Getting the most out of your behavioural assessments: Multi-Rater and Progress Reports for the Vineland-3 and BASC-3

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Vineland Adaptive Behavior Scales, Third Edition

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Agenda

Brief description of the Vineland-3 and BASC-3

Materials and Forms for administration and report generation

Administering and scoring options on Q-global including interpretive reports, multi-rater reports, progress reports, and intervention reports

Pricing examples

Uses of the Vineland-3

• Assesses independence and self sufficiency in a variety of settings for ages birth to 90 years old.
• Diagnosing Developmental Delay, Intellectual Disability, and Autism Spectrum disorder
• Special Education and/or NDIS eligibility
• Intervention Planning
• Progress Monitoring

Vineland-3 Domains and Subdomains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Subdomain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Receptive</td>
</tr>
<tr>
<td></td>
<td>Expressive</td>
</tr>
<tr>
<td></td>
<td>Written</td>
</tr>
<tr>
<td>Daily Living Skills</td>
<td>Personal</td>
</tr>
<tr>
<td></td>
<td>Domestic/Numeral*</td>
</tr>
<tr>
<td>Socialisation</td>
<td>Interpersonal Relationships</td>
</tr>
<tr>
<td></td>
<td>Play and Leisure</td>
</tr>
<tr>
<td>Motor Skills (optional)</td>
<td>Coping Skills</td>
</tr>
<tr>
<td></td>
<td>Gross Motor</td>
</tr>
<tr>
<td></td>
<td>Fine Motor</td>
</tr>
<tr>
<td>Maladaptive Behaviors (optional)</td>
<td>Internalising, Externalising, &amp; Critical Items (Sections)</td>
</tr>
</tbody>
</table>

* A different subdomain is used in the Teacher Form

Uses of the BASC 3

A comprehensive set of rating scales and forms including the
• Teacher Rating Scales (TRS)
• Parent Rating Scales (PRS)
• Self-Report of Personality (SRP), and
• Parent Relationship Questionnaire (PRO)
that together, help you understand the behaviours and emotions of children and adolescents aged 2 to 21 years.
• Links to DSM 5 diagnostic criteria.
Self-Report: BASC–3 SRP Scales

Clinical Scale
- Attitude to School (C, A)
- Attitude to Teachers (C, A)
- Sensation Seeking (A, COL)
- Atypicality
- Locus of Control
- Social Stress
- Anxiety
- Depression
- Sense of Inadequacy
- Somaticization (A, COL)
- Attention Problems
- Hyperactivity
- Alcohol Abuse (COL)
- School Maladjustment (COL)

Adaptive Scale
- Relations with Parents
- Interpersonal Relations
- Self-Esteem
- Self-Reliance

BASC–3 PRQ Scales

PRQ–Preschool
- Attachment
- Discipline Practices
- Involvement
- Parenting Confidence
- Relational Frustration

PRQ–Child / Adolescent
- Attachment
- Communication
- Discipline Practices
- Involvement
- Parenting Confidence
- Satisfaction with School
- Relational Frustration

Executive Functioning Indexes

New to BASC-3 TRS and PRS forms
- Problem Solving Index
- Attentional Control Index
- Behavioral Control Index
- Emotional Control Index
- Overall Executive Functioning Index

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Using the Vineland-3 on Q-global

Vineland-3 Scoring pages for hand-scoring

Q-global: Online administration and/or scoring platform

• Manual Entry: Paper/pencil administration with Q-global scoring.
• On-screen Administration: Administer the assessment on the screen of any web-enabled device
• Remote On-screen Administration: Allows a third party (i.e. parent/teacher) to access the assessment from their own web-enabled device through sending a secure URL via email.

