

About the Individual:

Name: _____

Sex: _____ ID: _____ Grade (if applicable): _____

Highest Grade Completed (if applicable): _____

School or Other Facility (if applicable): _____

Present Classification or Diagnosis: _____

Language Spoken at Home: _____

Age: _____ Year: _____ Month: _____ Day: _____ Age Used for Starting Points: _____

Interview Date: _____ Type (circle one): Chronological

Birth Date: _____ Mental

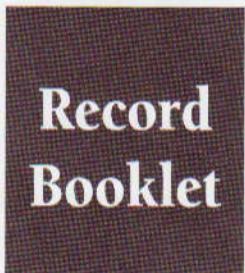
Chronological Age: _____ Social

Data from Other Tests: Intelligence Achievement Adaptive Behavior Other

Reason for the Interview: _____

Vineland-II

Adaptive Behavior Scales



Survey Interview Form

Sara S. Sparrow, Domenic V. Cicchetti, and David A. Balla

A revision of the Vineland Social Maturity Scale by Edgar A. Doll

About the Respondent:

Name: _____

Sex: _____ Telephone: _____

Relationship to Individual: _____

About the Interviewer:

Name: _____

Position: _____

Sex: _____



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Product Number: 31012

Before beginning administration, read Chapter 2 in the Survey Forms Manual carefully.

General Directions: In each adaptive behavior subdomain, begin scoring with the item designated for the individual's age. Score each item "2," "1," "0," "DK," or "N/O" (see Appendix E of the Vineland-II Survey Forms Manual for scoring criteria).

- Circle "2" if the individual **usually** performs the behavior independently (that is, without physical help or reminders).
- Circle "1" if the individual **sometimes** performs the behavior independently or **partially** performs the behavior independently.
- Circle "0" if the individual **never** performs the behavior or never performs it independently.
- If the respondent has no knowledge of the individual's performance of a given behavior, circle "DK" for **Don't Know**.
- If an item includes a Scoring Tip, use the guidelines in the tip to help determine the appropriate score.
- If an item includes a Scoring Tip that says you may circle "N/O" for **No Opportunity**, you may circle that option, if appropriate, instead of a "2," "1," "0," or "DK."
- Some subdomains do not apply to children younger than three years of age. If the child being assessed is younger than the age of the first start point, do not administer that subdomain.

Record each score in this booklet by circling the applicable response option. If you have a question about any item, put a check mark on the line to the right of that item's response options. When you have completed administration of that subdomain, you can write in the Comments area about the item(s) in question.

Basal and Ceiling Rules: For each subdomain, establish a **basal** of four consecutive items scored "2" and a **ceiling** of four consecutive items scored "0." The basal item is defined as the highest item in the highest set of four consecutive items scored "2." The ceiling item is defined as the lowest item in the lowest set of four consecutive items scored "0." If no basal is established, treat Item 1 as the basal item. If no ceiling is established, treat the last item in the subdomain as the ceiling item.

Communication Domain

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know

Understanding

Listening and Attending

Following Instructions

Check
for
Comments
below

RECEPTIVE	<1 →	<input checked="" type="checkbox"/> 1	Turns eyes and head toward sound.	<input checked="" type="checkbox"/>	2	1	0	
		<input checked="" type="checkbox"/> 2	Looks toward parent or caregiver when hearing parent's or caregiver's voice.	<input checked="" type="checkbox"/>	2	1	0	
		<input checked="" type="checkbox"/> 3	Responds to his or her name spoken (for example, turns toward speaker, smiles, etc.).	<input checked="" type="checkbox"/>	2	1	0	
	1 →	<input checked="" type="checkbox"/> 4	Demonstrates understanding of the meaning of no, or word or gesture with the same meaning (for example, stops current activity briefly).	<input checked="" type="checkbox"/>	2	1	0	
		<input checked="" type="checkbox"/> 5	Demonstrates understanding of the meaning of yes, or word or gesture with the same meaning (for example, continues activity, smiles, etc.).	<input checked="" type="checkbox"/>	2	1	0	
		<input checked="" type="checkbox"/> 6	Listens to story for at least 5 minutes (that is, remains relatively still and directs attention to the storyteller or reader).	<input checked="" type="checkbox"/>	2	1	0	
	2 →	<input checked="" type="checkbox"/> 7	Points to at least three major body parts when asked (for example, nose, mouth, hands, feet, etc.).	<input checked="" type="checkbox"/>	2	1	0	
		<input checked="" type="checkbox"/> 8	Points to common objects in a book or magazine as they are named (for example, dog, car, cup, key, etc.).	<input checked="" type="checkbox"/>	2	1	0	
		<input checked="" type="checkbox"/> 9	Listens to instructions.	<input checked="" type="checkbox"/>	2	1	0	
		<input type="radio"/> 10	Follows instructions with one action and one object (for example, "Bring me the book"; "Close the door"; etc.).	<input type="radio"/>	2	1	0	
	3+ →	<input checked="" type="checkbox"/> 11	Points to at least five minor body parts when asked (for example, fingers, elbows, teeth, toes, etc.).	<input checked="" type="checkbox"/>	2	1	0	
		<input type="radio"/> 12	Follows instructions with two actions or an action and two objects (for example, "Bring me the crayons and the paper"; "Sit down and eat your lunch"; etc.).	<input type="radio"/>	2	1	0	
		<input type="radio"/> 13	Follows instructions in "if-then" form (for example, "If you want to play outside, then put your things away"; etc.).	<input type="radio"/>	2	1	0	
		<input checked="" type="checkbox"/> 14	Listens to a story for at least 15 minutes.	<input checked="" type="checkbox"/>	2	1	0	
		<input checked="" type="checkbox"/> 15	Listens to a story for at least 30 minutes.	<input checked="" type="checkbox"/>	2	1	0	
		<input type="radio"/> 16	Follows three-part instructions (for example, "Brush your teeth, get dressed, and make your bed"; etc.).	<input type="radio"/>	2	1	0	
		<input checked="" type="checkbox"/> 17	Follows instructions or directions heard 5 minutes before.	<input checked="" type="checkbox"/>	2	1	0	
		<input checked="" type="checkbox"/> 18	Understands sayings that are not meant to be taken word for word (for example, "Button your lip"; "Hit the road"; etc.).	<input checked="" type="checkbox"/>	2	1	0	
		<input checked="" type="checkbox"/> 19	Listens to an informational talk for at least 15 minutes.	<input checked="" type="checkbox"/>	2	1	0	
		<input checked="" type="checkbox"/> 20	Listens to an informational talk for at least 30 minutes.	<input checked="" type="checkbox"/>	2	1	0	

Comments

Item Before Basal	<input type="text"/>	$\times 2$	$=$	<input type="text"/>
Basal Item Through Ceiling Item:				
DK and/or Missing Total*	$+$	<input type="text"/>		
N/O Total	$+$	<input type="text"/>		
Sum of 2s and 1s	$+$	<input type="text"/>		

Receptive Raw Score

$=$
SUM

*If the total of DK and/or Missing is greater than 2, do not score subdomain.

Communication Domain, continued

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know

- Pre-Speech Expression Beginning to Talk Interactive Speech
- Speech Skills Expressing Complex Ideas

