

Reference Number: 100-04-DD

Title of Document: Use of Adaptive Behavior Scales

Date of Issue: June 2, 1997

Effective Date: June 2, 1997

Last Review Date: ~~February 13, 2012~~ March 12, 2015

Date of Last Revision: ~~February 13, 2012~~ March 12, 2015 (REVISED)

Applicability: All DDSN Applicants and Service Recipients

PURPOSE:

The purpose of this document is to provide guidelines for the use of appropriate and reliable adaptive behavior measures for people with developmental disabilities. Adaptive behavior is defined as the degree to which people are competent to function independently in meeting the culturally imposed demands and social demands of his or her environment. Adaptive behavior includes areas such as independence in daily living skills, communication (i.e., receptive and expressive language skills), socialization, motor skills, and academic competencies across different situations. Both a formal adaptive behavior assessment and a measure of intellectual functioning are required in order to render a diagnosis of an intellectual disability. Concurrent deficits in intellectual and adaptive behavior functioning with onset before age ~~18~~ 22 must be present before a diagnosis of an intellectual disability is appropriate. Adaptive scales identify a person's strengths and deficits.

ADMINISTRATION OF ADAPTIVE TESTS:

The Department of Disabilities and Special Needs (DDSN) requires the use of age-appropriate, valid, and reliable adaptive behavior scales for people with developmental disabilities. The adaptive instrument shall meet psychometric standards for the assessment of adaptive functioning. An adaptive instrument should be administered in a face-to-face interview with a

reliable informant unless otherwise approved by the Consumer Assessment Team (CAT). Adaptive behavior instruments should be completed only by a psychologist or qualified professional trained in the administration and scoring of the particular adaptive measure being completed.

A measure of adaptive behavior should be administered during intake for determination of eligibility for DDSN services unless an adaptive scale has already been administered. ~~and is~~ **The adaptive assessment must be** accepted by the **DDSN** Consumer Assessment Team as a valid and reliable measure of the person's current adaptive functioning. The necessity of administration of future adaptive behavior measures for those being served in the DDSN system will be determined by the **DDSN** Consumer Assessment Team upon recommendation from the person's ~~service coordinator~~ **Case Manager** or interdisciplinary team. The specific instrument used to assess adaptive behavior may be selected at the discretion of the psychologist or qualified professional knowledgeable and trained in the administration of valid and reliable adaptive measures. **Adaptive instruments should be the most current assessment tool in use at the time of the evaluation.**

ADAPTIVE BEHAVIOR INSTRUMENTS:

DDSN does not mandate the administration of a specific adaptive behavior instrument, but requires the selection of an adaptive instrument appropriate for the age and needs of the person being evaluated. Examples of adaptive behavior scales which are acceptable by DDSN and considered to meet psychometric standards are the following:

Vineland Adaptive Behavior Scales-Second Edition (Vineland-II):

Assesses adaptive behavior of people from birth through 90 years. Three versions of the Vineland II include: Survey Interview Form, Parent/Caregiver Rating Form, and the Teacher Rating Edition. Adaptive behavior is measured in the areas of communication, daily living skills, socialization, motor skills, and includes the maladaptive behavior domain which assesses behavior problems.

~~**AAMR Adaptive Behavior Scales – School: Second Edition (ABS: 2):**~~

~~Assesses people from age three through age 69. AAMR measures competencies in 14 areas such as independent functioning (e.g., eating, toileting, dressing), physical development (sensory and motor), economic activity (e.g., money budgeting), language development, numbers and time, vocational, self-direction, and responsibility.~~

Adaptive Behavior Assessment System-Second Edition (ABAS-II):

Assesses adaptive skills of people ages birth through 89 years. Five rating forms include: Parent/Primary Caregiver Form (ages 0-5), Parent Form (ages 5-21), Teacher/Daycare Provider Form (ages 2-5), Teacher Form (ages 5-21), and an Adult Form (ages 16-89). Adaptive behavior is measured in the areas of conceptual, social, and practical domains.

Scales of Independent Behavior-Revised (SIB-R):

Assesses competence of people from birth through 40 years and older. The SIB-R measures adaptive behavior in the areas of motor skills, communication, social interaction, personal living, community living, and maladaptive behavior.

Adaptive Behavior Inventory (ABI):

Assesses people from age 5 through 18 years. The ABI measures adaptive skills in five areas that include self-care skills, communication skills, social skills, academic skills, and occupational skills.

Adaptive Behavior Evaluation Scale–Revised (ABES-R2):

Assesses the adaptive skills of people ages 5 through 18 years of age. Two versions include a school version for educators and a home version for parent/guardian input. The ABES-R measures 10 adaptive skills which include communication, self-care, home living, social, community use, self-direction, health and safety, functional academics, leisure, and work.

Street Survival Skills Questionnaire (SSSQ):

Assesses people from age nine through 40 years. The SSSQ measures knowledge of adaptive skills in areas which include basic concepts, functional signs, health, first aid, safety, tool identification and use, domestic management, public services (i.e., knowledge concerning public transportation, postal and banking services), money, and measurement.

Note: To be used only with another acceptable adaptive measure.

DOCUMENTATION OF ADAPTIVE BEHAVIOR SCORES:

The adaptive instrument and all standard scores of adaptive behavior will be documented (along with the month, day, and year the measure was completed) in the person’s evaluation report as part of the intake process for determination of eligibility and will remain a part of the person’s ~~service coordination~~ Case Management record.

Susan Kreh Beck, Ed.S., NCSP
Associate State Director-Policy
(Originator)

Beverly A.H. Buscemi, Ph.D.
State Director
(Approved)