	Data obtained from the laboratory examination of serum by specific immunologic methods.
Socioecon. Info	Data related to the social and economic characteristics and environment of the study participant.
Speech	Data obtained from examination and observation of speech function.
Vision	Data obtained from examination of the eyes.
Work History	Data pertaining to occupation and employment prior to and during the period of enrollment in the study.
X-Ray	Data on diagnostic x rays and diagnostic or therapeutic radiological procedures.
Summary	Data presented as a summary of data collected and recorded elsewhere.
Gyn. History	Medical history specifically related to the female genital tract, reproductive physiology and endocrinology.
Special Studies	Data pertaining to participation in other special organized studies conducted during the period of enrollment in the study.
Fam/Genetic Hist.	Data on the medical histories of family members genetically related to the study child.
SLH Exam	Data obtained from the speech, language and hearing examinations not specifically or exclusively related to one of these areas.

## CONTENTS

PS-1-5	Eight Month Psychological Exams	II.H.1
PS-1, PS-2	COLR Research Form of Bayley Scales of Mental Development	
PS-3	Infant Behavior Profile	
PS-4	Additional Observations	
PS-5	Maternal Behavior in Testing Situation	

PS-1 Through PS-5

- PS-1 and PS-2 COLR Research Form of Bayley Scales of Mental Development
- PS-3 Infant Behavior Profile
- PS-4 Additional Observations
- PS-5 Maternal Behavior in Testing Situation

The purpose of the Eight-Month Psychological Examination was to assess infant psychomotor development. The infant's responses to the COLR research version of the Bayley Scales of Mental and Motor Development were recorded on PS-1 and PS-2, respectively. The qualitative aspect of the performance consisting of examiner ratings of behavior observed during testing was recorded on form PS-3, Infant Behavior Profile. Supplementary information on physical development, hearing acuity and behavior abnormalities was recorded on PS-4, Additional Observations. Examiner ratings of maternal interaction with the infant were recorded on form PS-5. All five forms were implemented in February 1960; they were revised in July 1960 and again in January 1961. Revision resulted in some rearrangement of items on the Mental and Motor Scales (PS-1 and PS-2) and the addition of items on the Infant Behavior Profile (PS-3), Additional Observations (PS-4) and Maternal Behavior in Testing Situations (PS-5). Data from forms PS-1 thru PS-5 were punched on cards 1101, 2101 and 3101 in the master file (Table PS-1.1).

TABLE PS-1.1 Cards and Data Records by Revision for Forms PS-1 through PS-5

CARD NAME	CARD NUMBER	REV. NO.	NUMBER RECORDS
PS-1: Bayley Scales	1101	1	2,489
		2	1,809
		3	40,021
			-----
			44,319
PS-1: Bayley Scales, Infant Behavior Profile, Other Observations	2101	1	2,488
		2	1,808
		3	40,009
			-----
			44,305

PS-1: Bayley Scales, Maternal Behavior 3101

1	2,489
2	1,809
3	40,013
	-----
	44,311

total for form 132,935

Data Items Referencing Form PS-1, COLH Research Form of Bayley Scales of Mental Development

DATA ITEM ID	FORM	CARD NUM	FROM TO	DATA ITEM NAME
2751.....	24	1101	1	5 Card number (sequence, form type, form number, revision number)
2752.....	4	1101	6	14 MIMUS case number
2753...PS-1	5	1101	15	15 Age
2754...PS-1	6	1101	16	16 SEX
2755...PS-1		1101	17	17 MACE
2756...PS-1		1101	18	18 Bayley scales; mental development; motor development; behavior profile; diagnosis, final
2757...PS-1		1101	19	21 Bayley scales; mental development; score, total
2758...PS-1		1101	22	23 Bayley scales; motor development; score, final
2759...PS-1		1101	24	25 Examiner
2760...PS-1	24	1101	26	26 Bayley scales; mental development, social smiles
2761...PS-1	25	1101	27	27 Bayley scales; mental development, visually recognizes mother
2762...PS-1	26	1101	28	28 Bayley scales; mental development, eyes follow pencil
2763...PS-1	27	1101	29	29 Bayley scales; mental development, reacts to paper on face
2764...PS-1	28	1101	30	30 Bayley scales; mental development, searches with eyes for sound
2765...PS-1	29	1101	31	31 Bayley scales; mental development, vocalizes to social stimulus
2766...PS-1	30	1101	32	32 Bayley scales; mental development, manipulates ring
2767...PS-1	31	1101	33	33 Bayley scales; mental development, vocalizes 2 syllables
2768...PS-1	32	1101	34	34 Bayley scales; mental development, regards cube (at table)
2769...PS-1	33	1101	35	35 Bayley scales; mental development, glances from object to another
2770...PS-1	34	1101	36	36 Bayley scales; mental development, anticipatory adjustment to lifting
2771...PS-1	35	1101	37	37 Bayley scales; mental development, reacts to disappearance of face
2772...PS-1	36	1101	38	38 Bayley scales; mental development, reaches for ring
2773...PS-1	37	1101	39	39 Bayley scales; mental development, play with rattle
2774...PS-1	38	1101	40	40 Bayley scales; mental development, fingers hand in play
2775...PS-1	39	1101	41	41 Bayley scales; mental development, follows vanishing ring
2776...PS-1	40	1101	42	42 Bayley scales; mental development, aware of strange situation
2777...PS-1	41	1101	43	43 Bayley scales; mental development, follows vanishing spoon
2778...PS-1	42	1101	44	44 Bayley scales; mental development, eyes follow ball across table
2779...PS-1	43	1101	45	45 Bayley scales; mental development, carries ring to mouth
2780...PS-1	44	1101	46	46 Bayley scales; mental development, manipulates table edge silently
2781...PS-1	45	1101	47	47 Bayley scales; mental development, inspects own hands
2782...PS-1	46	1101	48	48 Bayley scales; mental development, closes on dangling ring
2783...PS-1	47	1101	49	49 Bayley scales; mental development, turns head to sound of bell
2784...PS-1	48	1101	50	50 Bayley scales; mental development, turns head to sound of rattle
2785...PS-1	49	1101	51	51 Bayley scales; mental development, reaches for cube
2786...PS-1	50	1101	52	52 Bayley scales; mental development, active table manipulations
2787...PS-1	51	1101	53	53 Bayley scales; mental development, regards pellet
2788...PS-1	52	1101	54	54 Bayley scales; mental development, approaches mirror image
2789...PS-1	53	1101	55	55 Bayley scales; mental development, picks up cube
2790...PS-1	54	1101	56	56 Bayley scales; mental development, exploitive paper play

Data Items Referencing Form PS-1, COLR Research Form of Bayley Scales of Mental Development

DATA ITEM ID	IPSM CN FORM	CARD NUM	FROM TO	DATA ITEM NAME
2791...PS-1	55	1101	57	57 Bayley Scales: mental development, retains 7 cubes
2792...PS-1	56	1101	58	58 Bayley Scales: mental development, discriminates strangers
2793...PS-1	57	1101	59	59 Bayley Scales: mental development, vocalizes attitudes
2794...PS-1	58	1101	60	60 Bayley Scales: mental development, recovers rattle in crib or playpen
2795...PS-1	59	1101	61	61 Bayley Scales: mental development, reaches persistently
2796...PS-1	60	1101	62	62 Bayley Scales: mental development, turns head after dropped object
2797...PS-1	61	1101	63	63 Bayley Scales: mental development, lifts cup
2798...PS-1	62	1101	64	64 Bayley Scales: mental development, reaches for 2nd cube
2799...PS-1	63	1101	65	65 Bayley Scales: mental development, enjoys frolic play
2800...PS-1	64	1101	66	66 Bayley Scales: mental development, transfers object hand to hand
2801...PS-1	65	1101	67	67 Bayley Scales: mental development, sustains inspection of ring
2802...PS-1	66	1101	68	68 Bayley Scales: mental development, plays with string
2803...PS-1	67	1101	69	69 Bayley Scales: mental development, picks up cube directly and passily
2804.....		1101	70	80 Blank
2805.....		2101	1	5 Card number (sequence, form type, form number, revision number)
2806.....		2101	6	14 MIND case number
2807...PS-1	4	2101	15	15 Age
2808...PS-1	5	2101	16	16 Sex
2809...PS-1	6	2101	17	17 Race
2810...PS-1		2101	18	18 Bayley Scales: mental development; motor development; behavior profile; diagnosis, final
2811...PS-1		2101	19	19 Bayley Scales: mental development; score, total
2812...PS-1		2101	22	22 Bayley Scales: motor development, score, final
2813...PS-1	68	2101	24	24 Bayley Scales: mental development, pulls string secures ring
2814...PS-1	69	2101	25	25 Bayley Scales: mental development, enjoys sound production
2815...PS-1	70	2101	26	26 Bayley Scales: mental development, lifts cup by handle
2816...PS-1	71	2101	27	27 Bayley Scales: mental development, retains 2 cubes of 3
2817...PS-1	72	2101	28	28 Bayley Scales: mental development, attends to scribbling
2818...PS-1	73	2101	29	29 Bayley Scales: mental development, looks for dropped object
2819...PS-1	74	2101	30	30 Bayley Scales: mental development, manipulates ball
2820...PS-1	75	2101	31	31 Bayley Scales: mental development, responds to mirror playfully
2821...PS-1	76	2101	32	32 Bayley Scales: mental development, vocalizes 4 different syllables
2822...PS-1	77	2101	33	33 Bayley Scales: mental development, pulls string to secure ring
2823...PS-1	78	2101	34	34 Bayley Scales: mental development, attempts to social play
2824...PS-1	79	2101	35	35 Bayley Scales: mental development, attempts to secure 3 cubes
2825...PS-1	80	2101	36	36 Bayley Scales: mental development, finds ball imitatively
2826...PS-1	81	2101	37	37 Bayley Scales: mental development, responds to name
2827...PS-1	82	2101	38	38 Bayley Scales: mental development, uncovers toy
2828...PS-1	83	2101	39	39 Bayley Scales: mental development, adjusts to words
2829...PS-1	84	2101	40	40 Bayley Scales: mental development, adjusts to words
2830...PS-1	85	2101	41	41 Bayley Scales: mental development, fingers holes in peg board

Data Items Referencing Form PS-1, COLN Research Form of Bayley Scales of Mental Development

DATA ITEM TO	ITEM JM FROM	CARD NUM	FROM TO	DATA ITEM NAME
2831...PS-1	R6	2101	42	42 BAYLEY SCALES: mental development, puts cube in cup
2832...PS-1	87	2101	43	43 BAYLEY SCALES: mental development, looks for contents of box
2857.....		3101	1	5 CARD number (sequence, form type, form number, revision number)
2858.....		3101	6	14 NINDH case number
2859...PS-1	4	3101	15	15 AGE
2860...PS-1	5	3101	16	16 SEX
2861...PS-1	6	3101	17	17 RACE
2862...PS-1		3101	18	18 BAYLEY SCALES: mental development; motor development; behavior profile; diagnosis, final
2863...PS-1		3101	19	21 BAYLEY SCALES: mental development; score, total
2864...PS-1		3101	22	23 BAYLEY SCALES: motor development; score, final
5351...VAR			504	504 Developmental exam present (8 month)
5352...VAR			505	507 BAYLEY SCALES: mental development, score
5353...VAR			508	508 BAYLEY SCALES: mental development, grouped code
5354...VAR			509	510 BAYLEY SCALES: motor development, score
5355...VAR			511	511 BAYLEY SCALES: motor development, grouped code
5356...VAR			512	512 Developmental exam final diagnosis (8 month)
5357...VAR	4		513	513 Developmental exam (8 month), age of child (wks)

Data Items Referencing Form PS-2, CGHR Research Form of Bayley Scales of Mental Development

DATA ITEM ID	ITEM 34 F304	CARD NUM	FROM	TO	DATA ITEM NAME
2865...PS-2	11	3101	24	24	Bayley scales: motor development, turns side to back
2866...PS-2	12	3101	25	25	Bayley scales: motor development, prone elevates self by arms
2867...PS-2	13	3101	26	26	Bayley scales: motor development, sits with support
2868...PS-2	14	3101	27	27	Bayley scales: motor development, holds head steady
2869...PS-2	15	3101	28	28	Bayley scales: motor development, hands preferentially open
2870...PS-2	16	3101	29	29	Bayley scales: motor development, sits with support
2871...PS-2	17	3101	30	30	Bayley scales: motor development, retains cube briefly
2872...PS-2	18	3101	31	31	Bayley scales: motor development, turns from back to side
2873...PS-2	19	3101	32	32	Bayley scales: motor development, head balanced
2874...PS-2	20	3101	33	33	Bayley scales: motor development, effort to sit
2875...PS-2	21	3101	34	34	Bayley scales: motor development, partial thumb opposition
2876...PS-2	22	3101	35	35	Bayley scales: motor development, pulls to sitting
2877...PS-2	23	3101	36	36	Bayley scales: motor development, sits alone momentarily
2878...PS-2	24	3101	37	37	Bayley scales: motor development, unilateral reaching
2879...PS-2	25	3101	38	38	Bayley scales: motor development, sits alone 30 seconds or more
2880...PS-2	26	3101	39	39	Bayley scales: motor development, sits alone steadily
2881...PS-2	27	3101	40	40	Bayley scales: motor development, rolls from back to stomach
2882...PS-2	28	3101	41	41	Bayley scales: motor development, secures pellet rake
2883...PS-2	29	3101	42	42	Bayley scales: motor development, sits alone
2884...PS-2	30	3101	43	43	Bayley scales: motor development, picks up cube
2885...PS-2	31	3101	44	44	Bayley scales: motor development, prewalking progression
2886...PS-2	32	3101	45	45	Bayley scales: motor development, early stepping
2887...PS-2	33	3101	46	46	Bayley scales: motor development, secures pellet: pincer
2888...PS-2	34	3101	47	47	Bayley scales: motor development, pulls to standing
2889...PS-2	35	3101	48	48	Bayley scales: motor development, raises self to sitting
2890...PS-2	36	3101	49	49	Bayley scales: motor development, pulls self to stand
2891...PS-2	37	3101	50	50	Bayley scales: motor development, brings 2 objects together
2892...PS-2	38	3101	51	51	Bayley scales: motor development, secures pellet: neat pincer
2893...PS-2	39	3101	52	52	Bayley scales: motor development, stepping movements
2894...PS-2	40	3101	53	53	Bayley scales: motor development, walks with help
2895...PS-2	41	3101	54	54	Bayley scales: motor development, sits down



Data Items Referencing Form PS-3, Infant Behavior Profile

DATA ITEM ID	ITEM CH FORM	CARD NUM	FROM TO	DATA ITEM NAME
2833...PS-3	4	2101	44	44 Behavior profile, speed of response
2834...PS-3	5	2101	45	45 Behavior profile, intensity of response
2835...PS-3	6	2101	46	46 Behavior profile, duration of response
2836...PS-3	7	2101	47	47 Behavior profile, persistence in pursuit
2837...PS-3	8	2101	48	48 Behavior profile, intensity of social response
2838...PS-3	9	2101	49	49 Behavior profile, nature of response to examiner
2839...PS-3	10	2101	50	50 Behavior profile, nature of response to mother
2840...PS-3	11	2101	51	51 Behavior profile, activity level
2841...PS-3	16	2101	52	52 Behavior profile, development, physical
2842...PS-3	17	2101	53	53 Behavior profile, development, mental
2843...PS-3	18	2101	54	54 Behavior profile, development, fine motor
2844...PS-3	19	2101	55	55 Behavior profile, development, gross motor
2845...PS-3	20	2101	56	56 Behavior profile, development, social/emotional
2846...PS-3	21	2101	57	57 Behavior profile; adequacy of exam
6018.....VAR	21		1250 1259	1250 1259 Psychological exam; adequacy of exam

Data Items Referencing Form PS-4, Additional Observations

DATA ITEM TO	ITEM JW F3DM	CARD NUM	FROM	TO	DATA ITEM NAME
2847...PS-4	4	2101	58	58	FACE; OBSERVATION BY EXAMINER
2848...PS-4	5	2101	59	59	MOUTH; OBSERVATION BY EXAMINER
2849...PS-4	7-12	2101	60	60	HEARING; OBSERVATION BY EXAMINER
2850...PS-4	13	2101	61	61	EYES; OBSERVATION BY EXAMINER
2851...PS-4	14	2101	62	62	GRIP; OBSERVATION BY EXAMINER
2852...PS-4	15	2101	63	63	ARM FUNCTION; ARM FUNCTION; OBSERVATION BY EXAMINER
2853...PS-4	20	2101	64	64	POSTURE OR MOVEMENT UNUSUAL; OBSERVATION BY EXAMINER
2854...PS-4	21	2101	65	65	BEHAVIOR DEVIANT; OBSERVATION BY EXAMINER
2855...PS-4	22	2101	66	66	DEFECTS, OBVIOUS; OBSERVATION BY EXAMINER
2856.....		2101	67	67	NO BLANK

Data Items Referencing Form PS-5, Maternal Behavior in Testing Situation

DATA ITEM ID	ITEM	FORM	FROM	TO	DATA ITEM NAME
2896...PS-5	4	3101	55	55	behavior, maternal, expression of affection
2897...PS-5	5	3101	56	56	behavior, maternal, evaluation of child
2898...PS-5	6	3101	57	57	behavior, maternal, handling of child
2899...PS-5	7	3101	58	58	behavior, maternal, management of child
2900...PS-5	8	3101	59	59	behavior, maternal, reaction to child's needs
2901...PS-5	9	3101	60	60	behavior, maternal, reaction to child's test performance
2902...PS-5	10	3101	61	61	behavior, maternal, mother focus of attention
2903...PS-5	11	3101	62	62	behavior, maternal, child's appearance
2904...PS-5	12	3101	63	63	behavior, maternal, clinical impression
2905...PS-5		3101	64	64	Hayley scales: mental and motor development, tested below 6 month level

Data Items Referencing Form PS-5, Missing Form Title

DATA ITEM ID	ITEM ON FORM	CARD NUM	FROM TO	DATA ITEM NAME
2906...PS-5		3101	65	65 HAYLEY SCALERS:SPENTAL and motor development, tested above 10 month level
2907.....		3101	65	RD Blank

COLR RESEARCH FORM OF  
BAYLEY SCALES OF MENTAL DEVELOPMENT

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

1-9 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 (CONT.)

14 VOCALIZES ONCE OR TWICE

P  F

15 CIRCULAR EYE COORD LIGHT

P  F

16 CIRCULAR EYE COORD RING

P  F

17 FREE INSPECTION OF SURROUNDINGS

P  F

18 SOCIAL SMILE & TALKS AND SMILES

P  F

19 TURNS EYES TO RED RING

P  F

20 ANTICIPATORY EXCITEMENT

P  F

21 TURNS EYES TO LIGHT

P  F

22 VOCALIZES 3-6 TIMES

P  F

23 BLINKS AT SHADOW OF HAND

P  F

2-3.0 MONTHS: ITEMS 24-35

24 SOCIAL SMILE & SMILES, QUIET

P  F

25 VISUALLY RECOGNIZES MOTHER

P  F

26 EYES FOLLOW PENCIL

P  F

27 REACTS TO PAPER ON FACE

P  F

28 SEARCHES WITH EYES FOR SOUND

P  F

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 (CONT.)

29. VOCALIZES TO SOCIAL STIMULUS & SMILES AND TALKS

P  <sub>1</sub>      F  <sub>2</sub>

30. MANIPULATES RING

P  <sub>1</sub>      F  <sub>2</sub>

31. VOCALIZES 2 SYLLABLES

P  <sub>1</sub>      F  <sub>2</sub>

32. REGARDS CUBE - AT TABLE

P  <sub>1</sub>      F  <sub>2</sub>

33. GLANCES FROM ONE OBJECT TO ANOTHER

P  <sub>1</sub>      F  <sub>2</sub>

34. ANTICIPATORY ADJUSTMENT TO LIFTING

P  <sub>1</sub>      F  <sub>2</sub>

35. REACTS TO DISAPPEARANCE OF FACE

P  <sub>1</sub>      F  <sub>2</sub>

3-3.9 MONTHS: ITEMS 36-46

36. REACHES FOR RING

P  <sub>1</sub>      F  <sub>2</sub>

37. PLAYS WITH RATTLE

P  <sub>1</sub>      F  <sub>2</sub>

38. FINGERS HAND IN PLAY

P  <sub>1</sub>      F  <sub>2</sub>

39. FOLLOWS VANISHING RING

P  <sub>1</sub>      F  <sub>2</sub>

40. AWARE OF STRANGE SITUATION

P  <sub>1</sub>      F  <sub>2</sub>

41. FOLLOWS VANISHING SPOON

P  <sub>1</sub>      F  <sub>2</sub>

42. EYES FOLLOW BALL ACROSS TABLE

P  <sub>1</sub>      F  <sub>2</sub>

43. CARRIES RING TO MOUTH

P  <sub>1</sub>      F  <sub>2</sub>

18. COMMENTS

COLR RESEARCH FORM OF  
BAYLEY SCALES OF MENTAL DEVELOPMENT

19 PATIENT IDENTIFICATION

20 EXAMINED BY

21 DATE OF EXAM  
MO : DAY : YEAR

9. ITEMS ACCORDING TO AGE PLACEMENT (CONT.)

44 MANIPULATES TABLE EDGE SLIGHTLY

P  F

45 INSPECTS OWN HANDS

P  F

46 CLOSSES ON DANGLING RING

P  F

4-4.9 MONTHS: ITEMS 47-53

47 TURNS HEAD TO SOUND OF BELL

P  F

48 TURNS HEAD TO SOUND OF RATTLE

P  F

49 REACHES FOR CUBE

P  F

50 ACTIVE TABLE MANIPULATION

P  F

51 REGARDS PELLETT

P  F

52 APPROACHES MIRROR IMAGE

P  F

53 PICKS UP CUBE (NOTE HAND USED)

P  F

54 EXPLOITIVE PAPER PLAY

P  F

55 RETAINS 2 CUBES

P  F

5-5.9 MONTHS: ITEMS 56-57

56 DISCRIMINATES STRANGERS

P  F  Rpt.

57 VOCALIZES ATTITUDES

P  F

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  F

59 REACHES PERSISTENTLY

P  F

60 TURNS HEAD AFTER DROPPED OBJECTS

P  F

61 LIFTS CUP

P  F

62 REACHES FOR SECOND CUBE

P  F

63 ENJOYS FROLIC PLAY

P  F  Rpt.

64 TRANSFERS OBJECT HAND TO HAND

P  F

65 SUSTAINS INSPECTION OF RING

P  F

66 PLAYS WITH STRING

P  F

67 PICKS UP CUBE DIRECTLY AND EASILY

P  F

6-9 MONTHS: ITEMS 68-74

68 PULLS STRING SECURES RING

P  F

69 ENJOYS SOUND PRODUCTION

P  F

70 LIFTS CUP BY HANDLE

P  F

71 RETAINS 2 CUBES IF 3 OFFERED

P  F

72 ATTENDS TO SCRIBBLING

P  F

28 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 (CONT.)

73 LOOKS FOR DROPPED OBJECT

P  F

74 MANIPULATES BELL INTEREST IN DETAILS

P  F

7-8.9 MONTHS, ITEMS 75-83

75 RESPONDS PLAYFULLY TO MIRROR

P  F

76 VOCALIZES 4 DIFFERENT SYLLABLES

P  F  Rpt.

77 MILLS STRING PURPOSEFULLY TO SECURE RING

P  F

78 RESPONDS TO SOCIAL PLAY

P  F  Rpt.

79 ATTEMPTS TO SECURE 3 CUBES

P  F

80 RINGS BELL IMITATIVELY

P  F

81 RESPONDS TO NAME OR NICKNAME

P  F  Rpt.

82 SAYS DA-DA OR EQUIVALENT - SPECIFY

P  F  Rpt.

83 UNCOVERS TOY

P  F

9-10.9 MONTHS, ITEMS 84-89

84 ADJUSTS TO WORDS

P  F  Rpt.

