Vineland-3
Adaptive Behavior Scales—Third Edition

Vineland Adaptive Behavior Scales, Third Edition (Vineland™-3)

Comprehensive Interview Form Report

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Examinee Information
ID:
Name: Jennifer Sample
Gender: Female
Birth Date: 04/01/2010
Age: 6:2
Overall IQ Score: 98

Test Information
Test Date: 06/13/2016
Interview Respondent Name: Susan T. Sample
Relationship: Mother
Examiner Name: Bonnie Kamp

SAMPLE

PsychCorp

ALWAYS LEARNING

PEARSON

OVERALL SUMMARY

The Vineland-3 is a standardized measure of adaptive behavior--the things that people do to function in their everyday lives. Whereas ability measures focus on what the examinee can do in a testing situation, the Vineland-3 focuses on what he or she <u>actually does</u> in daily life. Because it is a norm-based instrument, the examinee's adaptive functioning is compared to that of others his or her age.

Jennifer Sample was evaluated using the Vineland-3 Comprehensive Interview Form on 06/13/2016. Susan T. Sample, Jennifer's mother, was interviewed by Bonnie Kamp, who completed the form.

Jennifer's overall level of adaptive functioning is described by her score on the Adaptive Behavior Composite (ABC). Her ABC score is 83, which is somewhat below the normative mean of 100 (the normative standard deviation is 15). The percentile rank for this overall score is 13.

The ABC score is based on scores for three specific adaptive behavior domains: Communication, Daily Living Skills, and Socialization. The domain scores are also expressed as standard scores with a mean of 100 and standard deviation of 15.

The Communication domain measures how well Jennifer listens and understands, expresses herself through speech, and reads and writes. Her Communication standard score is 92. This corresponds to a percentile rank of 30.
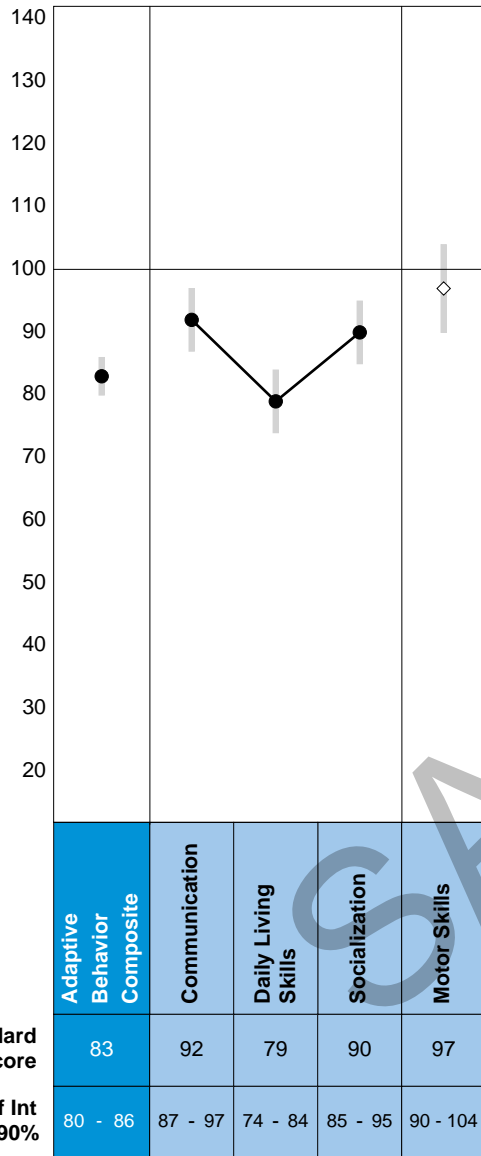
The Daily Living Skills domain assesses Jennifer's performance of the practical, everyday tasks of living that are appropriate for her age. Her standard score for Daily Living Skills is 79, which corresponds to a percentile rank of 8. This domain is a relative weakness for Jennifer.