✓ Check for Comments below

<1 →	1 Cries or fusses when hungry or wet.		2	1	0	DK	
	2 Smiles when you smile at him or her.		2	1	0	DK	
	3 Makes sounds of pleasure (for example, coos, laughs, etc.).		2	1	0	DK	
	4 Makes nonword baby sounds (that is, babbles).		2	1	0	DK	
	5 Makes sounds or gestures (for example, waves arms) to get parent's or caregiver's attention.		2	1	0	DK	
	6 Makes sounds or gestures (for example, shakes head) if he or she wants an activity to stop or keep going.		2	1	0	DK	
	7 Waves good-bye when another person waves or parent or caregiver tells him or her to wave.		2	1	0	DK	
1 →	8 Says "Da-da," "Ma-ma," or another name for parent or caregiver (including parent's or caregiver's first name or nickname).		2	1	0	DK	
	9 Points to object he or she wants that is out of reach.		2	1	0	DK	
	10 Points or gestures to indicate preference when offered a choice (for example, "Do you want this one or that one?"; etc.).		2	1	0	DK	
	11 Repeats or tries to repeat common words immediately upon hearing them (for example, ball, car, go, etc.).		2	1	0	DK	
	12 Names at least three objects (for example, bottle, dog, favorite toy, etc.).		2	1	0	DK	
	13 Says one-word requests (for example, up, more, out, etc.).		2	1	0	DK	
	14 Uses first names or nicknames of brothers, sisters, or friends, or says their names when asked.		2	1	0	DK	
	15 Answers or tries to answer with words when asked a question.		2	1	0	DK	
	16 Names at least 10 objects.		2	1	0	DK	
	17 States own first name or nickname (for example, Latesha, Little Sister, etc.) when asked.		2	1	0	DK	
	18 Uses phrases with a noun and a verb (for example, "Katie stay"; "Go home"; etc.).		2	1	0	DK	
	19 Asks questions by changing inflection of words or simple phrases (for example, "Mine?"; "Me go?"; etc.); grammar is not important.		2	1	0	DK	
2 →	20 Says at least 50 recognizable words.		2	1	0	DK	
	21 Uses simple words to describe things (for example, dirty, pretty, big, loud, etc.).		2	1	0	DK	
	22 Asks questions beginning with what or where (for example, "What's that?"; "Where doggie go?"; etc.).		2	1	0	DK	

Comments

Communication Domain, continued

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know

Check
for
Comments
below

- Pre-Speech Expression Beginning to Talk Interactive Speech
- Speech Skills Expressing Complex Ideas

	23	Uses negatives in sentences (for example, "Me no go"; "I won't drink it"; etc.); grammar is not important.		2 1 0	DK	
	24	Tells about experiences in simple sentences (for example, "Ginger and I play"; "Dan read me a book"; etc.).		2 1 0	DK	
	25	Says correct age when asked.		2 1 0	DK	
	26	Says at least 100 recognizable words.		2 1 0	DK	
	27	Uses <i>in</i> , <i>on</i> , or <i>under</i> in phrases or sentences (for example, "Ball go under chair"; "Put it on the table"; etc.).		2 1 0	DK	
	28	Uses <i>and</i> in phrases or sentences (for example, "Mom and Dad"; "I want ice cream and cake"; etc.).		2 1 0	DK	
3 →	29	Says first and last name when asked.		2 1 0	DK	
	30	Identifies and names most common colors (that is, red, blue, green, yellow, orange, purple, brown, and black).		2 1 0	DK	
	31	Asks questions beginning with <i>who</i> or <i>why</i> (for example, "Who's that?"; "Why do I have to go?"; etc.).		2 1 0	DK	
	32	Uses present tense verbs ending in <i>ing</i> (for example, "Is singing"; "Is playing"; etc.).		2 1 0	DK	
4, 5 →	33	Uses possessives in phrases or sentences (for example, "That's her book"; "This is Carlos's ball"; etc.).		2 1 0	DK	
	34	Uses pronouns in phrases or sentences; must use correct gender and form of the pronoun, but sentences need not be grammatically correct (for example, "He done it"; "They went"; etc.).		2 1 0	DK	
	35	Asks questions beginning with <i>when</i> (for example, "When is dinner?"; "When can we go home?"; etc.).		2 1 0	DK	
	36	Uses regular past tense verbs (for example, <i>walked</i> , <i>baked</i> , etc.); may use irregular past tense verbs ungrammatically (for example, "I runned away"; etc.).		2 1 0	DK	
	37	Uses <i>behind</i> or <i>in front of</i> in phrases or sentences (for example, "I walked in front of her"; "Terrell is behind you"; etc.).		2 1 0	DK	
	38	Pronounces words clearly without sound substitutions (for example, does not say "wabbit" for "rabbit," "Thally" for "Sally," etc.).		2 1 0	DK	
	39	Tells basic parts of a story, fairy tale, or television show plot; does not need to include great detail or recount in perfect order.		2 1 0	DK	
6 →	40	Says month and day of birthday when asked.		2 1 0	DK	
	41	Modulates tone of voice, volume, and rhythm appropriately (for example, does not consistently speak too loudly, too softly, or in a monotone, etc.).		2 1 0	DK	