Vineland-3 Options

<table>
<thead>
<tr>
<th>Options</th>
<th>Digital Prices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand Scoring</td>
<td></td>
</tr>
<tr>
<td>• Administration: Paper</td>
<td></td>
</tr>
<tr>
<td>• Scoring &amp; Reporting: Paper</td>
<td></td>
</tr>
<tr>
<td>Hybrid</td>
<td>Q-global unlimited subscription</td>
</tr>
<tr>
<td>• Administration: Paper</td>
<td></td>
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<tr>
<td>• Scoring &amp; Reporting: Q-global</td>
<td></td>
</tr>
<tr>
<td>All Digital</td>
<td>Q-global (pay per usage)</td>
</tr>
<tr>
<td>• Administration: Q-global</td>
<td></td>
</tr>
<tr>
<td>• Scoring &amp; Reporting: Q-global</td>
<td></td>
</tr>
</tbody>
</table>

Q-global will automatically keep track of basal, ceiling, and subdomain completion rules.

Digital Prices

• Purchase an unlimited use annual license to score ratings completed in paper format: $67
• Purchase single administration/scoring online: $5 for Administer, score, and generate reports for Domain forms, or $5.50 for Comprehensive forms.
• Multi-Rater and Progress Reports: No additional cost

BASC-3 Options

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Hand Scoring</td>
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<td>• Administration: Paper</td>
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<tr>
<td>Hybrid</td>
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<tr>
<td>• Administration: Paper</td>
<td></td>
</tr>
<tr>
<td>• Scoring &amp; Reporting: Enter responses into Q Global for scoring and reporting</td>
<td></td>
</tr>
<tr>
<td>All Digital</td>
<td></td>
</tr>
<tr>
<td>• Administration: Q Global on your computer or via email</td>
<td></td>
</tr>
<tr>
<td>• Scoring &amp; Reporting: Q Global</td>
<td></td>
</tr>
</tbody>
</table>

Digital Prices

• Purchase an unlimited use annual license to score ratings completed in paper format: $56 for interpretive report or $67 for interpretive report with intervention.
• Purchase single administration/scoring online: $4.50 to Administer, score, and generate Interpretive Summary Report or $5.00 with intervention.
• Multi-Rater Reports and Progress Reports: No additional cost

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Using the Vineland-3 on Q-global

Generating Reports on Q-global
Demonstration

Vineland-3 Comprehensive Reports
Vineland-3 Domain-Level Reports
Vineland-3 Multirater Reports
Vineland-3 Progress Reports

BASC-3 Interpretive Reports
BASC-3 Interpretive Reports with Recommendations
BASC-3 Multirater Reports
BASC-3 Integrated Reports
BASC-3 Progress Reports

Getting Started with Q-global

Creating an Examinee

On the New Examinee page, enter in the individual's first and last name, id number (optional), gender, and date of birth. After the demographic information has been entered, click the "Save" button to save the profile and navigate back to the home screen.
Assigning an Assessment

After the examinee profile has been created, assign an assessment to the examinee by selecting the individual and then clicking the “Assign New Assessment” button.

Selecting the “Assign New Assessment” button results in the Assessment Window appearing, where you can search for the Vineland-3.

Assigning an Assessment

After you have found the desired assessment, click on the appropriate radio button to the left of the assessment and then click on the “Assign” button to assign the assessment to the examinee and to navigate to the “Assessment Details” page.

Assigning an Assessment

On the Assessment Details page, you have the ability to edit the Examinee Details as well as the Assessment Details. Under the Assessment details, enter the Administration Date and select the Examiner. Under “Delivery,” select the desired Administration Method.

Manual Entry

The Manual Entry method allows users to enter in the item level responses into Q-global for scoring from a paper record form. After selecting this method, click on the “Item Entry” tab.

Manual Entry

On the “Item Entry” tab, you can enter in the appropriate 2, 1, or 0 response for a Usually, Sometimes, or Often response respectively. Clicking the “Show Item Text” option and clicking in a text field will show the test item as well as the numerical/response equivalence.
After all of the item responses have been entered, click on the "Save and Close" button to save the responses and to close the active assessment. Note: You will not be able to generate a report while it is open/actively being edited.

After the assessment has been saved and closed, the "Generate Report" button will appear. Clicking this button results in the Report Configuration window to appear. This will be discussed later.