85 FINGERS HOLES IN PEG BOARD

P  F

86 PUTS CUBE IN CUP

P  F

30 COMMENTS

COLR RESEARCH FORM OF  
BAYLEY SCALES OF MENTAL DEVELOPMENT

32 EXAMINED BY	33 DATE OF EXAM		
	NO.	DAY	YEAR

9. ITEMS ACCORDING TO AGE PLACEMENT (CONT.)

87 LOOKS FOR CONTENTS OF BOX

P  F

88 ATTEMPTS TO IMITATE SCRIBBLE

P  F

89 STIRS WITH SPOON IN IMITATION

P  F

11-12.9 MONTHS: ITEMS 90-96

90 UNWRAPS TOY

P  F

91 PUSHES CAR ALONG IN IMITATION

P  F

92 IMITATES WORDS

P  F  Rpt.

93 USES EXPRESSIVE JARGON

P  F

94 3 OR MORE BLOCKS IN CUP

P  F

95 UNCOVERS SQUARE BOX

P  F

96 DANGLES RING

P  F

12-14.9 MONTHS: ITEMS 97-100

97 PLACES 1 PEG REPEATEDLY

P  F

98 TURNS PAGES OF BOOK

P  F

99 PATS THE DOLL

P  F

100 ADJUSTS ROUND BLOCK (3-HOLE BOARD)

P  F

34 COMMENTS

COLR RESEARCH FORM OF  
BAYLEY SCALES OF MENTAL DEVELOPMENT

38 EXAMINED BY	31 DATE OF EXAM		
	MO	DAY	YEAR
	:	:	:
	:	:	:

9. ITEMS ACCORDING TO AGE PLACEMENT (CONT.)

101 BUILDS TOWER OF 2 CUBES

P  <sub>1</sub>      F  <sub>2</sub>

102 ONE ROUND BLOCK IN BAYLEY BOARD

P  <sub>1</sub>      F  <sub>2</sub>

103 SCRIBBLES SPONTANEOUSLY

P  <sub>1</sub>      F  <sub>2</sub>

104 REMOVES PELLET FROM BOTTLE

P  <sub>1</sub>      F  <sub>2</sub>

105 SAYS 2 WORDS

P  <sub>1</sub>      F  <sub>2</sub>      Rpt.  <sub>3</sub>

(list words heard)

(list words reported)

106 SHOWS SHOES

P  <sub>1</sub>      F  <sub>2</sub>

38 COMMENTS

COLR RESEARCH FORM OF  
BAYLEY SCALES OF MOTOR DEVELOPMENT

2 EXAMINED BY

3 DATE OF EXAM

MO DAY YEAR

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

4 ITEMS ACCORDING TO AGE PLACEMENT

5 COMMENTS

0-9 MONTHS: ITEMS 1-8

1 POSTURAL ADJUSTMENT WHEN HELD TO SHOULDER

P  F

2 LIFTS HEAD AT SHOULDER

P  F

3 LATERAL HEAD MOVEMENTS

P  F

4 CRAWLING MOVEMENTS

P  F

5 RETAINS RED RING

P  F

6 ARM THRUSTS IN PLAY

P  F

7 LEG THRUSTS IN PLAY

P  F

8 HEAD ERECT—VERTICAL

P  F

1-29 MONTHS: ITEMS 9-15

9 DORSAL SUSPENSION—LIFTS HEAD

P  F

10 HEAD ERECT AND STEADY

P  F

11 TURNS FROM SIDE TO BACK

P  F

12 PRONE—ELEVATES SELF BY ARMS

P  F

13 SITS WITH SUPPORT

P  F

14 HOLDS HEAD STEADY

P  F

15 HANDS PREDOMINANTLY OPEN

P  F

COLR RESEARCH FORM OF  
BAYLEY SCALES OF MOTOR DEVELOPMENT

7 EXAMINED BY

8 DATE OF EXAM  
MO. DAY YEAR

4. ITEMS ACCORDING TO AGE PLACEMENT

9 COMMENTS

3-4.9 MONTHS: ITEMS 16-19

16 SITS WITH SLIGHT SUPPORT

P  F

17 RETAINS CUBE BRIEFLY

P  F

18 TURNS FROM BACK TO SIDE

P  F

19 HEAD BALANCED

P  F

5-6.9 MONTHS: ITEMS 20-26

20 EFFORT TO SIT

P  F

21 PARTIAL THUMB OPPOSITION (RADIAL PALMAR)

P  F

22 PULLS TO SITTING POSITION - HOLDS 2 S THUMBS  
OR FOREFINGERS

P  F

23 SITS ALONE MOMENTARILY

P  F

24 UNILATERAL REACHING

P  F

25 SITS ALONE 30 SECONDS OR MORE

P  F

26 SITS ALONE STEADILY

P  F

7.7.9 MONTHS: ITEMS 27-33

27 ROLLS FROM BACK TO STOMACH

P  F

28 SECURES PELLETT RADIAL RAKING

P  F

29 SITS ALONE WITH GOOD COORDINATION

P  F

30 PICKS UP CUBE RADIAL-DIGITAL GRASP.

P  F

COLR RESEARCH FORM OF  
BAYLEY SCALES OF MOTOR DEVELOPMENT

11 EXAMINED BY	12 DATE OF EXAM		
	MO	DAY	YEAR
	:	:	:
	:	:	:

4. ITEMS ACCORDING TO AGE PLACEMENT (CONT.)

31 PREWALKING PROGRESSION  
P  F  Rpt.

32 EARLY STEPPING MOVEMENTS  
P  F  Rpt.

33 SECURES PELLETT INFERIOR FINGER  
P  F

8-8.9 MONTHS: ITEMS 34-37

34 PULLS TO STANDING HOLDS E'S HAND  
P  F  Rpt.

35 RAISES SELF TO SITTING POSITION  
P  F  Rpt.

36 PULLS SELF TO STAND  
P  F  Rpt.

37 BRINGS 2 OBJECTS TOGETHER AT MIDLINE  
P  F

8.9-9 MONTHS: ITEMS 38-40

38 SECURES PELLETT NEAR FINGER  
P  F

39 STEPPING MOVEMENTS  
P  F  Rpt.

40 WALKS WITH HELP  
P  F  Rpt.

10-11.9 MONTHS: ITEMS 41-43

41 SITS DOWN  
P  F  Rpt.

42 STANDS ALONE WITHOUT SUPPORT  
P  F  Rpt.

43 WALKS ALONE  
P  F  Rpt.

13 COMMENTS

INFANT BEHAVIOR PROFILE

INSTRUCTIONS: Each item should be checked (X) only once.

2 EXAMINER \_\_\_\_\_ 3 DATE OF EXAM  
 MO. DAY YEAR

ORIENTATION TO OBJECTS						12 COMMENTS
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	
Very Slow: (Does not approach at all or takes a very long time)		Approaches objects after looking at them briefly		Very Fast: (Anticipates E's move(s))	Varies Greatly	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	
Very Weak: (Does not look at or handle objects)		Some manipulation of objects		Very Strong: (Manipulates objects with considerable force)	Varies Greatly	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	
Spends very short time with objects		Spends moderate amount of time with objects		Spends very long time with objects	Varies Greatly	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	
Very Low: (Makes no attempt to get objects on his own)		Makes several, brief attempts to get objects on his own		Very High: (Makes vigorous and frequent attempts to get objects on his own)	Varies Greatly	
ORIENTATION TO PERSONS						
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	
Very Weak: (Does not respond to initiation of social contact)		As interested in social contact as in object manipulation		Very Strong: "Over-reacts" to persons	Varies Greatly	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	
Avoiding		Accepting		Inviting	Varies Greatly	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	
Ignoring		Accepting		Demanding	Varies Greatly	
11. ACTIVITY LEVEL						
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	
Hyporeactive		Responds appropriately to situations calling for activity		Hyperactive	Varies Greatly	



**INFANT BEHAVIOR PROFILE**

INSTRUCTIONS: If any of the above items are checked Not Normal or Not Adequate (2), or if Examiner is not confident in a rating, reasons should be given.

14 EXAMINER	15 DATE OF EXAM MO   DAY   YEAR
-------------	------------------------------------

CLINICAL IMPRESSION				23 COMMENTS
16 PHYSICAL DEVELOPMENT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Advanced	Normal	Suspect	Abnormal	
17 MENTAL DEVELOPMENT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Advanced	Normal	Suspect	Abnormal	
18 FINE MOTOR DEVELOPMENT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Advanced	Normal	Suspect	Abnormal	
19 GROSS MOTOR DEVELOPMENT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Advanced	Normal	Suspect	Abnormal	
20 SOCIAL-EMOTIONAL DEVELOPMENT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Advanced	Normal	Suspect	Abnormal	
21. ADEQUACY OF EXAMINATION				
1 <input type="checkbox"/>	2 <input type="checkbox"/>			
Adequate	Not Adequate			

22. SUMMARY STATEMENT (OPTIONAL)

ADDITIONAL OBSERVATIONS

2 EXAMINED BY	3 DATE OF EXAM MO : DAY : YEAR
---------------	-----------------------------------

4 FACE

- Normal
- Asymmetry
- Mask-like
- Hypermobile
- Other (Describe)

5 MOUTH

- Normal
- Open most of the time
- Excessive drooling
- Unusual movements
- Other (Describe)

6 HEARING

	RIGHT		LEFT	
	YES	NO	YES	NO
7 Responds to bell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Responds to rattle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Responds to high freq. con. (SSS) (aphonic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Responds to low spoken voice (aphonic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Responds to middle frequency consonants (KXX) (aphonic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Other (Describe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 EYES

	RIGHT	LEFT
Normal	<input type="checkbox"/>	<input type="checkbox"/>
Strabismus	<input type="checkbox"/>	<input type="checkbox"/>
Exotropia	<input type="checkbox"/>	<input type="checkbox"/>
Esotropia	<input type="checkbox"/>	<input type="checkbox"/>
Other (Describe)	<input type="checkbox"/>	<input type="checkbox"/>

14 GRIP

	RIGHT	LEFT
Normal	<input type="checkbox"/>	<input type="checkbox"/>
Strong	<input type="checkbox"/>	<input type="checkbox"/>
Weak, flaccid	<input type="checkbox"/>	<input type="checkbox"/>
Absent	<input type="checkbox"/>	<input type="checkbox"/>
Other (Describe)	<input type="checkbox"/>	<input type="checkbox"/>

15 COMPARATIVE FUNCTION OF ARMS AND HANDS

	RIGHT	LEFT
No difference	<input type="checkbox"/>	<input type="checkbox"/>
Grasp more adept (tube)	<input type="checkbox"/>	<input type="checkbox"/>
Prehension more adept (pallet)	<input type="checkbox"/>	<input type="checkbox"/>
Used more predominantly	<input type="checkbox"/>	<input type="checkbox"/>
Other (Describe)	<input type="checkbox"/>	<input type="checkbox"/>

16 COMMENTS

ADDITIONAL OBSERVATIONS

18. EXAMINED BY

19. DATE OF EXAM.  
MO. . . . DAY . . . . YEAR . . . .

20. UNUSUAL MUSCULAR MOVEMENTS OR POSTURAL ADJUSTMENTS

NONE  
 OK

- 1. Head not erect.....
- 2. Head unsteady.....
- 3. Athetoid movements of arms and hands.....
- 4. Backhanded use of hands.....
- 5. Hands consistently fluted.....
- 6. Tremors of hands.....
- 7. Consistent bilateral use of hands.....
- 8. Arms consistently extended and elevated.....
- 9. Shoulders and upper arms stiff, almost immobile.....
- 10. Tremors of legs.....
- 11. Scissoring of legs.....
- 12. Consistent flexing of knees, unable to put weight on feet.....
- 13. Other (describe).....

21. DEVIANT OR STEREOTYPED BEHAVIOR

NONE  
 OK

- 1. Excessive and persistent drooping.....
- 2. Excessive and persistent mouthing of toys.....
- 3. Excessive and persistent banging.....
- 4. Preoccupation with a toy (to the exclusion of others).....
- 5. Persistent transferring of toys from one hand to the other.....
- 6. Unusual and meaningless hand motions.....
- 7. Head rolling.....
- 8. Head banging.....
- 9. Rocking.....
- 10. Meaningless smiling and laughing.....
- 11. Excessive crying.....
- 12. Other (describe).....

22. OBVIOUS DEFECTS OR ANOMALIES

NONE  
 OK

- 1. Mongolian.....
- 2. Hydrocephalus.....
- 3. Microcephalus.....
- 4. Asymmetry of skull.....
- 5. Very obese.....
- 6. Unusually small.....
- 7. Skin condition (not diaper rash).....
- 8. Other (describe in detail).....

23. COMMENTS

**MATERNAL BEHAVIOR IN TESTING SITUATION**

2 EXAMINED BY	3 DATE OF EXAM		
	MO.	DAY	YEAR
	.	.	.
	.	.	.
	.	.	.

4 EXPRESSION OF AFFECTION				
Negative		Warm		Extravagant
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5 EVALUATION OF CHILD (What mother says about child)				
Critical		Accepting		Effusive
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6 PHYSICAL HANDLING OF CHILD (General)				
Rough		Considerate		Overly cautious
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7 MANAGEMENT OF CHILD (During actual testing)				
No facilitation		Oversteering		Overdirecting
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8 REACTION TO CHILD'S NEEDS				
Unresponsive		Recognized		Absorbed
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9 REACTION TO CHILD'S TEST PERFORMANCE				
Indifferent		Interested		Defensive
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10 MOTHER'S FOCUS OF ATTENTION DURING EXAMINATION				
Child		Situation		Self
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11 CHILD'S APPEARANCE				
Untidy		Appropriate		Overdressed
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12 CLINICAL IMPRESSION (Optional)				

13 COMMENTS

Form Item Numbers linked to Data Items on PS-1, CURR Research Form of Bayley Scales of Mental Development

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
5353	...VAR		508	508	Bayley scales; mental development, grouped code
5352	...VAR		505	507	Bayley scales; mental development; score
2810	...PS-1	2101	18	18	Bayley scales; mental development; motor development; behavior profile; diagnosis, final
2862	...PS-1	3101	18	18	Bayley scales; mental development; motor development; behavior profile; diagnosis, final
2756	...PS-1	1101	18	18	Bayley scales; mental development; motor development; behavior profile; diagnosis, final
2757	...PS-1	1101	19	21	Bayley scales; mental development; score, total
2811	...PS-1	2101	19	21	Bayley scales; mental development; score, total
2863	...PS-1	3101	19	21	Bayley scales; mental development; score, total
5355	...VAR		511	511	Bayley scales; motor development, grouped code
5354	...VAR		509	510	Bayley scales; motor development, score
2812	...PS-1	2101	22	23	Bayley scales; motor development, score, final
2864	...PS-1	3101	22	23	Bayley scales; motor development; score, final
2758	...PS-1	1101	22	23	Bayley scales; motor development; score, final
5356	...VAR		512	512	Developmental exam final diagnosis; score, final
5351	...VAR		504	504	Developmental exam present (8 month)
2759	...PS-1	1101	24	25	Examiner
2859	...PS-1	3101	15	15	Age
2753	...PS-1	1101	15	15	Age
2807	...PS-1	2101	15	15	Age
5357	...VAR		513	513	Developmental exam (8 month), age of child (wks)
2808	...PS-1	2101	16	16	Sex
2754	...PS-1	1101	16	16	Sex
2860	...PS-1	3101	16	16	Sex
2861	...PS-1	3101	17	17	RACE
2755	...PS-1	1101	17	17	RACE
2809	...PS-1	2101	17	17	RACE
2760	...PS-1	1101	26	26	Bayley scales; mental development, social sales
2761	...PS-1	1101	27	27	Bayley scales; mental development, visually recognizes mother
2762	...PS-1	1101	28	28	Bayley scales; mental development, eyes follow pencil
2763	...PS-1	1101	29	29	Bayley scales; mental development, searches with eyes on face
2764	...PS-1	1101	30	30	Bayley scales; mental development, vocalizes to social stimulus
2765	...PS-1	1101	31	31	Bayley scales; mental development, manipulates ring
2766	...PS-1	1101	32	32	Bayley scales; mental development, vocalizes 2 syllables
2767	...PS-1	1101	33	33	Bayley scales; mental development, regards cube (at table)
2768	...PS-1	1101	34	34	Bayley scales; mental development, glances from object to another
2769	...PS-1	1101	35	35	Bayley scales; mental development, anticipatory adjustment to
2770	...PS-1	1101	36	36	Bayley scales; mental development, anticipatory adjustment to
2771	...PS-1	1101	37	37	Bayley scales; mental development, reacts to disappearance of face

Form Item Numbers linked to Data Items on PS-1, CUHK Research Form of Bayley Scales of Mental Development

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
36	2772...PS-1	1101	38	38	HAYLEY SCALES: mental development, reaches for ring
37	2773...PS-1	1101	39	39	HAYLEY SCALES: mental development, play with rattle
38	2774...PS-1	1101	40	40	HAYLEY SCALES: mental development, fingers hand in play
39	2775...PS-1	1101	41	41	HAYLEY SCALES: mental development, follows vanishing ring
40	2776...PS-1	1101	42	42	HAYLEY SCALES: mental development, aware of strange situation
41	2777...PS-1	1101	43	43	HAYLEY SCALES: mental development, follows vanishing spoon
42	2778...PS-1	1101	44	44	HAYLEY SCALES: mental development, eyes follow ball across table
43	2779...PS-1	1101	45	45	HAYLEY SCALES: mental development, carries ring to mouth
44	2780...PS-1	1101	46	46	HAYLEY SCALES: mental development, manipulates table edge slightly
45	2781...PS-1	1101	47	47	HAYLEY SCALES: mental development, manipulates table edge slightly
46	2782...PS-1	1101	48	48	HAYLEY SCALES: mental development, closes own hands
47	2783...PS-1	1101	49	49	HAYLEY SCALES: mental development, closes on dangling ring
48	2784...PS-1	1101	50	50	HAYLEY SCALES: mental development, turns head to sound of bell
49	2785...PS-1	1101	51	51	HAYLEY SCALES: mental development, turns head to sound of rattle
50	2786...PS-1	1101	52	52	HAYLEY SCALES: mental development, reaches for cube
51	2787...PS-1	1101	53	53	HAYLEY SCALES: mental development, active table manipulations
52	2788...PS-1	1101	54	54	HAYLEY SCALES: mental development, regards pellet
53	2789...PS-1	1101	55	55	HAYLEY SCALES: mental development, approaches mirror image
54	2790...PS-1	1101	56	56	HAYLEY SCALES: mental development, picks up cube
55	2791...PS-1	1101	57	57	HAYLEY SCALES: mental development, exploitive paper play
56	2792...PS-1	1101	58	58	HAYLEY SCALES: mental development, retains 2 cubes
57	2793...PS-1	1101	59	59	HAYLEY SCALES: mental development, discriminates strangers
58	2794...PS-1	1101	60	60	HAYLEY SCALES: mental development, vocalizes attitudes
59	2795...PS-1	1101	61	61	HAYLEY SCALES: mental development, recovers rattle in crib or n/avenen
60	2796...PS-1	1101	62	62	HAYLEY SCALES: mental development, reaches persistently
61	2797...PS-1	1101	63	63	HAYLEY SCALES: mental development, turns head after dropped object
62	2798...PS-1	1101	64	64	HAYLEY SCALES: mental development, lifts cup
63	2799...PS-1	1101	65	65	HAYLEY SCALES: mental development, reaches for 2nd cube
64	2800...PS-1	1101	66	66	HAYLEY SCALES: mental development, enjoys frolic play
65	2801...PS-1	1101	67	67	HAYLEY SCALES: mental development, transfers object hand to hand
66	2802...PS-1	1101	68	68	HAYLEY SCALES: mental development, sustains inspection of ring
67	2803...PS-1	1101	69	69	HAYLEY SCALES: mental development, plays with string
68	2813...PS-1	2101	24	24	HAYLEY SCALES: mental development, picks up cube directly and easily
69	2814...PS-1	2101	25	25	HAYLEY SCALES: mental development, pulls string secures ring
70	2815...PS-1	2101	26	26	HAYLEY SCALES: mental development, enjoys sound production
71	2816...PS-1	2101	27	27	HAYLEY SCALES: mental development, lifts cup by handle
72	2817...PS-1	2101	28	28	HAYLEY SCALES: mental development, retains 2 cubes of 3
73	2818...PS-1	2101	29	29	HAYLEY SCALES: mental development, attends to scribbling
74	2819...PS-1	2101	30	30	HAYLEY SCALES: mental development, looks for dropped object
75	2820...PS-1	2101	31	31	HAYLEY SCALES: mental development, manipulates ball
76	2821...PS-1	2101	32	32	HAYLEY SCALES: mental development, responds to mirror playfully
					mental development, vocalizes 4 different syllables

Form Item Numbers linked to Data Items on PS-1, CURR Research Form of Bayley Scales of Mental Development

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
77	2A22...PS-1	2101	31	33	HAYLEY SCALES; mental development, pulls string to secure ring
78	2A23...PS-1	2101	34	34	HAYLEY SCALES; mental development, responds to social play
79	2A24...PS-1	2101	35	35	HAYLEY SCALES; mental development, attempts to secure 3 cubes
80	2A25...PS-1	2101	36	36	HAYLEY SCALES; mental development, rings bell imitatively
81	2A26...PS-1	2101	37	37	HAYLEY SCALES; mental development, responds to name
82	2A27...PS-1	2101	38	38	HAYLEY SCALES; mental development, says da da
83	2A28...PS-1	2101	39	39	HAYLEY SCALES; mental development, uncovers toy
84	2A29...PS-1	2101	40	40	HAYLEY SCALES; mental development, adjusts to words
85	2A30...PS-1	2101	41	41	HAYLEY SCALES; mental development, fingers holes in peg board
86	2A31...PS-1	2101	42	42	HAYLEY SCALES; mental development, puts cube in cup
87	2A32...PS-1	2101	43	43	HAYLEY SCALES; mental development, looks for contents of box

Form Item Numbers linked to Data Items on PS-2, Culik Research Form of Hayley Scales of Mental Development

ITEM NO FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
11	2865...	PS-2 3101	24	24	HAYLEY SCALES: motor development, turns side to back
12	2866...	PS-2 3101	25	25	HAYLEY SCALES: motor development, prone elevates self by arms
13	2867...	PS-2 3101	26	26	HAYLEY SCALES: motor development, sits with support
14	2868...	PS-2 3101	27	27	HAYLEY SCALES: motor development, holds head steady
15	2869...	PS-2 3101	28	28	HAYLEY SCALES: motor development, hands predominantly open
16	2870...	PS-2 3101	29	29	HAYLEY SCALES: motor development, sits with support
17	2871...	PS-2 3101	30	30	HAYLEY SCALES: motor development, retains cube briefly
18	2872...	PS-2 3101	31	31	HAYLEY SCALES: motor development, turns from back to side
19	2873...	PS-2 3101	32	32	HAYLEY SCALES: motor development, head balanced
20	2874...	PS-2 3101	33	33	HAYLEY SCALES: motor development, effort to sit
21	2875...	PS-2 3101	34	34	HAYLEY SCALES: motor development, partial thumb opposition
22	2876...	PS-2 3101	35	35	HAYLEY SCALES: motor development, pulls to sitting
23	2877...	PS-2 3101	36	36	HAYLEY SCALES: motor development, sits alone momentarily
24	2878...	PS-2 3101	37	37	HAYLEY SCALES: motor development, unilateral reaching
25	2879...	PS-2 3101	38	38	HAYLEY SCALES: motor development, sits alone 30 seconds or more
26	2880...	PS-2 3101	39	39	HAYLEY SCALES: motor development, sits alone steadily
27	2881...	PS-2 3101	40	40	HAYLEY SCALES: motor development, rolls from back to stomach
28	2882...	PS-2 3101	41	41	HAYLEY SCALES: motor development, secures pellet rake
29	2883...	PS-2 3101	42	42	HAYLEY SCALES: motor development, sits alone
30	2884...	PS-2 3101	43	43	HAYLEY SCALES: motor development, nicks up cube
31	2885...	PS-2 3101	44	44	HAYLEY SCALES: motor development, prewalking progression
32	2886...	PS-2 3101	45	45	HAYLEY SCALES: motor development, early stepping
33	2887...	PS-2 3101	46	46	HAYLEY SCALES: motor development, secures pellet: pincer
34	2888...	PS-2 3101	47	47	HAYLEY SCALES: motor development, pulls to standing
35	2889...	PS-2 3101	48	48	HAYLEY SCALES: motor development, raises self to sitting
36	2890...	PS-2 3101	49	49	HAYLEY SCALES: motor development, pulls self to stand
37	2891...	PS-2 3101	50	50	HAYLEY SCALES: motor development, brings 2 objects together
38	2892...	PS-2 3101	51	51	HAYLEY SCALES: motor development, secures pellet: neat pincer
39	2893...	PS-2 3101	52	52	HAYLEY SCALES: motor development, stepping movements
40	2894...	PS-2 3101	53	53	HAYLEY SCALES: motor development, walks with help
41	2895...	PS-2 3101	54	54	HAYLEY SCALES: motor development, sits down



