

Adult Form (Rated by Others)
 Ages 16-89

ABAS[®]-3

Adaptive Behavior Assessment System, Third Edition

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Adult Information

Name of individual being evaluated (first, middle, last)		Sex
John Sample		Male
Age at testing	Date of birth	Age
70 years	4/5/1945	70 years
Years of education	Occupation	
Race/Ethnicity		Employment status
White		Retired
Disability or other limitation		Client ID

Assessment Information

Date of assessment	Date of report	Rater
4/29/2015	4/29/2015	Amanda Sample
Rater occupation	Relationship to individual	
	Child	

Intelligence Assessment Results

No intelligence assessment information was reported.

Reason for Referral

Referral information for John is unknown at this time.

Background Information

John's Child, Amanda Sample, completed the ABAS-3 Adult Form on 4/29/2015. No disabilities or other limitations were reported. The primary language spoken in John's home is English. John was 70 years at the time of the assessment.

Interpretive Report

Validity Information			
Adaptive skill Area	Raw score	Number of skipped items	Number of guessed items
Communication	44	0	0
Community Use	32	0	0
Functional Academics	56	0	0
Home Living	43	0	0
Health and Safety	43	0	0
Leisure	56	0	0
Self-Care	39	0	0
Self-Direction	56	0	0
Social	67	0	0
Work			

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 skill areas. John obtained a GAC score of 73. His true score is likely to fall within the range of 70 - 76 at a 95% level of confidence. John's current overall level of adaptive behavior is in the Low range, as high as or higher than 4% of individuals 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 John'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 Academics, and Self-Direction skill areas. John's Conceptual domain standard score of 73 (95% confidence interval of 70 - 76) is in the Low range, as high as or higher than 4% of individuals of the same age.

The Social domain standard score summarizes performance across the Leisure and Social skill areas. John's Social domain standard score of 92 (95% confidence interval of 87 - 97) is in the Average range, as high as or higher than 30% of individuals of the same age.

The Practical domain standard score summarizes performance across the Community Use, Home Living, Health and Safety, Self-Care, and Work skill areas. John's Practical domain standard score of 67 (95% confidence interval of 62 - 72) is in the Extremely Low range, as high as or higher than 1% of individuals of the same age.

Adaptive Domain Comparisons

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

An individual'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 person's highest and lowest scaled scores) warrants clinical attention.

The degree of scatter is neither statistically significant nor unusual (i.e., it has a high base rate) in the Social, Practical domain(s). Moreover, although the degree of scatter in the Conceptual domain(s) is statistically significant, it is not unusual (i.e., it has a high base rate). Thus, the domain standard scores may be considered a robust measure of adaptive functioning for this individual.

Adaptive Skill Area Results

Adaptive skill areas within the Conceptual domain provide a more detailed view of John's functioning. John's communication abilities, including speech, vocabulary, listening, conversation, and nonverbal communication skills, are in the Extremely Low range. He functions in the Below Average range when performing basic academic skills such as reading, writing, and mathematics, as well as functional skills such as taking measurements and telling time. His ability to make independent choices, exhibit self-control and take responsibility when appropriate is in the Below Average range.

A more in-depth look at John'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 planning recreational activities are in the Average range for John. His ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is in the Average range.

Adaptive skill areas within the Practical domain offer a more specific picture of John's capabilities. His ability to function and get around in the community, including shopping and using community resources, is in the Extremely Low range. John's level of functioning inside the home, including cleaning, food preparation, performing chores, and taking care of personal possessions, is in the Extremely Low range. John's ability to protect his physical well-being and prevent and respond to injuries, including following safety rules, showing caution, and using medicine when appropriate, is 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.

Strengths and Weaknesses in Adaptive Skill Areas

It is important to look at relative strengths and areas for improvement within an individual'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 John'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.

Strengths and Weaknesses in Adaptive Skill Areas

John'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 John's difficulties with communication skills including speech, vocabulary, listening, conversation, and nonverbal communication are an observable area of weakness within his everyday adaptive functioning.

In John's case, the adaptive skill area scaled scores within the Social domain did not differ significantly enough from each other to be considered strengths or weaknesses within the domain.

In John's case, no adaptive skill area scaled score was significantly different from his average within the Practical domain, so there were no strengths or weaknesses within the domain.