The On-screen Administration method allows you to digitally administer the Vineland-3 on the computer that you have logged onto. After selecting this method, click the "Start Assessment" button to begin the assessment.

Within the assessment, respondents will be presented with the assessment instructions and will prompted to enter the respondent information.

Within the assessment, examiners (Interviewer form) and respondents (Parent/Caregiver and Teachers) will select the appropriate response for either a 2, 1, or 0 response. Examiner’s can select the Probe or Scoring Criteria options for additional information. After all of the test items on the page have been a responses, click the appropriate directional arrow to proceed to the next page.
After the assessment has been completed, a comments/end of assessment page is presented. Clicking on the directional button a final time will submit the responses, thereby completing the assessment.

At this time the assessment can be closed (exit the window/tab) and upon logging back into Q-global, you can generate the report.

Remote On-screen Administration

The Remote On-screen Administration method allows a third party, such as a parent or teacher, to administer the Vineland-3 digitally on their own web-enabled device. This is achieved through the use of a secure email that contains the assessment url.

To use this method, you will need to set the url active dates, select the email recipient, and then enter in the rater name and email address. After this information has been added, click on the ‘Preview and Send Invitation’ button.
On the preview page, you can edit the invitation. To do this, click in the body of the email and type the desired text. When you are ready to send the email, click the "Send Invitation" button.

Shortly after the email is sent, the recipient will receive the "Invitation to Complete Questionnaire" email, instructing them to click on the "Click Here" button to start the assessment.

After clicking the link, the respondent will be navigated to a new tab of their web-browser that contains the assessment. Here, the respondent will be prompted to enter their name and relationship to the examinee and test instructions before being presented with test items.

Test instructions for the Comprehensive Teacher Form.

Within the assessment, respondents (Parent/Caregiver and Teacher) will select the appropriate response for either a 2, 1, or 0 response. The respondent can select the Scoring Criteria option for additional information on how to score the current item. After all of the test items on the page have been responded, click the appropriate directional arrow to proceed to the next page.

On pages with test items, respondents can only progress to the next page with all of the test items have a response.
After the assessment has been completed, a comments/end of assessment page is presented. Clicking on the directional button a final time will submit the responses, thereby completing the assessment.

Remote On-screen Administration

At this time the assessment can be closed (exit the window/tab) and upon logging back into Q-global, you can generate the report.

Generating Reports

After the assessment has been administered and completed, log back into Q-global to generate the report.

Clicking this button results in a window appearing, prompting you to select the report type.

Generating Reports

Selecting the report type results in the Report Configuration window to pop-up. On this window, you can select the report format, see the needed/available inventory, and select the inclusion criteria and confidence level/significance level. After desired settings have been made, click the “Generate Report” button to generate the report.
Generating the report will save it to the “Downloads” folder of your computer. On Chrome, as seen, your download tool bar will appear at the bottom of the screen.

You can generate Multirater Reports by selecting 2 compatible Vineland reports (see next slide) and then click the “Generate Report” button. The selected reports must have a “Report Generated” status.
You can select 2 records for the same examinee with the following combinations:

1. Comprehensive Interview Form and Comprehensive Teacher Form
2. Comprehensive Interview Form and Domain-Level Teacher Form
3. Domain-Level Interview Form and Comprehensive Teacher Form
4. Domain-Level Interview Form and Domain-Level Teacher Form
5. Comprehensive Parent/Caregiver Form and Comprehensive Teacher Form
6. Comprehensive Parent/Caregiver Form and Domain-Level Teacher Form
7. Domain-Level Parent/Caregiver Form and Comprehensive Teacher Form
8. Domain-Level Parent/Caregiver Form and Domain-Level Teacher Form

Generating Multirater Reports

Clicking this button results in a window appearing, prompting you to select the report type.

On the Report Configuration window, select the report format, inclusion criteria, and confidence interval.

Generating a Multirater Report does not consume any of your purchased inventory, as it combines the results of 2 already scored reports. When you are ready to generate the report, click the Generate Report button.

