

Vineland-3

Vineland Adaptive Behavior Scales™—Third Edition

Domain-Level Parent/Caregiver Form

Separate the outside pages (pages 1–2 and 15–16 containing the Scoring Criteria) from the rest of the booklet by gently pulling them off at the staples.

PEARSON

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 **PsychCorp**

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SCORING CRITERIA

COMMUNICATION

8. He/she does not have to say the words perfectly.
9. He/she does not have to say the names perfectly.
- 10, 11. If he/she sometimes does it without reminders but sometimes needs reminders, score 1.
16. The story might be from a fairy tale, a book, or a movie.
17. If he/she sometimes does it without reminders but sometimes needs reminders, score 1.
19. It's OK if he/she writes some letters backwards.
22. Examples of informational talks are school and community lectures, educational TV shows and videos, religious sermons, and meetings.
23. His/her sentences do not have to be perfect.
24. If he/she does not write alphabet letters, score 0.
25. If he/she sometimes does it without reminders but sometimes needs reminders, score 1.
26. He/she may make small spelling errors.
30. Examples of informational talks are school and community lectures, educational TV shows and videos, religious sermons, and meetings.
32. If he/she sometimes does it without reminders but sometimes needs reminders, score 1.
35. The instructions must be accurate.
36. If he/she sometimes does it without help but sometimes needs help, score 1.
37. If he/she sometimes does it without reminders but sometimes needs reminders, score 1.
- 38, 40. If he/she sometimes does it without help but sometimes needs help, score 1.

DAILY LIVING

1. Score 2 if he/she does not have accidents during the day. Score 1 if he/she has some accidents during the day. Score 0 if he/she has many accidents during the day.
4. If he/she sometimes does it without help or reminders but sometimes needs help or reminders, score 1.
5. If he/she sometimes does it without reminders but sometimes needs reminders, score 1.
6. If he/she sometimes does it without help but sometimes needs help, score 1.
7. If he/she has to be reminded, or does not know about being burned, score 0.
8. If he/she sometimes does it without help or reminders but sometimes needs help or reminders, score 1.
9. If he/she sometimes does it without reminders but sometimes needs reminders, score 1.
10. Score 2 if he/she does not have accidents during the day or at night. Score 1 if he/she has some accidents during the day or at night. Score 0 if he/she has many accidents during the day or at night.

11. If he/she sometimes does all of the steps without help but sometimes needs help, score 1.
- 12, 13. If he/she sometimes does it without help but sometimes needs help, score 1.
14. If he/she has to be reminded, or never uses sharp objects, score 0.
15. Neighborhood streets count. If he/she does not cross streets roads on his/her own, or if he/she has to be reminded to look both ways, score 0.
16. If he/she sometimes does it without help or reminders but sometimes needs help or reminders, score 1.
19. Score based on how often he/she does this *when needed*: usually (2), sometimes (1), or never (0). Doing it with help does not count. If he/she is never expected to make food, score 0.
20. If he/she sometimes does it without help but sometimes needs help, score 1.
22. If he/she sometimes does it without being reminded or told but sometimes needs to be reminded or told, score 1.
23. If he/she sometimes does it without help or reminders but sometimes needs help or reminders, score 1.
24. If he/she sometimes does it without help but sometimes needs help, score 1.
- 25, 27. If he/she sometimes does it without reminders but sometimes needs reminders, score 1.
28. If he/she sometimes does it without help but sometimes needs help, score 1.
29. If he/she sometimes does it without reminders but sometimes needs reminders, score 1.
30. Score based on how often he/she does this *when needed*: usually (2), sometimes (1), or never (0). If he/she needs help or has to be reminded, it does not count. If he/she is never expected to use household products, score 0.
31. Score based on how often he/she does this *when needed*: usually (2), sometimes (1), or never (0). If he/she needs help or has to be reminded, it does not count. If he/she is never expected to wash dishes, score 0.
32. If he/she has to be reminded, it does not count. If he/she is expected to do this on his/her own, score 0.
33. If he/she sometimes does it without help but sometimes needs help, score 1.
37. Score based on how often he/she does this *when needed*: usually (2), sometimes (1), or never (0). Doing it with help does not count. If he/she is never expected to cook, score 0.
38. Score based on how often he/she does this *when needed*: usually (2), sometimes (1), or never (0). If he/she needs help or has to be reminded, it does not count. If he/she is never expected to clean a bathroom, score 0.
39. If he/she sometimes does it without help but sometimes needs help, score 1.

Name of the Person You Are Describing: _____ Today's Date: _____
(first, middle, last) (month, day, year)

The Person You Are Describing is a: Female Male Person's Age: _____ Person's Birth Date: _____
(month, day, year)

Your Name: _____ Your Relationship to the Person: Mother Father Other _____

DIRECTIONS

This form asks about the adaptive behaviors of the child or adult on whom you are reporting. Adaptive behaviors are the day-to-day things that people do to communicate, take care of themselves, and get along with others.

