

Teacher Form  
 Ages 5-21

# ABAS<sup>®</sup>-3

Adaptive Behavior Assessment System, Third Edition

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## Student Information

|   |               |                       |           |
|---|---------------|-----------------------|-----------|
| Name of student being evaluated (first, middle, last) |               | Sex                   | Grade     |
| Anna Sample   |               | Female                | 7th       |
| Age at testing  | Date of birth | Age                   |           |
| 13 years and 3 months                                 | 1/9/2002      | 13 years and 3 months |           |
| School  | City          | State                 |           |
|   |               | CA                    |           |
| Race/Ethnicity  |               | Employment status     |           |
|   |               |                       |           |
| Disability or other limitation                        |               |                       | Client ID |
|   |               |                       |           |

## Assessment Information

|                           |                |          |
|---------------------------|----------------|----------|
| Date of assessment        | Date of report | Teacher  |
| 4/29/2015                 | 4/29/2015      | Jane Doe |
| Relationship to student   |                |          |
| General education teacher |                |          |

## Intelligence Assessment Results

No intelligence assessment information was reported.

## Reason for Referral

Referral information for Anna is unknown at this time.

## Background Information

Anna's General education teacher, Jane Doe, completed the ABAS-3 Teacher Form on 4/29/2015. Anna was 13 years and 3 months at the time of the assessment and attending 7th grade. No disabilities or other limitations were reported. The primary language spoken in Anna's home is not known.

## Interpretive Report

| Validity Information |           |                         |                         |
|----------------------|-----------|-------------------------|-------------------------|
| Adaptive skill Area  | Raw score | Number of skipped items | Number of guessed items |
| Communication        | 34        | 0                       | 0                       |
| Community Use        | 35        | 0                       | 0                       |
| Functional Academics | 32        | 0                       | 0                       |
| School Living        | 28        | 0                       | 0                       |
| Health and Safety    | 25        | 0                       | 0                       |
| Leisure              | 34        | 0                       | 0                       |
| Self-Care            | 34        | 0                       | 0                       |
| Self-Direction       | 32        | 0                       | 0                       |
| Social               | 29        | 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 adaptive skill areas excluding Work. Anna obtained a GAC score of 57. Her true score is likely to fall within the range of 54 - 60 at a 95% level of confidence. Anna's current overall level of adaptive behavior is in the Extremely Low range, as high as or higher than 0.2% of students 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 Anna'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. Anna's Conceptual domain standard score of 56 (95% confidence interval of 51 - 61) is in the Extremely Low range, as high as or higher than 0.2% of students of the same age.

The Social domain standard score summarizes performance across the Leisure and Social skill areas. Anna's Social domain standard score of 68 (95% confidence interval of 63 - 73) is in the Extremely Low range, as high as or higher than 2% of students of the same age.

The Practical domain standard score summarizes performance across the Community Use, School Living, Health and Safety, and Self-Care skill areas. Anna's Practical domain standard score of 59 (95% confidence interval of 54 - 64) is in the Extremely Low range, as high as or higher than 0.3% of students of the same age.

## Adaptive Domain Comparisons

A comparison of performance between the adaptive behavior domains also provides useful information for interpretation. Anna's general ability to participate in social and leisure activities (social adaptive behavior) is significantly more developed than her overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior). 15% or less of the standardization sample displayed such a discrepancy in functioning between the Conceptual and Social domains. However, Anna's overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior) is consistent with her general skills in the areas of community and school living, health and safety, and self-care (practical adaptive behavior). Finally, although the difference between Anna's overall ability to participate in social and leisure activities (social adaptive behavior) and her general skills in the areas of community and school living, health and safety, and self-care (practical adaptive behavior) is statistically significant, it is not unusual (i.e., it has a high base rate).

## Scatter in Adaptive Skill Area Scaled Scores

A student'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 student'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 Social, 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 Conceptual 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 student.

## Adaptive Skill Area Results

Adaptive skill areas within the Conceptual domain provide a more detailed view of Anna's functioning. Anna's communication abilities, including speech, vocabulary, listening, conversation, and nonverbal communication skills, are in the Extremely Low range. She functions in the Extremely Low range when performing basic academic skills such as reading, writing, and mathematics, as well as functional skills such as taking measurements and telling time. Her 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 Anna'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 Below Average range for Anna. Her ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is in the Extremely Low range.

Adaptive skill areas within the Practical domain offer a more specific picture of Anna's capabilities. Her ability to function and get around in the community, including shopping and using community resources, is in the Average range. Anna's level of functioning in a classroom setting, including maintenance of school property and taking care of personal possessions, is in the Extremely Low range. Anna's ability to protect her 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. Her 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 a student'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 Anna's profile, each skill area scaled score was compared to her 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.