Form Item Numbers linked to Data Items on PS-3, Infant Behavior Profile

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
4	2833...PS-3	2101	44	44	Behavior profile, speed of response
5	2834...PS-3	2101	45	45	Behavior profile, intensity of response
6	2835...PS-3	2101	46	46	Behavior profile, duration of response
7	2836...PS-3	2101	47	47	Behavior profile, persistence in pursuit
8	2837...PS-3	2101	48	48	Behavior profile, intensity of social response
9	2838...PS-3	2101	49	49	Behavior profile, nature of response to examiner
10	2839...PS-3	2101	50	50	Behavior profile, nature of response to mother
11	2840...PS-3	2101	51	51	Behavior profile, activity level
16	2841...PS-3	2101	52	52	Behavior profile, development, physical
17	2842...PS-3	2101	53	53	Behavior profile, development, mental
18	2843...PS-3	2101	54	54	Behavior profile, development, fine motor
19	2844...PS-3	2101	55	55	Behavior profile, development, gross motor
20	2845...PS-3	2101	56	56	Behavior profile, development, social/emotional
21	2846...PS-3	2101	57	57	Behavior profile; adequacy of exam
21	601A....VAR		1750	1250	PSYCHOLOGICAL EXAM; adequacy of exam

Form Item Numbers linked to Data Items on PS-4, Additional Observations

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
4	2847...PS-4	2101	58	58	EYES; observation by examiner
5	2848...PS-4	2101	59	59	MOUTH; observation by examiner
7-12	2849...PS-4	2101	60	60	HEARING; observation by examiner
13	2850...PS-4	2101	61	61	EYES; observation by examiner
14	2851...PS-4	2101	62	62	GRIP; observation by examiner
15	2852...PS-4	2101	63	63	APP FUNCTION; hand function; observation by examiner
20	2853...PS-4	2101	64	64	POSTURE OR MOVEMENT UNUSUAL; observation by examiner
21	2854...PS-4	2101	65	65	BEHAVIOR DEVIANT; observation by examiner
22	2855...PS-4	2101	66	66	DEFECTS, OBVIOUS; observation by examiner

Form Item numbers linked to Data Items on PS-5, Maternal Behavior in Testing Situation

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
4	2905...PS-5	3101	64	64	Bayley scales: mental and motor development, tested below 6 month level
5	2896...PS-5	3101	55	55	Behavior, maternal, expression of affection
6	2897...PS-5	3101	56	56	Behavior, maternal, evaluation of child
7	2898...PS-5	3101	57	57	Behavior, maternal, handling of child
8	2899...PS-5	3101	58	58	Behavior, maternal, management of child
9	2900...PS-5	3101	59	59	Behavior, maternal, reaction to child's needs
10	2901...PS-5	3101	60	60	Behavior, maternal, reaction to child's test performance
11	2902...PS-5	3101	61	61	Behavior, maternal, mother focus of attention
12	2903...PS-5	3101	62	62	Behavior, maternal, child's appearance
	2904...PS-5	3101	63	63	Behavior, maternal, clinical impression

Form Item Numbers Linked to Data Items on PS-5, Mission Form Title

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
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2006...PS-5 3101	65	65	Hayley	scales/mental and motor development, tested above 10 month level
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**DEFINITION OF CODES**  
**3 MONTH PSYCHOLOGICAL EXAMINATION**  
**FORM PS 1-5** **DATE 1961**

<u>Item</u>	<u>CARD</u> <u>COLUMNS</u>
1. <u>Card Number</u> Code: 1	1
2. <u>Form Number</u> Code: 101	2-4
3. <u>Revision Number +</u> Item 3 Code: 1 - Form dated 2/60 2 - Form dated: Rev. 7/60 3 - Form dated: Rev. 1/61	5
4. <u>INDB Number</u> Nine-digit number for Patient Identification Code: As given	6-14
5. <u>Age</u> Item 4 Code: 1 - Less than 7 mo. 15 days 2 - Between 7 mo. 15 days and 8 mo. 14 days inclusive 3 - Between 8 mo. 15 days and 9 mo. 30 days inclusive 4 - Between 9 mo. 31 days and 10 mo. 0 days inclusive 5 - More than 10 months 9 - Unknown	15
6. <u>Sex</u> Item 5 Code: 1 - Male 2 - Female	16
7. <u>Race</u> Item 6 Code: 1 - White 2 - Negro 3 - Oriental 4 - Puerto Rican 5 - Other 9 - Unknown	17

+ Unless specified, Fields, Codes and Card Columns refer to Rev. Numbers 1, 2, and 3.  
 Item numbers refer to Form Dated: Rev. 1/61

DEFINITION OF CODES (Continued)

FORM PS-1  
Card 1101

<u>FIELD</u>	<u>CARD COLUMN</u>
8. <u>Final Diagnosis</u> Code: 2 - Normal 3 - Suspect 4 - Abnormal 8 - Impossible due to lack of information 9 - Unknown	18
9. <u>Total Mental Score</u> Code: 000-100 - As given 999 - Unknown	19-21
10. <u>Total Motor Score</u> Code: 00-43 - As given 99 - Unknown	22-23
11. <u>Examiner</u> Code for Rev. 1 and 2: See attachment A "Examiners", PS 1-5 - 23-24 Code for Rev. 3: See attachment B "Examiners", PS 1-5 - 25-28	24-25

BAYLEY SCALES OF MENTAL DEVELOPMENT

12. <u>Social Smiles</u> Item 24 Code: 1 - Pass 2 - Fail 3 - Marginal (Revs. "1" and "2" only) 7 - Not observed (Revs. "1" and "2" only) 8 - Not tested 9 - Unknown	26
13. <u>Visually Recognizes Mother</u> Item 25 Code: Same as in Field 12	27
14. <u>Eyes Follow Pencil</u> Item 26 Code: Same as in Field 12	28

## DEFINITION OF CODES (Continued)

FORM PS-1  
Card 1101  
CARD  
COLUMN

<u>FIELD</u>		
15.	<u>Reacts to Paper on Face</u> Item 27 Code: Same as in Field 12	29
16.	<u>Searches with Eyes For Sound</u> Item 28 Code: Same as in Field 12	30
17.	<u>Vocalizes to Social Stimulus</u> Item 29 Same as in Field 12	31
18.	<u>Manipulates Ring</u> Item 30 Code: Same as in Field 12	32
19.	<u>Vocalizes 2 Syllables</u> Item 31 Code: Same as in Field 12	33
20.	<u>Regards Cube (at table)</u> Item 32 Code: Same as in Field 12	34
21.	<u>Glances From One Object to Another</u> Item 33 Code: Same as in Field 12	35
22.	<u>Anticipatory Adjustment to Lifting</u> Item 34 Code: Same as in Field 12	36
23.	<u>Reacts to Disappearance of Face</u> Item 35 Code: Same as in Field 12	37
24.	<u>Reaches for Ring</u> Item 36 Code: Same as in Field 12	38
25.	<u>Plays With Rattle</u> Item 37 Code: Same as in Field 12	39
26.	<u>Fingers Hand in Play</u> Item 38 Code: Same as in Field 12	40

## DEFINITION OF CODES (Continued)

FORM PS-1  
CARD 1101

<u>FIELD</u>	<u>CARD COLUMN</u>
27. <u>Follows Vanishing Ring</u> Item 39 Code: Same as in Field 12	41
28. <u>Aware of Strange Situation</u> Item 40 Code: Same as in Field 12	42
29. <u>Follows Vanishing Spoon</u> Item 41 Code: Same as in Field 12	43
30. <u>Eyes Follow Ball Across Table</u> Item 42 Code: Same as in Field 12	44
31. <u>Carries Ring to Mouth</u> Item 43 Code: Same as in Field 12	45
32. <u>Manipulates Table Edge Slightly</u> Item 44 Code: Same as in Field 12	46
33. <u>Inspects Own Hands</u> Item 45 Code: Same as in Field 12	47
34. <u>Closes on Dangling Ring</u> Item 46 Code: Same as in Field 12	48
35. <u>Turns Head to Sound of Bell</u> Item 47 Code: Same as in Field 12	49
36. <u>Turns Head to Sound of Rattle</u> Item 48 Code: Same as in Field 12	50
37. <u>Reaches for Cube</u> Item 49 Code: Same as in Field 12	51
38. <u>Active Table Manipulations</u> Item 50 Code: Same as in Field 12	52

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DEFINITION OF CODES (Continued)

FORM PS-1  
Card 1101

<u>FIELD</u>	<u>CARD COLUMN</u>
39. <u>Regards Peeler</u> Item 51 Code: Same as in Field 12	53
40. <u>Approaches Mirror Image</u> Item 52 Code: Same as in Field 12	54
41. <u>Picks Up Cube</u> Item 53 Code: Same as in Field 12	55
42. <u>Explosive Paper Play</u> Item 54 Code: Same as in Field 12	56
43. <u>Retains 2 Cubes</u> Item 55 Code: Same as in Field 12	57
44. <u>Discriminates Strangers</u> Item 56 Code: 1 - Pass 2 - Fail 3 - Marginal (Revs. "1" and "2" only) 7 - Reported 8 - Not tested 9 - Unknown	58
45. <u>Vocalizes Attitudes</u> Item 57 Code: Same as in Field 12	59
46. <u>Recovers Rattle in Crib or Playpen</u> Item 58 Code: Same as in Field 12	60
47. <u>Reaches Persistently</u> Item 59 Code: Same as in Field 12	61
48. <u>Turns Head After Dropped Objects</u> Item 60 Code: Same as in Field 12	62

## DEFINITION OF CODES (Continued)

FORM PS-1  
Card 1101

<u>FIELD</u>		<u>CARD COLUMN</u>
49.	<u>Lifts Cup</u> Item 51 Code: Same as in Field 12	63
50.	<u>Reaches for Second Cube</u> Item 52 Code: Same as in Field 12	64
51.	<u>Enjoys Frolic Play</u> Item 53 Code: Same as in Field 12	65
52.	<u>Transfers Object Hand to Hand</u> Item 54 Code: Same as in Field 12	66
53.	<u>Sustains Inspection of Ring</u> Item 55 Code: Same as in Field 12	67
54.	<u>Plays With String</u> Item 56 Code: Same as in Field 12	68
55.	<u>Picks Up Cube Directly and Easily</u> Item 57 Code: Same as in Field 12	69

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DEFINITION OF CODES (Continued)

FORM PS-1, 3 & 4  
Card 2101

<u>FIELD</u>	<u>CARD COLUMN</u>
1. <u>Card Number</u> Code: 2	1
2. <u>Basic Data *</u> Code: Same as in cols. 2-23 of Card 1	2-23
<u>BAYLEY SCALES OF MENTAL DEVELOPMENT (Cont.)</u>	
3. <u>Pulls String; Secures Ring</u> PS-1, Item 68 Code: 1 - Pass 2 - Fail 3 - Marginal (Revs. "1" and "2" only) 7 - Reported (Revs. "1" and "2" only) 8 - Not tested 9 - Unknown	24
4. <u>Enjoys Sound Production</u> PS-1, Item 69 Code: Same as in Field 3	25
5. <u>Lifts Cup By Handle</u> PS-1, Item 70 Code: Same as in Field 3	26
6. <u>Retains 2 Cubes (3 Offered)</u> PS-1, Item 71 Code: Same as in Field 3	27
7. <u>Attends to Scribbling</u> PS-1, Item 72 Code: Same as in Field 3	28

\* Unless specified, Fields, Codes and Card Columns refer to revision numbers "1", "2" and "3". Item numbers refer to Form Dated: Rev. 1/61

## DEFINITION OF CODES (Continued)

FORM PS-1, 3 & 4  
Card 2101

<u>FIELD</u>	<u>CARD COLUMN</u>
8. <u>Looks For Dropped Object</u> PS-1, Item 73 Code: Same as in Field 3	29
9. <u>Manipulates Bell: Interest in Details</u> PS-1, Item 74 Code: Same as in Field 3	30
10. <u>Responds Playfully to Mirror</u> PS-1, Item 75 Code: Same as in Field 3	31
11. <u>Vocalizes 4 Different Syllables</u> PS-1, Item 76 Code: 1 - Pass 2 - Fail 3 - Marginal (Revs. "1" and "2" only) 7 - Reported 8 - Not tested 9 - Unknown	32
12. <u>Pulls String Purposively to Secure Ring</u> PS-1, Item 77 Code: Same as in Field 3	33
13. <u>Responds to Social Play</u> PS-1, Item 78 Code: Same as in Field 11	34
14. <u>Attempts to Secure 3 Cubes</u> PS-1, Item 79 Code: Same as in Field 3	35
15. <u>Rings Bell Imitatively</u> PS-1, Item 80 Code: Same as in Field 3	36
16. <u>Responds to Name or Nickname</u> PS-1, Item 81 Code: Same as in Field 11	37
17. <u>Says Da-Da or Equivalent</u> PS-1, Item 82 Code: Same as in Field 11	38

## DEFINITION OF CODES (Continued)

FORM PS-1, 3 & 4  
Card 2101

<u>FIELD</u>	<u>CARD COLUMN</u>
18. <u>Uncovers Toy</u> PS-1, Item 83 Code: Same as in Field 3	39
19. <u>Adjusts to Words</u> PS-1, Item 84 Code: Same as in Field 11	40
20. <u>Fingers Holes in Peg Board</u> PS-1, Item 85 Code: Same as in Field 3	41
21. <u>Puts Cube in Cup</u> PS-1, Item 86 Code: Same as in Field 3	42
22. <u>Looks For Contents of Box</u> PS-1, Item 87 Code: Same as in Field 3	43

## INFANT BEHAVIOR PROFILE

23. <u>Speed of Response (Rev. "2" and "3" only)</u> PS-3, Item 4 Code: Blank - Not on Rev. "1"	44
1 - Very slow, does not approach object, or takes a very long time	
2 - Approaches objects, but only after they have been in front of him for some time	
3 - Approaches objects after looking at them briefly	
4 - Quickly approaches presented objects	
5 - Very fast, anticipate's E's moves	
6 - Varies greatly	
8 - Comment only	
9 - Unknown	

DEFINITION OF CODES (Continued)

FORM PS-1, 3 & 4  
Card 2101

<u>FIELD</u>		<u>CARD COLUMN</u>
24.	<p><u>Intensity of Response</u> (Rev. "2" and "3" only) PS-3, Item 5</p> <p>Code: Blank - Not on Rev. "1"</p> <ul style="list-style-type: none"> <li>1 - Does not look at or handle objects</li> <li>2 - When given objects, holds them, does not play with or manipulate</li> <li>3 - Some manipulations of objects</li> <li>4 - Plays with objects actively</li> <li>5 - Exerts considerable force in manipulating objects</li> <li>6 - Varies greatly</li> <li>8 - Comment only</li> <li>9 - Unknown</li> </ul>	45
25.	<p><u>Duration of Response</u> (Rev. "2" and "3" only) PS-3, Item 6</p> <p>Code: Blank - Not on Rev. "1"</p> <ul style="list-style-type: none"> <li>1 - Attends to objects only very briefly</li> <li>2 - Spends short time with objects</li> <li>3 - Spends moderate amount of time with objects</li> <li>4 - Spends fairly long time with objects</li> <li>5 - Spends very long time with objects</li> <li>6 - Varies greatly</li> <li>8 - Comment only</li> <li>9 - Unknown</li> </ul>	46
26.	<p><u>Persistence in Pursuit</u> (Rev. "2" and "3" only) PS-3, Item 7</p> <p>Code: Blank - Not on Rev. "1"</p> <ul style="list-style-type: none"> <li>1 - Makes no attempt to get objects</li> <li>2 - Makes one or two attempts, then gives up</li> <li>3 - Makes several brief attempts, but gives up when encounters difficulty</li> <li>4 - Makes frequent attempts to reach goal, does not give up easily</li> <li>5 - Makes very frequent and vigorous attempts, does not give up easily</li> <li>6 - Varies greatly</li> <li>8 - Comment only</li> <li>9 - Unknown</li> </ul>	47



## DEFINITION OF CODES (Continued)

FORM PS-1, 3 & 4  
Card 2101

<u>FIELD</u>		<u>CARD COLUMN</u>
30.	<u>Activity Level</u> (Rev. "2" and "3" only) PS-3, Item 11 Code: Blank - Not on Rev. "1" 1 - Hypoactive, stays quietly in one place, shows no self-initiated movement 2 - Little activity, seldom moves 3 - Responds appropriately in situations calling for activity 4 - Much activity, in action a good deal of time 5 - Hyperactive, constantly in motion, cannot be quieted 6 - Varies greatly 8 - Comment only 9 - Unknown	51
31.	<u>Physical Development</u> (Rev. "2" and "3" only) PS-3, Item 10 Code: Blank - Not on Rev. "1" 1 - Advanced 2 - Normal 3 - Suspect 4 - Abnormal 8 - Comment only 9 - Unknown	52
32.	<u>Mental Development</u> (Rev. "2" and "3" only) PS-3, Item 17 Code: Same as in Field 31	53
33.	<u>Fine Motor Development</u> (Rev. "2" and "3" only) PS-3, Item 18 Code: Same as in Field 31	54
34.	<u>Gross Motor Development</u> (Rev. "2" and "3" only) PS-3, Item 19 Code: Same as in Field 31	55
35.	<u>Social Emotional Development</u> (Rev. "2" and "3" only) PS-3, Item 20 Code: Same as in Field 31	56



DEFINITION OF CODES (Continued)

FORM PS-1, 3 & 4  
Card 2101

<u>FIELD</u>	<u>CARD COLUMN</u>
<p>36. <u>Adequacy of Examination</u> PS-3, Item 21 Code: 1 - Adequate 2 - Not adequate 8 - Comment only 9 - Unknown</p> <p style="text-align: center;">ADDITIONAL OBSERVATIONS</p>	57
<p>37. <u>Face</u> (Rev. "3" only) PS-4, Item 4 Code: Blank - Not on Rev. "1" and "2" 0 - Normal 1 - Asymmetrical 2 - Mask-Like 3 - Hypermobility 7 - Combination of codes 1-3, and 8 8 - Other 9 - Unknown</p>	58
<p>38. <u>Mouth</u> (Rev. "3" only) PS-4, Item 5 Code: Blank - Not on Rev. "1" and "2" 0 - Normal 1 - Open most of the time 2 - Excessive drooling 3 - Unusual movements 7 - Combination of codes 1-3, and 8 8 - Other 9 - Unknown</p>	59
<p>39. <u>Hearing</u> (Rev. "3" only) PS-4, Items 7-12 Code: Blank - Not on Rev. "1" and "2" 0 - Normal for both ears 1 - Abnormal right ear 2 - Abnormal left ear 3 - Abnormal both ears 8 - Other 9 - Unknown</p>	60

## DEFINITION OF CODES (Continued)

FORM PS-1, 3 & 4  
Card 2101

<u>FIELD</u>	<u>CARD</u> <u>COLUME</u>
40. <u>Eyes</u> (Rev. "3" only) PS-4, Item 13	61
Code: Blank - Not on Rev. "1" and "2"	
0 - Normal, right and left	
1 - Strabismus, right	
2 - Strabismus, left	
3 - Nystagmus, right	
4 - Nystagmus, left	
5 - Epicanthic folds, right	
6 - Epicanthic folds, left	
7 - Combination of codes 1-6	
8 - Comment only	
9 - Unknown	
41. <u>Grip</u> (Rev. "3" only) PS-4, Item 14	62
Code: Blank - Not on Rev. "1" and "2"	
0 - Normal, right and left	
1 - Strong, right	
2 - Strong, left	
3 - Weak, right	
4 - Weak, left	
5 - Absent, right	
6 - Absent, left	
7 - Combination of codes 1-6 and 8	
8 - Other only	
9 - Unknown	
42. <u>Function of Arms and Hands</u> (Rev. "3" only) PS-4, Item 15	63
Code: Blank - Not on Rev. "1" and "2"	
0 - No difference	
1 - Grasp more adept, right or left	
2 - Prehension more adept, right or left	
3 - Used more predominantly, right	
4 - Used more predominantly, left	
5 - Combination of codes 1, 2 and 3 for right	
6 - Combination of codes 1, 2 and 4 for left	
7 - Combination of codes 1-4 and 8	
8 - Other only	
9 - Unknown	

DEFINITION OF CODES (Continued)

FORM PS-1, 3 & 4  
Card 2101

FIELD

CARD  
COLUMN

43. Unusual Muscular Movements or Postural Adjustments 64  
(Rev. "3" only)  
PS-4, Item 20  
Code: Blank - Not on Rev. "1" and "2"  
0 - None  
1 - One head condition  
2 - Two head conditions  
3 - One condition, hands, arms or  
shoulders  
4 - Multiple conditions, hands, arms or  
shoulders  
5 - One condition, legs or knees  
6 - Multiple conditions, legs or knees  
7 - Combination of codes 1-6 and 8  
8 - Other only  
9 - Unknown

44. Deviant or Stereotyped Behavior 65  
(Rev. "1" and "3" only)  
PS-4, Item 21  
Code for Rev. "1":  
Blank - Not on Rev. "2"  
0 - Absent  
1 - Present  
9 - Unknown  
Code for Rev. "3":  
Blank - Not on Rev. "2"  
0 - None  
1 - Present in at least one of first five observations  
2 - Unusual and meaningless hand motions  
3 - Head rolling or banging  
4 - Rocking  
5 - Meaningless smiling and laughing  
6 - Excessive crying  
7 - Combination of codes 1-6 and 8  
8 - Other only  
9 - Unknown

## DEFINITION OF CODES (Continued)

FORM PS-1, 3 & 4  
Card 2101FIELDCARD  
COLUMN

45.