Jennifer's score for the Socialization domain reflects her functioning in social situations. Her Socialization standard score is 90. The percentile rank is 25.
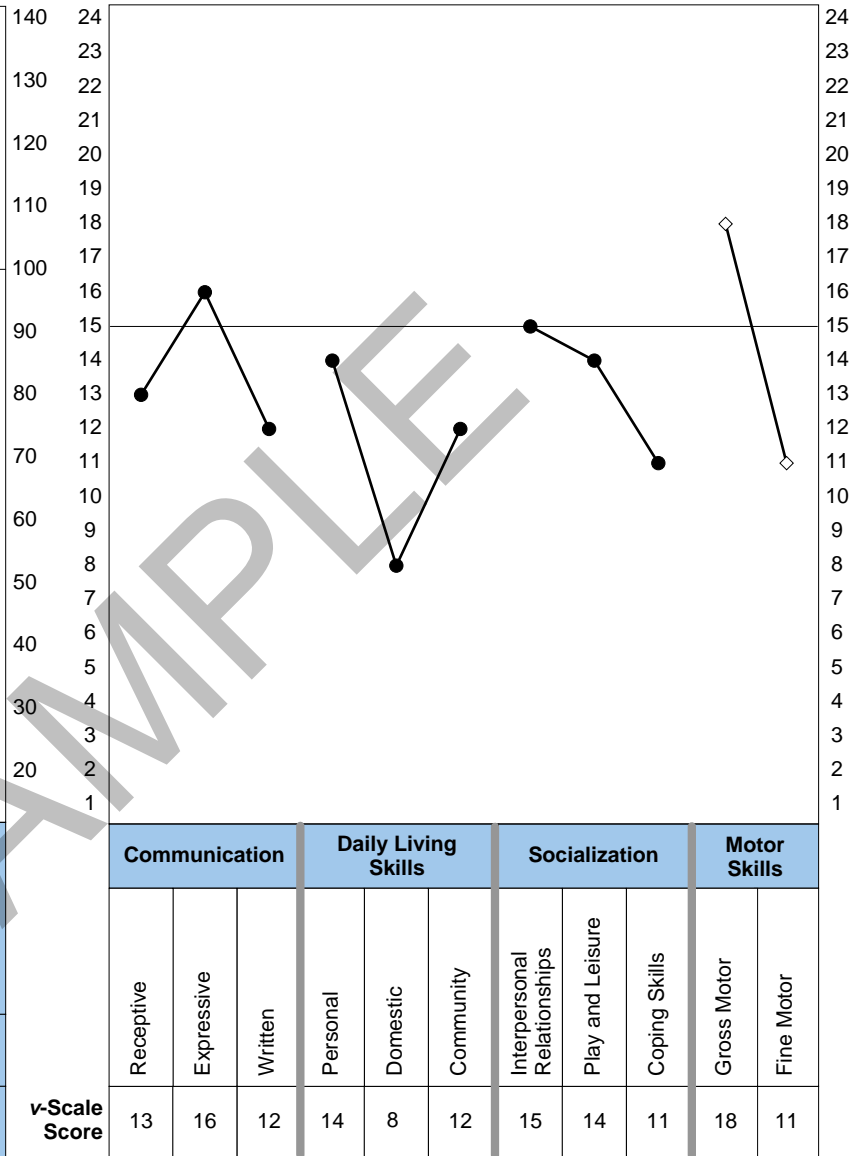
SCORE SUMMARY PROFILE

ABC and Domain Score Profile
Based on mean of 100, SD of 15

	Adaptive Behavior Composite	Communication	Daily Living Skills	Socialization	Motor Skills
Standard Score	83	92	79	90	97
Conf Int 90%	80 - 86	87 - 97	74 - 84	85 - 95	90 - 104

Subdomain v-Scale Score Profile
Based on mean of 15, SD of 3

	Communication			Daily Living Skills			Socialization			Motor Skills	
	Receptive	Expressive	Written	Personal	Domestic	Community	Interpersonal Relationships	Play and Leisure	Coping Skills	Gross Motor	Fine Motor
v-Scale Score	13	16	12	14	8	12	15	14	11	18	11