Summary of ABAS-3 Results

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

Summary of Adaptive Behavior and Intelligence Assessment Results

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

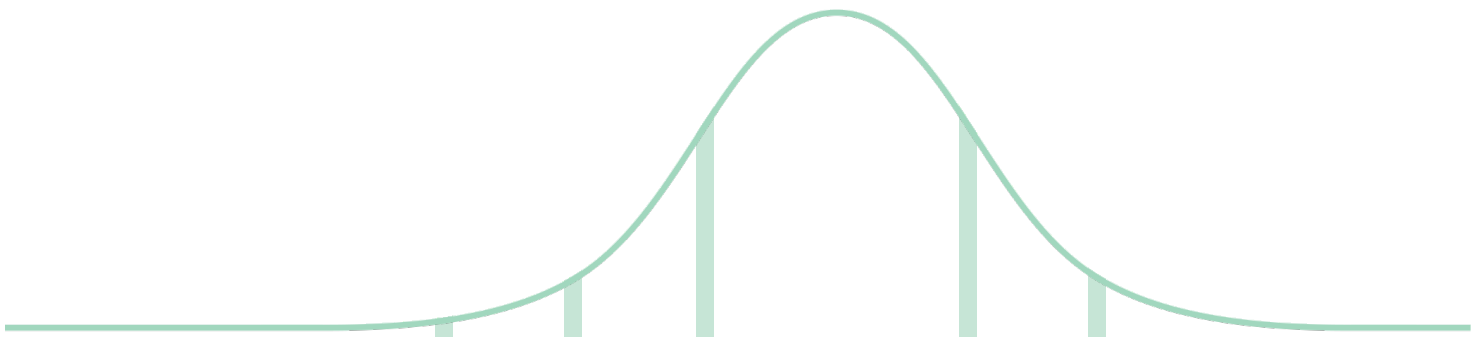
Score Summary

	Year	Month	Day
Testing date	2015	4	29
Date of birth	1945	4	5
Age	70	0	24

Raw Score to Scaled Score Conversions					
Adaptive skill area	Raw score	Scaled scores			
Communication	44	2	2		
Community Use	32	1		1	
Functional Academics	56	6	6		
Home Living	43	3		3	
Health and Safety	43	2		2	
Leisure	56	9	9		
Self-Care	39	1		1	
Self-Direction	56	6	6		
Social	67	8	8		
(Work)					
Sum of scaled scores		38	14	17	7
		GAC	Conceptual	Social	Practical

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)	38	73	4	70 - 76
Conceptual	14	73	4	70 - 76
Social	17	92	30	87 - 97
Practical	7	67	1	62 - 72

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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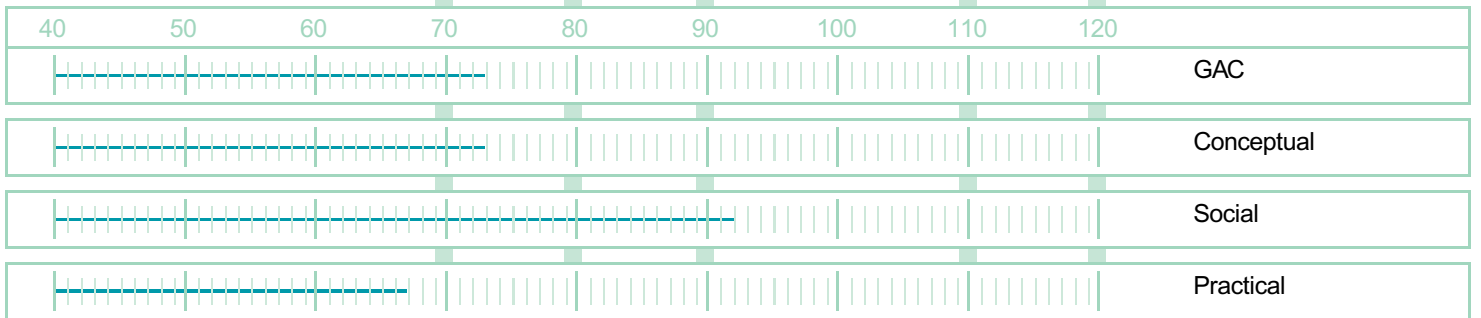
Adaptive skill area scaled scores

Score ranges	≤ 3	4 - 5	6 - 7	8 - 12	13 - 14	≥ 15
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		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 Academics	<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"/>
	Self-Direction	<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"/>
Social	Leisure	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical	Community Use	<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"/>
	Home Living	<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"/>
	Health and Safety	<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"/>
	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"/>
	Work	<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"/>	<input type="checkbox"/>

GAC and adaptive domain standard scores

Score ranges	≤ 70	71 - 79	80 - 89	90 - 109	110 - 119	≥ 120
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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	73	92	-19	6.57	Y	<input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5%
Conceptual-Practical	73	67	6	6.57	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
Social-Practical	92	67	25	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 Academics	6	Communication	2	4	1.95	Y	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
Social skill areas	Leisure	9	Social	8	1	1.76	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
Practical skills areas	Home Living	3	Self-Care	1	2	2.2	N	<input type="checkbox"/> ≤15% <input 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			
	9 skill areas without work	10 skill areas with work	Conceptual	Social	Practical without work	Practical with work
Sum of scaled scores			14	17	7	
Number of skill areas	÷ 9	÷ 10	÷ 3	÷ 2	÷ 4	÷ 5
Mean scaled score			4.67	8.5	1.75	

Determine strengths and weaknesses in adaptive skill areas

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	4.67	-2.67	1.86	Y	<input checked="" type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
	Functional Academics	6	4.67	1.33	1.95	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
	Self-Direction	6	4.67	1.33	1.76	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
Social	Leisure	9	8.5	0.5	1.76	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
	Social	8	8.5	-0.5	1.66	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
Practical	Community Use	1	1.75	-0.75	2.12	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
	Home Living	3	1.75	1.25	2.12	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
	Health and Safety	2	1.75	0.25	2.28	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
	Self-Care	1	1.75	-0.75	2.28	N	<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%
	Work						<input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%