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

## Strengths and Weaknesses in Adaptive Skill Areas

Anna's Leisure skill area scaled score was significantly higher than her Social skill area scaled score, representing a relative strength within this domain. This difference occurred infrequently in the standardization sample, suggesting that Anna's ability to engage in play and plan recreational activities is an observable area of strength within her everyday adaptive functioning.

Anna's Social skill area scaled score was significantly lower than her Leisure skill area scaled score, representing a relative weakness within this domain. This difference occurred infrequently in the standardization sample, suggesting that Anna's ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is an observable area of weakness within her everyday adaptive functioning.

Anna's Community Use skill area scaled score was significantly higher than her 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 Anna's ability to function and get around in the community, including shopping and using community resources, is an observable area of strength within her everyday adaptive functioning.

## Summary of ABAS-3 Results

Anna's overall adaptive behavior can be characterized as lower functioning than that of almost all students her age. Anna's conceptual adaptive behavior can be characterized as lower functioning than that of almost all students her age. Anna's social adaptive behavior can be characterized as lower functioning than that of almost all students her age. Anna's practical adaptive behavior can be characterized as lower functioning than that of almost all students her age.

## Summary of Adaptive Behavior and Intelligence Assessment Results

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

## Score Summary

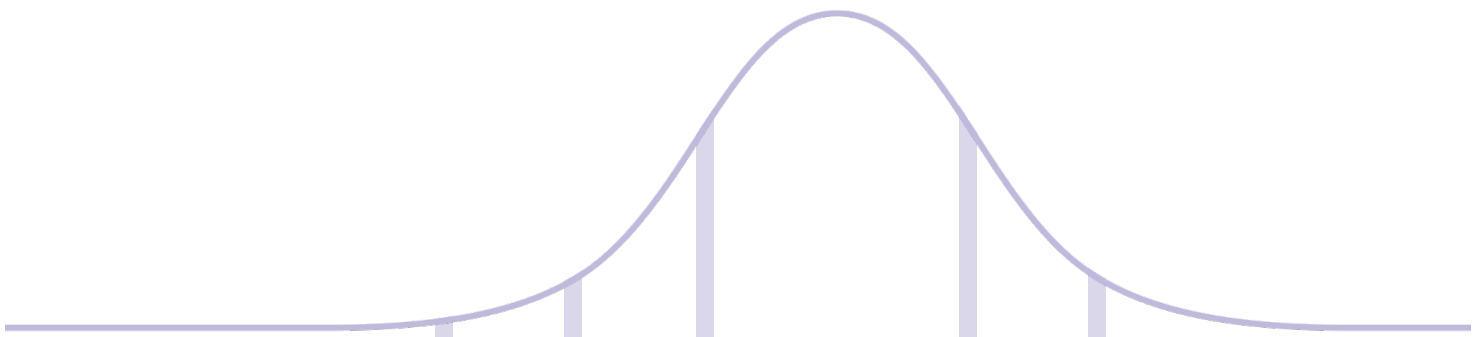
|               | Year | Month | Day |
|---------------|------|-------|-----|
| Testing date  | 2015 | 4     | 29  |
| Date of birth | 2002 | 1     | 9   |
| Age           | 13   | 3     | 21  |

| Raw Score to Scaled Score Conversions |           |               |            |          |           |
|---------------------------------------|-----------|---------------|------------|----------|-----------|
| Adaptive skill area                   | Raw score | Scaled scores |            |          |           |
| Communication                         | 34        | 2             | 2          |          |           |
| Community Use                         | 35        | 8             |            | 8        |           |
| Functional Academics                  | 32        | 2             | 2          |          |           |
| School Living                         | 28        | 1             |            | 1        |           |
| Health and Safety                     | 25        | 1             |            | 1        |           |
| Leisure                               | 34        | 6             | 6          |          |           |
| Self-Care                             | 34        | 1             |            | 1        |           |
| Self-Direction                        | 32        | 3             | 3          |          |           |
| Social                                | 29        | 1             | 1          |          |           |
| (Work)                                |           |               |            |          |           |
| Sum of scaled scores                  |           | <b>25</b>     | <b>7</b>   | <b>7</b> | <b>11</b> |
|                                       |           | GAC           | Conceptual | Social   | Practical |

Note: Work is not included in the GAC or 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<br><input type="checkbox"/> 90% <input checked="" type="checkbox"/> 95% |
| General Adaptive Composite (GAC)   | <b>25</b>            | 57             | 0.2             | 54 - 60   |
| Conceptual   | <b>7</b>             | 56             | 0.2             | 51 - 61   |
| Social   | <b>7</b>             | 68             | 2               | 63 - 73   |
| Practical  | <b>11</b>            | 59             | 0.3             | 54 - 64   |

