VINELAND ADAPTIVE BEHAVIOR SCALES – THIRD EDITION (VINELAND-3)

The Vineland Adaptive Behavior Scales, Third Edition provides a targeted yet comprehensive assessment of personal and social sufficiency for students ages 3 through 21 in a school setting.  The rating form, completed independently by XXX’s mother and teacher, covers the three broad domains of Communication, Daily Living Skills, and Socialization. The Communication Domain measures how a student listens and pays attention, and how a student uses words to speak and write. The Daily Living Skills Domain evaluates a student’s daily habits and hygiene; the student’s understanding about time, money and math; and a student’s ability to follow the rules and routines. The Socialization Domain measures how a student interacts with others, uses play and leisure time, and demonstrates responsibility and sensitivity to others. Subdomain results are reported as v-scale scores in which scores between 13 and 17 are considered Average/Adequate, 10 to 12 are Moderately Low, and 1 to 9 are Low. Domain scale results are Standard Scores with 86 to 114 being Average/Adequate, 71 to 85 is Moderately Low, and 70 and below being considered Low. Results of the assessment are found in the following tables:

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| --- | --- | --- | --- | --- |
| **Vineland Adaptive Behavior Scales: Parent/Teacher Rating Form** | | | | |
| **Subdomain/** | **Parent** | | **Teacher** | |
| **Domain** | **Score** | **Descriptor** | **Score** | **Descriptor** |
| Receptive |  |  |  |  |
| Expressive |  |  |  |  |
| Written |  |  |  |  |
| **Communication** |  |  |  |  |
|  | | | | |
| Personal |  |  |  |  |
| Domestic |  |  |  |  |
| Academic | -- | -- |  |  |
| Community |  |  |  |  |
| **Daily Living Skills** |  |  |  |  |
|  | | | | |
| Interpersonal Relationships |  |  |  |  |
| Play and Leisure Time |  |  |  |  |
| Coping Skills |  |  |  |  |
| **Socialization** |  |  |  |  |
|  | | | | |
| **Adaptive Behavior Composite** |  |  |  |  |

COMMUNICATION

The Communication Domain measures how an individual speaks, understands others, and uses written language. It is composed of the Receptive, Expressive, and Written subdomains. The Receptive subdomain assesses attending, understanding, and responding appropriately to information from others. XXX’s mother rated him in the Moderately Low range. Specifically, XXX understands at least 3 facial expressions, understands at least 50 words, identifies at least 3 pictured objects, identifies at least 3 body parts, responds to questions that use the word “what,” understands at least 3 or more advanced gestures, follows instructions with two related actions or with one action and two objects, pays attention to a show for at least 60 minutes, follows “if-then” instructions, and understands sarcasm. He does not respond to questions that use the words “where,” “who,” “why,” and “when,” identify at least 3 pictured actions, or identify left and right on his own body.

The Expressive subdomain measures XXX’s use of words and sentences to appropriately express himself verbally. XXX’s mother rated him in the Low range on this measure. Specifically, his mother reported that XXX says “yes” and “no,” calls siblings or peers by their name, says at least 50 words, says his own first name, uses plural nouns, uses pronouns to refer to self, uses possessives in phrases or sentences, uses simple adjectives to describe things, uses the words “in,” “on” and “under,” asks questions using the word “who,” says his age when asked, and uses own knowledge or opinions to comment. XXX does not say one-word requests, name at least three actions, uses phrases with a noun and verb, use negatives in sentences, say what he is doing in a simple sentence, use the word “and” in phrases or sentences, uses pronouns to refer to others, ask questions with “wh” words, use past tense verbs, or tell basic parts of a familiar story or plot.

The Written subdomain assesses his use of reading and writing skills. XXX’s mother rated him in the Average range. Specifically, she reported that XXX recognizes his own printed name, identifies all alphabet letters in upper- and lower-case, copies simple words from an example correctly, writes letters using correct orientation, writes both his first and last name from memory, and reads a least 10 words. He does not read sentences of three or more words aloud, sometimes writes in the correct direction, and sometimes copies his first name correctly.