Here is a sample item from the section called Daily Living:

DAILY LIVING

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

4. Wipes or cleans his/her face and his/her hands when eating something messy.

2	1	0	<input type="checkbox"/>
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Check if Est.

Read each item and choose the score that best describes what the person does *on his/her own, without needing help or reminders*.

SCORING

Score each item 2, 1, or 0 as follows:

2 = Usually or Often. Circle 2 if the person *usually or often* performs the behavior without help or reminders. (Or if he/she has outgrown the behavior—see below.)

1 = Sometimes. Circle 1 if the person *sometimes* performs the behavior without help or reminders.

0 = Never. Circle 0 if the person *never* performs the behavior, or never performs it without help or reminders. Some reasons why you might give a score of 0 are:

- The person has not learned the behavior.
- The person is not physically able to perform the behavior.
- The person is not expected or allowed to perform the behavior.
- The person can perform the behavior, but chooses not to.

If you are not sure how often the person performs a behavior, make your best guess. In addition to circling the item score, also check the box to the right of the item score in the column labeled Check if Est. (Est stands for Estimated.)

If the person performed a behavior when he/she was younger, but has now outgrown it, score 2. **Do not check the Estimated box.**

Some items include a Scoring Tip, shown in gray underneath the item text, and marked by the symbol ☒. Use the tips to help you score those items. For example, some items have a Scoring Tip that tells you to use a different way of scoring: 2 = Yes, 0 = No.

The pull-off pages labeled Scoring Criteria have more information about scoring some of the items.

WHICH ITEMS TO ANSWER

The person who gave you this form may have crossed out one or more sections. Just skip any crossed-out sections. You must complete all of the sections that are not crossed out, and you must answer **every** item in those sections. Remember, if you are not sure about an answer, make your best guess and check the Estimated box.

1. Knows how to say more than one of something. Examples: "Two <i>cats</i> ," "More <i>crackers</i> ," "Those <i>flowers</i> ."	2	1	0	<input type="checkbox"/>
2. Uses <i>and</i> in sentences. Examples: "Mom and Dad are here," "I want ice cream and cake."	2	1	0	<input type="checkbox"/>
3. Follows "if-then" directions. Examples: "If you're thirsty, then get a drink"; "If you are cold, then get a sweatshirt."	2	1	0	<input type="checkbox"/>
4. Answers questions that use <i>when</i> . Example: You ask "When do you eat breakfast?" He/she says "In the morning."	2	1	0	<input type="checkbox"/>
5. Pays attention to a story for at least 15 minutes. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown listening to stories.	2	1	0	<input type="checkbox"/>
6. Answers questions that use <i>why</i> . Example: You ask "Why are you crying?" He/she says "My toy broke."	2	1	0	<input type="checkbox"/>
7. Makes at least three more advanced gestures such as these: (1) Motioning <i>come here</i> with the hand, (2) Putting a finger over lips to mean <i>be quiet</i> , (3) Holding hands apart to show <i>this big</i> , (4) Shrugging shoulders to mean <i>I don't know</i> .	2	1	0	<input type="checkbox"/>
8. Uses adjectives to describe things. Examples: "Pretty picture," "Big doggie."	2	1	0	<input type="checkbox"/>
9. Says both his/her first name and last name when you ask.	2	1	0	<input type="checkbox"/>
10. Follows directions to do the same thing to two different objects. Examples: "Bring me the crayons and the ball," "Put on your shirt and your shoes."	2	1	0	<input type="checkbox"/>
11. Follows directions to do two things that do not go together. Example: "Turn off the TV and get my keys."	2	1	0	<input type="checkbox"/>
12. Uses all pronouns (words that refer to himself/herself and others) correctly. Examples: <i>I, she, us, them, your, our, their</i> .	2	1	0	<input type="checkbox"/>
13. Uses two-part sentences joined by <i>and</i> or <i>but</i> . Examples: "She asked me, and I told her no"; "Jerome wanted to go, but I didn't."	2	1	0	<input type="checkbox"/>
14. Knows how to say that something happened in the past. Examples: "I <i>walked</i> to the store," "Molly <i>baked</i> a cake."	2	1	0	<input type="checkbox"/>
15. Knows left and right on his/her body.	2	1	0	<input type="checkbox"/>
16. Tells the basic parts of a well-known story: The characters, what happens, how it ends, etc.	2	1	0	<input type="checkbox"/>
17. Follows three-step directions. Example: "Get dressed, eat breakfast, and brush your teeth."	2	1	0	<input type="checkbox"/>
18. Tells about his/her everyday events in detail. Example: When you ask what happened at a friend's house today.	2	1	0	<input type="checkbox"/>
19. Copies his/her own first name without mistakes. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
20. Follows directions involving left and right. Examples: "Go to the left," "Look to the right."	2	1	0	<input type="checkbox"/>
21. Says something in a different way if needed to help someone understand what he/she means.	2	1	0	<input type="checkbox"/>
22. Pays attention to a 15-minute informational talk and understands what is being said.	2	1	0	<input type="checkbox"/>
23. Writes simple sentences of three or more words.	2	1	0	<input type="checkbox"/>
24. Writes alphabet letters correctly, not backwards or upside down.	2	1	0	<input type="checkbox"/>
25. When told to do something a little later, remembers to do it. Example: "When your show is over, put your dishes in the sink."	2	1	0	<input type="checkbox"/>
26. Writes at least 10 words from memory. Examples: HAT, BALL, THE. <input checked="" type="checkbox"/> Score 2 for Yes or 0 for No.	2		0	<input type="checkbox"/>
27. Understands what people really mean when they are being sarcastic. Example: Knows when "That's just great!" really means "That's awful!"	2	1	0	<input type="checkbox"/>
28. Reads simple sentences of three or more words out loud.	2	1	0	<input type="checkbox"/>
29. Understands alphabetical order. Examples: Finds a name in an address book or list of phone numbers, finds a word in a dictionary.	2	1	0	<input type="checkbox"/>