SCORE SUMMARY

ABC and Domain Score Summary

ABC	Standard Score (SS)	90% Confidence Interval	Percentile Rank	SS Minus Mean SS*	Strength or Weakness**	Base Rate
Adaptive Behavior Composite	83	80 - 86	13			
Domains						
Communication	92	87 - 97	30	2.5		
Daily Living Skills	79	74 - 84	8	-10.5	Weakness	<=15%
Socialization	90	85 - 95	25	0.5		
Motor Skills	97	90 - 104	42	7.5	Strength	>25%

*The examinee's Mean Domain Standard Score (Mean SS) = 89.5
**Significance level chosen for strength/weakness analysis is .10

Subdomain Score Summary

Subdomains	Raw Score	v-Scale Score (vS)	Age Equivalent	Growth Scale Value	Percent Estimated	vS Minus Mean vS*	Strength or Weakness**	Base Rate
Communication Domain								
Receptive	68	13	3:10	127	0.0	-0.1		
Expressive	95	16	6:10	176	0.0	2.9	Strength	<=10%
Written	28	12	5:5	81	0.0	-1.1		
Daily Living Skills Domain								
Personal	87	14	5:1	132	0.0	0.9		
Domestic	3	8	<3:0	31	0.0	-5.1	Weakness	<=2%
Community	28	12	4:11	55	0.0	-1.1		
Socialization Domain								
Interpersonal Relationships	78	15	6:7	122	0.0	1.9	Strength	>25%
Play and Leisure	51	14	4:6	109	0.0	0.9		
Coping Skills	29	11	2:8	62	0.0	-2.1	Weakness	>25%
Motor Skills Domain								
Gross Motor	86	18	8:10+	191	0.0	4.9	Strength	<=5%
Fine Motor	48	11	4:4	136	0.0	-2.1	Weakness	<=25%

*The examinee's Mean Subdomain v -Scale Score (Mean vS) = 13.1
**Significance level chosen for strength/weakness analysis is .10

PAIRWISE DIFFERENCE COMPARISONS

Domain Pairwise Difference Comparisons

In the table below the first domain corresponds to Standard Score 1 and the second domain corresponds to Standard Score 2.

Comparison	Standard Score 1	Standard Score 2	Standard Score Difference	Significant Difference*	Base Rate
Domains					
Communication > Daily Living Skills	92	79	13.0	Yes	>25%
Communication > Socialization	92	90	2.0	No	
Daily Living Skills < Socialization	79	90	11.0	Yes	>25%
Communication < Motor Skills	92	97	5.0	No	
Daily Living Skills < Motor Skills	79	97	18.0	Yes	<=25%
Socialization < Motor Skills	90	97	7.0	No	

*Significance level chosen for pairwise difference comparisons is .10

Subdomain Pairwise Difference Comparisons

In the table below the first subdomain corresponds to *v*-Scale Score 1 and the second subdomain corresponds to *v*-Scale Score 2.

Comparison	*v*-Scale Score 1	*v*-Scale Score 2	*v*-Scale Score Difference	Significant Difference*	Base Rate
Communication Domain					
Receptive < Expressive	13	16	3.0	Yes	<=25%
Receptive > Written	13	12	1.0	No	
Expressive > Written	16	12	4.0	Yes	<=15%
Daily Living Skills Domain					
Personal > Domestic	14	8	6.0	Yes	<=2%
Personal > Community	14	12	2.0	No	
Domestic < Community	8	12	4.0	Yes	<=15%
Socialization Domain					
Interpersonal Relationships > Play and Leisure	15	14	1.0	No	
Interpersonal Relationships > Coping Skills	15	11	4.0	Yes	<=15%
Play and Leisure > Coping Skills	14	11	3.0	Yes	<=25%
Motor Skills Domain					
Gross Motor > Fine Motor	18	11	7.0	Yes	<=5%

*Significance level chosen for pairwise difference comparisons is .10

MALADAPTIVE BEHAVIOR RESULTS

Maladaptive Scale	Raw Score	v-Scale Score
Internalizing	1	15
Externalizing	10	20

v-scale scores have a mean of 15, *SD* of 3

Critical Items Scored 2 (Often) or 1 (Sometimes)
10. Shows excessive interest in weapons or violence. **(Sometimes)**
17. Threatens to hurt or kill someone. **(Sometimes)**

ABOUT THE VINELAND-3 SCORES

The Vineland-3 score interpretation that follows describes the results presented on the previous pages using a narrative format. This section provides a brief overview of the scores and analyses that are included in the interpretation. Please consult the Vineland-3 Manual for more detail.