The multirater report enables the professional to compare the examinee's adaptive behaviour across settings, and from the point of view of two different responders, increasing the clinical reliability of the results and their practical application.
### Item Level Analysis

2 point differences between item level ratings would raise red flags.

### BASC 3 Multirater Reports

Multiple perspectives is the key to measuring behaviour.

BASC-3 applies a triangulation method for gathering information by analysing the child’s behaviour from three perspectives (Self, Teacher, and Parent) providing a more complete and balanced picture.

Up to 5 TRS and PRS records can be selected to include in the Multirater Report. The administrations selected must be from the same age level (for example, all administrations being reported are school age forms.)

The following rater type comparisons are allowed:
- PRS with PRS
- TRS with TRS
- PRS with TRS
• Up to 5 TRS, PRS, and SRP records can be selected
• The administrations selected must be from the same age level form
• One SRP form can be included in a BASC-3 Integrated Report.
• The SRP-College form cannot be included in the BASC-3 Integrated Report.

The Shared Items Comparison section are printed by scale and illustrate any differences in rater responses to test items when there is a discrepancy in the Classification of rater responses for that scale.
If this section does not print in the report then the discrepancies in rater responses were determined not to be significant for any of the Clinical and Adaptive Scales.
You can generate Progress Reports by selecting between 2 and 5 compatible reports, and clicking the "Generate Report" button. The selected reports must have a "Report Generated" status.

Clicking this button results in a window appearing, prompting you to select the report type.

On the Report Configuration window, select the report format and the inclusion criteria. Generating a Progress Report does not consume any of your purchased inventory, as it compiles the results of 2 already scored reports. When you are ready to generate the report, click the Generate Report button.
Using the Vineland-3 on Q-global

Growth Scale Values: GSV’s

If a GSV increases by a statistically significant amount from one test to another, there has been growth or development in that subdomain. That absolute growth can be interpreted in the context of the difference in the same subdomain of skills would occur between the two tests. As noted above, if the examinee’s overall score has also increased, the examinee has gained adaptive skills at an above-average rate. If the overall score in the same subdomain has increased at about the same rate as the GSV, then the examinee’s rate of growth has been less than that of others his or her age; however, the GSV increase indicates that there has indeed been growth.

### Example Scores

<table>
<thead>
<tr>
<th>Subdomain</th>
<th>Age 9</th>
<th>Age 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hygiene</td>
<td>123</td>
<td>124</td>
</tr>
<tr>
<td>Express</td>
<td>115</td>
<td>116</td>
</tr>
<tr>
<td>Personal</td>
<td>102</td>
<td>103</td>
</tr>
<tr>
<td>Social</td>
<td>124</td>
<td>125</td>
</tr>
<tr>
<td>Communication</td>
<td>119</td>
<td>120</td>
</tr>
<tr>
<td>Independent Living</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>110</td>
<td>111</td>
</tr>
<tr>
<td>Total Scale Score</td>
<td>558</td>
<td>560</td>
</tr>
</tbody>
</table>

### Intervention Guidance for Comprehensive Forms

**Written Subdomain**

- **Item Scores of 0/1** are shaded to highlight skills that need improvement.
- **Use Content Areas** to identify intervention targets by topic (e.g., B & C).
- **Written Subdomain Content Areas:**
  - A = Pre-reading
  - B = Developing Reading Skills
  - C = Developing Writing Skills
  - D = Applying Reading & Writing Skills

- **Important:**
  - Up to 3 records of the same rater type for the same examinee can be used to generate a Progress Report.
  - Example: TRS-Adolescent, TRS-Child, TRS-Preschool Reports can be generated across age levels.

### Change at the Item Level

<table>
<thead>
<tr>
<th>Subdomain</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuts</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drinks</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eats</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drinks</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eats</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dress</td>
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</tr>
<tr>
<td>Eats</td>
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<tr>
<td>Drinks</td>
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</tr>
<tr>
<td>Eats</td>
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<td>0</td>
</tr>
<tr>
<td>Drinks</td>
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<td>0</td>
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