COMMUNICATION

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

1. Knows how to say more than one of something. Examples: "Two cats," "More crackers," "Those flowers."	2	1	0	<input type="checkbox"/>
2. Uses <i>and</i> in sentences. Examples: "Mom and Dad are here," "I want ice cream and cake."	2	1	0	<input type="checkbox"/>
3. Follows "if-then" directions. Examples: "If you're thirsty, then get a drink"; "If you are cold, then get a sweatshirt."	2	1	0	<input type="checkbox"/>
4. Answers questions that use <i>when</i> . Example: You ask "When do you eat breakfast?" He/she says "In the morning."	2	1	0	<input type="checkbox"/>
5. Pays attention to a story for at least 15 minutes. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown listening to stories.	2	1	0	<input type="checkbox"/>
6. Answers questions that use <i>why</i> . Example: You ask "Why are you crying?" He/she says "My toy broke."	2	1	0	<input type="checkbox"/>
7. Makes at least three more advanced gestures such as these: (1) Motioning <i>come here</i> with the hand, (2) Putting a finger over lips to mean <i>be quiet</i> , (3) Holding hands apart to show <i>this big</i> , (4) Shrugging shoulders to mean <i>I don't know</i> .	2	1	0	<input type="checkbox"/>
8. Uses adjectives to describe things. Examples: "Pretty picture," "Big doggie."	2	1	0	<input type="checkbox"/>
9. Says both his/her first name and last name when you ask.	2	1	0	<input type="checkbox"/>
10. Follows directions to do the same thing to two different objects. Examples: "Bring me the crayons and the ball," "Put on your shirt and your shoes."	2	1	0	<input type="checkbox"/>
11. Follows directions to do two things that do not go together. Example: "Turn off the TV and get my keys."	2	1	0	<input type="checkbox"/>
12. Uses all pronouns (words that refer to himself/herself and others) correctly. Examples: <i>I, she, us, them, your, our, their</i> .	2	1	0	<input type="checkbox"/>
13. Uses two-part sentences joined by <i>and</i> or <i>but</i> . Examples: "She asked me, and I told her no"; "Jerome wanted to go, but I didn't."	2	1	0	<input type="checkbox"/>
14. Knows how to say that something happened in the past. Examples: "I walked to the store," "Molly baked a cake."	2	1	0	<input type="checkbox"/>
15. Knows left and right on his/her body.	2	1	0	<input type="checkbox"/>
16. Tells the basic parts of a well-known story: The characters, what happens, how it ends, etc.	2	1	0	<input type="checkbox"/>
17. Follows three-step directions. Example: "Get dressed, eat breakfast, and brush your teeth."	2	1	0	<input type="checkbox"/>
18. Tells about his/her everyday events in detail. Example: When you ask what happened at a friend's house today.	2	1	0	<input type="checkbox"/>
19. Copies his/her own first name without mistakes. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
20. Follows directions involving left and right. Examples: "Go to the left," "Look to the right."	2	1	0	<input type="checkbox"/>
21. Says something in a different way if needed to help someone understand what he/she means.	2	1	0	<input type="checkbox"/>
22. Pays attention to a 15-minute informational talk and understands what is being said.	2	1	0	<input type="checkbox"/>
23. Writes simple sentences of three or more words.	2	1	0	<input type="checkbox"/>
24. Writes alphabet letters correctly, not backwards or upside down.	2	1	0	<input type="checkbox"/>
25. When told to do something a little later, remembers to do it. Example: "When your show is over, put your dishes in the sink."	2	1	0	<input type="checkbox"/>
26. Writes at least 10 words from memory. Examples: HAT, BALL, THE. <input checked="" type="checkbox"/> Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>
27. Understands what people really mean when they are being sarcastic. Example: Knows when "That's just great!" really means "That's awful!"	2	1	0	<input type="checkbox"/>
28. Reads simple sentences of three or more words out loud.	2	1	0	<input type="checkbox"/>
29. Understands alphabetical order. Examples: Finds a name in an address book or list of phone numbers, finds a word in a dictionary.	2	1	0	<input type="checkbox"/>