Obvious Defects (Rev. "2" and "3")  
PS-4, Item 22

66

Code: Blank - Not on Rev. "1"

- 0 - None
- 1 - Mongolism
- 2 - Hydrocephalus
- 3 - Microcephalus
- 4 - Asymmetry of skull
- 5 - Very obese or very small
- 6 - Skin condition
- 7 - Combination of codes 1-6 and 8
- 8 - Other only
- 9 - Unknown

## DEFINITION OF CODES (Continued)

FORM PS-2 and 5  
Card 3101

<u>FIELD</u>		<u>CARD COLUMN</u>
1.	<u>Card Number</u> Code: 3	1
2.	<u>Basic Data *</u> Code: Same as in cols. 2-23 of Card 1	2-23
BAYLEY SCALES OF MOTOR DEVELOPMENT		
3.	<u>Turns Side to Back</u> PS-2, Item 11 Code: 1 - Pass 2 - Fail 3 - Marginal (Revs. "1" and "2" only) 7 - Reported (Revs. "1" and "2" only) 8 - Not tested 9 - Unknown	24
4.	<u>Prone - Elevates Self by Arms</u> PS-2, Item 12 Code: Same as in Field 3	25
5.	<u>Sits with Support</u> PS-2, Item 13 Code: Same as in Field 3	26
6.	<u>Holds Head Steady</u> PS-2, Item 14 Code: Same as in Field 3	27
7.	<u>Hands Predominantly Open</u> PS-2, Item 15 Code: Same as in Field 3	28

\* Unless specified, Fields, Codes and Card Columns refer to revision numbers "1", "2" and "3". Item numbers refer to Form Dated: Rev. 1/61

## DEFINITION OF CONES (Continued)

FORM PS-2 and 5  
Card 3101

<u>FIELD</u>	<u>CODE COLUMN</u>
8. <u>Sits With Support</u> PS-2, Item 15 Code: Same as in Field 3	29
9. <u>Retains Cube Briefly</u> PS-2, Item 17 Code: Same as in Field 3	30
10. <u>Turns From Back to Side</u> PS-2, Item 18 Code: Same as in Field 3	31
11. <u>Head Balanced</u> PS-2, Item 19 Code: Same as in Field 3	32
12. <u>Effort to Sit</u> PS-2, Item 20 Code: 1 - Pass 2 - Fail 3 - Marginal (Rev. "1" and "2" only) 7 - Reported 8 - Not tested 9 - Unknown	33
13. <u>Partial Thumb Opposition</u> PS-2, Item 21 Code: Same as in Field 3	34
14. <u>Pulls to Sitting</u> PS-2, Item 22 Code: Same as in Field 3	35
15. <u>Sits Alone Momentarily</u> PS-2, Item 23 Code: Same as in Field 3	36
16. <u>Unilateral Reaching</u> PS-2, Item 24 Code: Same as in Field 3	37
17. <u>Sits Alone 30 Seconds or More</u> PS-2, Item 25 Code: Same as in Field 3	38

## DEFINITION OF CODES (Continued)

FORM PS-2 and 5  
Card 3101

<u>FIELD</u>		<u>CARD COLUMN</u>
18.	<u>Sits Alone Steadily</u> PS-2, Item 25 Code: Same as in Field 3	39
19.	<u>Rolls From Back To Stomach</u> PS-2, Item 27 Code: Same as in Field 12	40
20.	<u>Secures Pellet - Rake</u> PS-2, Item 28 Code: Same as in Field 3	41
21.	<u>Sits Alone</u> PS-2, Item 29 Code: Same as in Field 3	42
22.	<u>Picks Up Cube</u> PS-2, Item 30 Code: Same as in Field 3	43
23.	<u>Prewalking Progression</u> PS-2, Item 31 Code: Same as in Field 12	44
24.	<u>Early Stepping</u> PS-2, Item 32 Code: Same as in Field 12	45
25.	<u>Secures Pellet - Pincer</u> PS-2, Item 33 Code: Same as in Field 3	46
26.	<u>Pulls to Standing</u> PS-2, Item 34 Code: Same as in Field 12	47
27.	<u>Raises Self to Sitting</u> PS-2, Item 35 Code: Same as in Field 12	48
28.	<u>Pulls Self to Stand</u> PS-2, Item 36 Code: Same as in Field 12	49
29.	<u>Brings Two Objects Together</u> PS-2, Item 37 Code: Same as in Field 3	50

## DEFINITION OF CODES (Continued)

FORM PS-2 and 5  
Card 3101

<u>FIELD</u>		<u>CARD COLUMN</u>
30.	<u>Secures Pellet - Neat Pincer</u> PS-2, Item 38 Code: Same as in Field 3	51
31.	<u>Stepping Movement</u> PS-2, Item 39 Code: Same as in Field 12	52
32.	<u>Walks With Help</u> PS-2, Item 40 Code: Same as in Field 12	53
33.	<u>Sits Down</u> PS-2, Item 41 Code: Same as in Field 12	54
MATERNAL BEHAVIOR		
34.	<u>Expression of Affection (Rev. "3" only)</u> PS-5, Item 4 Code: Blank - Not on Rev. "1" and "2" 1 - Negative 2 - Occasionally negative 3 - Warm 4 - Frequently caressed child 5 - Extravagant 6 - Combination of codes 1-5, variable 8 - Comment only 9 - Unknown	55
35.	<u>Evaluation of Child (Rev. "3" only)</u> PS-5, Item 5 Code: Blank - Not on Rev. "1" and "2" 1 - Critical 2 - Generally negative 3 - Accepting 4 - Ignores less desirable behavior 5 - Effusive 6 - Combination of codes 1-5, variable 8 - Comment only 9 - Unknown	56



## DEFINITION OF CODES (Continued)

FORM PS-2 and 5  
Card 3101

<u>FIELD</u>		<u>CARD</u> <u>COLUMNS</u>
36.	<u>Handling of Child</u> (Rev. "3" only) PS-5, Item 6 Code: Blank - Not on Rev. "1" and "2" 1 - Rough 2 - Awkward and clumsy 3 - Considerate 4 - Very gentle 5 - Overly cautious 6 - Combination of codes 1-5, variable 8 - Comment only 9 - Unknown	57
37.	<u>Management of Child</u> (Rev. "3" only) PS-5, Item 7 Code: Blank - Not on Rev. "1" and "2" 1 - No facilitation 2 - Followed suggestions, held child 3 - Orienting 4 - Frequently interfered 5 - Overdirecting 6 - Combination of codes 1-5, variable 8 - Comment only 9 - Unknown	58
38.	<u>Reaction to Child's Needs</u> (Rev. "3" only) PS-5, Item 8 Code: Blank - Not on Rev. "1" and "2" 1 - Unresponsive 2 - Slow in responding 3 - Recognized 4 - Responded immediately 5 - Absorbed 6 - Combination of codes 1-5, variable 8 - Comment only 9 - Unknown	59
39.	<u>Reaction to Child's Test Performance</u> (Rev. "3" only) PS-5, Item 9 Code: Blank - Not on Rev. "1" and "2" 1 - Indifferent 2 - Brief interest 3 - Interested 4 - Excessive pride 5 - Defensive 6 - Combination of codes 1-5, variable 8 - Comment only 9 - Unknown	60

DEFINITION OF CODES (Continued)

FORM PS 2 1 5  
Card 3101

<u>FIELD</u>		<u>CARD COLUMN</u>
40.	<u>Mother's Focus of Attention During Exam</u> (Revision "3" only) PS-5, Item 10 Code: Blank - Not on Rev. "1" and "2" 1 - Child 2 - Involved Self with Child 3 - Situation 4 - Occasionally interrupted 5 - Self 6 - Combination of codes 1-5, variable 8 - Comment only 9 - Unknown	61
41.	<u>Child's Appearance</u> (Rev. "3" only) PS-5, Item 11 Code: Blank - Not on Rev. "1" and "2" 1 - Unkempt 2 - Helter-skelter 3 - Appropriate 4 - Somewhat overdressed 5 - Overdressed 6 - Combination of codes 1-5, variable 8 - Comment only 9 - Unknown	62
42.	<u>Clinical Impression</u> (Rev. "3" only) PS-5, Item 12 Code: Blank - Not on Rev. "1" and "2" 0 - No clinical impression 1 - Clinical impression	63
43.	<u>Tested Below 6 Month Level</u> Code: 0 - Not Tested 1 - Tested, no failures 2 - Tested, failures on Mental Scale 3 - Tested, failures on Motor Scale 4 - Tested, failures on Mental and Motor Scale 9 - Unknown	64
44.	<u>Tested Above 10 Month Level</u> Code: 0 - Not Tested 1 - Tested, no passes 2 - Tested, passes on Mental Scale 3 - Tested, passes on Motor Scale 4 - Tested, passes on Mental and Motor Scale 9 - Unknown	65

Attachment A  
 8 Month Psychological Examination  
 Examiners  
 1st and 2nd Revisions

<u>Boston - 05</u>		<u>Code</u>	
Aronson, Chris		00	
Fiedler, Mirian, Dr.		01	
Gallant, David, Dr.		02	
Ingram, Margaret		03	
Konstvedt, Mrs.		04	
Pickett, Pat		05	
Pytkowicz, Ann		06	
Sands, Mrs.		07	
Schulhoff, C.		08	
Unknown		09	
Hayes, B.		11	
Stechler, G.		12	
			<u>Minnesota - 50</u>
			Shechtman, Audrey 00
			Sines, Lloyd K., Dr. 01
			Unknown 09
			<u>New York Medical - 55</u>
<u>Brown - 71</u>			Cohen 00
Holden, Raymond, Dr.	00		Cohen-Grossberg 01
Ruttenberg, Barbara	01		Gershoff 02
Simmons, Mae, W.	02		Gershoff-Cohen 03
Uhlinger	03		Gershoff-Gill 04
Unknown	09		Gershoff-Grossberg 05
			Gill-Grossberg 06
<u>Buffalo - 10</u>			Gill 07
Stein, Arthur, Dr.	00		Grossberg 08
Turoff, Bernice	01		Unknown 09
Unknown	09		Gill and Cohen 11
			<u>Oregon - 60</u>
<u>Columbia - 31</u>			Butler, Dr. 00
Reiss, N. and			Kangas, John, Dr. 01
Schucman, E.	00		Pirojnikoff, Leo A. 02
Reiss, N.	01		Saslow 03
Schucman, E.	02		Unknown 09
Schucman and Hoolis	03		
Unknown	09		<u>Pennsylvania - 66</u>
<u>Johns Hopkins- 37</u>			Levis 00
Askins, Jean	00		Ferson - Now Stein 01
Loring, Charlotte B.	01		Hamilton 02
Scheinker, J.L.	02		Rabb 03
Unknown	09		Small 04
			Todd 05
<u>Virginia - 45</u>			Pittman - Rabb 06
Choate, M.S. Jr.	00		Small-Hamilton 07
Edmunds, Ann	01		Unknown 09
Unknown	09		

Examiners - 1st and 2nd Rev. (cont.)

<u>Tennessee - 82</u>	<u>Code</u>
VonLackum, William J., Dr.	00
Boone, Helms, Dr.	01
Unknown	09

<u>Charity - 15</u>	
Dorsey, Robert. Dr.	00
Long, A.. Dr.	01
Reeves, Susan	02
Smith, S.	03
Crary	04
Greenbaum	05
Work	06
Unknown	09

ATTACHMENT B  
8-MONTH PSYCHOLOGICAL EXAMINATION  
EXAMINERS  
3rd revision

<u>05 - Boston</u>	<u>15 - Charley</u>
00 Fiedler	00 Crary
01 Gallant	01 Daste
02 Hayes	02 Dorsey
03 Ingram	03 Greenbaum
04 Pickett	04 Levinson
05 Sands	05 Reeves
06 Schulhoff	06 Work
07 Stechler	07 Walton
08 Silbert	08 Needham
09 Unknown	09 Unknown
10 Novik	10 Goldstein
11 Reed	11 Dorsen
12 E. Cohen	12 McGrady
13 N. Cohen	13 Halloran
14 Kahan	14 Fox
15 Williams	15 Maisel
16 Menaker	16 Roitzsch
17 Shulman	17 Butler
18 Shantz (Uhlinger)	18 Johnson
19 Laverman	19 Sledge
20 Stein	20 Spruill
21 Glickman	21 Lichtenstein
22 Tabellario	22 Flick
23 Feldman	23 Smith
24 Stern, S.	24 Ciewtat
99 Courtesy Exam., Visiting Examiner or Transfer Cases	25 Gannon
	26 Fortner
	27 Edmondson
<u>10 - Buffalo</u>	99 Courtesy Exam., Visiting Examiner or Transfer Cases
00 Turoff	
01 Stein	<u>31 - Columbia</u>
02 Dorsen	00 Schucman & Braginsky
03 Fleishman	01 Schucman & Hoolis.
04 Roman	02 Schucman
05 Friedman	03 Hoolis (Kavorentzis)
06 Healy	04 Cohen
07 Singer	05 Landau
08 Jacobson	06 Sprayregen
09 Unknown	07 Edwards
10 Altman	08 Tuckman
11 Markowitz	09 Unknown
99 Courtesy Exam., Visiting Examiner or Transfer Cases	99 Courtesy Exam., Visiting Examiner or Transfer Cases

ATTACHMENT B  
8-MONTH PSYCHOLOGICAL EXAMINATION  
EXAMINERS (cont.)  
3rd Revision

37 - Johns Hopkins

00 Askin  
01 Loring  
02 Scheinker  
03 Lewis  
04 Peck  
05 Tutman  
06 Lilliard  
07 Armistead  
08 Merritt  
09 Unknown  
10 Washington  
11 McDaniel  
12 Bradford  
13 Goldberg  
14 Levi  
15 Rosenberg  
16 Richardson  
17 Howard  
99 Courtesy Exam., Visiting  
Examiner or Transfer Cases

45 - Virginia

00 Choate  
01 Day  
02 Coleman (Seay)  
03 Lucky (Crawford)  
04 Hill  
05 Nimitz (McPherson)  
06 Martin  
07 Adams  
09 Unknown  
99 Courtesy Exam., Visiting  
Examiner or Transfer Cases

50 - Minnesota

00 Shechman  
01 Sines  
02 Reuter  
03 Friberg  
04 Weiner  
05 Jordan  
06 Steele  
07 Dupont  
08 Stockton

50 - Minnesota (cont.)

09 Unknown  
10 Campell  
11 Ireton  
99 Courtesy Exam., Visiting  
Examiner or Transfer Cases

55 - New York Medical

00 Cohen  
01 Gill  
02 Gershoff  
03 Grossberg  
04 Steirman  
05 Steinberger  
06 Hernandez  
07 Casal  
08 Cohen & Herrera  
09 Unknown  
10 Herrera & Casal  
11 Casal & Foreman  
12 Gershoff & Cohen  
13 Foreman  
14 Herrera & Foreman  
15 Herrera  
16 Casal & Gershoff  
17 Herrera & Gershoff  
18 Foreman & Gershoff  
19 Steinberg  
20 Steinberg & Hernandez  
21 Casal & Cohen  
22 Casal & Hernandez  
23 Gershoff & Hernandez  
24 Gershoff & Steinberg  
25 Casal & Steinberg  
26 Cohen & Hernandez  
27 Breining & Cohen  
28 Steinberg & Breining  
29 Casal & Breining  
30 Hernandez & Breining  
31 Gershoff & Breining  
32 Cohen & Steinberg  
33 Foreman & Cohen  
34 Steinberg & Herrera  
35 Gershoff & Gill  
99 Courtesy Exam., Visiting  
Examiner or Transfer Cases

ATTACHMENT B  
8-MONTH PSYCHOLOGICAL EXAMINATION  
EXAMINERS (cont.)  
3rd Revision

60 - Oregon

00 Bulter  
01 Kangas  
02 Goffeney  
03 Sheldon  
09 Unknown  
99 Courtesy Exam., Visiting  
Examiner or Transfer Cases

66 - Pennsylvania

00 Lewis  
01 Hamilton  
02 Rabb  
03 Todd  
04 Stein  
05 Goldstein  
06 Vergara  
07 Ting  
08 Trigos  
09 Unknown  
10 Reese  
11 Friedman  
12 Tienken  
13 LaFair  
14 Ebby  
15 Otterman  
16 Findlay  
17 Etienne  
18 Atkins  
19 Schellinger  
20 Shachter  
21 Mongcal  
22 Burroughs  
23 Bishop  
24 Kerr  
25 Wasson  
26 Baum  
27 Grabill  
28 Shashona  
29 Mankin  
30 McCrann  
99 Courtesy Exam., Visiting  
Examiner or Transfer Cases

71 - Providence

00 Holden  
01 Rutenberg  
02 Uhlinger  
03 Simmons  
04 Serunian  
05 Silverman  
06 Pratt  
07 Walsh  
08 Ellis  
09 Unknown  
10 Phillips  
11 Vikman  
12 Zurier  
99 Courtesy Exam., Visiting  
Examiner or Transfer Cases

82 - Tennessee

00 Von Lackum  
01 Boone  
02 Khanna J.  
03 Khanna P.  
04 Spruit  
05 Ilardi  
06 DeLange  
07 Browning  
08 Nessa  
09 Unknown  
99 Courtesy Exam., Visiting  
Examiner or Transfer Cases

ITEM # ON CARD *		CARD # 1101		NINDB #		TOTAL SCORE		MOTOR		MENTAL		EXAMINER		BLANK	
1															
2															
3															
4															
5															
6															
7															
8															
9															

\* Item numbers refer to form dated: Rev. 1/61







MANUAL OF DIRECTIONS  
FOR THE EIGHT-MONTH PSYCHOLOGICAL EXAMINATION  
(For Forms PS-1-5 Rev. 1/61)

- I. THE TESTING ROOM AND EQUIPMENT. Each institution should have at least one separate examining room that is large enough to include a table, chairs for adults (including a comfortable, padded chair for the mother), a playpen, some free floor space for motor tests, and either a crib or examining table for those infants whose development seems retarded. This room should be pleasant and not austere office-like, but without too many distracting items. Draperies at the window, a picture or two, a potted plant, etc., are appropriate. If there are several examiners, two examining rooms will facilitate scheduling of tests.

The recommended size for the testing table is one with a 2 X 4 foot surface and 29 inches high. The height of table and chairs should be such that when the child sits on his mother's lap he will comfortably have his elbows at table top height. An extra cushion or a footstool will help to make a short mother more comfortable. To allow ample "leg-room," a flat slab-like table without a "skirt" is preferable (small dinette tables are satisfactory). The playpen should have a firm floor covered with a washable pad and bars which the child can use for pulling himself up. It is also advisable to have an easy-access storage cabinet in which the test materials can be kept; examples are a Flexishelf metal file with slide-out shelves or a metal desk tray with three or four shelves, placed on a small table or chair adjacent to the testing table.

II. LIST OF TEST MATERIALS.

A. Material Currently Supplied by Central Office:

1. A snapper (light switch).
2. A small two candle power pocket flashlight with transparent red shield over the light.
3. A red plastic hoop,  $4\frac{1}{2}$  inches in diameter, with ten inches of white plastic string attached.
4. A ten-inch piece of white plastic string (in addition to string on the red hoop).
5. Twelve red one-inch plastic cubes.
6. A dumb-bell shaped rattle, about four inches long, middle range sound.
7. A metal hand bell with wooden handle.

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January 1961

DIRECTIONS FOR EIGHT-MONTH PSYCHOLOGICAL EXAMINATION (con't.)

PS-1-5  
Rev. 1/61

8. Sugar pellets, 8 mm. in diameter, both surfaces slightly convex.
9. A plastic cup,  $2\frac{1}{2}$  inches high,  $3\frac{1}{2}$  inches in diameter at top.
10. A metal mirror, 10 X 14 inches (cover edges with adhesive tape).
11. A rubber doll  $5\frac{1}{2}$  inches high with a whistle in its back.
12. A picture book with stiff cardboard pages.
13. A plastic box, 2 X 2 X  $2\frac{1}{2}$  inches, with one solid lid; to go with this box,  $8\frac{1}{2}$  inch beads.
14. A Gesell-type three hole form-board and blocks made of plastic.
15. A Wallin pegboard made of plastic.
16. A Bayley form-board.
17. One Quackie Family toy.

When these items are lost or broken and replacements are needed, write to:

Mr. Lawrence Watson  
National Institute of Neurological  
Diseases and Blindness  
National Institutes of Health  
Bethesda 14, Maryland  
(Robin Building, Room 424)

B. Materials to be Added by Each Institution:

1. Two metal spoons.
2. One red crayon.
3. One red rubber ball, two inches in diameter.
4. One toy automobile.
5. One clear plastic bottle, about three inches high, one inch in diameter.
6. One pencil, full length, yellow.
7. A supply of small handkerchiefs or pieces of cloth, roughly ten inches square.

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January 1961

8. A supply of paper 8½ X 11 inches. This should be of a quality which does not easily disintegrate if put in child's mouth.

III. GENERAL DIRECTIONS. The tests are given with the mother (or mother surrogate) sitting at the table and holding the child on her lap. Every effort should be made to put both mother and infant at ease in order to elicit natural and spontaneous activities by the infant. A brief explanation of the kind of examination that is to take place should be given to the mother after she is seated at the table and the baby has been given a toy to play with. An explanation similar to the following is suggested:

"Perhaps you have already been told that this is a different kind of examination than previous ones the baby has had—it is not a medical exam. We are interested in seeing how (name) is growing and developing, what he has learned, what he is interested in. We shall give him many kinds of objects and toys. Some of these may not interest him, some may be too difficult for him to use, but we will try a wide variety of things to see how he reacts to them.

"You are not required to try to persuade him to do anything. You just relax and enjoy watching him play. During this period we will also discuss what (name) is like at home. Babies usually act somewhat differently when they are in a strange place, so I shall have to depend on you to tell me what he is like in his own home and with his own things."

Care should be taken to insure optimal performance by the child. This includes making the appointment for testing at a time when the baby is usually awake. The test should be given immediately on arrival, unless the baby is asleep or needs time to become acquainted. Take time out, when indicated, for such things as nursing, toileting, or rest from stimulation, to facilitate optimal over-all performance.

It is recommended that the wearing of professional white coats be avoided since these are so closely identified with medical examinations. While many young infants may be unaffected by white-coated personnel, all mothers probably associate them with medical examinations. Some of the stereotyped "yes, doctor" responses may be prevented by omission of the white coat.

It should be standard practice for the examiner to sit across the table from the infant, rather than beside him. Facing the child enables the examiner to see responses not as easily visible from the side. It may also help the timid, non-responsive child to have the width of the table between

himself and the unfamiliar examiner. With many eight-month babies there is an initial period of shyness or fearfulness of the strange situation and examiner which is often dissipated by ignoring the baby for awhile. Give the baby a toy, and the examiner can talk quietly with the mother until the baby begins to play freely, at which time the testing toys may be presented. A "head-on," over-friendly approach to babies of this age is to be avoided. In testing, toys that the child can explore and manipulate should be offered first. Later, when the child is responding freely, those which involve social responsiveness can be presented.

A change of pace is often indicated if a child becomes restless or unresponsive to a given type of stimulus. For example, the examiner could change from tests with the cubes, even if they have not all been done, to a test of social interaction and later resume the unfinished tests, or he could let the child rest from stimulation for a few minutes, with a toy, while he makes notations or talks with the mother. The examiner's approach will necessarily be adapted to the temperament of the individual infant, as far as it can be observed: e.g., the hyperactive, easily upset infant needs a quiet, soothing sort of handling, where the placid, under-reactive baby may need stronger stimulation.

The child needs to be given ample time to respond to each test item, i.e., he should not be rushed through the examination. The examiner must take care that his conversations with mother and/or baby do not interfere with optimal testing conditions.

- IV. PARTICIPATION OF MOTHER. Note that in such items as Frolic Play, or Responds Selectively to Name or Nickname, the mother is asked to participate. Also, the mother is asked to place the baby in the playpen (or crib) and to assist with certain motor items when her help is needed to elicit desired behavior from the infant.
- V. NUMBER OF DEMONSTRATIONS PERMISSIBLE. The number of demonstrations for such items as "Stirs with spoon in imitation" or "Puts cube in cup" must be uniform with all testers. Three demonstrations are permissible, with the examiner making sure that the baby is attending to the demonstrations. They should not be in consecutive order.

Otherwise, the examiner may well be teaching the infant through repeated demonstrations and encouragements, thus changing the nature of the item from a developmental one to a learning experience.

- VI. PROCEDURE WITH ITEMS INVOLVING IMITATION. For items involving imitation, the item can be scored as Pass only if the infant performs adequately at the time the item is demonstrated. For instance, if the infant rings the bell during the free play period in the playpen, but failed to do so when the item was presented, he does not obtain a Pass score.

On the following items involving imitation this direction must be followed:

Rings bell imitatively.  
 Fingers holes in pegboard. (Allow baby to explore before demonstration)  
 Puts cube in cup.  
 Attempts to imitate scribble.  
 Stirs with spoon in imitation.  
 Pushes car along. (Allow baby to explore before demonstration)  
 Imitates words.  
 Puts three or more cubes in cup.  
 Uncovers square box.  
 Dangles ring.  
 Places one peg.  
 Pats doll.  
 Builds tower of two cubes.

