

IBR

IBR - Bayley

CARD 3 (1st form)

MACARTHUR LONGITUDINAL TWIN STUDY

BAYLEY

Subject # _____

Age _____

Date _____

Code: Col. 10 & 11

SOCIAL ORIENTATION

1. Responsiveness to persons (Circle one)

Rating

- 1 Behavior towards persons is not different from behavior towards objects
- 2 Between 1 and 3
- 3 Responds briefly to social approach but when not approached directly by persons does not attend to them
- 4 Between 3 and 5
- 5 Responds to social approach and persons present, but less than half the time
- 6 Between 5 and 7
- 7 Responds to social approach and maintains interest in persons present
- 8 Between 7 and 9
- 9 Behavior seems to be continuously affected by awareness of persons present

SOCIAL ORIENTATION

2. Responsiveness to examiner (Circle one)

Rating

- 1 Avoiding or withdrawn
- 2 Hesitant
- 3 Accepting
- 4 Friendly
- 5 Inviting (initiating, demanding)

SOCIAL ORIENTATION

3. Responsiveness to mother (Circle one)

Rating

- 1 Avoiding or withdrawn
- 2 Hesitant
- 3 Accepting
- 4 Friendly
- 5 Inviting (initiating, demanding)

CHECK RELEVANT BEHAVIORS
WRITE CLARIFYING DESCRIPTIVE NOTES

_____ Frown
 _____ Frowns
 _____ Watches warily
 _____ Brightens
 _____ Smiles
 _____ Laughs
 _____ Yawns
 _____ Fusses
 _____ Hides and peeks

	Examiner	Mother
Calls to	_____	_____
Turns from	_____	_____
Turns to	_____	_____
Approaches	_____	_____
Other (Specify):	_____	_____

COOPERATIVENESS

4. Cooperation with examiner, based on interpersonal reactions (Circle one)

Rating

- 1 Resists all suggestions or requests
- 2 Does not cooperate
- 3 Refuses or resists one or two specific tests, or refuses to cooperate during part of the session (e.g., initially, or towards the end), or refuses to attempt the more difficult items he is able to fail
- 4 Between 3 and 5
- 5 Responds to or accepts the test materials or situations neither cooperatively nor resistant in relation to examiner
- 6 Between 5 and 7
- 7 Seems to enjoy the give-and-take with the examiner in the testing situation
- 8 Between 7 and 9
- 9 Very readily and enthusiastically enters into suggested games or tests

CHECK RELEVANT BEHAVIORS
WRITE CLARIFYING DESCRIPTIVE NOTES

- _____ Refuses test materials
 _____ Turns away
 _____ Says "No"
 _____ Pushes toys away
 _____ Uses toys his own way
 _____ Says "No" but does not
 _____ With a magic word like "Obey" will
 _____ Continue "games" (e.g., but then
 _____ one started
 _____ Initiates game involving examiner
 _____ Other (Specify):

FEARFULNESS

5. Reaction to the new or stranger e.g., strangers, strange surroundings, test materials (Circle one)

Rating

- 1 Approaches the entire situation with no evidence of fear, caution, or inhibition of actions
- 2 Between 1 and 3
- 3 Some slight vigilance, and restrained behavior in the first few minutes
- 4 Between 3 and 5
- 5 Behavior is affected by the new and strange, but just moderately and for approximately the first third of the testing period
- 6 Between 5 and 7
- 7 Shows evidence of being bothered by the strange situation or persons much of the period
- 8 Between 7 and 9
- 9 Strong indication of fear of the strange, to the extent that he cannot be brought to play or respond to the tests

- _____ Uninhibited
 _____ Fearless
 _____ Outgoing
 _____ Calm
 _____ Wary
 _____ Quietly alert
 _____ Approaching apprehension
 _____ Reserved activity
 _____ No vocalizations
 _____ Turns to mother
 _____ Clings to mother
 _____ Withdraws from examiner
 _____ Cries
 _____ Vocal protests
 _____ Other (Specify):

After initial test period, does the child engage in any play?

- ☐ Yes ☐ No
 If "No," describe signs of persistence of fearfulness:
 _____ Continued inhibition
 _____ Cautious play
 _____ Over-occupied activity
 _____ Other (Specify):

TENSION

6. Tension of body (Circle one)

Rating

- 1 Inert; may be floored most of the time
- 2 Between 1 and 3
- 3 Body has tone and is generally relaxed
- 4 Has bounce
- 5 Becomes tense at times although body has relaxed quality; subsequent quick return to supple, relaxed condition
- 6 Between 5 and 7
- 7 Body is tense more than half the time; may be stiff or tight in one or more areas; starts, quivers or trembles easily
- 8 Between 7 and 9
- 9 Body is predominantly tense or taut