The Vineland-3 Comprehensive Interview Form provides norm-referenced scores at three levels: subdomains, domains, and the overall Adaptive Behavior Composite (ABC). Adaptive behavior subdomains make up the most fine-grained score level. The primary norm-referenced scores for the subdomains are *v*-scale scores, which have a mean of 15 and standard deviation (*SD*) of 3. The *v*-scale score for each subdomain is included in the narrative interpretation below. Raw scores, age equivalents, and growth scale values, though shown in the Subdomain Score Summary on page 4, are not included in the interpretation; please consult the Manual for information about these scores.

For the adaptive behavior domains and the overall ABC, three kinds of results are provided on page 4 and included in the interpretation below. *Standard scores* have a mean of 100 and *SD* of 15. *Confidence intervals* reflect the effects of measurement error and provide, for each standard score, a range within which Jennifer's true standard score falls with a certain probability or confidence. **The confidence level chosen for this report is the 90% confidence interval.** A *percentile rank* is the percentage of individuals in Jennifer's normative age group who scored the same or lower than Jennifer. For example, a percentile rank of 41 indicates that the examinee scored higher than (or the same as) 41% of the age-matched norm sample.

Strength/Weakness and Pairwise Difference Comparisons

The norm-referenced scores included in the narrative interpretation describe how Jennifer's adaptive functioning compares to that of others in her age group. Two other components of the interpretation address the extent to which Jennifer's functioning may be relatively better in some adaptive behavior areas than in others, regardless of her overall level. These analyses--strength/weakness analysis and pairwise difference comparisons--help identify ways in which the score variation *within Jennifer's score profile* is statistically meaningful, and therefore more likely to be important in interpreting and using her Vineland-3 results.

Strength/weakness analysis involves comparing each score (standard scores at the domain level, *v*-scale scores at the subdomain level) to the mean of all scores (these results are included in the tables on page 4). Scores that are greater than the mean by a statistically significant amount indicate strengths, and scores that are less than the mean by a statistically significant amount indicate weaknesses.

Pairwise difference comparisons provide information that complements the findings from strength/weakness analysis. At the domain level, each standard score is compared with every other standard score. At the subdomain level, selected pairs of subdomain *v*-scale scores are compared, as shown in the table on page 5. Each pairwise score difference is evaluated for statistical significance.

The significance level chosen for strength/weakness analysis and pairwise difference comparisons in this report is .10. Though not included in the interpretation below, each statistically significant strength, weakness, or pairwise score difference is associated with a base rate in the tables on pages 4 and 5. The base rate is the frequency of occurrence in the norm sample of a score difference of that size or greater.

Qualitative Descriptors

Sometimes test scores are grouped into bands, with qualitative descriptors assigned to the score bands. Although qualitative descriptors can help in communicating test results to individuals who are unfamiliar with quantitative test scores, they have serious limitations (e.g., semi-arbitrary cutoffs that do not account for measurement error), as described in the Manual. Because of these limitations, qualitative descriptors are not included in the presentation of results on the previous pages. They are also not included in the narrative description of results below. However, for situations where they might serve a purpose, the following qualitative descriptors may be used:

Adaptive Level	Subdomain *v*-Scale Scores	Domain and ABC Standard Scores
High	21 to 24	130 to 140
Moderately High	18 to 20	115 to 129
Adequate	13 to 17	86 to 114
Moderately Low	10 to 12	71 to 85
Low	1 to 9	20 to 70

VINELAND-3 SCORE INTERPRETATION

Estimated Responses
The number of estimated responses is low enough so as not to affect the interpretation.

Adaptive Behavior
The Adaptive Behavior Composite (ABC) provides an overall summary measure of Jennifer's adaptive functioning. Her ABC standard score is 83, with a 90% confidence interval of 80 to 86. Her percentile rank of 13 means that her score was greater than or equal to 13% of individuals in Jennifer's age group in the Comprehensive Interview Form normative sample. These scores are lower than expected given her reported IQ score of 98.