- VII. SCORING OF ITEMS. Each item must be scored either Pass or Fail. Note that the category Marginal is now omitted. Any marginal or minimal responses are now counted as failures, but should be noted under "Comments."

The exception to this directive is for vocalization items on the Mental Scale where the mother's report must often be relied on. For such items where a score of Report is permissible, Rep is printed under the item. For all other items where a baby actually tries and fails in the testing situation, a score of Fail is given, even if the mother reports that he does this at home. Note that the Rep score is retained on the Motor Scale for many items, although only for the vocalization items on the Mental Scale.

When it is impossible to score an item Pass or Fail, it is permissible to indicate that the item was Omitted or Refused in the Comments column.

- VIII. RANGE OF TESTING. The "basal" for the Mental Scale may be considered established when six consecutive items are passed, and the "ceiling" when six consecutive items are failed. For the Motor Scale, which is more limited, one month's items passed or failed are sufficient for basal age and ceiling, provided that both fine and gross motor abilities have been tested.

A period of free activity for the child in the playpen is part of the test situation. During this time, spontaneous motor activities and vocalizations often can be observed.

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January 1961

- IX. TIME REQUIRED FOR TESTING. No definite requirements can be set up regarding time for each examination. However, from reported experience of various institutions, 40 minutes appears to be the average time needed for actual testing, and about 20 minutes for filling in the forms. Difficult or abnormal infants may, of course, require more time for testing and evaluation. It is possible that with the revised scales and forms, less time will be required.

The consensus of opinion appears to be that three infants is an adequate number for one examiner in a day, although occasionally four may be seen, if properly scheduled. It is essential that all record forms for one infant be completed before another infant is seen.

- X. ORDER OF RECORD FORMS. When returning the completed set of forms to NINDB, they should be arranged in the following order: Mental Scale, Motor Scale, Infant Behavior Profile, Additional Observations, Maternal Rating Scale. Make sure that the sheet containing full information with regard to child's name and birth date, sex, race, examiner's name and date of testing are on top.
- XI. RANGE OF AGE FOR TESTING. Appointments should be scheduled to test the Study baby between 7½ and 8½ months of age. When such appointments are failed or cancelled, attempts should be made to reschedule them as soon as possible, preferably before the baby becomes nine months old, but no older than ten months. If the baby has not been tested by the age of ten months, the next examination scheduled is the twelve month neurological. The exact age of the child at the time of testing is recorded on the test forms.



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.

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January 1961

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.

January 1961

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.

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January 1961

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. Glimpses 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.

January 1961

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 PELLET.

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 EXPLOITATIVELY—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 accidental and closes on it in reflex manner.)

January 1961

6.9 Months - Items 68-74

58. 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.)

59. Enjoys sound production.

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

60. 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.

January 1961

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 purposively 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.)

1. 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.

2. 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.

3. 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.

10.9 Months - Items 84-89

4. 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.

5. 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.

6. 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.

7. 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 PELLET 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.

MANUAL FOR COLR RESEARCH FORM  
OF BAYLEY SCALES OF MOTOR DEVELOPMENT  
(PS-2, Rev. 1-61)

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

Note: All test items are listed under "4" on the COLR Research Form of the Bayley Scales of Motor Development.

0-9 Months - Items 1-8

1. Makes postural adjustment when held to shoulder. Pick up the child with your hands around his body and under his arms, fingers extended upward along the back of his neck to support his head. Hold him against you with his head at your shoulder in an upright position supporting him with one hand on his back and the other at the back of his head.

CREDIT IF CHILD CAN BE FELT TO MAKE A POSTURAL ADJUSTMENT TO THE CHANGED POSITION.

2. Lifts head at shoulder. Test as in Item 1 and remove support from his head briefly.

CREDIT IF CHILD LIFTS HIS HEAD FREE FROM THE SHOULDER INTERMITTENTLY.

3. Moves head laterally. Place the child in prone position on a firm surface.

CREDIT IF HE FREES HIS FACE BY TURNING HIS HEAD TO EITHER SIDE.

4. Makes crawling movements. Place the child in the prone position on a firm surface.

CREDIT IF HE MAKES ALTERNATING CRAWLING MOVEMENTS.

5. Retains red ring. Place the child in dorsal position and put red ring in his hand.

CREDIT IF HE RETAINS DEFINITE HOLD OF THE RING AFTER E. HAS RELEASED IT.

6. Makes arm thrusts in play. Observe the child lying in the dorsal position, unrestricted by clothing and in apparently contented mood.

CREDIT IF HE MAKES VERTICAL RANDOM ARM THRUSTS.

7. Makes leg thrusts in play. Test as in Item 6.

CREDIT IF CHILD KICKS HIS LEGS ACTIVELY.

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January 1961



MOTOR DEVELOPMENT (con't.)

PS-2  
Rev. 1/61

8. Holds head erect. Test as in Item 2.

CREDIT IF HE HOLDS HIS HEAD ERECT FOR THREE OR MORE SECONDS.

1-2.9 Months - Items 9-15

9. Lifts head in dorsal suspension. While lowering the child to the crib, and while he is suspended in the dorsal position, remove the support of your hand briefly from under his head, noting whether his head drops back or whether he compensates by lifting it.

CREDIT IF CHILD LIFTS HIS HEAD.

10. Holds head erect and steady. Test as in Item 2.

CREDIT IF THE CHILD HOLDS HIS HEAD ERECT AND STEADY.

11. Turns from side to back. When the child is lying in the crib, unrestricted by clothing, roll him to his side.

CREDIT IF IN THIS SITUATION, OR IN ANY SIMILAR ONE DURING THE EXAMINATION PERIOD, HE TURNS FROM HIS SIDE TO HIS BACK.

12. Elevates self by arms. Place the child in the prone position on a firm surface.

CREDIT IF HE ELEVATES HIMSELF BY HIS ARMS, FREEING HIS HEAD AND SHOULDERS FROM THE FLAT SURFACE.

13. Sits with support. Prop the child with pillows at his back in a sitting position in the crib.

CREDIT IF HE SITS WITH A RESISTANT BODY POSTURE WHILE SUPPORTED.

14. Holds head steady. Hold child at shoulder, without support to his head, and carry him about room, or sway back and forth gently.

CREDIT IF HE HOLDS HIS HEAD ERECT DURING THIS PROCESS.

15. Keeps hands predominantly open.

CREDIT IF, WHEN NOT GRASPING AN OBJECT, THE HANDS ARE OPEN FOR MUCH OF THE TIME.

3-4.9 Months - Items 16-19

16. Sits with slight support. Place the child in a sitting position on the table with his legs straightened and spread at a comfortable angle. If necessary, prop him with a pillow or hands at his lower back.

CREDIT IF HE SITS WITH SLIGHT SUPPORT.

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January 1961

17. Retains cube briefly. Place a one-inch cube in each hand of the child.

CREDIT IF HE HOLDS THE CUBE IN EITHER HAND FOR SEVERAL SECONDS.

18. Turns from back to side. Place child free of restricting clothing on his back on a firm surface. Place a toy at one side within his visual range.

CREDIT IF AT ANY TIME DURING THE OBSERVATION HE TURNS HIMSELF FROM HIS BACK ON TO HIS SIDE.

19. Holds head balanced. While holding the child, tilt him so that his head may drop forward, to right or left, or backward.

CREDIT IF HE KEEPS HIS HEAD BALANCED, AND IN THE AXIS OF HIS BODY, OR ASSUMES COMPENSATORY HEAD POSTURES.

5-6.9 Months - Items 20-26

20. Makes effort to sit. Place child on his back on a firm surface. Hold a rattle (or other attractive toy) out of his easy reach, or have mother hold out her arms invitingly towards him.

CREDIT IF CHILD LIFTS HEAD OR SHOULDERS IN AN EFFORT TO SIT UP, AT ANY TIME DURING PERIOD WITH EXAMINER.

21. Picks up cube: radial-palmar grasp. While the child is sitting at the table, place a cube within his easy reach.

CREDIT IF HE PICKS UP CUBE, PARTIALLY OPPOSING THE THUMB TO THE FINGERS AND USING THE PALM OF THE HAND AS WELL.

22. Pulls to sitting while holding E.'s thumbs or forefingers. Stand at foot of crib or by the playpen and lean over the child while he lies on his back. Give him your thumbs to grasp to pull himself to a sitting position by gradually raising the hands as the child pulls. Take care not to do the pulling for the child.

CREDIT IF THE CHILD PULLS HIMSELF TO SITTING POSITION.

23. Sits alone momentarily. Test as in Item 16 removing the support briefly.

CREDIT IF CHILD SITS MOMENTARILY WITHOUT SUPPORT.

24. Reaches unilaterally.

CREDIT IF THE CHILD TENDS TO REACH WITH ONE HAND OR THE OTHER RATHER THAN BIMANUALLY MOST OF THE TIME DURING THE PERIOD WITH THE EXAMINER.

25. Sits alone 30 seconds. Test as in Item 16 removing the support.

CREDIT IF CHILD SITS ALONE 30 SECONDS.

26. Sits alone steadily. Test as in Item 16 removing the support.

CREDIT IF CHILD MAINTAINS THE SITTING POSITION STEADILY WITHOUT SUPPORT AND WITH BACK FAIRLY STRAIGHT BUT CANNOT DO SUCH THINGS AS REACHING FOR TOYS, TURNING, ETC., WITHOUT LOSING BALANCE.

7-7.9 Months - Items 27-33

27. Rolls from back to stomach. Ask the mother to place the child on his back in playpen or crib. Place an attractive toy within his sight but out of reach and encourage the child to get it. If necessary, ask the mother to stand close by and urge him to get the object or toy.

CREDIT IF CHILD ROLLS OVER ON TO HIS STOMACH.

28. Secures pellet: radial raking. Place a pellet on the table before the child, in easy reach.

CREDIT IF THE CHILD MANAGES TO PICK UP THE PELLETT BY RAKING IT INTO THE PALM WITH THE FINGERS.

29. Sits alone with good coordination. Test as in Item 16 removing support.

CREDIT IF CHILD SITS ALONE STEADILY AND CAN MOVE ABOUT FREELY REACHING FOR TOYS, TURNING, ETC., WITHOUT LOSING BALANCE.

30. Picks up cube: radial-digital grasp. Test as in Item 21.

CREDIT IF CHILD PICKS UP CUBE WITH THUMB AND FINGERS OPPOSED AND WITHOUT USE OF THE PALM OF HIS HAND.

31. Prewalking progression. Place child on his stomach in crib or playpen with an attractive toy in front of him but out of reach. Repeat, if necessary, with child in sitting position.

CREDIT IF HE MAKES ANY FORWARD PROGRESS BY CRAWLING, CREEPING OR HITCHING ALONG ON HIS BUTTOCKS.

32. Makes early stepping movements. Hold the child in an upright position, with his feet on the floor or table surface, supporting him under the arms.

CREDIT IF HE MAKES ONE OR TWO STEPPING MOVEMENTS WHICH PROPEL HIM FORWARD, THOUGH WITHOUT COORDINATED SUPPORT OF HIS OWN BODY.

33. Secures pellet: inferior pincer grasp. Present as in Item 28.

CREDIT IF CHILD SECURES THE PELLETT WITH SEVERAL FINGERS OPPOSED TO THE THUMB, WITH NO USE OF THE PALM.

8-8.9 Months - Items 34-37

34. Pulls self to standing position holding E.'s thumbs or forefingers.  
Test as in Item 22.

CREDIT IF CHILD PULLS HIMSELF TO A STANDING POSITION WHILE HOLDING ON TO E.'S THUMBS OR FOREFINGERS.

35. Raises self to sitting position. Place child on his back in playpen or crib. If necessary, dangle attractive toy at railing to stimulate the desired behavior.

CREDIT IF HE RAISES HIMSELF TO A SITTING POSITION WITH OR WITHOUT HELP OF SIDES OF CRIB OR PLAYPEN, OR IF HE FLIPS TO THE SIDE AND RAISES HIMSELF TO THE SITTING POSITION.

36. Pulls self to standing position. Place child in playpen or crib, or on floor near a chair if mother reports he is accustomed to pull up by holding furniture.

CREDIT IF HE PULLS HIMSELF TO A STANDING POSITION WITH HELP OF RAILING OF PEN OR OF THE CHAIR.

37. Brings two objects together at midline. Note if child at any time brings any two objects together at midline, e.g., two cubes or two spoons, etc. This behavior may be stimulated by demonstration, if necessary.

CREDIT IF CHILD BRINGS TWO OBJECTS TOGETHER AT MIDLINE AT ANY TIME DURING TESTING OR FREE PLAY.

9-9.9 Months - Items 38-40

38. Secures pellet: neat pincer grasp. Present as in Item 28.

CREDIT IF CHILD PICKS UP PELLETT PRECISELY WITH THUMB AND INDEX FINGER OPPOSED.

39. Makes stepping movements. Stand the child on the floor, holding his hands for support.

CREDIT IF HE ATTEMPTS TO WALK BY MAKING STEPPING MOVEMENTS EVEN IF HE LEANS HEAVILY ON E.'S HANDS FOR SUPPORT.

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January 1961

40. Walks with help. Test as in Item 39.

CREDIT IF CHILD TAKES COORDINATED STEPS AND WALKS WITH ONLY SLIGHT SUPPORT.

10-11.9 Months - Items 41-43

41. Sits down. Observe child when standing in playpen or crib. If necessary, try to entice him to sit down by placing attractive toys on floor of playpen.

CREDIT IF CHILD LOWERS HIMSELF FROM A STANDING TO SITTING POSITION.

42. Stands alone without support. Place the child in a standing position on the floor, out of reach of any supporting objects. When he is well-balanced on his feet, remove the support of your hands briefly.

CREDIT IF HE MAINTAINS THE STANDING POSITION FOR ABOUT TWO MINUTES.

43. Walks alone. Test as in Item 42.

CREDIT IF CHILD TAKES AT LEAST THREE STEPS WITHOUT SUPPORT.

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January 1961

MANUAL FOR INFANT BEHAVIOR PROFILE  
(PS-3, Rev. 1-61)

I. GENERAL.

- A. Purpose of the Infant Behavior Profile. To evaluate the qualitative aspects of a child's behavior as it is observed in the psychological examination, both during testing and free play.

This evaluation of how a child does things, rather than what he does might be thought of as one of several classes of signs, each of which contribute to the detection of abnormalities in behavior. The others are "passes" and "failures" on developmental tasks and the presence or absence of motor and sensory defects.

The value of behavioral ratings for the diagnosis of brain-damage in young children has been demonstrated in research by Honzik, Graham, Straus and H. Werner. We believe that behavioral signs are especially helpful in picking up the "suspects" or children with a minimal degree of brain-damage.

- B. Criteria for the Selection of the Dimensions of the Infant Behavior Profile. The dimensions included in the Infant Behavior Profile and summarized in a two page form were selected from proposals submitted by psychologists participating in the COLR Project and from research reported in current psychological literature. The dimensions were chosen on the basis of the following criteria:

1. Relevance to the objectives of the Collaborative Project, i.e. they had shown diagnostic value in differentiating between normal and definite or suspect brain-damaged children.
2. Appropriateness to the age at which psychological examinations take place.
3. Demonstrated consistency across infancy and preschool years so that we can use the same general dimensions at 42 months and 84 months. We should need only to adapt the specific descriptions of behavior for each point on the rating scale to the later ages when they are under study.
4. External anchoring points in behavior which can be elicited, observed and recorded during the psychological examination, thus eliminating reliance on the mother's report.

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January 1961

5. Independent parameters with scale points which can be easily interpreted and on which particular cases can be quickly rated.
  6. Satisfactory reliability when used by different examiners with different backgrounds, training, locations, and working with diverse populations of children (as demonstrated in the pretest phase).
- C. The Behavior Profile. The form provides a summary of the ratings for the major dimensions considered to be of diagnostic value. The aim of this form is to simplify the recording and coding of the behavioral data. The ratings from 1-5 represent degrees of manifestation of specified behavior, not judgement of abnormality or normality. Brain-damaged or "suspect" babies may score frequently on the extremes of some of these categories, but this might not hold for all areas. Conversely some "normal" babies might receive ratings of 1 or 5 on certain categories. The opportunity to express opinion on the normality of behavior and development is given at the end of the Profile in a section for clinical impressions.

The full description of the points on each scale is given in the manual. The actual rating sheet has only "cue" words at each extreme and at the mid-point of each scale. It is recognized that this will necessitate constant reference to the manual while the examiner is becoming familiar with the scale. It is felt, however, that with these cue words the rater will rather quickly commit the anchor points on each scale to memory and will then need only occasional reference to the manual.

- II. DIRECTIONS. Only one box should be checked with an (X) for each item. Column 6 "Varies greatly" should be checked only when behavior is extremely variable. If a child's development is considered atypical or the examiner is not confident about a given rating this should be explained under Comments.

III. ORIENTATION TO OBJECTS.

- A. Speed of Response-Item 4. The range is from "very slow" to "very fast". Evaluate the characteristic speed of reaction to all objects presented, such as the cubes, the ring on the string, the cup, the paper. Disregard in this rating temporary inhibition of behavior at the beginning of the testing session. "Approach" as it is used below is defined as leaning toward, reaching for, and/or accepting the objects presented.

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January 1961

1. When presented with objects either does not approach at all or takes a very long time.
  2. Approaches objects, but only after they have been in front of him for some time.
  3. Approaches objects after looking at them briefly.
  4. Quickly approaches presented objects.
  5. Very quickly approaches objects, often before the examiner has been able to put the object in the required position.
- B. Intensity of Response-Item 5. The range is from "very weak" to "very strong". The strength or force expended in response to objects is rated here. This may be observed in free play or when the child manipulates test objects such as the paper, string, bell, cup and cube, crayon and papers.
1. Does not look at or handle objects.
  2. When given objects, holds them, but does not play with or manipulate them.
  3. Some manipulation of objects.
  4. Plays with objects actively.
  5. Exerts considerable force in manipulating objects.
- C. Duration of Response-Item 6. The range is from "very short" to "very long." Try to evaluate here how much time the child spends with objects presented to him.
1. Attends to objects only very briefly; fleeting, momentary interest.
  2. Spends short time with objects; is easily distracted.
  3. Spends moderate amount of time with objects; is soon ready for another toy or activity.

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January 1961



4. Spends fairly long time with objects; turns eventually to new toy or activity.
5. Spends very long time with objects; does not turn to new toy or activity unless examiner intervenes.

There will probably be a high correlation between ratings of intensity and duration in the normal child. However, among "suspect" or "abnormal" children, there may be a discrepancy in ratings on these two scales. For example, the overly impulsive child who pounces on toys with great forcefulness, but drops them after a few moments, might be rated "5" on intensity and "1" on duration. On the other hand, the very lethargic child who listlessly holds objects for a long period without manipulation, might be rated "2" on intensity, but "5" on duration.

- D. Persistence in Pursuit-Item 7. The range is from "very low" to "very high." Evaluate the attempts the child makes to get at objects presented out of his reach or in the search for objects hidden by the examiner. On the Mental Scale this can be observed when the child reaches for cubes, for the ring on the string, when he attempts to secure the pellet or three cubes, when he uncovers toys or unwraps cubes. On the Motor Scale this might be observed in the child's prewalking progression toward a toy out of reach, in attempts to raise himself to a sitting position or to pull himself to a standing position in the playpen. It can also be observed in free play whenever the child makes an effort to overcome the "laws of gravity and inertia".

1. Makes no attempt to get objects.
2. Makes one or two attempts, then gives up.
3. Makes several brief attempts (2-3), but gives up when he encounters difficulty.
4. Makes frequent attempts (4-5) to reach his goal; does not give up easily.
5. Makes very frequent and vigorous attempts to obtain an object; the examiner is forced to terminate the effort.

- IV. ORIENTATION TO PERSONS. Rate the following three dimensions on the basis of the child's behavior to his mother, the examiner (and observer, if present). Base the evaluation on characteristic behavior during

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January 1961

the examination period, both in testing and free play. Pay special attention to the child's behavior on tasks in which social responses are called for, such as frolic play, peek-a-boo, pat-a-cake, imitation of what the examiner has demonstrated to the child, play with the mirror.

In evaluating the child's social response consider:

the child's approach: shrinks, freezes, turns away, turns to, comes close, waves, nods, reaches, stretches out

the child's vocalizations: fusses, cries, talks

the child's facial expressions: watches, frowns, brightens, smiles, laughs

the child's willingness to enter into games: offers toys, imitates examiner, pats and kisses mirror.

A. Intensity of Social Response-Item 8. The range is from "very weak" to "very strong"

1. Does not respond in any observable way when one tries to initiate social contact.
2. Responds only to direct approach, otherwise shows no interest in persons.
3. Seems as interested in persons as in objects; shifts readily from object manipulation to social response and vice versa.
4. Behavior seems to be strongly affected by awareness of persons; seems more interested in persons than objects.
5. Is so "wrapped up" in reacting to persons that he shows little or no interest in the manipulation of toys.

B. Nature of Social Response: Examiner-Item 9. The range is from "avoiding" to "inviting"

1. Avoids: draws back, turns to mother, becomes easily upset at sight of or handling by examiner.

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January 1961

2. Hesitates: is somewhat apprehensive at approach of examiner; is slow in giving some social response; smiles at examiner only rarely.
3. Accepts: is somewhat passive, but responds appropriately to most test situations; does not make an active contribution to the interaction.
4. Friendly: responds easily to most test situations with an interested expression and a broad smile. Enjoys social interaction. May watch examiner with interest and curiosity.
5. Invites: not only enjoys the social situation, but tries to instigate social contacts by looking and smiling at the examiner, inviting playful interaction.

C. Nature of Social Response: Mother-Item 10. The range is from "ignoring" to "demanding"

1. Ignores mother during free play; rejects any assistance from her during test situation. Actively resists contact with mother.
2. Hesitates; seems ambivalent about mother's actions. Seems reluctant to cooperate in certain tests as if they were customarily forbidden at home.
3. Accepts: responds adequately to administrations or assistance from mother. During motor tests and free play moves freely, coming to and going away from mother, without distress.
4. Enjoys contacts with mother occurring during testing, in a give and take that tends to facilitate test procedures.
5. Demands, clings to mother, reaching out to her constantly and demanding attention or contact with her.

V. ACTIVITY LEVEL-ITEM 11. The range is from "hypoactive" to "hyperactive."

The activity level can be observed during sedentary tasks on the mental tests, during motor tasks and free play. Base ratings on frequency of shifts in position, movements of head, trunk and extremities.

1. Hypoactive: stays quietly in one place and shows no self-initiated movement

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January 1961

2. Little activity; seldom moves and only for brief periods
3. Responds appropriately in situations calling for activity
4. Much activity; in action a good deal of time
5. Hyperactive; constantly in motion, cannot be quieted for sedentary tasks.

VI. CLINICAL IMPRESSIONS. Indicate here whether you consider the child Advanced, Normal, Suspect (Borderline) or Abnormal (Severely Retarded) in any of the areas of development listed below. State the basis for your evaluation in the space provided for comments.

Very often a mother will volunteer the information that her baby was premature, giving birth weight and degree of prematurity. No account should be taken of this knowledge that the baby was premature in making the judgment of "Normal", "Suspect", or "Abnormal", i.e. the baby should be rated strictly according to eight month norms without allowance made for prematurity. Thus, if the baby is said to be two months premature and he tests up to the norms for six months only, he should be rated as "suspect" or "abnormal" (depending on the individual performance) instead of "Normal, considering the fact that he was two months premature."

A. Physical Development-Item 16.

1. Advanced: Big, robust, bouncing baby. Taller, heavier and/or more mature looking than most babies this age.
2. "Normal": Healthy, thriving baby. No obvious or apparent handicap(s).
3. Suspect: Mild to moderate limitation in one or several areas of physical development.
4. Abnormal: Severely handicapped in one or several areas of physical development.

B. Mental Development-Item 17.

1. Advanced: Passes most test items on mental scale in range from 11 to 14 months.
2. "Normal": Passes most test items on mental scale in range from 7 to 10 months.