COMMUNICATION

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check
if
Est

30. Pays attention to a 30-minute informational talk and understands what is being said.	2	1	0	<input type="checkbox"/>
31. Says his/her complete home address correctly when you ask. Must include city and state.	2	1	0	<input type="checkbox"/>
32. When told to do something much later that day, remembers to do it. Example: "When you get home from school, let the dog out."	2	1	0	<input type="checkbox"/>
33. Reads at a second-grade level or higher. <input checked="" type="checkbox"/> Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>
34. Gives complex directions with three or more steps. Examples: "Go to the end of this street, turn right, and go half a block until you see the two-story white building"; "First cook the noodles, then toss them in a pan with the sauce, and then put the crumbs on top and bake for 10 minutes."	2	1	0	<input type="checkbox"/>
35. Writes or draws instructions for others. Examples: How to do something, how to get somewhere.	2	1	0	<input type="checkbox"/>
36. Uses the Internet or a library to find information for writing a paper or completing a job assignment.	2	1	0	<input type="checkbox"/>
37. Checks and corrects his/her written work before handing it in. Example: Checks spelling using computer. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but now does not need to hand in written work.	2	1	0	<input type="checkbox"/>
38. Fills out paper or electronic forms of one page or less. Example: Forms for school or work.	2	1	0	<input type="checkbox"/>
39. Reads at a sixth-grade level or higher. <input checked="" type="checkbox"/> Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>
40. Writes papers that are at least three pages long. Must use his/her own words and not copy. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but now does not need to write papers.	2	1	0	<input type="checkbox"/>

Office Use Only

No. of Est

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40 × 100 =

% Est

COM Raw Score

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

1. Uses the toilet during the day. May need help, but must know when he/she needs to go.	2	1	0	<input type="checkbox"/>
2. Counts at least 10 objects, one by one.	2	1	0	<input type="checkbox"/>
3. Understands that money is used to buy things. Does not have to actually use money himself/herself.	2	1	0	<input type="checkbox"/>
4. Wipes or cleans his/her face and his/her hands when eating something messy.	2	1	0	<input type="checkbox"/>
5. Stays near you in public places. Being carried, pushed in a stroller, etc. does not count. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
6. Puts on pullover clothing. Examples: T-shirt, sweatshirt, dress.	2	1	0	<input type="checkbox"/>
7. Is careful around things that could burn him/her. Examples: Stove, oven, fire.	2	1	0	<input type="checkbox"/>
8. Puts clothing on with the right side forward and correct side out.	2	1	0	<input type="checkbox"/>
9. Understands car passenger safety rules and follows them. Examples: Keeps his/her seat belt on, does not distract the driver.	2	1	0	<input type="checkbox"/>
10. Uses the toilet during the day and at night without help. Must wipe, flush, and wash hands by himself/herself.	2	1	0	<input type="checkbox"/>
11. Brushes his/her teeth. Must put toothpaste on toothbrush, brush well, and rinse.	2	1	0	<input type="checkbox"/>
12. Buttons large buttons in the correct holes. Example: Coat buttons.	2	1	0	<input type="checkbox"/>
13. Turns faucets on and adjusts the water temperature.	2	1	0	<input type="checkbox"/>
14. Is careful when using sharp objects. Examples: Knives, scissors.	2	1	0	<input type="checkbox"/>
15. Looks both ways when crossing streets or roads.	2	1	0	<input type="checkbox"/>
16. Wipes up his/her own spills.	2	1	0	<input type="checkbox"/>
17. Knows which foods are healthy and unhealthy.	2	1	0	<input type="checkbox"/>
18. Knows what to do in dangerous situations. Examples: When to get help, when to call 911, how to get away from danger.	2	1	0	<input type="checkbox"/>
19. Makes a simple snack or meal. Examples: Sandwich, cheese and crackers, microwave foods.	2	1	0	<input type="checkbox"/>
20. Calls others using a phone, computer, or other electronic device.	2	1	0	<input type="checkbox"/>
21. Finds a date on a calendar when you ask. Examples: Today's date, his/her birthday.	2	1	0	<input type="checkbox"/>
22. Acts safely when working and/or having fun. Examples: Wears safety equipment, is careful when operating tools and machinery.	2	1	0	<input type="checkbox"/>
23. Puts his/her clean clothes away where they belong. Examples: In drawers or closet, on hooks.	2	1	0	<input type="checkbox"/>
24. Uses at least two simple kitchen appliances. Examples: Toaster, microwave, electric can opener.	2	1	0	<input type="checkbox"/>
25. Washes fruits and vegetables before eating or cooking them.	2	1	0	<input type="checkbox"/>
26. Chooses to exercise for health or enjoyment.	2	1	0	<input type="checkbox"/>
27. Plans for changes in weather by taking along an umbrella, a sweater, etc.	2	1	0	<input type="checkbox"/>
28. Uses technology for at least two kinds of tasks. Examples: Writing school papers or business documents, email for school or work, organizing information, finding information on the Internet.	2	1	0	<input type="checkbox"/>
29. Keeps money, phone, etc. secure when away from home. Examples: When shopping, eating out, traveling.	2	1	0	<input type="checkbox"/>
30. Uses household products correctly. Examples: Laundry detergent, furniture polish, glass cleaner.	2	1	0	<input type="checkbox"/>
31. Washes dishes. May wash by hand or use the dishwasher.	2	1	0	<input type="checkbox"/>
32. Secures the home when he/she leaves. Examples: Locks doors, closes windows, turns on alarm.	2	1	0	<input type="checkbox"/>