Communication Domain
The Communication domain measures how well Jennifer exchanges information with others. Her Communication standard score is 92, with a 90% confidence interval of 87 to 97. This corresponds to a percentile rank of 30. These scores are in line with her reported IQ score of 98.

Jennifer's Communication domain standard score is based on her scores on three subdomains: Receptive, Expressive, and Written. The Receptive subdomain assesses attending, understanding, and responding appropriately to information from others. Jennifer's Expressive score reflects her use of words and sentences to express herself verbally. The Written subdomain score conveys an individual's use of reading and writing skills.

Jennifer's *v*-scale scores are 13 for Receptive, 16 for Expressive, and 12 for Written. Pairwise difference comparisons among these scores show that the Receptive score is significantly lower than the Expressive score and that the Expressive score is significantly higher than the Written score.

Daily Living Skills Domain
The Daily Living Skills domain assesses Jennifer's performance of the practical, everyday tasks of living that are appropriate for her age. Her standard score for Daily Living Skills is 79, with a 90% confidence interval of 74 to 84 and a percentile rank of 8. These scores are lower than expected given her reported IQ score of 98. This suggests that Jennifer is having difficulty fully applying her cognitive skills to the performance of practical, everyday tasks of living. It may be worthwhile to explore and address the reasons for this discrepancy (e.g., a behavior or motor problem).

Jennifer's Daily Living Skills domain standard score is derived from her scores on three subdomains: Personal, Domestic, Community. Her Personal subdomain score expresses her level of self-sufficiency in such areas as eating, dressing, washing, hygiene, and health care. Her Domestic score reflects the extent to which Jennifer performs household tasks such as cleaning up after herself, chores, and food preparation. The Community subdomain measures an individual's functioning in the world outside the home, including safety, using money, travel, and rights and responsibilities.

Jennifer received *v*-scale scores of 14 for Personal, 8 for Domestic, and 12 for Community. Pairwise difference comparisons among these scores show that the Personal score is significantly higher than the Domestic score and that the Domestic score is significantly lower than the Community score.

Socialization Domain
Jennifer's score for the Socialization domain reflects her functioning in social situations. Her Socialization standard score is 90, with a 90% confidence interval of 85 to 95. The percentile rank is 25. These scores are in line with her reported IQ score of 98.

Jennifer's Socialization domain standard score is based on her scores on three subdomains: Interpersonal Relationships, Play and Leisure, and Coping Skills. Interpersonal Relationships assesses how an individual responds and relates to others, including friendships, caring, social appropriateness, and conversation. Jennifer's Play and Leisure score reflects how she engages in play and fun activities with others. Her Coping Skills score

conveys how well she demonstrates behavioral and emotional control in different situations involving others.

Jennifer's *v*-scale scores are 15 for Interpersonal Relationships, 14 for Play and Leisure, and 11 for Coping Skills. Pairwise difference comparisons among these scores show that the Interpersonal Relationships score is significantly higher than the Coping Skills score and that the Play and Leisure score is significantly higher than the Coping Skills score.

Motor Skills Domain

The Motor Skills domain measures Jennifer's use of gross and fine motor skills in daily life. Her Motor Skills standard score is 97, with a 90% confidence interval of 90 to 104. The percentile rank is 42.

Two subdomains--Gross Motor and Fine Motor--make up the Motor Skills domain. Gross Motor measures skills in using arms and legs for movement and coordination, and Fine Motor measures skills in using hands and fingers to manipulate objects.

Jennifer's Gross Motor *v*-scale score is 18, and her Fine Motor *v*-scale score is 11. When these two scores are compared, Gross Motor is significantly higher than Fine Motor.

Domain-Level Strengths/Weaknesses and Pairwise Difference Comparisons

Jennifer's four domain standard scores were compared to her mean domain standard score of 89.5 to determine possible areas of strength and weakness. The results show that Motor Skills is a relative strength for Jennifer, and that Daily Living Skills is a relative weakness.

In addition, pairwise difference comparisons were performed between all pairs of domain standard scores. The findings are that the Communication score is significantly higher than the Daily Living Skills score, the Daily Living Skills score is significantly lower than the Socialization score, and the Daily Living Skills score is significantly lower than the Motor Skills score.