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January 1961

3. Suspect (Borderline): Fails a number of 5-7 month items on mental scale.
4. Abnormal (Severely retarded): Fails items below 5 months on the mental scale.

C. Fine Motor Development-Item 18.

1. Advanced: Movements graceful, well-integrated and controlled. Passes fine motor items in 9 and 10 month range.
2. "Normal": Some superfluous movements, but shows evidence of control most of the time. Passes fine motor items in 7 and 8 month range.
3. Suspect: Quality of coordination poor but some control. Fails a number of fine motor items in 5 and 6 month range. (Note that a suspect can be checked on basis of poor quality of coordination even if test items are passed.)
4. Abnormal: Extremely awkward, uncontrolled, undirected movements. Fails to pass fine motor items below 5 months.

D. Gross Motor Development-Item 19.

1. Advanced: Movements graceful, well-integrated and controlled. Walks alone, stands alone. Passes gross motor items in range from 10 to 12 months.
2. "Normal": Some superfluous movements, but shows evidence of control most of the time. Passes gross motor items in 7 to 9 month range.
3. Suspect: Some superfluous movements, but shows evidence of control most of the time. Fails a number of gross motor movement items in 5 and 6 month range. (Note that a suspect can be checked on the basis of poor quality of coordination, even if test items are passed.)
4. Extremely awkward, uncontrolled, undirected movements. Fails gross motor items below 5 months.

E. Social-Emotional Development-Item 20.

1. Advanced: Shows variety of responses and flexibility in adjusting to changing test situations. Is interested, eager, not easily upset by stressful situations.

2. "Normal": Appropriate response to most test-situations, including moderately negative reactions to strange situation. Recovers equanimity readily.
3. Suspect: Immature behavior, associated with younger infant. Easily upset or bland, unreactive behavior. Little discrimination in behavior toward objects and toward persons.
4. Abnormal: Extreme emotional expressions. Fixed or stereotyped behavior predominant throughout most of testing situation. Does not seem to recognize changes in "climate" about him.

VII. ADEQUACY OF EXAMINATION-ITEM 21.

If you consider the examination "not adequate", state your reasons in the room provided for comments.

VIII. SUMMARY STATEMENT-ITEM 22.

Give here a general statement about the child's behavior if you think it necessary for the interpretation of the test results. This summary statement is optional.

MANUAL FOR ADDITIONAL OBSERVATIONS  
(PS-4, Rev. 1-61)

- I. GENERAL. The purpose of these additional observations which should be made on every child during the Eight-Month Psychological Examination is to supplement information on hearing, vision and motor responses which are not obtained on the COLR Scales of Mental and Motor Development.

The sheet of Additional Observations places these observations together for recording purposes. On the left-hand side of the page, checks for normalcy or adequacy of function are to be made; on the right-hand side of the page abnormalities are listed to be checked if present, with space for writing in any other unusual deviations or suspected abnormalities. Space is provided to differentiate left and right responses whenever necessary.

I. DIRECTIONS.

A. Face - Item 4

1. Asymmetry of the face or mouth is usually observed when the face is at rest. There may be drooping of one side of the mouth. Asymmetry of the face may also be observed when the child is laughing, if one half of the mouth turns up considerably more than the other half.
2. Mask-like facies refers to an unchanging and immobile expression even under conditions of amusement, pleasurable excitement, fear or fright. In other words, the expression of the child's face does not change in response to any stimuli.
3. Hypermotility of the face refers to excessive quick, jerking movements of the face such as a twitch or a tic.

B. Mouth - Item 2

1. Mouth open most of the time is self-explanatory.
2. Excessive drooling should be checked as present if the child drools considerably more than most children examined in the local hospital.
3. Unusual movements of the mouth refer to constant chewing movements, continued sucking movements or any repeated lateral movements of the mouth and face.
4. Other - A protruding tongue or a small pointed tongue may also be observed.

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January 1961

- C. Hearing - Item 6. Ask the mother to seat the child on the table facing her and to hold his attention with a toy, finger play, etc. The examiner should be two or three feet to the side and behind the child. It is essential that the examiner is out of the child's peripheral vision.

Always shield the source of sound with a small piece of cardboard or hand, in order to make sure child is not responding to feeling movement of air. Sounds should be as minimal as possible.

1. Required.

- a. Ring the bell as softly as possible to one side and then the other, about 14 inches from his ear. Item 7.
- b. Repeat with rattle, rolling rattle softly between fingers, not shaking it violently. Item 8.

2. Optional.

- a. Repeat with consonant sounds "sss." Item 9.
- b. Repeat with low voice, calling child's name or "hello baby, baby" or just "bu, bu, bu." Item 10.
- c. Repeat with middle frequency consonants (KKK). Item 11.

For a scoreable response, the child's head should turn obviously in the direction of the stimuli. If this is not elicited on the first trial, the stimulus should be repeated at least twice on both sides. Number of trials should be noted in the area provided for comments.

3. Under the heading "Other" note in column for comments any response besides turning the head. These might include a startle, or turning the head in the opposite direction from the stimuli. Item 12.

D. Eyes - Item 13.

1. Strabismus refers to the lack of parallel gaze. When the child is seated directly opposite the examiner, either one or both eyes may appear to turn in or out. The most commonly known of this group of conditions might be bilateral internal strabismus or "cross eyes." When one eye turns out while fixation is held with the other eye the condition is known as right external strabismus. Alternating strabismus is seen when fixation shifts from one eye to the other, depending on the direction of the gaze.
2. Nystagmus is an abnormal condition in which the eyes oscillate rapidly from side to side, vertically, or in a rotary motion, so that the observer finds it most difficult to know if the child is even able to fixate momentarily. This condition is usually found bilaterally.



3. Epicanthic folds describe a condition in which an excess fold of skin covers the upper eye lid at the bridge of the nose, similar to the eye appearance in mongoloidism.
- E. Grip - Item 14. To evaluate grip, the forefingers of both examiner's hands should be placed in front of the baby's hand while the baby is either lying on his back or while sitting on the mother's lap. The child's ability to grasp the examiner's forefingers should be observed for any incoordination or weakness, either unilaterally or bilaterally, and this should be described. Some children's grips are exceedingly strong and tenacious and should be recorded as such.
- F. Comparative Function of Arms and Hands - Item 15. This section attempts to evaluate any differences in the use of left and right upper extremities. Some children seem to have a definite preference for one hand at the age of eight months, while others show no difference in hand preference. However, the fact that an infant may use one hand predominantly does not mean that it is always using the more adept hand. Often these two factors appear together, but they are not necessarily synonymous.
  1. The adept use of hands is best measured by the tests of grasping and prehension. This section provides a record of differences in ability to grasp a cube and prehend a pellet. In presenting these items on the mental and motor tests the evaluation of grasping of cubes should be based on at least three trials. The pellet should have trials in three positions, 45° to left, 45° to right and in the center.
  2. Predominance of hand used should be judged on the basis of the total testing situation. Note if one arm and hand is consistently preferred throughout at least three-fourths of the observation period.
- G. Unusual Muscular Movement or Postural Adjustments - Item 20.
  1. Head control. By the time a child is eight months old, there should be no difficulty with head control, holding head erect, or compensating for bodily movements. The following types of observations should be recorded under unusual muscular movements or postural adjustments of the head: head unsteadiness, "wobblyness," or difficulty in keeping the head upright while the child is in a sitting position; considerable head lag when the child is being raised from a supine position, head "floppy;" hanging down on child's chest while in a sitting position. Any other unusual observations of head or neck can be recorded as "Other" and described. Items 1 and 2.

2. Arms and hands. The following types of observations are to be recorded under unusual muscular movements or postural adjustments of arms and hands: writhing, twisting movements of arms and hands; backhanded use of hands when reaching for an object such as a ring or tape measure dangled in front of the child while he is in a sitting position; tremors of hands; hands consistently fisted, with or without thumb being adducted into the palm; consistent bilateral use of hands when reaching for objects; arms consistently extended and elevated; shoulders and upper arms stiff, with no movement. Items 3-9.
3. Legs and feet. The 8-month infant does very little with legs and feet. Some 8-month babies are crawling well and some are just beginning. Many are placing weight on their feet, but with varying degrees of balance. This function is not fully perfected. Some do this readily and bounce or jump, often flexing both knees.

The stance of an 8-month infant supported while standing depends on how it got to its feet. It may have been pulled up or may have pulled itself up in a variety of ways or it may be placed there by examiner. The muscles are soft at this age. All these considerations lead us to feel strongly that it is not appropriate to evaluate sidedness on the basis of this situation. Nevertheless, marked deviations from the norms of development should be recorded to allow for comparisons with the results of later examinations. Some dysfunctions of legs and feet include the following: tremors of legs; scissoring of legs; consistent flexing of knees, with an inability to put weight on the feet. Items 10-12.

- H. Deviant or Stereotyped Behavior - Item 21. Unusual behavior observed during the examination may include the following: excessive and persistent mouthing of toys; excessive and persistent banging; excessive and persistent dropping or throwing; extreme preoccupation with one toy to the exclusion of others; head rolling; head banging; continued rocking; unusual posturing; unusual and apparently purposeless hand motions or movements; meaningless smiling without appropriate environmental stimulation; excessive crying. Items 1-12.
- I. Obvious Defects or Anomalies - Item 22. Although it is not the purpose of the psychologist to make a medical diagnosis, obvious defects or anomalies may be recorded at this time.

In addition to the conditions listed on the record form (mongoloidism, hydrocephalus, microcephalus, asymmetry of the skull, very obese, unusually small, skin conditions), the examiner may note extreme elongation of the fingers, unusual hair distribution, or abnormalities of ears or earlobes. Skin conditions include eczema, skin rashes, unusual partial discolorations of the skin, but should not include diaper rash. Items 1-8.

MANUAL FOR RATING MATERNAL BEHAVIOR IN TESTING SITUATION  
(PS-5, Rev. 1-61)

I. GENERAL. These ratings are designed to bring to light certain variables in the mother-child relationship which may affect the child's behavior during the Psychological Examination. It is possible that maternal handling of the child may affect his performance and behavior, and complicate or lead to confusion in evaluating the child as "abnormal," "suspect," or "normal." In an effort to evaluate the possible influences of the mother on the child's test performance, these scales have been formulated.

The continua being investigated were selected on the basis of empirical observation and search of the literature. It is recognized that the same incident seen in the behavior of the mother may form the basis for a rating on more than one scale, and that this may result in high correlations between some scales.

The information for completing the scales is to be obtained while the child and mother are with the psychologist. In some institutions the opportunity for observation also occurs while the mother is in the waiting room. Attitudes which the mother may verbalize at the time of observed interaction between the child and the mother may be utilized in determining a rating.

The examiner is asked to place a mark (X) in only one of the five boxes for each of the eight areas rated. He is to choose that box which best describes the behavior seen during the period with the psychologist. A certain amount of variability in the mother's behavior is to be expected but a single score can represent the mother's behavior quite adequately. When a single score will be misleading, as in those instances where the mother shows marked shifts in extremes of behavior (at one time completely accepting the child and at another time being completely hostile or angry; or, cooperating well with the examiner at one time and at another being quite antagonistic) this should be noted in the column marked COMMENTS. It is never permissible to mark two boxes on the same scale.

All entries must be determined only on the basis of behavior actually observed by the psychological examiner. It is a constant temptation to interpret behavior, but the ratings are not to be interpretations or inferences about psychodynamics or emotional problems of the mother; these may be entered under CLINICAL IMPRESSION with the psychologist specifying the behavior which led to the inference or interpretation made.

In the rare instances when it is not possible to rate a scale, write a brief explanation of why this is so under the section entitled CLINICAL IMPRESSION. For example, for Item 8 it is conceivable that an examiner might write "cannot rate - no needs became evident during the examination."

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January 1961

In making ratings, it is expected that the mother will be evaluated in terms of the item descriptions and the specified meanings of the scales given below and exemplified by critical incidents. It is not the examiner's function to make the ratings in terms of assumed norms for the mother's socio-economic level or in terms of the ethnic and cultural groups to which she may belong.

The eight scales call for observations. The behavioral descriptions given for each scale are intended to communicate to the rater the concepts which prompted these scale items to be adopted. Some critical incidents are reported to further clarify the intent of the scales. Please keep in mind that the critical incidents are only examples and are not the only behaviors which will influence the ratings. The full descriptions of the five points on each scale are given below under "Scale Items." The actual rating sheet has only a "cue" word at each extreme and at the mid-point of each scale. It is recognized that this will necessitate constant reference to the manual while the examiner is becoming familiar with the form. It is felt, however, that with these cue words the rater will rather quickly commit the anchor points on each scale to memory and will then need only occasional reference to the manual.

## II. THE SCALES.

- A. Expression of Affection - Item 4. This scale is intended to suggest the amount of affection shown by the mother toward the child during the entire visit. It is based on both the mother's physical and verbal behavior. It is theoretically possible for the mother's attitude to range from negative to effusively positive and over-demonstrative. At one extreme, the mother may slap the child's hands or address him as "you bad boy," etc. At the other, she may constantly kiss, caress, and fondle him, and use extravagant terms of endearment. At the mid-point, the mother will reassure the child by affectionate or supportive display when he is apprehensive, and demonstrate appropriate affection while meeting his physical needs.

### Scale Items:

1. Mother's statements to child were negative or harsh; never used an affectionate term in addressing child; used physical actions to discipline child.
2. Mother occasionally spoke to child in a negative and harsh way, rarely used an affectionate term; handled the child in a remote and impersonal manner.
3. Mother was spontaneously warm and affectionate at appropriate times, without being over-demonstrative; called him by name and talked to him in terms appropriate to his development.

4. Mother frequently fondled and caressed child; spoke to him in terms of endearment only.
5. Mother was consistently over-demonstrative; constantly fondled, kissed, cuddled child; talked to the child in extravagantly affectionate terms, addressing him by pet names and sugary baby talk.

B. Evaluation of Child (What Mother Says about Child) - Item 5. This scale is intended to rate what the mother says about the child as opposed to what she says to him. Although this scale may be correlated with the Expression of Affection scale, it is possible that a mother who is trying to make a good impression on the psychologist may score high on this scale while obtaining a low score on the basis of her actual behavior toward the child. As with the previous scale, it is possible for the mother's comments to range from extremely critical to effusive. Incidents for rating the mother here are likely to occur if she has other children and makes comparisons between them; when the child is disruptive during the examination by being fatigued or fussy; or when the mother is evaluating the child's test performance. For example, a mother would score a rating of 1 if she consistently made comments of the following type: "He's just the worst baby I ever saw;" "He's really hard-headed when he don't want to do something;" "I just don't know what's wrong with him." A mother would score a rating of 5 if she consistently made such comments as: "He's just as good as gold all the time;" "I haven't had a minute's trouble with him;" "He's really the ideal baby."

Scale Items:

1. Mother constantly made critical and derogatory remarks about the child; could say nothing positive about him.
2. Mother generally made negative statements about the child, but grudgingly attributed a good quality to the child on occasion.
3. Mother saw both the positive and negative facets of the child; made appropriate and realistic evaluations of his assets and limitations.
4. Mother talked only about child's "good" qualities; tried to gloss over, ignore, or "explain away" less desirable behaviors.
5. Mother was unrealistically uncritical about child's perfection; expressed satisfaction with all aspects of his behavior in glowing terms; effusive.

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January 1961

- C. Physical Handling of Child - Item 6. This dimension of behavior is rated on the basis of how gently the mother handles the child while in the examination room. It is to be distinguished from Expression of Affection in that it relates entirely to the mother's actual physical manipulation of the child in meeting his needs or moving him about. Some mothers assume an exaggerated fragility about their children. They are extremely cautious about laying them down, changing their diapers, dressing, or performing any other needed services. At the other extreme is the mother who literally "heaves" the child on to the examining table or playpen floor, or shoves a bottle into his mouth for feeding. When a child becomes irritable, some mothers will bounce the child around like a cocktail shaker. The average mother is somewhere between the two extremes using easy, relaxed movements which have a quieting effect. She shows appropriate care as far as physical handling of the child is concerned and at the same time recognizes a certain durability about children.

Scale Items:

1. Mother was rough, inconsiderate, and treated child like an inanimate object.
  2. Mother was awkward and clumsy, but aware of child's discomfort in process of handling him.
  3. Mother handled child carefully and considerately, but firmly and efficiently.
  4. Mother was extremely careful and gentle, not recognizing child's sturdiness and adeptness.
  5. Mother treated child like extremely fragile china; was overly cautious and concerned when handling child.
- D. Management of Child (During Actual Testing) - Item 7. This dimension deals with the ability of the mother to assist the child in doing his best in the examination without allowing herself to become involved in examination. Some mothers, as they hold the child, may not even orient him so that he can reach the test materials unless the examiner repeatedly suggests that she move the child up to the table, etc. At one extreme, mothers have been seen to hold the child by his upper arms while the child was trying to reach for test material. At the other extreme, a mother may overdirect the child's behavior by holding a block in the child's hand and moving it over the cup, etc. In the middle of the range, mothers orient the child so as to facilitate his manipulations and may even make suggestions to the examiner as to the best way to get the child's attention and cooperation.

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January 1961

Scale Items:

1. Mother made no effort to facilitate testing by keeping child comfortable and oriented toward table; held child in such a position as to make it difficult or impossible for him to reach test materials; continued to handle child in this manner in spite of examiner's suggestions.
  2. Mother made no spontaneous effort to facilitate testing but followed examiner's suggestions and consciously held child facing table.
  3. Mother spontaneously held child comfortably oriented toward table so that he could reach for and handle test objects with ease and freedom; facilitated testing.
  4. Mother frequently interfered with testing, but showed self-restraint at suggestion of examiner.
  5. Mother disrupted the testing by "helping" the child with given tasks, taking things away from him, and generally overdirecting his behavior regardless of examiner's disapproval.
- E. Reaction to Child's Needs - Item 8. This scale deals with the mother's ability to determine the child's actual needs as they occur during the testing-interviewing session. It is not uncommon for children to have runny noses, wet diapers, or to become hungry or fatigued. The point in the middle of the scale represents the mothers who are aware of these conditions and handle them appropriately. Some mothers, however, show no awareness of the needs of the child unless the examiner makes a suggestion that she pick the child up, feed or change him, etc. The child not only indicates physical needs during the examination but frequently indicates emotional needs as well. When apprehension or a need for comforting arises, does the mother ignore it, give suitable support to the child or become overly concerned? Average mothers correctly interpret fretfulness as an indication of hunger, stating that it is time for his bottle. Over-solicitous mothers, however, may make a great deal out of minor situations or force attention on a child which is not warranted. One mother was seen to give a child his bottle, which he took and then went to sleep. The mother then woke him to give him his orange juice. This mother would fall into the extreme category, "absorbed".

Scale Items:

1. Mother seemed unaware of and unresponsive to any needs child showed during visit (discomfort, fatigue, hunger, soiled diaper, etc.).
  2. Mother was slow in recognizing and responding to child's needs.
  3. Mother quickly recognized child's needs and responded appropriately.
  4. Mother responded to child's behavior immediately, without trying to identify existence of a need.
  5. Mother gave child care for needs which were not evident.
- F. Reaction to Child's Test Performance - Item 9. Mothers react differently toward the performance which their children show on test materials. It is felt that the average mother shows an interest in what is being done and will indicate that she would like to know how the child is doing. She also shows an appreciation of his skill or awkwardness in his reactions to new material. From this appropriate interest in the situation, maternal attitude can vary from complete apathy to marked overconcern to the point where she is almost belligerently defensive about his behavior and overly critical of test material and "psychology."

Scale Items:

1. Mother seemed completely indifferent to child's performance.
2. Mother showed brief and fleeting interest in child's performance, but this was done "politely" as though she felt this was expected of her; played role of a passive observer throughout.
3. Mother seemed pleased with child's successes and indicated this by smiling, etc.; accepted failures realistically when material and requests were obviously beyond child's abilities.
4. Mother responded with excessive pride to child's successes; minimized any failures by child.
5. Mother was overly absorbed in child's performance; defended child's failures as due to unfamiliarity with material; demanded constant praise from examiner; criticized examiner and test procedures for being unfair to child; rejected testing as "not proving anything."

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January 1961



- G. Mother's Focus of Attention During Examination - Item 10. During the psychological examination, the most facilitating relationship is between the examiner and the child, with the mother intervening only to assist this examiner-child relationship. This relationship cannot develop in all instances. At one extreme, some mothers compete openly with the child for the examiner's attention. They bring up specific personal problems not related to the child, viz., financial problems, trouble with their husbands, neighborhood arguments, personal health, etc. Other mothers may indulge in an excess of social conversation about topics of the day, or the "fascination" with the "science of psychology." They brag about their capabilities as mothers, housewives, musicians, etc., or go into details as to their ambitions and/or philosophies. All of these forms of behavior strongly suggest that the mother is utilizing the time with the examiner for her own aggrandizement. They should be rated as focussing on self. The opposite extreme is the mother who monopolizes the child throughout the examination, refusing to let the examiner establish any rapport with the child. This mother constantly diverts the child's attention by introducing irrelevant stimuli. She may insist on repeating and rewording all instructions, and/or presenting materials in her own way before the child has a chance to respond to orthodox administration of test material. In short, this mother tries to get the child's undivided attention, thereby eliminating the examiner as an individual from the psychological environment.

Scale Items:

1. Mother centered all attention on child and tried to keep child's attention on her, excluding both the examiner and test material from the situation.
2. Mother accepted presence of examiner and the fact that test material was interesting to the child, but mother tried to involve herself with these foci of interest.
3. Mother was comfortable in letting child respond to examiner and materials.
4. Mother occasionally interrupted examination to talk about her own perceptions of and reactions to the situation.
5. Mother demanded that all attention be centered on her, distracting the examiner from the child; disregarded test materials and focussed on events and problems extraneous to the situation.

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January 1961

- H. Child's Appearance - Item 11. The rating on this scale should not be influenced by the socio-economic level of the parents. It is intended to get at the amount of attention and adornment the child receives. Some children are found to be frankly neglected in grooming, while others are highly overdressed. The clothing worn by the child is one source of rating. The child whose clothes are clean although well worn would receive an "appropriate" rating at the mid-point, whereas the child with good quality clothes, but soiled (more than one "usually" sees) would rate on the "unkempt" side of this scale. Presence of strong body odor about the child would also bring about an "unkempt" rating. Other things that may be seen are sores and rashes. Another indication of neglect is failure of the mother to bring clean diapers to the visit.

Scale Items:

1. Child's clothing appeared soiled; grooming suggested neglect or minimal perfunctory attention.
2. Clothing and appearance were marred by helter-skelter dressing; appeared inadequately dressed.
3. Child was clean, neat, and comfortably dressed. Seems appropriately dressed for the occasion.
4. Child had extra "polish" and seemed somewhat overdressed.
5. Child seemed excessively dressed up, to the point of discomfort; child seemed to be a vehicle for clothes of which the mother was very proud.