# Score Profile



|                     |     |     |      |    |      |     |     |
|---------------------|-----|-----|------|----|------|-----|-----|
| Percentage of cases | 2.2 | 6.7 | 16.1 | 50 | 16.1 | 6.7 | 2.2 |
|---------------------|-----|-----|------|----|------|-----|-----|

|                 |    |    |    |     |     |     |
|-----------------|----|----|----|-----|-----|-----|
| Standard scores | 70 | 80 | 90 | 100 | 110 | 120 |
|-----------------|----|----|----|-----|-----|-----|

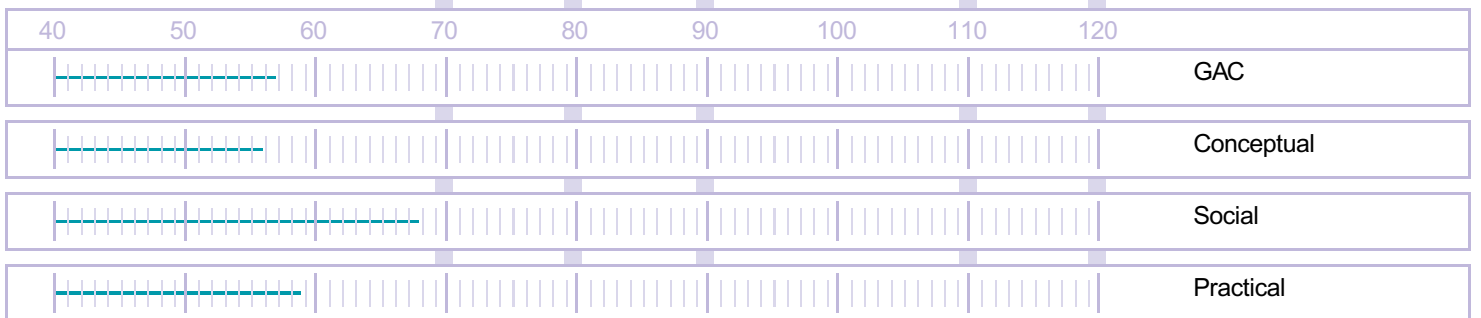
|                          |               |     |               |         |               |      |
|--------------------------|---------------|-----|---------------|---------|---------------|------|
| Qualitative descriptions | Extremely low | Low | Below average | Average | Above average | High |
|--------------------------|---------------|-----|---------------|---------|---------------|------|

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 Academics | <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-Direction       | <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"/> |
| Social     | Leisure              | <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               | <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 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"/> |
|            | School Living        | <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"/> |
|            | Health and Safety    | <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"/> |
|            | 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 | ≤ 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    | 56               | 68               | -12        | 7.2            | Y         | <input checked="" type="checkbox"/> ≤15% <input type="checkbox"/> ≤5% |
| Conceptual-Practical | 56               | 59               | -3         | 7.2            | N         | <input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%            |
| Social-Practical     | 68               | 59               | 9          | 7.2            | Y         | <input type="checkbox"/> ≤15% <input 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 | Self-Direction     | 3            | Functional Academics | 2            | 1                                | 2.04           | N         | <input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%            |
| Social skill areas     | Leisure            | 6            | Social               | 1            | 5                                | 2.04           | Y         | <input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5% |
| Practical skills areas | Community Use      | 8            | Self-Care            | 1            | 7                                | 2.82           | Y         | <input checked="" 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 |  | Conceptual      | Social | Practical |
| Sum of scaled scores  | 7             |  | 7               | 7      | 11        |
| Number of skill areas | ÷ 9           |  | ÷ 3             | ÷ 2    | ÷ 4       |
| Mean scaled score     | 2.33          |  | 2.33            | 3.5    | 2.75      |

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                       | 2.33                         | -0.33                | 2.12           | N         | <input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%            |
|            | Functional Academics | 2                       | 2.33                         | -0.33                | 2.12           | N         | <input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%            |
|            | Self-Direction       | 3                       | 2.33                         | 0.67                 | 1.95           | N         | <input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%            |
| Social     | Leisure              | 6                       | 3.5                          | 2.5                  | 2.04           | Y         | <input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5% |
|            | Social               | 1                       | 3.5                          | -2.5                 | 1.95           | Y         | <input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5% |
| Practical  | Community Use        | 8                       | 2.75                         | 5.25                 | 2.82           | Y         | <input type="checkbox"/> ≤15% <input checked="" type="checkbox"/> ≤5% |
|            | School Living        | 1                       | 2.75                         | -1.75                | 2.28           | N         | <input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%            |
|            | Health and Safety    | 1                       | 2.75                         | -1.75                | 2.49           | N         | <input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%            |
|            | Self-Care            | 1                       | 2.75                         | -1.75                | 2.49           | N         | <input type="checkbox"/> ≤15% <input type="checkbox"/> ≤5%            |