

Parent/Primary Caregiver Form  
 Ages 0-5

# ABAS<sup>®</sup>-3

Adaptive Behavior Assessment System, Third Edition

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## Child Information

Name of child being evaluated (first, middle, last)		Sex	Grade
Jamie Sample		Male	
Age at testing	Date of birth	Age	
2 years and 7 months	9/26/2012	2 years and 7 months	
School	City	State	
Race/Ethnicity			
Black/African American			
Disability or other limitation			Client ID

## Assessment Information

Date of assessment	Date of report	Respondent
4/29/2015	4/29/2015	Julie Sample
Respondent occupation	Relationship to child	
Nurse	Parent	

## Intelligence Assessment Results

No intelligence assessment information was reported.

## Reason for Referral

Referral information for Jamie is unknown at this time.

## Background Information

Jamie's Parent, Julie Sample, completed the ABAS-3 Parent/Primary Caregiver Form on 4/29/2015. Jamie was 2 years and 7 months at the time of the assessment. No disabilities or other limitations were reported. The primary language spoken in Jamie's home is English. He has 3 or more siblings at home.

## Interpretive Report

Validity Information			
Adaptive skill Area	Raw score	Number of skipped items	Number of guessed items
Communication	32	0	0
Community Use*	32	0	0
Functional Pre-Academics*	45	0	0
Home Living*	34	0	0
Health and Safety	21	0	0
Leisure	21	0	0
Self-Care	14	0	0
Self-Direction	12	0	0
Social	16	0	0
Motor	43	0	0

\*For infants younger than one year, the Community Use, Functional Pre-Academics, and Home Living skill areas are not completed by the rater.

The rater completed a sufficient number of items without guessing or skipping in all administered adaptive skill areas. Thus, the ABAS-3 can be fully scored and interpreted.

## Interpretation of ABAS-3 Results

### Adaptive Behavior Standard Scores

The General Adaptive Composite (GAC) summarizes performance across all adaptive skill areas. Jamie obtained a GAC score of 70. His true score is likely to fall within the range of 67 - 73 at a 95% level of confidence. Jamie's current overall level of adaptive behavior is in the Extremely Low range, as high as or higher than 2% of children of the same age. Because the GAC provides the most complete measure of adaptive behavior, it is likely to be the most reliable and accurate estimate of overall adaptive functioning. However, more detailed information about Jamie's unique profile of adaptive functioning may be obtained by reviewing performance within adaptive domains and skill areas if significant differences exist between adaptive domain standard scores or skill area scaled scores.

The Conceptual domain standard score summarizes performance across the Communication, Functional Pre-Academics, and Self-Direction skill areas. Jamie's Conceptual domain standard score of 79 (95% confidence interval of 74 - 84) is in the Low range, as high as or higher than 8% of children of the same age.

The Social domain standard score summarizes performance across the Leisure and Social skill areas. Jamie's Social domain standard score of 51 (95% confidence interval of 45 - 57) is in the Extremely Low range, as high as or higher than 0.1% of children of the same age.

The Practical domain standard score summarizes performance across the Community Use, Home living, Health and Safety, and Self-Care skill areas. Jamie's Practical domain standard score of 75 (95% confidence interval of 70 - 80) is in the Low range, as high as or higher than 5% of children of the same age.

## Adaptive Domain Comparisons

A comparison of performance between the adaptive behavior domains also provides useful information for interpretation. Jamie's overall functioning in the areas of communication, pre-academics, and self-direction (conceptual adaptive behavior) is significantly more developed than his general ability to participate in social and leisure activities (social adaptive behavior). 5% or less of the standardization sample displayed such a discrepancy in functioning between the Conceptual and Social domains. However, Jamie's overall functioning in the areas of communication, pre-academics, and self-direction (conceptual adaptive behavior) is consistent with his general skills in the areas of community and home living, health and safety, and self-care (practical adaptive behavior). Finally, Jamie's general skills in the areas of community and home living, health and safety, and self-care (practical adaptive behavior) are significantly more developed than his overall ability to participate in social and leisure activities (social adaptive behavior). 5% or less of the standardization sample displayed such a discrepancy in functioning between the Social and Practical domains.