DAILY LIVING

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

33. Cuts harder-to-cut food with a sharp knife. Examples: Meat, raw vegetables.	2	1	0	<input type="checkbox"/>
34. Considers quality and price when deciding what to buy.	2	1	0	<input type="checkbox"/>
35. Understands the right to report a problem with a product, a service, his/her living situation, etc.	2	1	0	<input type="checkbox"/>
36. Sets a goal that can be done in six months or more and achieves it. Examples: Works and saves money to buy something expensive, gets in better physical shape.	2	1	0	<input type="checkbox"/>
37. Uses the stove or oven for cooking or baking. Must turn on and off by himself/herself.	2	1	0	<input type="checkbox"/>
38. Cleans bathroom: Toilet, sink, tub or shower, etc.	2	1	0	<input type="checkbox"/>
39. Takes his/her own temperature when needed.	2	1	0	<input type="checkbox"/>
40. Has worked to earn money outside the family. Examples: Babysitting or yard work for a neighbor, having a job.	2	0		<input type="checkbox"/>

Score 2 for Yes or 0 for No.

Office Use Only	No. of Est <input type="text"/>	$\div 40 \times 100 =$	<input type="text"/>	% Est	DLS Raw Score <input type="text"/>
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SOCIAL SKILLS AND RELATIONSHIPS

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check
if
Est

1. Says how family members are related to him/her. Examples: "That's my mom," "He's my brother."	2	1	0	<input type="checkbox"/>
2. Realizes when others are happy, sad, surprised, afraid, upset, etc.	2	1	0	<input type="checkbox"/>
3. Uses words to express his/her emotions. Examples: "I'm happy," "I'm scared," "I don't like him."	2	1	0	<input type="checkbox"/>
4. Has a best friend or a few good friends. <input checked="" type="checkbox"/> Score 2 for Yes or 0 for No.	2		0	<input type="checkbox"/>
5. Uses actions or words to show others that he/she feels happy for them, sad for them, or concerned about them. Examples: Hugs, holds hands, asks "Are you OK?"	2	1	0	<input type="checkbox"/>
6. Plays with one or more children for at least 30 minutes <i>with</i> someone older supervising. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
7. Shares his/her toys or other things when he/she is told to.	2	1	0	<input type="checkbox"/>
8. Changes easily from one activity to another. Example: Changes from playtime to bath time without getting upset.	2	1	0	<input type="checkbox"/>
9. Makes good eye contact when he/she interacts with people.	2	1	0	<input type="checkbox"/>
10. Would rather play with other children than watch them or play alone.	2	1	0	<input type="checkbox"/>
11. Plays simple make-believe games with other children. Examples: Playing "dress-up," pretending to be superheroes. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
12. Tries to make friends with others his/her age. Examples: Asks for a play date, asks to go somewhere with another child.	2	1	0	<input type="checkbox"/>
13. Apologizes after hurting someone's feelings, and means it.	2	1	0	<input type="checkbox"/>
14. Talks with the right loudness, speed, and level of excitement for the conversation.	2	1	0	<input type="checkbox"/>
15. Copies a child playing nearby, even though they are not playing together. Example: Sees another child stacking blocks and then begins to stack blocks. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
16. Takes turns without having to be asked while playing games or sports.	2	1	0	<input type="checkbox"/>
17. Uses words or gestures when he/she is upset instead of screaming, hitting, throwing something, etc.	2	1	0	<input type="checkbox"/>
18. Is willing to compromise to get along with others his/her age.	2	1	0	<input type="checkbox"/>
19. Does things to try to please others. Examples: Makes someone a card or gift, helps without being asked.	2	1	0	<input type="checkbox"/>
20. Moves easily from one topic to another in conversation when needed. Does not "get stuck" on one topic.	2	1	0	<input type="checkbox"/>
21. Shows good sportsmanship in games or sports: Plays fair, is not too aggressive, congratulates winning players, is not mean when he/she loses, etc.	2	1	0	<input type="checkbox"/>
22. Follows time limits given by a parent, grandparent, etc. Examples: How long he/she is allowed to watch TV, play a game, use the Internet, play outside. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
23. Is cautious when someone who he/she doesn't know well tries to get him/her to do something risky. May be in person or through the Internet. <input checked="" type="checkbox"/> If you do not know, guess a score. Also check the Estimated box.	2	1	0	<input type="checkbox"/>
24. Gets together with two or more others his/her age at someone's home.	2	1	0	<input type="checkbox"/>
25. Talks with others about things that they are interested in, even if he/she is not.	2	1	0	<input type="checkbox"/>
26. Realizes when someone needs something explained in order to follow what he/she is saying.	2	1	0	<input type="checkbox"/>
27. Stays out of a group when they let him/her know <i>without words</i> that he/she is not welcome. Example: Ignoring him/her.	2	1	0	<input type="checkbox"/>
28. Plays with others at board, card, or electronic games that need decisions and skill. Examples: Monopoly™, poker, Scrabble®, two-person video games.	2	1	0	<input type="checkbox"/>

