

# Vineland-3

Adaptive Behavior Scales—Third Edition

Vineland Adaptive Behavior Scales, Third Edition (Vineland™-3)  
Domain-Level Teacher Form Report  
*Sara S. Sparrow, Domenic V. Cicchetti, and Celine A. Saulnier*

## Examinee Information

ID:  
Name: Jordan Sample  
Gender: Male  
Birth Date: 01/23/2008  
Age: 8:4  
Overall IQ Score: 73

## Test Information

Test Date: 06/08/2016  
Respondent Name: Katherine C. Smith  
Type of Teacher: Special Education Teacher  
Examiner Name:



Vineland-3 (Vineland Adaptive Behavior Scales, Third Edition)  
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[ 1.0 / RE1 / QG1 ]

## 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 actually does 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.

Jordan Sample was evaluated using the Vineland-3 Domain-Level Teacher Form on 06/08/2016. Katherine C. Smith, Jordan's Special Education Teacher, completed the form.

Jordan's overall level of adaptive functioning is described by his score on the Adaptive Behavior Composite (ABC). His ABC score is 66, which is well below the normative mean of 100 (the normative standard deviation is 15). The percentile rank for this overall score is 1.

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.

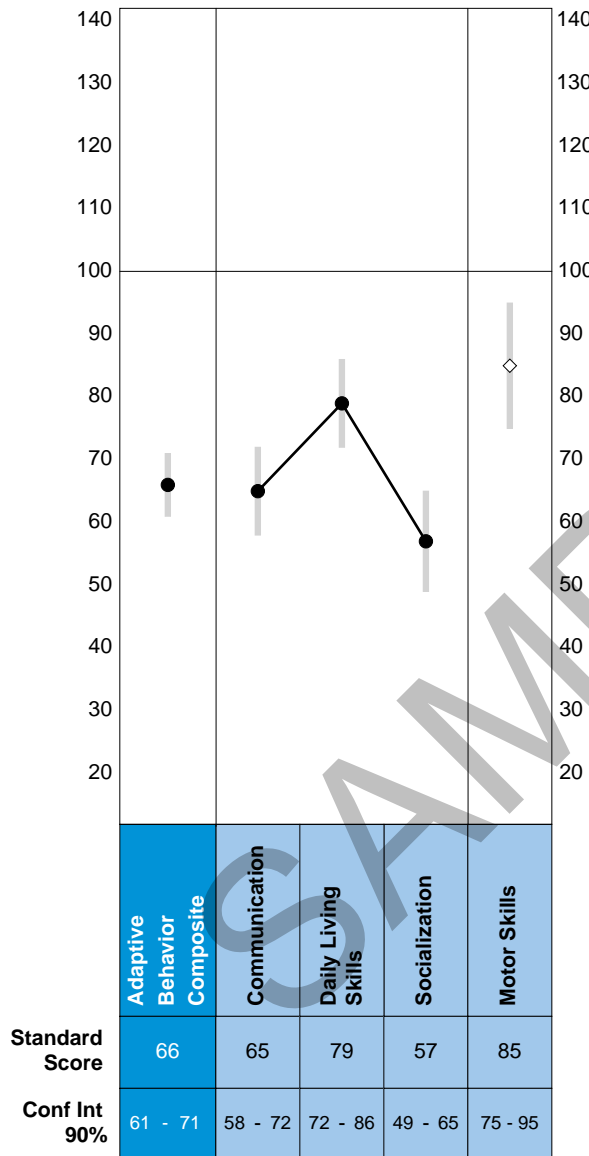
The Communication domain measures how well Jordan listens and understands, expresses himself through speech, and reads and writes. His Communication standard score is 65. This corresponds to a percentile rank of 1. This domain is a relative weakness for Jordan.

The Daily Living Skills domain assesses Jordan's performance of the practical, everyday tasks of living that are appropriate in the school setting. His standard score for Daily Living Skills is 79, which corresponds to a percentile rank of 8. This domain is a relative strength for Jordan.

Jordan's score for the Socialization domain reflects his functioning in social situations. His Socialization standard score is 57. The percentile rank is <1. This domain is a relative weakness for Jordan.