## Scatter in Adaptive Skill Area Scaled Scores

A child's adaptive skill area scaled scores may be relatively consistent or may show considerable variability. The scatter analysis allows you to determine whether the degree of scatter (i.e., the range between the child's highest and lowest scaled scores) warrants clinical attention.

In this instance, the degree of scatter is statistically significant and unusual (i.e., it has a low base rate) in the Conceptual, Practical domain(s). Thus, interpretation of scores should focus on individual adaptive skill areas rather than on domain standard score(s). Moreover, the degree of scatter is neither statistically significant nor unusual (i.e., it has a high base rate) in the Social domain(s). Thus, the domain standard score(s) in such adaptive skill area(s) may be considered a robust measure of adaptive functioning for this child.

## Adaptive Skill Area Results

Adaptive skill areas within the Conceptual domain provide a more detailed view of Jamie's functioning. Jamie's communication abilities, including speech, listening, conversation, and nonverbal communication skills, are in the Extremely Low range. He functions in the High range when performing basic pre-academic skills that form the foundations of reading, writing, and mathematics. His ability to make independent choices, exhibit self-control, and take responsibility when appropriate is in the Extremely Low range.

A more in-depth look at Jamie's specific skill sets within the Social domain may be obtained by examining the adaptive skill areas. The leisure skills needed for engaging in play and recreational activities are in the Extremely Low range for Jamie. His ability to interact socially, initiate and maintain friendships, and express and recognize emotions is in the Extremely Low range.

Adaptive skill areas within the Practical domain offer a more specific picture of Jamie's capabilities. His ability to function in the community and to express knowledge of and interest in activities outside the home is in the Average range. Jamie's level of functioning inside the home, including helping adults with household chores and taking care of personal possessions, is in the Below Average range. The health and safety skills needed to protect his physical well-being and prevent and respond to injuries, including following safety rules and showing caution when necessary, are in the Extremely Low range. His ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is in the Extremely Low range.

Jamie's motor abilities, including the basic fine and gross motor skills needed for locomotion and manipulation of the environment, and the later development of skills necessary for more complex activities such as sports, are in the Extremely Low range.

## Strengths and Weaknesses in Adaptive Skill Areas

It is important to look at relative strengths and areas for improvement within a child's adaptive skills profile for the purposes of assessment, treatment and intervention planning, and progress monitoring. In order to determine the areas of personal strength and weakness within Jamie's profile, each skill area scaled score was compared to his average across all adaptive skill areas within the same domain (i.e., Conceptual, Social, or Practical) to look for differences at the .05 level of statistical significance.

Jamie's Communication skill area scaled score was significantly lower than his average across all adaptive skill areas within the Conceptual domain, representing a relative weakness within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's difficulties with communication skills including speech, listening, conversation, and nonverbal communication are an observable area of weakness within his everyday adaptive functioning.

Jamie's Functional Pre-Academics skill area scaled score was significantly higher than his average across all adaptive skill areas within the Conceptual domain, representing a relative strength within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's basic pre-academic skills that form the foundations of reading, writing, and mathematics are an observable area of strength within his everyday adaptive functioning.

Jamie's Self-Direction skill area scaled score was significantly lower than his average across all adaptive skill areas within the Conceptual domain, representing a relative weakness within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's difficulties making independent choices and exhibiting self-control form an observable area of weakness within his everyday adaptive functioning.

In Jamie's case, the adaptive skill area scaled scores within the Social domain did not differ significantly from each other, so there were no strengths or weaknesses within the domain.

Jamie's Community Use skill area scaled score was significantly higher than his average across all adaptive skill areas within the Practical domain, representing a relative strength within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's ability to behave appropriately in the community and to express knowledge of and interest in activities outside the home is an observable area of strength within his everyday adaptive functioning.

Jamie's Health and Safety skill area scaled score was significantly lower than his average across all adaptive skill areas within the Practical domain, representing a relative weakness within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's difficulties in protecting his physical well-being and preventing and responding to injuries, and his problems following safety rules and showing caution when necessary, form an observable area of weakness within his everyday adaptive functioning.

Jamie's Self-Care skill area scaled score was significantly lower than his average across all adaptive skill areas within the Practical domain, representing a relative weakness within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's difficulties with self-care activities such as eating, dressing, and taking care of personal hygiene form an observable area of weakness within his everyday adaptive functioning.