PHS-3151-1  
REV. 7-63

PRETEST: COLA RESEARCH FORM OF BAYLEY  
SCALES OF MENTAL DEVELOPMENT

1. PATIENT IDENTIFICATION

*pretest* -  
see COLR-3151-1  
rev. 1-61  
(Study form)

2. NAME	3. DATE OF BIRTH MO DAY YEAR	4. AGE	5. SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	6. TIME TEST FEEDING	7. CASE NO.
8. INTERFERENCES AT START <input type="checkbox"/> LEVELLY <input type="checkbox"/> AWAKE <input type="checkbox"/> DROWSY <input type="checkbox"/> ASLEEP			9. AT FINISH <input type="checkbox"/> LEVELLY <input type="checkbox"/> AWAKE <input type="checkbox"/> DROWSY <input type="checkbox"/> ASLEEP		
10. EXAMINED BY	11. DATE MO DAY YEAR	12. TIME STARTED	13. TIME FINISHED		

RECORDS SYMBOLS: PASS, FAIL, MARGINAL, OBT, RECORDED BY OTHER

14. NO.	15. AGE	16. ITEM NAME	17. ITEM SCORES					18. COMMENTS
			1	2	3	4	5	
			1	2	3	4	5	
1	0.1	REGARDS PERSON MOMENTARILY						
2	0.15	RESPONDS TO SOUND OF BELL						
3	0.2	MOMENTARY REGARD OF BIRD						
4	0.2	ON EYES WHEN PICKED UP						
5	0.3	RESPONDS TO SOUND OF RATTLE						
6	0.4	HORIZONTAL EYE COORD: BIRD						
7	0.5	PROLONGED REGARD OF BIRD						
8	0.6	RESPONDS TO SOUND: LT. SWITCH						
9	0.6	HORIZONTAL EYE COORD: LIGHT						
10	0.7	FOLLOWS MOVING PERSON						
11	0.7	RESPONDS TO VOICE						
12	0.8	VERTICAL EYE COORD: LIGHT						
13	1.1	VERTICAL EYE COORD: BIRD						
14	1.1	VOCALIZED ONCE OR TWICE						
15	1.3	CIRCULAR EYE COORD: LIGHT						

PHS-3151-1  
REV. 7-60

PRETEST: COLA RESEARCH FORM OF BAYLEY  
SCALES OF MENTAL DEVELOPMENT

19. PATIENT IDENTIFICATION

*per COLA-3151-1  
rev. 1-61*

(CONTINUED)								
14. No.	15. AGE	16. ITEM NAME	17. ITEM SCORES					18. COMMENTS
			P	T	M	D	Sp.	
			(1)	(2)	(3)	(4)	(5)	
16	1.4	COCULAR EYE COORDI. REPR						
17	1.4	FREE INSPECTION OF SURROUNDINGS						
18	1.5	SOCIAL SMILE: E TALKS & SMILES						
19	1.7	TURNS EYES TO HER HAND						
20	1.8	ANTICIPATORY EXCITEMENT						
21	1.8	TURNS EYES TO LIGHT						
22	1.9	VOCALIZED MORE THAN 3 TIMES						
23	1.9	BLINKS AT SHADOW OF HAND						
24	2.1	SOCIAL SMILE: E SMILES, QUIET						
25	2.2	VISUALLY RECOGNIZES MOTHER						
26	2.3	EYES FOLLOW PERCEL						
27	2.3	REACTS TO PAPER ON FACE						
28	2.5	SEARCHES WITH EYES FOR SOUND						
29	2.6	VOCALIZES TO SOCIAL: E SMILES & TALKS						
30	2.7	MANIPULATES HER FING						
31	2.7	VOCALIZES 2 SOUNDS						
32	2.8	REARMS COBE (AT TABLE)						
33	2.8	GLANCES ONE OBJECT TO ANOTHER						
34	2.9	ANTICIPATORY ADJUSTMENT TO LIFTING						

PKS-3151-1  
REV. 7-60

PRETEST: COLR RESEARCH FORM OF BAYLEY  
SCALES OF MENTAL DEVELOPMENT

20. PATIENT IDENTIFICATION

*20 COLR-3151-1  
2-1-61*

(CONTINUED)		16. ITEM NAME	17. ITEM SCORES					18. COMMENTS
14. No.	15. AGE		P	F	M	O	U	
			(1)	(2)	(3)	(4)	(5)	
35	2.9	REACTS TO DISAPPEARANCE OF FACE						
36	3.1	REACHES FOR RING						
37	3.2	SIMPLE PLAY WITH RATTLE						
38	3.4	FINGERS HAND IN PLAY						
39	3.5	FOLLOWS VANISHING RING (DANGLE)						
40	3.5	AWARE OF STRANGE SITUATION						
41	3.6	FOLLOWS VANISHING SPOON						
42	3.6	EYES FOLLOW BALL ACROSS TABLE						
43	3.6	CARRIES RING TO MOUTH						
44	3.8	MANIPULATES TABLE EDGE SLIGHTLY						
45	3.5	INSPECTS OWN HANDS						
46	3.9	CLOSES ON DANGLE RING						
47	4.0	TURNS HEAD TO SOUND OF BELL						
48	4.4	TURNS HEAD TO SOUND OF RATTLE						
49	4.4	REACHES FOR CUBE						
50	4.5	ACTIVE TABLE MANIPULATION (SEE # 44)						
51	4.7	REGARDS PELLETT						
52	4.7	PERSON IMAGE APPROACH						
53	4.8	PICKS UP CUBE (NOTE HAND USED)						
54	4.9	EXPLOSTIVE PAPER PLAY						

*see COLA-3 151-1  
rev. 1-61*

(CONTINUED)  
14. No.

15. Age

16. ITEM NAME

17. ITEM SCORES

18. COMMENTS

14. No.	15. Age	16. ITEM NAME	17. ITEM SCORES					18. COMMENTS
			1	2	3	4	5	
55	4.9	RETAINS 2 COOKIES						
56	5.0	DISCRIMINATES STRANGERS						
57	5.0	VOCALIZES ATTENTION* (SELECTIVELY)						
58	5.2	RECOVERS RATTLE, IN HAND						
59	5.3	REACHES PERSEVERENTLY						
60	5.3	TURNS HEAD AFTER FALLEN OBJECT						
61	5.4	LIFTS CUP						
62	5.5	REACHES FOR SECOND COOKIE						
63	5.5	LINES UP BLOCK PLAY						
64	5.6	TRANSFERRED OBJECT HAND TO HAND						
65	5.6	BANGS IN PLAY						
66	5.6	SUSTAINED INSPECTION OF VIEW						
67	5.6	SMILES AT MIRROR IMAGE						
68	5.7	EXPLOSIVE STRONG PLAY						
69	5.8	PICKS UP COOKIE DEFTLY AND DIRECTLY						
70	6.2	PULLS STRING; SECURES RING						
71	6.2	INTEREST IN SOUND PRODUCTION						
72	6.4	LIFTS CUP WITH HANDLE						
73	6.5	RETAINS 2 OF 3 COOKIES OFFERED						

\*57. VOCALIZES ATTENTION

- A. PLEASURE \_\_\_\_\_
- B. DISPLEASURE \_\_\_\_\_
- C. INTEREST \_\_\_\_\_
- D. SATISFACTION \_\_\_\_\_

*per COLR-3151-1  
12-1-61*

(CONTINUED)				17. ITEM SCORES					18. COMMENTS
14. No.	15. Age	16. ITEM NAME	1	2	3	4	5		
74	6.5	ATTENDS TO SCRIBBLING							
75	6.7	LOOKS FOR FALLEN SPOON (OR DROPPED OBJECTS)							
76	6.7	MANIPULATES BELL; INTEREST IN DETAILS							
77	7.2	PLAYFUL RESPONSE TO MIRROR							
78	7.3	VOCALIZES 4 DIFFERENT SYLLABLES							
79	7.6	PULLS STRING ADAPTIVELY							
80	7.6	COOPERATES IN GAMES (SPECIFY)							
81	7.7	VOCAL INTERJECTIONS							
82	7.7	ATTEMPTS TO SECURE 2 COINS							
83	8.0	SAYS DA-DA OR EQUIVALENT (SPECIFY)							
84	8.3	LISTENS SELECTIVELY TO FAMILIAR WORDS							
85	8.5	RINGS BELL PROPOSITIVELY							
86	8.8	UNCOVERS TOY							
87	9.4	ADJUSTS TO WORDS							
88	9.5	FINGERS HOLES IN PEG BOARD							
89	9.6	PUTS CUBE IN COP OR COMMAND							
90	9.5	LOOKS FOR CONTENTS OF BOX							
91	10.7	FORBIDS OR COMMANDS							
92	10.7	ATTEMPTS TO SCRIBBLE, IMITATE TITELY							

*see COLA-3151-1  
rev. 1-61*

(CONTINUED)				17. ITEM SCORES					18. COMMENTS
14. No.	15. Age	16. Item Name	17. ITEM SCORES						
			P	F	N	U	Sp.		
			(1)	(2)	(3)	(4)	(5)		
93	12.0	STIRS WITH SPOON IN IMITATION							
94	11.1	UNWRAPS CASE							
95	11.2	MOLDS CLAY OR ADAPTIVELY							
96	11.6	LOOKS AT PICTURES IN BOOK							
97	11.8	PUSHES CAR ALONG							
98	12.1	IMITATES WORDS							
99	12.2	SQUEEZES TOY, PAT BEADS - STRAW							
100	12.3	USES EXPRESSIVE JARGON							
101	12.4	3 OR MORE BLOCKS IN CUP							
102	12.5	UNCOVERS SQUARE BOX							
103	12.7	DOUBLES RING BY STRING							
104	13.5	PLACES 3 PEB REPEATEDLY							
105	13.6	PUTS BEADS IN BOX (6 OF 8)							
106	13.6	TURNS PAGES OF BOOK							
107	13.7	PATS WHISTLE BELL, IMITATION							
108	13.7	ADJUSTS ROUND BLOCK (3-HOLE BOARD)							
109	13.8	BUILDS TOWER OF 2 CUBES							
110	13.9	ONE ROUND BLOCK IN BAYLEY BOARD							
111	14.0	SPONTANEOUS SCHEDULE							



PRETEST: COLA RESEARCH FORM OF BAYLEY  
SCALES OF MENTAL DEVELOPMENT

24. PATIENT IDENTIFICATION

*SEE COLR-3151-1  
REV. 1-61*

[CONTINUED]				17. ITEM SCORES					18. COMMENTS
14. No.	15. AGE	16. ITEM NAME	P	F	R	O	I	S	
			(1)	(2)	(3)	(4)	(5)		
112	14.2	REMOVES PELLETT FROM BOTTLE							
113	14.5	SAYS 2 WORDS*							
114	14.8	SHOWS SIDES, OR OTHER OBJECTS ON ONE TOY							

\*113. SAY 2 WORDS  
LIST WORDS HEARD

\_\_\_\_\_

\_\_\_\_\_

LIST WORDS REPORTED:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FD-302a (REV. 11-27-60)
INVESTMENT STATE - S. SALEY
INDIVIDUAL RECORD

Handwritten notes: "pulled" and "210 W. 7-60"

INSTRUCTIONS: See Manual for instructions and list of ratings. Do not check unless you are certain of the appropriate rating. Do not check unless you are certain.

Main table with columns: NAME, DATE OF BIRTH, SEX, RACE, TIME PERIOD, and RATING. Includes sub-sections for IDENTIFICATION, PHYSICAL DESCRIPTION, and OTHER RELEVANT MATTERS.

*gates*  
*see ser 7-60*

TESTING: See manual for scoring symbols. Ratings in the left column MUST be entered in the appropriate column for each test as indicated.

TEST NO. DATE OF TEST AGE SEX LEVEL OF TEST REASONED BY

TEST NO.	DATE OF TEST	AGE	SEX	LEVEL OF TEST	REASONED BY
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Tests marked "R" and all tests given after No. 48, are given with child seated at table.

TEST FORM FOR STANDARDIZATION

INSTRUMENT: LAW ENFORCEMENT TRAINING CENTER - A. SAFETY  
INDIVIDUALS RECORD

*page*

*see row 7-60*

Instructions: See notes on scoring manual. Ratings of the test  
to be made only if observed in the appropriate habit area when test is  
administered.

NAME	DATE OF BIRTH	AGE	SEX	TYPE TEST PERFORMED	DATE
TESTING OFFICER					
TESTING OFFICER					
TESTING OFFICER					

TEST	DATE	SCORE	DESCRIPTION OF OBSERVATION	SCORING INSTRUCTIONS
1. ACCIDENTAL OBSERVATIONS				1. Distracted strangers 2. Transfer object back to hand 3. Hands in play 4. Interest in sound production 5. Interest in touching 6. Repeats word, laughed at
2. VOCALIZATION				1. Intensity 2. Pleasure 3. Displeasure 4. Several syllables 5. Satisfaction 6. Four syllables 7. Recognition 8. Interjections 9. Words or syllables
3. LINE REMOVAL				1. Sustained inspection 2. Pulls string, secures 3. Pulls string diagonally 4. Snaps line
4. COGNITIVE MANIPULATION				1. Repetitive paper play 2. Repetitive string play
5. 4" WIRE SEE LARGER INSTR.				1. Holds two cubes 2. Reaches for second 3. Holds persistently 4. Fixes in tightly & firmly 5. Holds 2 cubes 6. Attempts to secure 7. Inserts cube 8. Rotates wire 9. Complete third step 10. Holds wire taut
6. 1" WIRE REMOVAL				1. Holds wire 2. Holds w. handle 3. Fixes to rest secured wire 4. Holds wire in cup 5. Holds wire open in limitation 6. Holds cup to wire 7. Three or more times in cup
7. SPIN FALLS				1. Turns head after 2. Looks for

PS-111-1 INFANT MENTAL SCALE - M. SHELLEY  
1-60 INDIVIDUAL RECORD

*pages* *see rev. 7-60*

INSTRUCTIONS: See Manual for scoring symbols. Ratings in the test column MUST BE checked in the appropriate column when test is finished.

NAME	DATE OF BIRTH	AGE	SEX	DATE OF TEST	EXAMINED BY
Item No.	1953 Classification Code	Item Name	Item No.	Description of Behavior	Testing Situations
MONTH 7					
70	76	EXPLORES PINK BOARD & BLOCK	1		1. PINK BOARD
71	77	LISTENS TO FAMILIAR WORDS	2		13 Regards 15 & 16 Gropes 18 Attempts 19 Secures
72	78	SAYS SYLLABLE OR SYLLABLES (specify)			17 Partial pronunciation 18 Fine pronunciation 19 Removes from bottle
73	79	EXPLORES PINK BOARD BLOCK	1		
74	80	ATTEMPTS TO INSERT J CUBE	1		
75	81	INTEREST IN DRAWING	1		1. DRAWING 18 Manip. interest in details 19 Aids perceptively
76	82	ADJUSTS TO CUBE	1		
MONTH 8					
77	83	PICKS UP CUBE ADAPTIVELY	1		1. BLOCKS 17 Large adjustment 18 Smiles 19 Playful response to
78	84	PICKS UP CUBE DELIBERATELY	1		
79	85	PLAYFUL RESPONSE TO MIRROR	1		1. MIRRORING 16 Attends 17 Attempts imitation 18 Smiles 19 Initiates reciprocal
80	86	DIFFERENTIATES WORDS	2		17 Initiates spontaneously
81	87	LIKES BELL ADAPTIVELY	1		
82	88	PICKS UP IN CUB	1		
83	89	ADJUSTS TO SCRAMBLE ADAPTIVELY	1		1. SCRAMBLE PINK BOARD 17 Explores board & block 18 Explores pile 19 Explores board block See manual later section
MONTH 9					
84	90	SHOVES TOY	1		1. PINK BOARD 17 Explores object 18 Explores deliberately 19 Explores spontaneously
85	91	VIOLATES RULES OF PINK BOARD	1		
86	92	SHAKES CUBE	1		
87	93	ADDS CUBES ADAPTIVELY	1		
88	94	LOOKS FOR CONTENTS OF BOX	1		1. BOX 17 Looks for contents 18 Looks for 19 Looks after mother
MONTH 10					
89	95	TANGLES OR TOWNS	1		ADAPTIVE IMITATION: other toys 17 Imitates 18 Imitates with 19 Imitates
90	96	MOVES PINKBOARD LATERAL AT	1		17 Imitates 18 Looks at pictures 19 Turns pages
91	97	PLAYS TOY IN DURATION	1		
92	98	SHAKES TOY	1		
93	99	SHAKES TOY	1		
94	100	SHAKES TOY	1		
95	101	SHAKES TOY	1		
96	102	SHAKES TOY	1		
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98	104	SHAKES TOY	1		
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288	294	SHAKES TOY	1		

778-1151-1 INFANT MENTAL SCALE - V. SAYLEY  
2-60  
INDIVIDUAL RECORD

*prater*

*See ref. 7-60*

INSTRUCTIONS: See Manual for scoring symbols. Ratings in the left column MUST BE checked in the appropriate ballot box when test is finished.

NAME	DATE OF BIRTH	AGE	SEX	TIME TEST BEGINS	CASE NO.
AT START	AWAKE		AT FINISH		USUALLY
WAKEFULNESS	<input type="checkbox"/> LITELY <input type="checkbox"/> AWAKE <input type="checkbox"/> DROOZY <input type="checkbox"/> ASLEEP		<input type="checkbox"/> LITELY <input type="checkbox"/> AWAKE <input type="checkbox"/> DROOZY <input type="checkbox"/> ASLEEP		<input type="checkbox"/> LITELY <input type="checkbox"/> AWAKE <input type="checkbox"/> DROOZY <input type="checkbox"/> ASLEEP
STARTED BY	DATE		TIME STARTED		TIME FINISHED
TEST NO.	TEST NAME	INSTRUCTIONS	DESCRIPTION OF STRIKES	TESTING SITUATION	
107	102	100% EXPRESSIVE JACOBS (note a. nature, b. amount)	7	a. 2.	
108	08	SHOWS SHOES			V. RESPONSE TO WORDS 108 Shows shoes
109	09	SHOWS SQUARE BOX			109 Understands 2 prepositions 110 Understands 1 prepositions
115	09	MOVES CARDS ALONG			5. NAMES OBJECTS: 116, 116 & 100 Ball ___ watch ___ Pen ___ Scissors ___ Cap ___
116	101	MOVES CARDS ALONG			
117	102	MOVES CARDS ALONG			
118	103	MOVES CARDS ALONG			
119	104	MOVES CARDS ALONG			
120	105	ONE ROUND BLOCK IN SAYLEY BOARD			
121	106	TWO ROUND BLOCKS IN SAYLEY BOARD			
122	107	THREE ROUND BLOCKS IN SAYLEY BOARD			
123	108	FOUR ROUND BLOCKS IN SAYLEY BOARD			
124	109	FIVE ROUND BLOCKS IN SAYLEY BOARD			
125	110	SIX ROUND BLOCKS IN SAYLEY BOARD			
126	111	SEVEN ROUND BLOCKS IN SAYLEY BOARD			
127	112	EIGHT ROUND BLOCKS IN SAYLEY BOARD			
128	113	NINE ROUND BLOCKS IN SAYLEY BOARD			
129	114	TEN ROUND BLOCKS IN SAYLEY BOARD			
130	115	MOVES CARDS ALONG			
131	116	MOVES CARDS ALONG			
132	117	MOVES CARDS ALONG			
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334	319	MOVES CARDS ALONG			
335					

PEDIATRIC INFANT MENTAL SCALE - W. BARTLEY		INDIVIDUAL ADMIN			
INSTRUCTIONS: See Manual for scoring symbols. Ratings in the left column MUST be entered in the appropriate ballot box when test is completed.					
NAME	DATE OF BIRTH	AGE	SEX	DATE OF TEST	EXAMINED BY
Item No.	1951 Code	Item Name	Situation	Description of Response	Testing Situation
SECTION 10					
101	101	NAME ONE PICTURE	0		
102	102	DIFFERENTIATE SIMILAR AND STRIKE	0		
103	103	NAME THREE OBJECTS AND PICTURE	0		
SECTION 11					
104	104	NAME TWO OBJECTS	0		
105	105	NAME OBJECT AND PICTURE	0		
106	106	DIFFERENTIATE BETWEEN TWO AND THREE	0		
107	107	NAME OF OBJECTS THROUGH THREE WORDS	0		
108	108	NAME THREE OF THEM	0		
109	109	NAME FOUR OBJECTS	0		
110	110	NAME FIVE OBJECTS	0		
111	111	NAME SIX OBJECTS	0		
112	112	NAME SEVEN OBJECTS	0		
113	113	NAME EIGHT OBJECTS	0		
114	114	NAME NINE OBJECTS	0		
115	115	NAME TEN OBJECTS	0		
SECTION 12					
116	116	NAME TWO PICTURES	0		
117	117	NAME THREE IN TWO PICTURES	0		
118	118	DIFFERENTIATE TWO PICTURES AND BOX	0		
119	119	NAME PICTURES	0		
120	120	NAME FOUR OF THEM	0		
SECTION 13					
121	121	NAME FIVE OBJECTS	0		
122	122	DIFFERENTIATE SQUARE BOARD IN BOX	0		
123	123	NAME TWO OBJECTS	0		
SECTION 14					
124	124	NAME SIX PICTURES	0		
125	125	DIFFERENTIATE SQUARE BOARD IN BOX	0		
126	126	NAME FIVE OBJECTS	0		
127	127	NAME SEVEN OBJECTS	0		
128	128	NAME EIGHT OBJECTS	0		
129	129	NAME NINE OBJECTS	0		
130	130	NAME TEN OBJECTS	0		
131	131	NAME ELEVEN OBJECTS	0		
132	132	NAME TWELVE OBJECTS	0		
133	133	NAME THIRTEEN OBJECTS	0		
134	134	NAME FOURTEEN OBJECTS	0		
135	135	NAME FIFTEEN OBJECTS	0		
136	136	NAME SIXTEEN OBJECTS	0		
137	137	NAME SEVENTEEN OBJECTS	0		
138	138	NAME EIGHTEEN OBJECTS	0		
139	139	NAME NINETEEN OBJECTS	0		
140	140	NAME TWENTY OBJECTS	0		
SECTION 15					
141	141	NAME POWER OF 2 WITH	0		
142	142	NAME BOARD IN BOX	0		
143	143	NAME FIVE IN BOX	0		
144	144	NAME SIX IN BOX	0		
145	145	NAME SEVEN IN BOX	0		
146	146	NAME EIGHT IN BOX	0		
147	147	NAME NINE IN BOX	0		
148	148	NAME TEN IN BOX	0		
149	149	NAME ELEVEN IN BOX	0		
150	150	NAME TWELVE IN BOX	0		

*gross* *see ser. 7-60*

- 7. VOCABULARY
  - 124 Says two words \_\_\_\_\_
  - 127 Expressive length \_\_\_\_\_
  - 128 Uses gestures to name cards \_\_\_\_\_
  - 130 Uses words to name cards \_\_\_\_\_
  - 131 Joins 2 words \_\_\_\_\_
- 8. NUMERICAL NUMBER
  - 141 Ability to name of 2 \_\_\_\_\_
  - 142 Power of 2 \_\_\_\_\_
  - 143 Power of 3 \_\_\_\_\_
  - 144 Power of 4 \_\_\_\_\_
- 9. SHAPES
  - 121 Names the card repeatedly \_\_\_\_\_
  - 122 Ident. sq. & tri. All \_\_\_\_\_
  - 123 Ident. sq. & tri. All \_\_\_\_\_
  - 124 Ident. sq. & tri. All \_\_\_\_\_
- 10. THREE-SIDE FORM BOARD See earlier series.
  - 125 Board in reversed board \_\_\_\_\_
  - 126 Square or triangle in \_\_\_\_\_
  - 129 Sq. or tri. in reversed bd. \_\_\_\_\_
- 11. BOXES (See Sec. 11)
  - 129 Discovers box \_\_\_\_\_
  - 127 Puts beads in box \_\_\_\_\_
  - 128 Discovers round box \_\_\_\_\_
- 12. TUBES
  - 121 Train of tubes \_\_\_\_\_
  - 122 Concept of size \_\_\_\_\_
- 13. PICTURES (See Sec. 11)
  - 121 Looks at pictures \_\_\_\_\_
  - 122 Turns pages \_\_\_\_\_
- ADAPTIVE SIMILATIONS WITH OTHER TOYS
  - 121 Pushes car alone \_\_\_\_\_
  - 122 Throws a ball \_\_\_\_\_
  - 123 Removes pellet from bottle \_\_\_\_\_
  - 124 Moves broken ball \_\_\_\_\_
  - 125 Attains toy with string \_\_\_\_\_
  - 126 Selects box with toy \_\_\_\_\_
  - 127 Folds paper \_\_\_\_\_
- 14. BOARD BOARD
  - 127 One round in \_\_\_\_\_
  - 128 Two round in \_\_\_\_\_
  - 129 Two round & 1 square \_\_\_\_\_
  - 131, 132 & 133 Completed: \_\_\_\_\_