SOCIAL SKILLS AND RELATIONSHIPS

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check
if
Est

29. Controls his/her anger or hurt feelings when he/she does not get his/her way. Example: Does not cry or get mad when not allowed to do something that he/she wants to.	2	1	0	<input type="checkbox"/>
30. Respects other people's time. Examples: Not keeping others waiting, not interrupting others who are busy.	2	1	0	<input type="checkbox"/>
31. Keeps others from controlling or taking advantage of him/her.	2	1	0	<input type="checkbox"/>
32. Does things that his/her friends want to do, even when he/she would rather do something else. <input type="checkbox"/> If you do not know, guess a score. Also check the Estimated box.	2	1	0	<input type="checkbox"/>
33. Thinks through the consequences of his/her actions before doing things.	2	1	0	<input type="checkbox"/>
34. Understands that a friendly acting person may actually want to take advantage of him/her.	2	1	0	<input type="checkbox"/>
35. Lets you know about his/her plans when he/she goes out. Example: Tells you or leaves you a message about where he/she is going and when he/she will be home. <input type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
36. Understands that some things conveyed in advertising might not be true.	2	1	0	<input type="checkbox"/>
37. Picks up hints in conversation. Examples: Knows that someone who yawns may be bored, that people may change the subject because they do not want to talk about something, that looking at the time may mean that the person needs to end the conversation.	2	1	0	<input type="checkbox"/>
38. Plans ahead on his/her own to do things with others his/her age. Examples: Plans to go to dinner with a friend on Thursday, plans to go to the movies with a group on the weekend.	2	1	0	<input type="checkbox"/>
39. Gets schedule information for movies, sports events, concerts, etc. Examples: Looks at a newspaper or on the Internet, phones a movie theater.	2	1	0	<input type="checkbox"/>
40. Goes places with others his/her age during the day without someone supervising. Examples: A shopping mall, park, community center.	2	1	0	<input type="checkbox"/>

Office Use Only

No. of Est

÷ 40 × 100 =

% Est

SOC Raw Score

PHYSICAL ACTIVITY

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check
if
Est

1. Unwraps small objects. Examples: A piece of candy or gum.	2	1	0	<input type="checkbox"/>
2. Walks down stairs, one foot on each step. May use railing.	2	1	0	<input type="checkbox"/>
3. Climbs a set of eight or more stairs at a normal pace. May use railing.	2	1	0	<input type="checkbox"/>
4. Runs smoothly, changing his/her speed and direction. Examples: Playing tag or sports, chasing a pet.	2	1	0	<input type="checkbox"/>
5. Jumps forward at least three times with both feet without falling.	2	1	0	<input type="checkbox"/>
6. Holds a crayon, pen, or pencil properly for writing or drawing. Does not hold with his/her fist.	2	1	0	<input type="checkbox"/>
7. Walks two or more blocks without needing rest or help.	2	1	0	<input type="checkbox"/>
8. Draws a circle by hand while looking at an example.	2	1	0	<input type="checkbox"/>
9. Pedals a tricycle or other vehicle with three wheels for at least 6 feet. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
10. Catches a beach ball-sized ball from at least 6 feet away. May catch with two hands or one.	2	1	0	<input type="checkbox"/>
11. Hops forward on one foot with ease without holding on.	2	1	0	<input type="checkbox"/>
12. Colors simple shapes or animals. Must color more inside the lines than outside. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown coloring.	2	1	0	<input type="checkbox"/>
13. Rides a balance bike or bicycle with training wheels for at least 10 feet. <input checked="" type="checkbox"/> Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
14. Draws more than one form that you can recognize. Examples: Person, house, tree.	2	1	0	<input type="checkbox"/>
15. Pours liquid from one container to another with little or no spilling. Example: Pouring milk or juice into a glass.	2	1	0	<input type="checkbox"/>
16. Catches a tennis- or baseball-sized ball from 2 or 3 feet away. May catch with two hands or one, but must catch away from the body instead of trapping the ball against the body.	2	1	0	<input type="checkbox"/>
17. Cuts out simple shapes. Examples: Circles, squares, rectangles.	2	1	0	<input type="checkbox"/>
18. Makes complex creations using building toys, assembly sets, arts and crafts materials, etc.	2	1	0	<input type="checkbox"/>
19. Draws a straight line using a ruler.	2	1	0	<input type="checkbox"/>
20. Catches a tennis- or baseball-sized ball from at least 10 feet away, moving to catch it if needed. May catch with two hands or one.	2	1	0	<input type="checkbox"/>
21. Ties a knot.	2	1	0	<input type="checkbox"/>
22. Cuts out complex shapes. Examples: Stars, animals, alphabet letters.	2	1	0	<input type="checkbox"/>
23. Works with very small objects. Examples: Setting hands on a watch, threading a sewing needle, gluing tiny model parts.	2	1	0	<input type="checkbox"/>
24. Rides a regular bicycle without training wheels without falling.	2	1	0	<input type="checkbox"/>
25. Ties a secure bow. Examples: Shoe laces, gift wrapping.	2	1	0	<input type="checkbox"/>

Office Use Only

No. of Est

÷ 25 × 100 =

% Est

MOT Raw Score

The final section asks about problem behaviors that the person may or may not show. The score choices for each item are slightly different:

2 = Often, 1 = Sometimes, 0 = Never

In the sections you have completed so far, a higher score means more *adaptive* behavior. In this section a higher score means more *problem* behavior.

PROBLEM BEHAVIORS

Section A

Response Options: 2 = Often, 1 = Sometimes, 0 = Never

Check
if
Est

1. Is overly needy or dependent. Examples: Insists on help even when he/she does not need it, clings to parent or teacher.	2	1	0	<input type="checkbox"/>
2. Has eating problems. Examples: Overeats, refuses to eat, will only eat one or two things, hoards food.	2	1	0	<input type="checkbox"/>
3. Has sleep problems. Examples: Walks in his/her sleep, has a lot of nightmares, sleeps way more or less than others his/her age.	2	1	0	<input type="checkbox"/>
4. Refuses to go to school or work, or has to come home, because of worrying, sadness, nervousness, etc.	2	1	0	<input type="checkbox"/>
5. Is extremely anxious or nervous.	2	1	0	<input type="checkbox"/>
6. Cries or is sad for no clear reason.	2	1	0	<input type="checkbox"/>
7. Avoids interacting with others (withdraws, prefers to be alone, etc.).	2	1	0	<input type="checkbox"/>
8. Lacks interest in doing things that he/she enjoys or used to enjoy.	2	1	0	<input type="checkbox"/>
9. Is extremely fearful of one or more common objects or situations. Examples: Heights, snakes, elevators.	2	1	0	<input type="checkbox"/>
10. Worries for no clear reason.	2	1	0	<input type="checkbox"/>
11. Is very irritable or moody.	2	1	0	<input type="checkbox"/>
12. Feels helpless or hopeless. Example: Says that things are bad and will never get better.	2	1	0	<input type="checkbox"/>
13. Complains of feeling sick, exhausted, or in pain, even though there is no medical reason.	2	1	0	<input type="checkbox"/>

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Section A Sum

Section B

Response Options: 2 = Often, 1 = Sometimes, 0 = Never

Check
if
Est

1. Has temper tantrums: Screams, cries, kicks, etc.	2	1	0	<input type="checkbox"/>
2. Disobeys those in authority.	2	1	0	<input type="checkbox"/>
3. Bullies others physically or with words.	2	1	0	<input type="checkbox"/>
4. Lies, cheats, or steals.	2	1	0	<input type="checkbox"/>
5. Is physically aggressive. Examples: Hits, kicks, bites.	2	1	0	<input type="checkbox"/>
6. Is stubborn or argues.	2	1	0	<input type="checkbox"/>
7. Is verbally abusive: Hurts others on purpose with insults, put-downs, etc.	2	1	0	<input type="checkbox"/>
8. Breaks rules or laws because of peer pressure.	2	1	0	<input type="checkbox"/>
9. Is much more active or restless than others his/her age. Examples: Moves all the time, cannot sit still, fidgets.	2	1	0	<input type="checkbox"/>
10. Takes or uses school or work property when not allowed. Examples: Books, office supplies.	2	1	0	<input type="checkbox"/>
11. Destroys his/her own or someone else's possessions on purpose.	2	1	0	<input type="checkbox"/>

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Section B Sum

Calculation of Examinee's Age		
Year	Month	Day
Test Date	<input type="text"/>	<input type="text"/>
Birth Date	<input type="text"/>	<input type="text"/>
Test Age	<input type="text"/>	<input type="text"/>

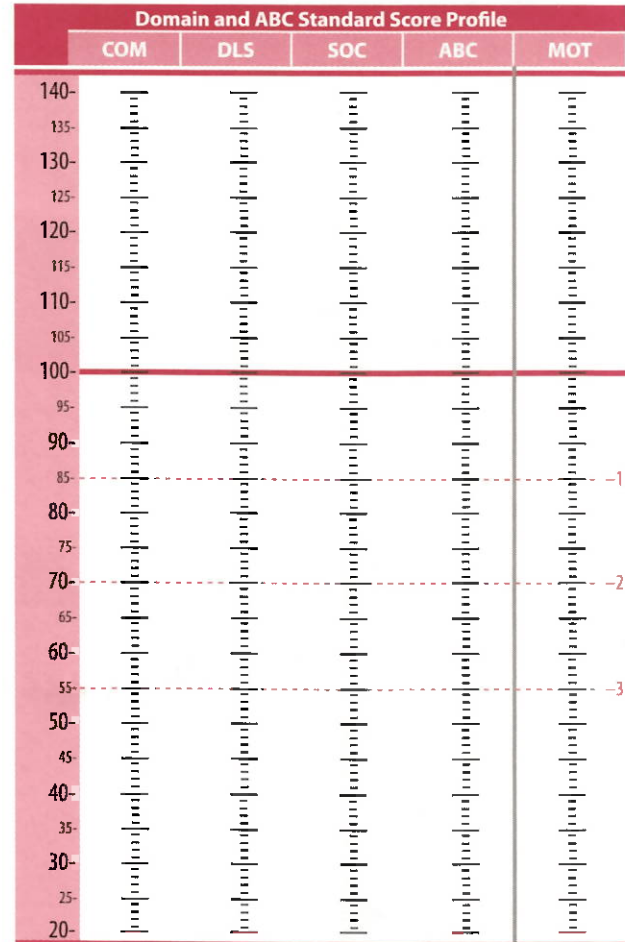
Examinee's Name: _____

Examiner's Name: _____

Parent/Caregiver's Name: _____

Score Summary

	Domains and Adaptive Behavior Composite				
	Raw Score	Standard Score	85% 90% 95% Confidence Interval	Percentile Rank	% Est
Communication (COM)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Daily Living Skills (DLS)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Socialization (SOC)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sum of Domain Standard Scores	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
See Table C.3 to convert to ABC	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Adaptive Behavior Composite (ABC)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Motor Skills (MOT)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



MALADAPTIVE BEHAVIOR										
	Raw Score	v-Scale Score	Critical Items (Circle all item scores of 2 or 1)							
Internalizing (Section A)	<input type="text"/>	<input type="text"/>	1.	2	4.	2	7.	2	10.	2
				1		1		1		1
Externalizing (Section B)	<input type="text"/>	<input type="text"/>	2.	2	5.	2	8.	2	11.	2
				1		1		1		1
			3.	2	6.	2	9.	2		
				1		1		1		

STRENGTH/WEAKNESS ANALYSIS					
	Standard Score (SS)	SS Minus Mean SS	.10 or .05 Critical Value	Strength or Weakness	Base Rate
COM	<input type="text"/>	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
DLS	<input type="text"/>	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
SOC	<input type="text"/>	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
MOT	<input type="text"/>	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
$\frac{\text{Sum of SS}}{\text{No. of domains (3 or 4)}} = \text{Mean SS (one decimal)}$			Calculation of Mean Domain Standard Score		

PAIRWISE DIFFERENCE COMPARISONS							
	Standard Score	<, >, or =	Standard Score	Standard Score Difference	.10 or .05 Critical Value	Statistically Significant	Base Rate
Domain Comparisons	COM	<input type="text"/>	<input type="text"/>	DLS	<input type="text"/>	<input type="text"/>	Y or N
	COM	<input type="text"/>	<input type="text"/>	SOC	<input type="text"/>	<input type="text"/>	Y or N
	DLS	<input type="text"/>	<input type="text"/>	SOC	<input type="text"/>	<input type="text"/>	Y or N
	COM	<input type="text"/>	<input type="text"/>	MOT	<input type="text"/>	<input type="text"/>	Y or N
	DLS	<input type="text"/>	<input type="text"/>	MOT	<input type="text"/>	<input type="text"/>	Y or N
	SOC	<input type="text"/>	<input type="text"/>	MOT	<input type="text"/>	<input type="text"/>	Y or N

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SCORING CRITERIA

SOCIAL SKILLS AND RELATIONSHIPS

5. If he/she sometimes does it without being told but sometimes has to be told, score 1.
6. Playing near other children, but not playing *with* them, does not count.
13. If he/she sometimes does it without being told but sometimes needs to be told, score 1.
19. If he/she sometimes does it without being told but sometimes has to be told, score 1.
20. If he/she does not have conversations that last at least 2 or 3 minutes, score 0.
21. If he/she sometimes does these things without being told but sometimes has to be told, score 1.
22. If he/she sometimes does it without reminders but sometimes needs reminders, score 1.
24. Must play with the others to count.
28. Games that he/she needs help to play do not count.
35. If he/she sometimes does it without being asked but sometimes has to be asked, score 1.
37. If he/she does not have conversations that last at least 2 or 3 minutes, score 0.
40. If someone older has to urge him/her to do it, it does not count.

PHYSICAL ACTIVITY

1. If he/she sometimes does it without help but sometimes needs help, score 1.
8. The drawing does not have to be perfect, but must look like a circle.
14. Tracing does not count.
21. If he/she sometimes does it without help but sometimes needs help, score 1.
24. He/she must get on the bicycle and start pedaling without help.
25. If he/she sometimes does it without help but sometimes needs help, score 1.

PROBLEM BEHAVIORS

SECTION A

2. If the only problem is that he/she will not eat a few specific foods like spinach or broccoli, score 0.
4. If he/she does not attend school or have a job, score 0.

SECTION B

10. If he/she does not go to school or work, score 0.

SECTION C

2. Childhood imaginary friends do not count.

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