## Summary of ABAS-3 Results

Jamie's overall adaptive behavior can be characterized as lower functioning than that of almost all children his age. Jamie's conceptual adaptive behavior can be characterized as lower functioning than that of most other children his age. Jamie's social adaptive behavior can be characterized as lower functioning than that of almost all children his age. Jamie's practical adaptive behavior can be characterized as lower functioning than that of most other children his age.

## Summary of Adaptive Behavior and Intelligence Assessment Results

Intelligence Assessment results were not reported for Jamie; therefore no statement can be made comparing his adaptive behavior and intelligence assessment results.

## Score Summary

	Year	Month	Day
Testing date	2015	4	29
Date of birth	2012	9	26
Age	2	7	3

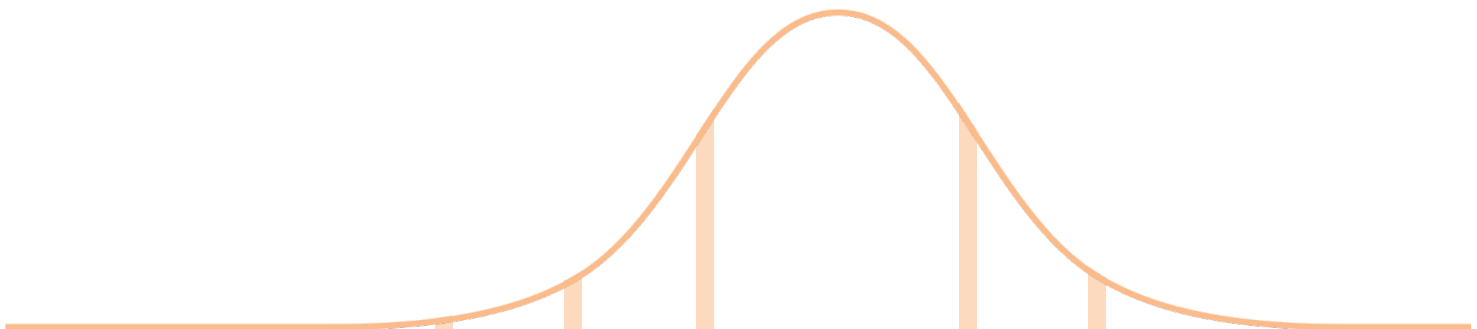
\*For infants less than age one, the Functional Pre-Academics, Community Use, and Home Living skill areas are not completed by respondents.

Raw Score to Scaled Score Conversions					
Adaptive skill area	Raw score	Scaled scores			
Communication	32	2	2		
Community Use*	32	11		11	
Functional Pre-Academics*	45	17	17		
Home Living*	34	7		7	
Health and Safety	21	3		3	
Leisure	21	1	1		
Self-Care	14	1		1	
Self-Direction	12	1	1		
Social	16	1	1		
Motor	43	3			
Sum of scaled scores		<b>47</b>	<b>20</b>	<b>2</b>	<b>22</b>
		GAC	Conceptual	Social	Practical

Note: Motor is included in the GAC but not adaptive domains

Sum of Scaled Scores to General Adaptive Composite (GAC) and Adaptive Domain Score Conversions				
	Sum of scaled scores	Standard score	Percentile rank	Confidence interval □ 90% ▣ 95%
General Adaptive Composite (GAC)	<b>47</b>	70	2	67 - 73
Conceptual	<b>20</b>	79	8	74 - 84
Social	<b>2</b>	51	0.1	45 - 57
Practical	<b>22</b>	75	5	70 - 80