44-3151-2  
REV. 1/50

PRETEST: COLR RESEARCH FORM OF SAYLET  
SCALES OF MOTOR DEVELOPMENT

*P. 60*

1. PATIENT IDENTIFICATION  
*see Study Form  
COLR-3151-2  
rev. 1-61*

3. NAME	4. DATE OF BIRTH MO DAY YEAR	5. AGE	6. SEX [ ] MALE [ ] FEMALE	7. EXAMINED BY	8. DATE MO DAY YEAR
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\*SCALES (ITEMS) PASS, FAIL, MARGINAL, ONLY, REPORTED BY OTHER

9. NO.	10. ITEM NAME	11. ITEM SCORES	12. COMMENTS
		1 (2) (3) (4) (5)	
MONTH 1			
1	CRAWLING MOVEMENTS		
2	POSTURAL ADJUSTMENT WHEN HELD TO SHOULDER		
3	LIFTS HEAD AT SHOULDER		
4	LATERAL HEAD MOVEMENTS		
5	RETAINS HEAD RIGID		
MONTH 2			
6	ARM THRUSTS IN PLAY		
7	LEG THRUSTS IN PLAY		
8	HEAD ERECT--VERTICAL		
MONTH 3			
9	JUGAL SUSPENSION--LIFTS HEAD		
10	HEAD ERECT AND STEADY		
11	TURNS FROM SIDE TO BACK		
MONTH 4			
12	PROBE--ELEVATES SELF BY ARMS		
13	SITS WITH SUPPORT		
14	HANDS PREDOMINANTLY OPEN		
15	HOLDS HEAD STEADY		
16	CUSSET PALMAR		
MONTH 5			
17	SITS WITH SLIGHT SUPPORT		
18	TURNS FROM BACK TO SIDE		
19	PARTIAL TRUNK COMPOSITION (RADIAL-PALMAR)		
20	EFFORT TO SIT		
MONTH 6			
21	HEAD BALANCED		
22	SITS ALONE MOMENTARILY		
23	PULLS TO SITTING POSITION		



PMS-3151-2  
REV. 7/60

PRETEST: CGR RESEARCH FORM OF BAYLEY  
SCALES OF MOTOR DEVELOPMENT

12. PATIENT IDENTIFICATION

*see COLR-3151-2  
rev. 1-61*

(MONTHS CONTINUED)		10. ITEM SCORES					11. COMMENTS
8. No.	9. ITEM NAME	M	F	M	O	IP.	
		1	2	3	4	5	
24	SITS ALONE 30 SECONDS OR MORE						
25	UNILATERAL REACHING						
MONTH 7							
26	ROTATES WRIST						
27	SCOOPS PELLITS; SECURES						
MONTH 8							
28	ROLLS BACK FROM BACK TO STOMACH						
29	COMPLETE THUMB OPPOSITION (CUBE) (RADIAL DIGITAL)						
30	SITS ALONE, STEADILY						
31	PARTIAL FINGER PREHENSION (SUPERIOR FINGER)						
MONTH 9							
32	SITS ALONE WITH GOOD COORDINATION						
33	PREVALENT PROGRESSION						
34	FINE PREHENSION WITH PELLET (RECT FINGER)						
35	MANIPULATIVE HAND SKILL						
36	RAISES SELF TO SITTING POSITION						
MONTHS 10 and 11							
37	EARLY STEPPING MOVEMENTS						
38	PULLS TO STANDING POSITION						
39	STANDS UP						
40	STEPPING MOVEMENTS						
MONTHS 12 and 13							
41	WALKS WITH HELP						
42	SITS BOW						
43	STANDS ALONE						
44	WALKS ALONE						

PAS-1131-2 3-60		INFANT MOTOR SCALE - R. HOFFLEY INDIVIDUAL RECORD		SECTION I		<i>Free - see ser. 7-60</i>		
INSTRUCTIONS: See Manual for scoring symbols. Ratings in the left column MUST be checked in the appropriate column when test is finished.								
NAME		DATE OF BIRTH		AGE	SEX	TYPE NEXT FEEDING	CASE NO.	
AT START WAKEFULNESS				AT FINISH				
<input type="checkbox"/> L1VELY <input type="checkbox"/> AWAKE <input type="checkbox"/> DROWSY <input type="checkbox"/> ASLEEP				<input type="checkbox"/> L1VELY <input type="checkbox"/> AWAKE <input type="checkbox"/> DROWSY <input type="checkbox"/> ASLEEP				
USUALLY				USUALLY				
<input type="checkbox"/> L1VELY <input type="checkbox"/> AWAKE <input type="checkbox"/> DROWSY <input type="checkbox"/> ASLEEP				<input type="checkbox"/> L1VELY <input type="checkbox"/> AWAKE <input type="checkbox"/> DROWSY <input type="checkbox"/> ASLEEP				
CRAWLED BY				DATE		TIME STARTED	TIME FINISHED	
ITEM NO.	1958 CURRICULAR SCORING	ITEM NAME		DIFFICULTY	DESCRIPTION & RESPONSE		INTEGRATED GROUPS	
MONTH 1								
1	1	CRAWLING MOVEMENTS <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT					<b>UPPER IN CRIB</b> 5 Retains red ring 6 Arm thrusts in play 7 Leg thrusts in play 9 Dorsal suspension, lifts head 11 Turns from side to back 20 Turns from back to side 22 Effort to sit 21 Pulls from back to stomach 26 Pulls to sitting 41 Pulls to standing	
2	2	FUNCTIONAL ADJUSTMENT WHEN HELD TO SHOULDER <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		A				
3	3	LIFTS HEAD AT SHOULDER <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		A				
4	4	LATERAL HEAD MOVEMENTS <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT						
5	5	RETAINS RED RING <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT						
MONTH 2								
6	6	ARM THRUSTS IN PLAY <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT						
7	7	LEG THRUSTS IN PLAY <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT						
8	8	HEAD UP - VERTICAL <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		A				
MONTH 3								
9	9	DORSAL SUSPENSION - LIFTS HEAD <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT						
10	10	HEAD UP - AND STEADY <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		A				
11	11	TURNS FROM SIDE TO BACK <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT						
MONTH 4								
12	12	PULLS - ELEVATES SELF BY ARMS <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT						
13	13	SITS WITH SUPPORT <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		B				
14	14	MOVES PROUDLY UP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT						
15	15	MOVES HEAD STEADY <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		A'				
16	16	CONE: UMBILICAL-PALMAR <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT						
17	17	CONE: PALMAR <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		C				
MONTH 5								
18	18	SITS WITH ELBOW SUPPORT <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		B				
19	19	TURNS FROM BACK TO SIDE <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		D				
20	20	PARTIAL THUMB OPPOSITION (RADIAL-PALMAR) <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		C				
21	21	EFFORT TO SIT <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		E				
MONTH 6								
22	22	HEAD BALANCED <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		A				
23	23	SIMULTANEOUS FLEXION AND THUMB OPPOSITION <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		C				
24	24	SITS ALONE FIRMLY <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		B				
25	25	PULLS TO SITTING POSITION <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		E				
26	26	SITS ALONE TO SECONDS ON PEEP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT		B				
27	27	UNILATERAL REACHING <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> O <input type="checkbox"/> B <input type="checkbox"/> R <input type="checkbox"/> SPT						

- UPPER IN CRIB**
- 5 Retains red ring
  - 6 Arm thrusts in play
  - 7 Leg thrusts in play
  - 9 Dorsal suspension, lifts head
  - 11 Turns from side to back
  - 20 Turns from back to side
  - 22 Effort to sit
  - 21 Pulls from back to stomach
  - 26 Pulls to sitting
  - 41 Pulls to standing
- HEAD IN ARMS**
- 2 Postural adjustment at shoulder
  - 3 Lifts head at shoulder
  - 8 Head erect & vertical
  - 10 Head erect & steady
  - 16 Holds head steady
  - 23 Head balanced
- UPPER IN CRIB**
- 1 Crawling movements
  - 4 Lateral head movements
  - 12 Elevates self by arms
  - 13 Half-Lander
  - 26 Prewalking progression
- UPPER MOVATION**
- Note whether grasp is
- 17 Ulnar-Palmar
  - 18 Palmar
  - 21 Partial thumb opposition (Radial-Palmar)
  - 24 Simultaneous flexion and thumb opposition
  - 22 Complete thumb opposition (Radial-digital)
- SITTING: Hard Surface**
- 14 Sits with support
  - 19 Sits, slight support
  - 23 Sits alone unassisted
  - 27 Sits alone 30" or more
  - 33 Sits alone steadily
  - 39 Good coordination

FRS-1151-2 INFANT MOTOR SCALE - R. BAYLEY SECTION I  
 2-60 INDIVIDUAL RECORD

*prelim  
see rec. 7-60*

INSTRUCTIONS: See Manual for scoring symbols. Ratings in the left column MUST BE checked in the appropriate ballot box when test is finished.

NAME	DATE OF BIRTH	AGE	SEX	DATE OF TEST	EXAMINED BY
ITEM NO.	1950 CLASS. A TYPE SCORES	ITEM NAME	SITUATED	DESCRIPTION & RESPONSE	SITUATION CODES
MONTH 7					
29	27	MOVES CRIB <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT			F. Pallet Behavior
30		SCOOPS PELLET a. Attempts <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT b. Secures <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	7		30 Scoops a Attempts b Secures 34 Partial prehension 37 Fine prehension
MONTH 8					
31	28	ROLLS FROM BACK TO STOMACH <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	8		Play Pen, Crib, or Floor
33		COMPLETE TRANS OPPOSITION (CUBE) (RADIAL DIGITAL) <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	8		39 Raises self to sitting position 40 Early stepping movements 42 Stands up by furniture 43 Stepping movements 44 Walks with help 45 Sits down 46 Stands alone 47 Walks alone
33	30	SITS ALONE, STABLY <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	8		
34	31	PARTIAL TRANS PREHENSION (KINDLER PLATE) <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	8		
MONTH 9					
35	32	SITS ALONE WITH GOOD COORDINATION <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	8		
36	33	PROGALTING PROGRESSION <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT			
37	34	FINE PREHENSION WITH PELLET (Keele plate) <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	9		
38		WHEELING WHEEL SKILL (a) PAY-A-CAR <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT b. COMBINES OBJECTS (cubes or spheres) <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT			
38	35	RAISES SELF TO SITTING POSITION <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	8'		
MONTHS 10 and 11					
39	36	EARLY STEPPING MOVEMENTS <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	8		
41	37	ROLLS TO STANDING POSITION <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	8		
41	38	STANDS UP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	8'		
43	39	STEPPING MOVEMENTS <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	8		
MONTHS 12 and 13					
44	40	WALKS WITH HELP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT	8		
45	41	SITS DOWN <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT			
46	42	STANDS ALONE <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT			
47	43	WALKS ALONE <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> SPT			

PFC-1131-J DEWITT MOTOR SCALE - W. BAILEY SECTION 11  
 1-60 INDIVIDUAL RECORD

INSTRUCTIONS: See Manual for scoring symbols. Ratings in the left column MUST BE checked in the appropriate ballot box when test is finished.

*print at 7-60*

NAME \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_ TIME TEST BEGINS \_\_\_\_\_ CASE NO. \_\_\_\_\_

AT START: WALK/STAIRS  LIVELY  ANXIOUS  DROOPY  ASLEEP  AT FINISH:  LIVELY  ANXIOUS  DROOPY  ASLEEP  USUALLY:  LIVELY  ANXIOUS  DROOPY  ASLEEP

EXAMINED BY \_\_\_\_\_ DATE \_\_\_\_\_ TIME STARTED \_\_\_\_\_ TIME FINISHED \_\_\_\_\_

ITEM NO.	TYPE CLASSIFICATION	ITEM NAME	1950-1955	DESCRIPTION & RESPONSE	1950-1955	1950-1955
PARTS 14 to 18 SECTION 11						
48	48	WALKING I				I. WALKING
49	49	WALKS STRAIGHT				49 Walks straight
50	50	WALKS BACKWARD				50 Walks backward
PARTS 19 to 23						
51	51	STANDS ON RIGHT FOOT WITH HELP				J. STANDING ON ONE FOOT
52	52	STANDS ON LEFT FOOT WITH HELP				51 Stands right foot with help
53	53	WALKS UPSTAIRS WITH HELP				52 Stands left foot with help
54	54	WALKS DOWNSTAIRS WITH HELP				53 Stands left foot alone
55	55	WALKS UPSTAIRS ALONE				54 Stands right foot alone
56	56	WALKS DOWNSTAIRS ALONE				55 & 56 Stands right foot
PARTS 24 to 27						
57	57	WALKS TO STAIRS ON WALKING BOARD				57 Stands left foot
58	58	WALKS UPSTAIRS ALONE				Time
59	59	WALKS DOWNSTAIRS ALONE				Time
PARTS 28 to 30						
60	60	WALKS WITH ONE FOOT ON WALKING BOARD				K. UP & DOWN STAIRS
61	61	JUMPS OFF BOARD, BOTH FEET				60 Up stairs with help
62	62	STANDS ON LEFT FOOT ALONE				61 Down stairs with help
63	63	STANDS ON RIGHT FOOT ALONE				62 Up stairs alone: same time
PARTS 31 to 33						
64	64	WALKS ON STAIRS				63 Down stairs alone: same time
65	65	STANDS ON WALKING BOARD WITH BOTH FEET				64 Up stairs alone: alternate
66	66	WALKS ON LINE, ORIGINAL POSITION				65 Down stairs alone: alternate
67	67	JUMPS FROM BOARD				Time
PARTS 34 to 36						
68	68	WALKING BOARD				L. WALKING BOARD
69	69	WALKS TO STAIRS				68 Try to stand on
70	70	WALKS UPSTAIRS				69 Walk one foot on
71	71	WALKS DOWNSTAIRS				64 Stands on both feet
72	72	JUMPS FROM BOARD				65 1/2-2/3 Stop
73	73	JUMPS FROM HEIGHT OF 30 CM				66 Alternate part way
74	74	WALKS UPSTAIRS				67 & 72 Alternate full length
75	75	WALKS DOWNSTAIRS				Time
PARTS 37 to 41						
76	76	JUMPS FROM HEIGHT OF 30 CM				M & N. JUMPING FROM FLOOR
77	77	WALKS UPSTAIRS				76 Jump off floor: both feet
78	78	WALKS DOWNSTAIRS				77 Over rope, below 20 cm
79	79	JUMPS FROM BOARD				78 Over rope, 20 cm
80	80	JUMPS FROM BOARD				79 & 80 High jump: height cleared
PARTS 42 to 44						
81	81	WALKING TIPPET				O. WALKING TIPPET
82	82	WALKS UPSTAIRS				81 Tiptoes a few steps
83	83	WALKS DOWNSTAIRS				82 Three steps

FD-1131-2 INFANT MOTOR SCALE - S. BAILEY SECTION II  
 2-60 INDIVIDUAL RECORD

*gates*  
*all over 7-60*

INSTRUCTIONS: See Manual for scoring symbols. Ratings in the left column MUST BE checked in the appropriate bullet box when test is finished.

NAME \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_ DATE OF TEST \_\_\_\_\_ EXAMINED BY \_\_\_\_\_

ITEM NO.	730 CURRICULAR SCORES	DESCRIPTION	SITUATION	DESCRIPTION & RESPONSE	SITUATION SCORES
TOTTING 48 to 54					
78	74	STANDS TOE TO KNEE, 10-19" <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
79	75	KEPS ON RIGHT FOOT, LESS THAN TWO METERS <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
80	76	KEPS ON BOTH FEET, LESS THAN TWO METERS <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
81	77	JUMPS OVER ROPE 30 CM. HIGH <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
82	78	JUMPS TO STRIKE FROM 30 CM. HEIGHT <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
83	79	1. CATCHES BALL IN HAND <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT 2. TWO HANDS (for higher sweeping) <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT 3. ONE HAND (for higher sweeping) <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
84	80	KEPS ON LEFT FOOT, LESS THAN TWO METERS <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
85	81	STANDS TOE TO KNEE, 10-19" <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
86	82	WALKING SO. ALL. LENGTH 24" <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
87	83	HIGH JUMP, 10-20 CM. <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
88	84	WALKS A LINE, EYES CLOSED <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
89	85	STANDS ON RIGHT FOOT, 3 to 4" <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
TOTTING 54 to 60					
90	86	STANDS ON LEFT FOOT, 3 to 4" <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
91	87	KEPS ON RIGHT FOOT, 2 METERS <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
92	88	JUMP AND REACH, 8 to 9 CM. (2.5 - 3.5") <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
93	89	WALKING SO. LENGTH: 6 to 8" <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
94	90	KEPS ON RIGHT FOOT, 2 METERS (10 feet) <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
TOTTING 60 to 66					
95	91	HIGH JUMP 14 to 20 CM. (11.25 - 8") <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
96	92	KEPS ON LEFT FOOT, 2 METERS <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
97	93	STANDS ON ONE FOOT 20 to 24" <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		
98	94	KEPS ON LEFT FOOT, 2 METERS <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/> R <input type="checkbox"/> NPT	3		

- P. WALKS STRAIGHT LINE 3 METERS
  - 93 General direction \_\_\_\_\_
  - 94 Distance \_\_\_\_\_
  - 95 Knees feet on line \_\_\_\_\_
  - 96 Eyes closed \_\_\_\_\_
- 2. JUMPING FROM A HEIGHT
  - 96 Jump from chair \_\_\_\_\_
  - 97 From 30 cm. platform \_\_\_\_\_
  - 98 Distance Jump \_\_\_\_\_
  - 99 8 to 10 Distance \_\_\_\_\_
  - 92 Jump to 119 cm from 30 cm. height \_\_\_\_\_
- A. HOPPING
  - 79 Right foot, less than 2 meters \_\_\_\_\_
  - 84 Left foot, less than 2 meters \_\_\_\_\_
  - 91 Right foot, 2 meters \_\_\_\_\_
  - 92 Right foot, 3 meters \_\_\_\_\_
  - 86 Left foot, 2 meters \_\_\_\_\_
  - 98 Left foot, 3 meters \_\_\_\_\_
- 3. JUMP AND REACH
  - 92 Jump 8 to 9 cm. \_\_\_\_\_
  - Record height jumped \_\_\_\_\_
- 7. STANDS TOE TO KNEE
  - 87 Record time \_\_\_\_\_
- 9. CATCHES BALL
  - 83 a In two \_\_\_\_\_
  - b In two hands \_\_\_\_\_
  - c In one hand \_\_\_\_\_

PRETEST: ADDITIONAL OBSERVATIONS ON  
THE INFANT BEHAVIOR PROFILE

*prctd*

1. PATIENT IDENTIFICATION

*see CCLR-3151-7  
rev. 1-61*

HEARING:

- 2.  RESPONDS TO BELL
- 3.  RESPONDS TO BATTLE
- 4.  RESPONDS TO HIGH FREQUENCY CONSONANTS (SSS)
- 5.  RESPONDS TO LOW-FREQUENCY VOICES
- 6.  OTHER (DESCRIBE) \_\_\_\_\_

7. EYES:

- ADEQUATE  STRABISMUS
- NYSTAGMUS
- EPICANTHIC FOLD
- OTHER (DESCRIBE) \_\_\_\_\_

8. FACE:

- NO ABNORMALITY  HYPEREMBLE
- FISSURE-LINE
- ASYMMETRY
- OTHER (DESCRIBE) \_\_\_\_\_

3. MOUTH:

- NORMAL  LABIAL OR BUCCAL MOVEMENTS (DESCRIBE) \_\_\_\_\_
- EXCESSIVE SMOULON
- OTHER (DESCRIBE) \_\_\_\_\_

10. WRIST:

- ADEQUATE  STROOP
- TENDR
- WEAK, FLACCID

COMPARATIVE FUNCTION OF EXTREMITIES:

- 11. ARM AND HAND  NO DIFFERENCE  LEFT MORE ADEPT  RIGHT MORE ADEPT
- 12. LEG AND FOOT  NO DIFFERENCE  LEFT MORE ADEPT  RIGHT MORE ADEPT

13. MOBILITY:

- NO ABNORMALITY  DISCOORDINATED MOVEMENTS (DESCRIBE) \_\_\_\_\_
- TREMULOUSNESS WITH VOLUNTARY MOVEMENT
- OTHER (DESCRIBE) \_\_\_\_\_

*pre test*

14. PATIENT IDENTIFICATION

*see Col. - 3151-4  
rev. 1-61*

PRETEST: ADDITIONAL OBSERVATIONS ON  
THE INFANT BEHAVIOR PROFILE

STEREOTYPED BEHAVIOR:

	ABSENT	MILD	EXCESSIVE
15. Snapping	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
16. Frustration	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
17. Searing	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
18. Preoccupations with one toy	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
19. Inundation	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2

OBVIOUS DEFECTS OR ANOMALIES:

- |  |  |
|--|--|
| 20. <input type="checkbox"/> HYDROCEPHALUS                                   | 29. <input type="checkbox"/> EXCESSIVE HEIGHT                          |
| 21. <input type="checkbox"/> PROTOLOBIEM                                     | 30. <input type="checkbox"/> UNUSUAL SMALLNESS                         |
| 22. <input type="checkbox"/> ASYMMETRY OF THE SKULL                          | 31. <input type="checkbox"/> DISPROPORTIONS AMONG BODY PARTS           |
| 23. <input type="checkbox"/> ABNORMALITIES OF EARS OR EYELIDS                | 32. <input type="checkbox"/> UNUSUAL COLORATION OR PIGMENTATION        |
| 24. <input type="checkbox"/> DEFORMITIES OF THUMB, FINGER OR ANY EXTREMITIES | 33. <input type="checkbox"/> ECZEMA OR OTHER SKIN RASHES               |
| 25. <input type="checkbox"/> EXTREME ELONGATION OF FINGERS                   | 34. <input type="checkbox"/> UNUSUAL HAIR DISTRIBUTION OR LACK OF HAIR |
| 26. <input type="checkbox"/> UNUSUALLY SHORT, STUBBY FINGERS                 | 35. <input type="checkbox"/> SCARRING                                  |
| 27. <input type="checkbox"/> SUPERNUMERARY DIGITS                            | 36. <input type="checkbox"/> OTHER (DESCRIBE) _____                    |
| 28. <input type="checkbox"/> OBESITY   |  |

37. COMMENTS: <sup>⊙</sup>

PHS-3101-4  
REV. 7-60

PRETEST: PATERNAL BEHAVIOR IN TESTING SITUATION

*John*

1. PATIENT IDENTIFICATION

*see activity journal  
COUNCIL-2/5/61  
1/1-61*

2. BAYER	3. BATE		4. BIRTHDATE (CHILD)	
	MO	DAY YEAR	MO	DAY YEAR

5. EXPRESSION OF AFFECTION (BEHAVIOR)

GOOD  1       2       3       4       5      POOR-UNCONSTRUCTIVE

6. EXPRESSION OF AFFECTION (VERBAL)

POSITIVE  1       2       3       4       5      NEGATIVE

7. EVALUATION OF CHILD (WHAT MOTHER SAYS ABOUT CHILD)

CRITICAL  1       2       3       4       5      POSITIVE

8. PHYSICAL HANDLING OF CHILD (GENERAL)

GOOD  1       2       3       4       5      POORLY HANDLING

9. MANAGEMENT OF CHILD (DURING ACTUAL TESTING)

NO FACILITATION  1       2       3       4       5      INTERFERENCE

10. RESPONSIVENESS TO CHILD'S PHYSICAL NEEDS

UNRESPONSIVE  1       2       3       4       5      ADEQUATE

11. VERBALIZED ATTITUDE TOWARD CHILD'S TEST PERFORMANCE

DISAPPROVED  1       2       3       4       5      INTERESTED

12. MOTHER'S FOCUS OF ATTENTION DURING LEARNING

CHILD  1       2       3       4       5      SELF

13. CHILD'S APPEARANCE

CONSENT  1       2       3       4       5      DISSENT

14. REMARKS:





