

Teacher Form

Ages 5-21

ABAS[®]-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		

Recommended Interventions

This report provides recommended interventions for those ABAS-3 items that were selected in the Scoring Assistant and Intervention Planner. Intervention plans for adaptive behavior require a step-by-step, problem-solving approach that takes into account the science of behavior and learning. In addition to the specific interventions recommended in this planner, it is important to keep in mind the following general guidelines for program planning and monitoring:

1. Identify skill levels needed in the individual's current environment or the environment into which they are moving.
2. Identify current areas of strength and weakness relative to environmental requirements.
3. Identify and prioritize intervention objectives based on discrepancies between environmental needs and adaptive functioning.
4. Implement interventions to achieve specific objectives.
5. Monitor the intervention implementation and effectiveness, adjusting as needed.

Refer to Chapter 3 of the ABAS-3 manual for a thorough discussion of these steps. The Progress Monitoring Report available with the ABAS-3 electronic materials provides a comparison of scores across multiple administrations to assist in the program planning and monitoring process. This will allow the clinician to track the success of intervention implementation and make adjustments based on subsequent ABAS-3 administration scores and interpretation.

Communication Adaptive Skill Area

The ability to communicate is necessary for almost every area of functioning in life, from making basic needs known to sharing ideas. Communication is one of the primary ways in which people affect one another, exchange information and ideas, and express their needs and desires. Without the ability to communicate, children may become frustrated and isolated, and may engage in maladaptive behaviors such as screaming and hitting. These frustrations are not restricted to the inability to engage in speech. That is, there is more to communication than the abilities to speak and hear. Communication includes several other necessary skills, such as looking at individuals who are talking and understanding facial cues such as frowns and squinted eyes. With these and other necessary skills, individuals will be able to successfully communicate with others about their basic needs and topics of interest. Thus, they will be able to navigate a complex world and have a greater chance of living an independent life.

While abilities to speak and hear are only a part of communication, these basic abilities, along with certain environmental elements, should be checked in the case of individuals who are having difficulties in this area. Specifically, the following should be checked: (1) hearing ability, (2) visual ability, (3) disability diagnoses, and (4) cultural differences. Another important check involves determining whether the individual has adequate language exposure at home and school. Also, verify that the individual's vision is good enough to discern nonverbal elements such as facial cues. Further, a disability diagnosis must be considered when planning communication interventions. For example, an individual who has autism spectrum disorder may require a different set of realistic goals than an individual who has an expressive language delay and no other impairments. Finally, cultural differences in communication should be taken into consideration when determining whether the individual has a skill deficit (i.e., does not know how to perform the skill) or a performance deficit (i.e., knows how to perform the skill, but does not do it).

Communication intervention activities are provided below with their corresponding Communication adaptive skill area ABAS-3 item.

Communication		
ABAS-3 Item Number	ABAS-3 Item	Intervention Activity
10	Nods or smiles to encourage others when they are talking.	Model nodding and smiling while the individual or someone else is talking. Then ask the individual to practice nodding and smiling while you are talking. Be sure to reinforce these behaviors through recognition and praise when the individual performs them without prompting.
13	Gives verbal instructions to others that involve two or more steps or activities.	Select preferred, shared activities that provide opportunities for communication, such as coloring or playing with construction toys like blocks. Ask the student to color a picture or build a tower of blocks and then ask them to tell you how to do the same thing (for example, "Now you color the dog brown and color the cat orange," or "Pick up the red block and put it on the top"). If necessary, at first have the student repeat simple instructions that you provide and then ask them to give instructions to you or peers.

Functional Academics Adaptive Skill Area

The importance of teaching academic skills to students with and without disabilities has been the focus of educators everywhere. To prepare students for the real world, it is necessary to teach them to read, write, and perform mathematical computations. Functional academics are skills in which students ages 5 to 21 must be proficient in order to (1) be successful in daily activities outside the school environment, (2) increase their independence, and (3) succeed in a less restrictive environment. The focus of functional academics instruction involves the teaching of skills in the areas of reading, writing, and mathematics so that the student can perform daily routines of everyday life such as reading signs, making change, writing checks, or completing a job application. When a student experiences difficulties in the area of functional academics, it negatively affects their ability to maintain employment, negotiate transportation, engage in self-care, and care for others. Negative effects can also be apparent in other adaptive skill areas such as communication, community use, school living, and health and safety because the ability to read, solve mathematics problems, and write are all requisite skills for these adaptive skill areas.

One of the most important things to consider when designing an intervention program in this adaptive skill area is the instructional approach to be taken. Students must first be taught the skills necessary to make them as productive and independent as possible. By evaluating the skills the student needs based on their current level of functioning, specific interventions and instruction can be designed according to their needs, with the focus on skills necessary for success in home and community settings. It is important to consider the function of the skill being learned when selecting strategies for instruction. If the student is seeking employment as a cashier in a grocery store, for example, the focus of academic instruction should be on skills involving money such as making change and counting money.

Prior to selecting interventions for a student who has difficulties in this area, it is important to rule out difficulties with vision. Additionally, it is important that the student be evaluated to make certain that they possess the motor skills necessary to participate in handwriting activities. In order for the student to successfully acquire the skills necessary to read, write, and complete everyday mathematics problems, it is also important that they have the opportunity to use these skills in the natural environment on a daily basis.

Functional Academics intervention activities are provided below with their corresponding Functional Academics adaptive skill area ABAS-3 item.

Functional Academics		
ABAS-3 Item Number	ABAS-3 Item	Intervention Activity
5	Answers simple questions about a story read to him or her.	While reading to the individual, ask questions about the story. Questions may begin with those that require simple nonverbal responses, such as "Point to the tree" or "Point to the one that is red." Questions may include those that require repeating information from the story, from simple questions such as "What happened after Michael came home?" to more abstract questions like "How do you think Abby felt after her best friend moved to a new town?" Help the individual answer the questions as needed, and explain correct answers to them. Praise them for listening to the story and answering questions. Even if questions are not answered correctly, encourage the individual with something like "That was a good try! Let's look back at that page in the book and figure out a better answer."
8	Reads school lunch menus.	Post the school lunch menu where it is easily seen. Have a designated time of day when the individual reads the lunch menu and decides what they will have for lunch that day.
9	Tells time correctly, using a watch or a clock with hands.	Have at least one clock with visible hands. Talk about different ways to tell time (for example, 2:30 = half past two). First talk about time on the hour, then about how every 5 minutes is marked on the clock. Periodically ask the individual to tell you the time, cueing them when necessary. Provide a play clock with moveable hands, and allow the individual to turn the hands to make different times, helping if necessary.

School Living Adaptive Skill Area

The School Living adaptive skill area includes those skills necessary for the successful care and maintenance of one's school environment. School living skills are developed longitudinally, with early experiences in caring for daycare settings serving as the foundation for more advanced school and home living skills in adolescence and subsequent adulthood. These skills are essential in adulthood for independent or semi-independent living, and deficits in these adaptive skill areas can result in the increased need for supervision or support. Increases in skill development can therefore lead directly to greater independence in adulthood. Also, increased mastery of school living skills can create more choices and options for individuals with disabilities as they approach adulthood. For example, the ability to operate classroom equipment such as a television, video player, or computer can lead to greater choice in what to watch or play. Likewise, mastery of mealtime routines opens increased opportunities for enjoying a wider variety of foods and beverages. It should be noted that for many activities within this adaptive skill area, the ability to generalize or transfer skills from one activity to a similar activity (e.g., turning on two different types of computers, or opening two different types of sandwich containers) is important for success, so the use of varied examples of activities is strongly encouraged.

Deficits in sensory abilities should always be considered as potential causes of difficulty when assessing the development of school living skills. For example, an individual with a visual impairment may not be able to discern spills or other visual cues, while a child with a hearing impairment may miss auditory cues from classroom equipment such as computers or other devices. Secondly, deficits in mobility or physical abilities should be considered, as these could also interfere with the child's ability to complete activities such as putting away belongings or supplies or cleaning up one's area in the lunchroom.