DAILY LIVING SKILLS

The Daily Living Skills Domain assesses XXX’s performance of the practical, everyday tasks of living that are appropriate for his age. It is composed of the Personal, Domestic, and Community subdomains. The Personal subdomain measures XXX’s level of self-sufficiency in areas such as eating, dressing, washing, hygiene, and health care. XXX’s mother rated him in the Average range. Specifically, XXX is able to turn faucets on and adjust water temperature, wash and rinse his hair, bath and dry himself, spread food with a utensil, connect and zip zippers, and change clothes that become dirty or wet. He cannot button small buttons in the correct buttonholes, find and use a restroom when away from home, uses the toilet before going out when needed, cut easy-to-cut food with a table knife, select appropriate clothing for the weather, and make healthy eating choices.

The Domestic subdomain assesses the extent to which XXX performs household tasks such as cleaning up after himself, chores, and food preparation. His mother rated him in the Average range on this subdomain. Specifically, XXX is careful around hot objects, wipes up his own spills, puts dirty clothes in the proper place to be washed, puts away books and toys when done, does at least two simple household chores, puts his clean clothes away where they belong, and puts his wet towel in the proper place after using. He is not careful with sharp objects, does not take off or wipe dirty shoes before going inside, does not fully clear his dishes after eating, and does not know what to do in dangerous situations.

The Community subdomain measures XXX’s functioning in the world outside the home, including safety, using money, travel, and rights and responsibilities. XXX’s mother placed him in the Moderately Low range. Specifically, he does not understand that money is used to buy things, say all seven days of the week in order, name coins, look both ways when crossing the street, or understand signs/symbols used to indicate danger. He can talk to familiar people using the phone, count at least 10 objects one-by-one, stay near parent in public places, understand that a clock is used to tell time, operate at least two tech devices for entertainment, and respect the right to privacy for self and others.

SOCIALIZATION

The Socialization Domain assesses function in social situations. It is composed of the Interpersonal Relationships, Play and Leisure, and Coping Skills subdomains. The Interpersonal Relationships subdomain assesses how XXX responds and relates to others, including friendships, caring, social appropriateness, and conversation. His mother rated him in the Moderately Low range. Specifically, XXX does not smile in response to praise or compliments, show happiness or concern for others, say how family members are related to him, use words to express his emotions, do things to try to please others, or know that others may have different likes/dislikes. He tries to make friends with others his same age, has a few good friends, imitates another’s actions several hours later, maintains culturally appropriate eye contact, imitates another’s actions as they are being done, recognizes emotions in others, recognizes himself in a mirror, imitates parent’s facial expressions, and shows interest in children his age.

The Play and Leisure subdomain measures how XXX engages in play and fun activities with others. His mother rated him in the Moderately Low range on this measure. XXX’s mother rated him the Moderately Low range. Specifically, he sometimes moves away from aggressive children nearby, joins in with a group that is verbally welcoming, plays simple make-believe with other children, takes turns in games when asked, asks others to play or spend time together, and shares toys and possessions without having to be told. He never asks permission before taking or using another’s things, stays out of a group that is verbally non-welcoming, plays simple card or board games, or shows good sportsmanship in game. XXX is able to join in with a group that is non-verbally welcoming, play with other children under minimal supervision, play elaborate make-believe with other children, play with others at outdoor games with no score, use household objects for make-believe, copy the play of a child playing nearby, choose to join other children who are playing, and play with a peer for 30 minutes under supervision.

The Coping subdomain measures how well XXX demonstrates behavioral and emotional control in different situations involving others. His mother rated him in the Low range on this measure. Specifically, XXX seeks comfort from a loved one when hurt or upset, seeks parent when a stranger approaches, separates easily from parent, transitions easily from one activity to another, handles changes in routine without getting too upset, acts differently with people depending on familiarity, recovers quickly from a minor disappointment, and controls anger when unexpected events disrupt plans. He does not ask for help when needed to do something, apologize for small unintentional mistakes, uses words or gestures to express distress, act appropriately when introduced to new people, or realize that people may hurt others intentionally.

ADAPTIVE BEHAVIOR COMPOSITE

The Adaptive Behavior Composite (ABC) provides an overall summary measure of XXX’s adaptive functioning. The Adaptive Behavior Composite is a composite of the Communication, Daily Living Skills, and Socialization Domains. Based on his mother’s ratings, XXX’s adaptive behavior skills fall in the Moderately Low range and he is performing the same as or better than 12 percent of same-age peers.

XXX’s adaptive behavior skills are reported equally depressed across both settings. Both the parent and the teacher rate in a manner indicating that XXX’s adaptive skills are significantly below average when compared to same age peers.