## SCORE SUMMARY PROFILE

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



## 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	66	61 - 71	1			
<b>Domains</b>						
Communication	65	58 - 72	1	-6.5	Weakness	>25%
Daily Living Skills	79	72 - 86	8	7.5	Strength	<=25%
Socialization	57	49 - 65	<1	-14.5	Weakness	<=5%
Motor Skills	85	75 - 95	16	13.5	Strength	<=10%

\*The examinee's Mean Domain Standard Score (Mean SS) = 71.5

\*\*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
<b>Domains</b>					
Communication < Daily Living Skills	65	79	14.0	Yes	<=15%
Communication > Socialization	65	57	8.0	No	
Daily Living Skills > Socialization	79	57	22.0	Yes	<=15%
Communication < Motor Skills	65	85	20.0	Yes	<=25%
Daily Living Skills < Motor Skills	79	85	6.0	No	
Socialization < Motor Skills	57	85	28.0	Yes	<=10%

\*Significance level chosen for pairwise difference comparisons is .10

## MALADAPTIVE BEHAVIOR RESULTS

Maladaptive Scale	Raw Score	v-Scale Score
Internalizing	5	19
Externalizing	2	18

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

### Critical Items Scored 2 (Often) or 1 (Sometimes)

1. Gets fixated on objects or parts of objects. **(Often)**
5. Repeats physical movements over and over. **(Sometimes)**
7. Gets so fixated on a topic that it annoys others. **(Often)**
8. Wanders or darts away without regard for safety. **(Sometimes)**

SAMPLE

## 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 Domain-Level Teacher Form provides norm-referenced scores for domains and an overall Adaptive Behavior Composite (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 Jordan'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 Jordan's normative age group who scored the same or lower than Jordan. 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 Jordan's adaptive functioning compares to that of others in his age group. Two other components of the interpretation address the extent to which Jordan's functioning may be relatively better in some adaptive behavior areas than in others, regardless of his overall level. These analyses--strength/weakness analysis and pairwise difference comparisons--help identify ways in which the score variation *within Jordan's score profile* is statistically meaningful, and therefore more likely to be important in interpreting and using his Vineland-3 results.

Strength/weakness analysis involves comparing each domain standard score 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. Each domain standard score is compared with every other standard score, and the differences are 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 page 4. The base rate is the frequency of occurrence in the norm sample of a score difference of that size or greater.

### Qualitative Descriptors

Sometimes standard 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	Domain and ABC Standard Scores
High	130 to 140
Moderately High	115 to 129
Adequate	86 to 114
Moderately Low	71 to 85
Low	20 to 70

## VINELAND-3 SCORE INTERPRETATION

### Estimated Responses

For the following domain, the respondent indicated that 15% or more of the item responses were estimates (i.e., best guesses). Results for this domain should be interpreted with caution.

Domain	Percent Estimated
Daily Living Skills	15.6

### Adaptive Behavior

The Adaptive Behavior Composite (ABC) provides an overall summary measure of Jordan's adaptive functioning. His ABC standard score is 66, with a 90% confidence interval of 61 to 71. His percentile rank of 1 means that his score was greater than or equal to 1% of individuals in Jordan's age group in the Domain-Level Teacher Form normative sample. These scores are about as expected given his reported IQ score of 73.

The Communication domain measures how well Jordan exchanges information with others. This includes taking in information, expressing himself verbally, and reading and writing. His Communication standard score is 65, with a 90% confidence interval of 58 to 72. This corresponds to a percentile rank of 1. These scores are in line with his reported IQ score of 73.

The Daily Living Skills domain assesses Jordan's performance of the practical, everyday tasks of living that are appropriate in the school setting. Such tasks include various aspects of self-care (e.g., dressing, hygiene), using numeric concepts, and meeting expectations at school. His standard score for Daily Living Skills is 79, with a 90% confidence interval of 72 to 86 and a percentile rank of 8. These scores are about as expected given his reported IQ score of 73.

Jordan's score for the Socialization domain reflects his functioning in social situations. This domain covers his interpersonal relationships, play and leisure activities, and coping skills in social situations. His Socialization standard score is 57, with a 90% confidence interval of 49 to 65. The percentile rank is <1. These scores are low relative to his reported IQ score of 73. This suggests that intellectual deficits do not explain (or fully explain) Jordan's social difficulties. Follow-up activities might focus on exploring and addressing the reasons for this gap between Jordan's cognitive and social functioning (e.g., social anxiety, an autism spectrum disorder).

The Motor Skills domain measures Jordan's use of gross and fine motor skills in daily life. His Motor Skills standard score is 85, with a 90% confidence interval of 75 to 95. The percentile rank is 16.

### Strengths/Weaknesses and Pairwise Difference Comparisons

Jordan's four domain standard scores were compared to his mean domain standard score of 71.5 to determine possible areas of strength and weakness. The results show that Daily Living Skills and Motor Skills are relative strengths for Jordan, and that Communication and Socialization are relative weaknesses.