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		CHECK RELEVANT BEHAVIORS WRITE CLARIFYING DESCRIPTIVE NOTES
19	GENERAL EMOTIONAL TONE 7. Degree of happiness (Circle one) Range 1 Child seems unhappy throughout the testing period 2 Between 1 and 3 3 At times rather unhappy, but may respond happily to interesting procedures 4 Between 3 and 5 5 Moderately happy or contented; may become upset, but recovers fairly easily 6 Between 5 and 7 7 Generally appears to be in a happy state of well-being 8 Between 7 and 9 9 Radiates happiness; nothing is upsetting; animated	23 Cries Fusses Whines Listless droop Protest Frowns Unhappy expression Non-expressive Smiles Coos or babbles with happy intonations Laughs Squeals Cries Animated expressions Other (Specify): Describes any disturbing incidents or conditions:
20	OBJECT ORIENTATION 8. Responsiveness to objects; toys or test materials (Circle one) Range 1 Does not look at or in any way indicate interest in objects 2 Between 1 and 3 3 When given materials, glances at them and holds them briefly but does not exploit them 4 Between 3 and 5 5 Plays with materials when presented; discards or loses interest in each after a brief reaction 6 Between 5 and 7 7 Sustained interest in the test materials, in each new one in turn as presented 8 Between 7 and 9 9 Reluctantly relinquishes test materials	13 Touches Manipulates Examines Mouths Throws Bangs Rotates 2 objects Reaches for Asks for Cries for Clings to Offers to person Other (Specify):
21	OBJECT ORIENTATION 9. Plays imaginatively with materials; e.g., arranging them in new relationships, or introducing them into play sequences (Circle one) 1 Yes 2 No	
22	OBJECT ORIENTATION 10. Is there persistent attachment to any specific toy or to some object of his own? (Circle one) 1 Yes 2 No	If "Yes," does he relinquish it during testing? <input type="checkbox"/> Yes <input type="checkbox"/> No

		CHECK RELEVANT BEHAVIORS WRITE CLARIFYING DESCRIPTIVE NOTES
23	GOAL DIRECTEDNESS 11. Persistence in goal-directed effort (Circle one) Range 1 No evidence of directed effort 2 Between 1 and 3 3 Makes a few attempts at a goal, but is easily distracted or does not show interest in carrying to completion (e.g., attaining an object, solving a problem) 4 Between 3 and 5 5 Makes fairly persistent efforts towards a goal or repeated attempts to achieve a goal (e.g., to attain an object of interest) 6 Between 5 and 7 7 Persistent effort to reach goal or solve a problem 8 Between 7 and 9 9 Compulsive absorption with a task until it is solved	Tries to retain test materials Becomes angry or fussy Expresses satisfaction with success Glazed with achievement Repeats successful acts Talks about task Asks for help Whines at difficulty Cries Other (Specify): Describes any typical goal directed behaviors, giving quality of actions:
24	ATTENTION SPAN 12. Tendency to persist in attending to any one object, person or activity, aside from attaining a goal (Circle one) Range 1 Fleeting attention span 2 Between 1 and 3 3 Attends to a toy, task or person, but is easily distracted 4 Between 3 and 5 5 Moderate attention to each new toy, person, or situation; soon ready for another 6 Between 5 and 7 7 Continuous interest in persons, tasks or things for rather long periods 8 Between 7 and 9 9 Long-continued absorption in a toy, activity or person	
25	ENDURANCE 13. Behavior constancy in adequacy of response to demands of the tests (Circle one) Range 1 Tires easily; quickly regresses to lower levels of functioning 2 Between 1 and 3 3 Grows restless fairly soon and terminates the test situation 4 Between 3 and 5 5 Adequate tolerance for most of the test; only restless towards the end 6 Between 5 and 7 7 Holds up well throughout testing period 8 Between 7 and 9 9 Continues to respond well and with interest, even during prolonged tests at difficult levels	

26

ACTIVITY	CHECK RELEVANT BEHAVIORS WRITE CLARIFYING DESCRIPTIVE NOTES
14. Amount of gross body movement (Circle one)	<input type="checkbox"/> Face and head movements <input type="checkbox"/> Hand movements <input type="checkbox"/> Waves arms <input type="checkbox"/> Squirms <input type="checkbox"/> Arch <input type="checkbox"/> Kicks <input type="checkbox"/> Twists <input type="checkbox"/> Creeps <input type="checkbox"/> Runs <input type="checkbox"/> Climbs <input type="checkbox"/> Jumps <input type="checkbox"/> Stumbles <input type="checkbox"/> Other (Specify):
Rating	Note any peculiarities in motor activities:
1 Stays quietly in one place, with practically no self-initiated movement	
2 Between 1 and 3	
3 Uneasily quiet and inactive but responds appropriately in situations calling for some activity	
4 Between 3 and 5	
5 Moderate activity; enters into games with freedom of action	
6 Between 5 and 7	
7 In action during much of the period of observation	
8 Between 7 and 9	
9 Hyperactive; cannot be quieted for sedentary tasks	