Subdomain-Level Strengths/Weaknesses and Additional Pairwise Difference Comparisons

A subdomain level strength/weaknesses analysis was performed by comparing Jennifer's 11 subdomain *v*-scale scores to her mean subdomain score of 13.1. The results show the Expressive, Interpersonal Relationships, and Gross Motor subdomains to be relative strengths, whereas the Domestic, Coping Skills, and Fine Motor subdomains are relative weaknesses.

The results of pairwise difference comparisons among the subdomains within each domain are described above. The user also has the option to select comparisons between subdomains from *different* domains. No across-domain comparisons were selected for this report.

Maladaptive Behavior

The Maladaptive Behavior domain provides a brief assessment of problem behaviors. The additional information it provides can prove helpful in diagnosis or intervention planning. It may also be used as a screener to determine if a more in-depth assessment of problematic behavior is warranted.

The domain includes brief scales measuring Internalizing (i.e., emotional) and Externalizing (i.e., acting-out) problems. These scales are reported using *v*-scale scores, which are scaled to a mean of 15 and standard deviation of 3. Higher Internalizing and Externalizing *v*-scale scores indicate more problem behavior. If qualitative descriptors are desired, scores of 1 to 17 may be considered Average, 18 to 20 Elevated, and 21 to 24 Clinically Significant.

Jennifer received *v*-scale scores of 15 for Internalizing and 20 for Externalizing.

The Maladaptive Behavior domain also includes a set of Critical Items covering more severe maladaptive behaviors. Because the Critical Items do not form a unified construct, they are not scored as a scale, but instead are reported at the item level. The Critical Items for which Jennifer received a score of 2 (Often) or 1 (Sometimes)

are listed earlier in this report.

Note: Pages 12-27 (Intervention Guidance) are not included in this sample for copyright protection.

COMMENTS

Comments Recorded During the Interview
No comments were recorded during the interview.

ITEM RESPONSES

Receptive

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: 1	26: 2	27: 2	28: 2	29: 2	30: 1
31: 2	32: 2	33: 1	34: 1	35: 0	36: 2	37: 1	38: 0	39: 0	

Expressive

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: /	26: /	27: /	28: /	29: /	30: /
31: /	32: /	33: /	34: /	35: /	36: /	37: /	38: /	39: /	40: /
41: /	42: /	43: 2	44: 2	45: 2	46: 2	47: 0	48: 2	49: 1	

Written

1: /	2: /	3: /	4: /	5: /	6: 2	7: 2	8: 2	9: 2	10: 2
11: 1	12: 2	13: 2	14: 1	15: 1	16: 0	17: 0	18: 1	19: 0	20: 0
21: 0	22: 0	23: /	24: /	25: /	26: /	27: 0	28: 0	29: /	30: /
31: /	32: /	33: /	34: /	35: /	36: /	37: /	38: /		

Personal

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: /	26: /	27: /	28: /	29: /	30: /
31: /	32: /	33: 2	34: /	35: /	36: 2	37: /	38: 2	39: 2	40: 2
41: 2	42: 2	43: 0	44: 2	45: 1	46: 0	47: 0	48: 0	49: 0	50: 0
51: 0	52: /	53: /	54: /	55: /					

Domestic

1: 2	2: 1	3: 0	4: 0	5: 0	6: 0	7: /	8: 2	9: /	10: /
11: /	12: 1	13: 0	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: /	26: /	27: /	28: /	29: /	30: /

Community

1: /	2: 2	3: 2	4: 2	5: 2	6: 2	7: 2	8: 0	9: 2	10: 1
11: 0	12: 2	13: 1	14: 2	15: 0	16: 2	17: 2	18: 1	19: 1	20: 0
21: 0	22: 0	23: 0	24: /	25: 1	26: 0	27: /	28: 0	29: /	30: /
31: 0	32: /	33: /	34: /	35: 0	36: /	37: 0	38: /	39: /	40: /
41: /	42: /	43: /	44: /	45: /	46: /	47: /	48: /	49: /	50: /
51: /	52: /	53: /	54: /	55: /	56: /	57: /	58: /		