# Score Profile



Percentage of cases	2.2	6.7	16.1	50	16.1	6.7	2.2
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Standard scores	70	80	90	100	110	120
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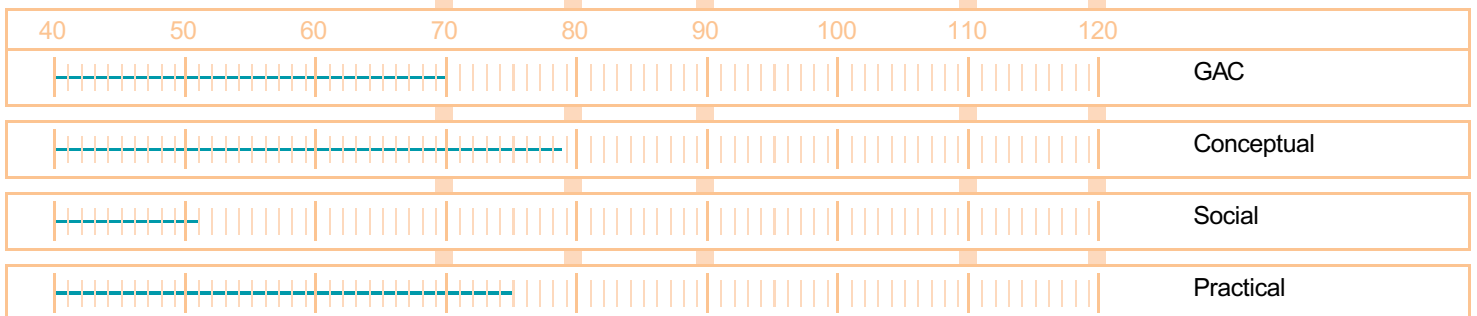
Qualitative descriptions	Extremely low	Low	Below average	Average	Above average	High
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Adaptive skill area scaled scores							
Score ranges	≤ 3	4 - 5	6 - 7	8 - 12	13 - 14	≥ 15	

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Conceptual	Communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Functional Pre-Academics*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Self-Direction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social	Leisure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical	Community Use*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Home Living*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Health and Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Self-Care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Motor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*For infants less than age one, the Functional Pre-Academics, Community Use, and Home Living skill areas are not completed by respondents.

GAC and adaptive domain standard scores						
Score ranges	≤ 70	71 - 79	80 - 89	90 - 109	110 - 119	≥ 120



## Optional Analyses

### Adaptive Domain Comparisons

Domain comparison	Standard score 1	Standard score 2	Difference	Significance		Base rate in standardization sample
				Critical value	.05 level	
Conceptual-Social	79	51	28	7.78	Y	<input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5%
Conceptual-Practical	79	75	4	6.57	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
Social-Practical	51	75	-24	7.2	Y	<input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5%

### Scatter in Adaptive Skill Area Scaled Scores

Comparison used  General Adaptive Composite (GAC)(all skill areas)  Adaptive domains

GAC/Domain	Highest skill area		Lowest skill area		Difference between scaled scores	Significance		Base rate in standardization sample
	Name	Scaled score	Name	Scaled score		Critical value	.05 level	
GAC: All skill areas								<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
Conceptual skill areas	Functional Pre-Academics	17	Self-Direction	1	16	2.56	Y	<input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5%
Social skill areas	Leisure	1	Social	1	0	2.82	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
Practical skills areas	Community Use	11	Self-Care	1	10	2.88	Y	<input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5%

### Strengths and Weaknesses in Adaptive Skill Areas

Comparison used  General Adaptive Composite (GAC)(all skill areas)  Adaptive domains

Calculate the mean scaled scores for adaptive skill areas

	GAC		Adaptive domain				
	10 skill areas	7 skill areas <age 1*	Conceptual	Conceptual <age 1*	Social	Practical	Practical <age 1*
Sum of scaled scores			20		2	22	
Number of skill areas	÷ 10	÷ 7	÷ 3	÷ 2	÷ 2	÷ 4	÷ 2
Mean scaled score			6.67		1	5.5	

Determine strengths and weaknesses in adaptive skill areas

\*For infants less than one, the Functional Pre-Academics, Community Use, and Home Living skill areas are not completed by respondents.

	Skill area	Skill area scaled score	Mean scaled score from above	Difference from mean	Significance		Base rate in standardization sample
					Critical value	.05 level	
Conceptual	Communication	2	6.67	-4.67	2.2	Y	<input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5%
	Functional Pre-Academics*	17	6.67	10.33	1.66	Y	<input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5%
	Self-Direction	1	6.67	-5.67	2.12	Y	<input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5%
Social	Leisure	1	1	0	2.04	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
	Social	1	1	0	2.12	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
Practical	Community Use*	11	5.5	5.5	1.66	Y	<input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5%
	Home Living*	7	5.5	1.5	1.56	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
	Health and Safety	3	5.5	-2.5	2.12	Y	<input checked="" type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
	Self-Care	1	5.5	-4.5	2.12	Y	<input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5%
	Motor						<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%