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

### 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.

Jordan received *v*-scale scores of 19 for Internalizing and 18 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 Jordan received a score of 2 (Often) or 1 (Sometimes) are listed earlier in this report.

SAMPLE



## ITEMS BY DOMAIN

### Communication

Items	Item Score
1. Says his own first name or nickname	2
2. Names at least three actions	2
3. Says his age when asked	1
4. Responds to questions that use the word "who"	1
5. Identifies one or more alphabet letters	2
6. Understands at least three more advanced gestures	1
7. Follows instructions with two related actions	2
8. Responds to questions that use the word "why"	1
9. Uses plural nouns	2
10. Follows instructions with one action and two objects	2
11. Uses pronouns correctly	2
12. Tells the basic parts of a familiar story or plot	1
13. Uses past tense verbs	2
14. Copies his own first name correctly	2
15. Uses own knowledge or opinions to comment	0
16. Pays attention to a show for at least 30 minutes	1
17. Says both the month and day of his birthday	0
18. Follows instructions involving right and left	0
19. Writes both his first and last name from memory	0
20. Writes at least 10 simple words from memory	0
21. Clarifies by restating differently when needed	0
22. Pays attention to a 30-minute informational talk	0
23. Reads sentences of three or more words out loud	0
24. Understands sarcasm	0
25. Writes simple correspondence of three sentences	0
26. Gives complex directions with three or more steps	0
27. Remembers to do something up to an hour later	0
28. Completes one-page paper or electronic forms	0
29. Writes or draws instructions for others	0
30. Uses the Internet or a library to find information	0
31. Reads at a fourth-grade level or higher	0
32. Writes reports/papers/essays of at least one page	0

### Daily Living Skills

Items	Item Score
1. Feeds himself with a spoon without spilling	2
2. Uses the toilet when needed without help	2

Items	Item Score
3. Puts on clothing that opens in the front	2
4. Washes and dries his hands	1
5. Finds and uses a restroom when away from home	2
6. Counts at least 10 objects, one by one	2
7. Wipes/blows his nose using tissue, napkin, etc.	1
8. Stays on task for 5 min. without teacher attention	2
9. Understands that a clock is used to tell time	2
10. Takes care of personal possessions at school	2
11. Respects the right to privacy for self and others	1
12. Identifies written numbers 1 through 9	2
13. Covers mouth and nose when coughing or sneezing	0
14. Cleans up desk/play area at the end of an activity	2
15. Asks for help to understand something	0
16. Stays alert and focused while teacher is talking	1
17. Keeps fingernails trimmed and clean	2
18. Shows awareness of healthy and unhealthy foods	2
19. Operates school technology needed for assignments	2
20. Relates new material to what he already knows	1
21. Delivers notes, forms, etc. between school and home	1
22. Completes homework and turns it in on time	1
23. Says all 12 months of the year in order	0
24. Understands that some items cost more than others	2
25. Says the value of a penny, nickel, dime, and quarter	0
26. Tells time using a digital clock or watch	2
27. Says the time that daily activities take place	1
28. Uses a ruler, etc. to measure in inches and feet	2
29. Understands common fractions	2
30. Checks his work for mistakes or errors	1
31. Subtracts double-digit numbers using borrowing	0
32. Plans long-term projects to meet deadlines	0

## Socialization

Items	Item Score
1. Recognizes the gender of himself and others	2
2. Plays with peer(s) for 5 minutes under supervision	1
3. Says the relationship of familiar others to self	1
4. Helps others when asked	0
5. Shares toys/possessions when told to do so	1
6. Plays with others at outdoor games with no score	0
7. Plays with peer(s) for 20 minutes under supervision	1
8. Responds politely when given something	1

Items	Item Score
9. Moves away from aggressive children nearby	2
10. Uses words or gestures to express distress	2
11. Accepts helpful suggestions/solutions from others	1
12. Shows happiness, sympathy, or concern for others	0
13. Asks others to play or spend time together	0
14. Controls anger when unexpected events disrupt plans	2
15. Takes turns in games or sports without being asked	0
16. Acts differently with people depending on familiarity	0
17. Shows good sportsmanship in games or sports	0
18. Controls anger when not getting his way	1
19. Will compromise in order to get along with peers	0
20. Modifies his voice level for the location/situation	0
21. Moves easily between topics in conversation	0
22. Plays with others at simple games with scorekeeping	0
23. Adjusts behavior to avoid disrupting others nearby	0
24. Cooperates with others on group assignments	0
25. Respects others' time	0
26. Stays out of a group that is nonwelcoming	0
27. Thinks through consequences before acting	0
28. Starts small talk when meeting familiar people	0
29. Participates in conversations on nonpreferred topics	0
30. Starts conversations about things that interest others	0
31. Responds to hints or indirect cues in conversation	0
32. Provides additional explanation when others need it	0