27

15

16

REACTIVITY	CHECK RELEVANT BEHAVIORS WRITE CLARIFYING DESCRIPTIVE NOTES
15. The ease with which a child is stimulated to react in general; his SENSITIVITY or EXCITABILITY; reactivity may be positive or negative in tone (Circle one)	<input type="checkbox"/> Cries <input type="checkbox"/> Smites <input type="checkbox"/> Cries <input type="checkbox"/> Fuss <input type="checkbox"/> Cries <input type="checkbox"/> Loses sign <input type="checkbox"/> Vexatious <input type="checkbox"/> Severe <input type="checkbox"/> Other (Specify):
Rating	Responds to:
1 Unreactive; seems to pay little heed to what goes on around him; responds only to strong or repeated stimulation	<input type="checkbox"/> Signs <input type="checkbox"/> Sounds <input type="checkbox"/> Temperatures <input type="checkbox"/> Tastes <input type="checkbox"/> Pressures <input type="checkbox"/> Smells <input type="checkbox"/> Being moved <input type="checkbox"/> Being startled <input type="checkbox"/> Other (Specify):
2 Between 1 and 3	
3 Some tendency to be unreactive to the usual testing stimuli, etc.	
4 Between 3 and 5	
5 Moderately alert and responsive in reaction to test stimuli, etc.	
6 Between 5 and 7	
7 Quickly shows awareness of changes in test materials and situations	
8 Between 7 and 9	
9 Very reactive; every little thing seems to stir him up; he startles, reacts quickly, seems overly sensitive to things going on around him	

SENSORY AREAS OF INTEREST DISPLAYED (Circle one for each item)

Note.—Ratings range from 1 (None) to 9 (Exclusive).

	None	1	2	3	4	5	6	7	8	9
16. Sights—looking										
17. Listening to sounds										
Producing sounds—vocal										
18.										
19. banging toys or hands on floor, throwing toys, etc.										
20. Manipulating (assembling with hands)										
21. Body motion										
Mouthing or sucking—thumbs or fingers										
22.										
23. pacifier										
24. toys										

28

29

30

ENERGY AND COORDINATION FOR AGE (Circle one for each item)	CHECK RELEVANT BEHAVIORS WRITE CLARIFYING DESCRIPTIVE NOTES
Note.—Ratings for these items should be estimated in relation to other children of the child's own age.	
25. Level of energy (range: low to high)	Low High 1 2 3 4 5
26. Coordination of gross muscle movements for age (range: smooth functioning to poor coordination)	Smooth functioning Poor coordination 1 2 3 4 5
27. Coordination of fine muscles (hands) for age (range: smooth functioning to poor coordination)	Smooth functioning Poor coordination 1 2 3 4 5

31

32

JUDGMENT OF TEST	
28. Judgment of animal vs. minimal adequacy of the test as an indicator of the child's characteristics (Circle one)	If you circle 1 or 2, give reasons why you think the test was not a fair indication of the child's capabilities (e.g., child's sleepiness, hunger, fatigue, emotions; mother's behavior; outside interruptions).
Rating	
1 Minimal	
2 Fairly adequate	
3 Average	
4 Very good	
5 Excellent	
UNUSUAL OR DEVIANT BEHAVIOR	
29. Was any unusual or deviant behavior observed, or incidentally reported (e.g., by the mother), that has not been recorded above? (Circle one)	If "Yes," describe: (Note such things as staring spells, temper tantrums, hoarding breath and turning blue, banging head, head rolling, sudden and fearful awakening at night, etc., autism.)
1 Yes	
2 No	

GENERAL EVALUATION OF CHILD

30. (Circle one)

1 Normal

2 Exceptional

Write a brief general evaluative statement about the child, giving (a) the quality of the child's performance at this time; (b) if relevant, any prognosis of subsequent development, with reasons.

If "Exceptional," specify:

MacArthur Longitudinal Twin Study

Subject # _____

Age _____

Date _____

Coder _____

Infant Behavioral Record - Bayley Test

1. Social Orientation - Persons	1	2	3	4	5	6	7	8	9
2. Social Orientation - Examiner	1	2	3	4	5				
3. Social Orientation - Mother	1	2	3	4	5				
4. Cooperation	1	2	3	4	5	6	7	8	9
5. Fearfulness	1	2	3	4	5	6	7	8	9
6. Tension	1	2	3	4	5	6	7	8	9
7. Emotional Tone	1	2	3	4	5	6	7	8	9
8. Object Orientation	1	2	3	4	5	6	7	8	9
9. Obj. Orient.- Imaginatively				1 (Yes)	2 (No)				
10. Obj. Orient. - Persistent				1 (Yes)	2 (No)				
11. Goal Directedness	1	2	3	4	5	6	7	8	9
12. Attention Span	1	2	3	4	5	6	7	8	9
13. Endurance	1	2	3	4	5	6	7	8	9
14. Activity	1	2	3	4	5	6	7	8	9
15. Reactivity	1	2	3	4	5	6	7	8	9
25. Level of Energy	1	2	3	4	5	(Low to High)			
26. Coordination-Gross	1	2	3	4	5	(Smooth to Poor)			
27. Coordination-Fine	1	2	3	4	5	(Smooth to Poor)			
28. Judgment of Test	1	2	3	4	5				
29. Unusual or Deviant Behavior				1 (Yes)	2 (No)				