In general, school living skills should be developed through classroom and school routines. Consistency in expectations for routines related to arrival, initiation of work, transitions from activity to activity, cleanup, and so forth can help children develop these skills more quickly. Younger children will need more adult direction or assistance to follow such routines, while increased self-initiation of routine tasks should be the expectation for older children. The use of calendars, posted lists of classroom chores (using words or pictures), personal "to-do" lists, and school agenda booklets can be extremely useful in teaching children to follow classroom and school routines. Also, classroom rules that clarify expectations for children's interaction with one another and care of the classroom and materials are very useful in teaching these skills.

School Living intervention activities are provided below with their corresponding School Living adaptive skill area ABAS-3 item.

School Living		
ABAS-3 Item Number	ABAS-3 Item	Intervention Activity
5	Puts books and supplies in their proper places when finished using them.	Provide written or picture labels of where books and supplies should be stored. Set consistent expectations that the individual is responsible for putting things away after using them, such as books in the bookshelf and crayons in the crayon box. Initially, you may need to guide the individual as to where things should go, but they should assume more and more responsibility for cleanup as they mature.
6	Helps keep classroom neat and clean.	Designate specific areas of the classroom for storage of particular materials or supplies so that the individual can learn consistency in putting away supplies. Point out these areas to them. Praise them for helping to keep the classroom neat and clean.
7	Returns borrowed books and supplies.	When an item is borrowed, establish a way for the individual to remember who they borrowed it from and when it needs to be returned. The individual may record this information in an assignment book or planner or put a note containing the information on the object itself. Explain possible consequences for not returning the item (for example, not being able to borrow more, or having to pay to replace the item). Offer praise for returning borrowed books or supplies.

Self-Direction Adaptive Skill Area

Some items in the area of self-direction reflect skills that children typically acquire as part of normal development, regardless of the culture in which the child lives. Acquisition of other skills is more dependent upon the social norms and expectations of parents and society in the culture in which the individual is raised. It is part of typical child development to show an interest in an object for a few seconds. However, it is more reflective of the culture, and a person's assimilation of the culture's expectations, to consistently arrive on time for activities and appointments, for example. These culturally dependent skills are usually learned indirectly through observation and repetitive verbal comments by significant adults and peers who condone the demonstration of the desired behavior.

Some individuals may have great difficulty in mastering these self-direction skills. Individuals with severe intellectual disabilities will understandably have difficulty performing the skills. Individuals with extensive motor difficulties also may have great difficulty in physically demonstrating the behaviors independently, but with the support of appropriate assistive technology, many can develop these adaptive skills. Individuals with autism spectrum disorder may demonstrate a more skewed ability to perform self-direction behaviors. Difficulties with abstract concepts, anxiety, and compliance issues can interfere with the development of these children's self-direction skills. Attention-deficit/hyperactivity disorder, with accompanying impulsivity and disorganization, can also affect an individual's ability to perform more complex projects that require systematic planning and self-discipline to complete.

Self-Direction intervention activities are provided below with their corresponding Self-Direction adaptive skill area ABAS-3 item.

Self-Direction		
ABAS-3 Item Number	ABAS-3 Item	Intervention Activity
2	Asks for help from teachers or authority figures when difficult problems come up.	Discuss the importance of asking for help from teachers or other authority figures. Encourage the individual to view teachers and other authority figures as adults who are there to help students. Introduce them to different authority figures at school so they will be familiar with those people and know them by name and title. Respond positively when others ask for help with difficult issues and point out that you are glad they asked for help. Reassure the individual that it is okay to ask teachers or authority figures for help when needed, and be receptive when they do ask questions.
3	Completes routine classroom tasks within a reasonable amount of time.	Discuss the importance of using time well and completing routine classroom tasks within a reasonable period. Select tasks the individual is able to do without help. Let them watch you or a classmate perform the task. Observe the individual periodically to make sure they are working on the task and direct them back to the task if needed. Use an activity they enjoy as an incentive for finishing within a reasonable time ("If you finish putting away the supplies quickly, we can go out early for recess").
4	Works independently and asks for help only when necessary.	Discuss the importance of working independently and asking for assistance only when necessary. Encourage the individual to complete work on their own. If they ask for help, say something like "I think you can do that. I'll watch you while you do it," or "I've seen you do that before. Let me know when you're finished and I'll come see." Praise them for completing the task independently. For example, say, "You did that all by yourself. I'm really proud of you."