Interpersonal Relationships

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: 2	25: 2	26: /	27: 1	28: 2	29: 2	30: 2
31: 2	32: 1	33: 2	34: 2	35: 2	36: 2	37: 1	38: 2	39: 1	40: 1
41: 0	42: 0	43: 1							

Play and Leisure

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: 2	10: 2
11: /	12: /	13: /	14: 2	15: /	16: /	17: 2	18: /	19: 2	20: 2
21: 2	22: 2	23: 1	24: 2	25: 2	26: 1	27: 1	28: 0	29: 0	30: 0
31: 0	32: /	33: /	34: 0	35: /	36: 0				

Coping Skills

1: /	2: /	3: /	4: /	5: 1	6: 2	7: /	8: /	9: /	10: /
11: 2	12: 2	13: 2	14: 2	15: 0	16: 0	17: 1	18: 0	19: 0	20: 0
21: 0	22: 0	23: 1	24: 0	25: /	26: 0	27: /	28: /	29: /	30: 0
31: /	32: 0	33: /							

Gross Motor

1: /	2: /	3: /	4: /	5: 1	6: 2	7: /	8: /	9: /	10: /
11: 2	12: 2	13: 2	14: 2	15: 0	16: 0	17: 1	18: 0	19: 0	20: 0
21: 0	22: 0	23: 1	24: 0	25: /	26: 0	27: /	28: /	29: /	30: 0
31: /	32: 0	33: /	34: /	35: 2	36: /	37: 2	38: 2	39: /	40: 2
41: 2	42: 2	43: 2							

Fine Motor

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: 2	18: 2	19: 1	20: 2
21: 2	22: 2	23: 2	24: 2	25: 0	26: 0	27: 0	28: 0	29: 2	30: 0
31: 0	32: 0	33: 0	34: 1						

Maladaptive Behavior - Internalizing

1: 0	2: 0	3: 0	4: 0	5: 0	6: 0	7: 0	8: 0	9: 0	10: 0
11: 1	12: 0	13: 0							

Maladaptive Behavior - Externalizing

1: 2	2: 1	3: 0	4: 0	5: 2	6: 2	7: 1	8: 0	9: 1	10: 0
11: 1									

Maladaptive Behavior - Critical Items

1: 0	2: 0	3: 0	4: 0	5: 0	6: 0	7: 0	8: 0	9: 0	10: 1
11: 0	12: 0	13: 0	14: 0	15: 0	16: 0	17: 1	18: 0	19: 0	20: 0

End of Report

REPORT TO PARENT OR CAREGIVER

Jennifer Sample was recently evaluated using the Vineland Adaptive Behavior Scales, Third Edition (Vineland-3). This report summarizes Jennifer's Vineland-3 results.

The Vineland-3 measures adaptive behaviors, which are the things that people need to do to function in their everyday lives. These important everyday behaviors can be grouped into the broad areas of communication, practical daily living skills, and relating to other people. The specific adaptive behaviors that are needed change as a child grows older and depends less on the help of others, but at every age, certain behaviors and skills are expected in the home, school, and community. Learning about a child's adaptive behaviors and skills is part of a process that can help in planning for her education and for any special needs at home or in school.

To determine the level of a child's adaptive behavior, someone who knows that child well--usually a parent, caregiver, or teacher--is asked to describe her daily activities. The level of those activities is compared with that of other children the same age. This allows us to find out the areas in which the child is performing as well as others her age, as well as any areas in which the child is not doing as well and therefore needs help. In this case, Jennifer's adaptive behaviors were described by Susan T. Sample during an interview conducted by Bonnie Kamp.

Jennifer's results were compared to those of a norm sample, which is a representative group of children of the same age from across the United States. The labels below describe Jennifer's standing in the three broad areas described above, plus an overall summary score.

Adaptive Behavior Area	Level Compared to Others Her Age
Communication Skills	Adequate
Daily Living Skills	Moderately Low
Social Skills and Relationships	Adequate
Overall Summary Score	Moderately Low

An optional section asking about Jennifer's physical skills was also included:

Adaptive Behavior Area	Level Compared to Others Her Age
Physical Skills	Adequate

Please let me know if you would like to discuss these results with me.

Sincerely,