## Motor Skills

Items	Item Score
1. Throws a ball of any size in a specific direction	2
2. Jumps off the ground with both feet without falling	2
3. Safely climbs up and down high objects	2
4. Stands on one foot for at least 2 seconds	2
5. Runs smoothly, changing speed and direction	2
6. Walks two or more blocks without rest or support	2
7. Walks carefully on a slippery or uneven walkway	2
8. Uses a twisting hand-wrist motion	2
9. Holds a crayon/pen/pencil properly for drawing, etc.	2
10. Presses buttons accurately on a keyboard or screen	2
11. Catches a baseball-sized ball from 2 or 3 feet away	2
12. Uses scissors to cut paper along a straight line	2
13. Draws more than one recognizable form	2
14. Cuts out simple shapes	1

Items	Item Score
15. Uses an eraser without tearing the paper	2
16. Assembles/creates complex toy structures, crafts, etc.	2
17. Colors a complex scene using two or more colors	2
18. Draws a straight line using a ruler or straightedge	2
19. Ties a knot	1
20. Cuts out complex shapes	0

## Maladaptive Behavior

Internalizing Items	Item Score
1. Is overly needy or dependent.	0
2. Has eating problems.	0
3. Is extremely anxious or nervous.	1
4. Cries or is sad for no clear reason.	0
5. Avoids interacting with others.	2
6. Lacks energy or interest in doing things.	0
7. Is extremely fearful of common objects or situations.	0
8. Is extremely shy.	1
9. Is very irritable or moody.	0
10. Complains of feeling sick, etc. with no medical reason.	1
Externalizing Items	Item Score
1. Has temper tantrums.	0
2. Disobeys those in authority.	1
3. Bullies others physically or with words.	0
4. Lies, cheats, or steals.	0
5. Is physically aggressive.	0
6. Is stubborn or argues.	0
7. Is verbally abusive.	0
8. Breaks rules or laws because of peer pressure.	0
9. Is much more active or restless than peers.	0
10. Takes school or work property when not allowed.	1
11. Skips school without permission.	0
12. Uses alcohol or illegal drugs during the school day.	0
13. Destroys his or another's possessions on purpose.	0
Critical Items	Item Score
1. Gets fixated on objects or parts of objects.	2
2. Hears voices or sees things that others do not.	0
3. Harms himself.	0
4. Uses strange or repetitive speech.	0
5. Repeats physical movements over and over.	1
6. Eats non-food items such as dirt, paste, or soap.	0
7. Gets so fixated on a topic that it annoys others.	2

Critical Items	Item Score
8. Wanders or darts away without regard for safety.	1
9. Threatens to hurt or kill someone.	0
10. Is tricked into doing something that could cause harm.	0

SAMPLE

## COMMENTS

### General Comments

Jordan has been making good progress over the past year, but still shows notable deficiencies in social functioning.

SAMPLE

## ITEM RESPONSES

### Communication

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

### Daily Living Skills

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

### Socialization

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

### Motor Skills

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

### Maladaptive Behavior - Internalizing

1: 0	2: 0	3: 1	4: 0	5: 2	6: 0	7: 0	8: 1	9: 0	10: 1
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### Maladaptive Behavior - Externalizing

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

### Maladaptive Behavior - Critical Items

1: 2	2: 0	3: 0	4: 0	5: 1	6: 0	7: 2	8: 1	9: 0	10: 0
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### End of Report

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## REPORT TO PARENT OR CAREGIVER

Jordan Sample was recently evaluated using the Vineland Adaptive Behavior Scales, Third Edition (Vineland-3). This report summarizes Jordan'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 his 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 his 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 his age, as well as any areas in which the child is not doing as well and therefore needs help. In this case, Jordan's adaptive behaviors were described by Katherine C. Smith, who completed a Vineland-3 questionnaire designed for teachers.

Jordan'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 Jordan's standing in the three broad areas described above, plus an overall summary score.

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

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

Adaptive Behavior Area	Level Compared to Others His Age
Physical Skills	Moderately Low

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

Sincerely,