EXPRESSIVE, continued

Comments

Communication Domain, continued

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know

- Pre-Speech Expression
- Beginning to Talk
- Interactive Speech
- Speech Skills
- Expressing Complex Ideas

Check for Comments below

42	Tells about experiences in detail (for example, tells who was involved, where activity took place, etc.).		2	1	0	DK		
			2	1	0	DK		
43	Gives simple directions (for example, on how to play a game or how to make something).	 Mark a "2" if the directions are clear enough to follow; mark a "1" if the individual articulates directions but they are not clear enough to follow; mark a "0" if the individual never attempts to articulate directions.		2	1	0	DK	
44	Uses <i>between</i> in phrases or sentences (for example, "The ball went between the cars"; etc.).		2	1	0	DK		
7+ →	45	Says own telephone number when asked.		2	1	0	DK	
	46	Easily moves from one topic to another in conversation.		2	1	0	DK	
	47	Stays on topic in conversations; does not go off on tangents.		2	1	0	DK	
	48	Explains ideas in more than one way (for example, "This was a good book. It was exciting and fun to read"; etc.).		2	1	0	DK	
	49	Has conversations that last 10 minutes (for example, relates experiences, contributes ideas, shares feelings, etc.).		2	1	0	DK	
	50	Uses irregular plurals correctly (for example, <i>children, geese, mice, women</i> , etc.).		2	1	0	DK	
	51	Says complete home address (that is, street or rural route, apartment number, city, and state), with or without zip code, when asked.		2	1	0	DK	
	52	Describes a short-term goal and what he or she needs to do to reach it (for example, says, "I want to get an A on my test, so I'm going to study hard"; etc.).		2	1	0	DK	
	53	Gives complex directions to others (for example, to a distant location, for recipe with many ingredients or steps, etc.).		2	1	0	DK	
	 Mark a "2" if the directions are clear enough to follow; mark a "1" if the individual articulates directions but they are not clear enough to follow; mark a "0" if the individual never attempts to articulate directions.			2	1	0	DK	
	54	Describes a realistic long-range goal that can be done in 6 months or more (for example, says, "I want to buy a bike, so I'll babysit and run errands to earn enough money to buy it"; etc.).		2	1	0	DK	

EXPRESSIVE, continued

Comments

Item Before Basal	<input type="text"/>	× 2	= <input type="text"/>
Basal Item Through Ceiling Item:			
DK and/or Missing Total*	+ <input type="text"/>		
N/O Total	+ <input type="text"/>		
Sum of 2s and 1s	+ <input type="text"/>		
Expressive Raw Score		= <input type="text"/>	
			SUM

*If the total of DK and/or Missing is greater than 2, do not score subdomain.

Communication Domain, continued

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know

Beginning to Read

Reading Skills

Writing Skills

Check
for
Com-
ments
below

			Beginning to Read			Reading Skills			Writing Skills			Comments		
WRITTEN														
3–5 →		1	Identifies one or more alphabet letters as letters and distinguishes them from numbers.				2	1	0	2	1	0		
		2	Recognizes own name in printed form.				2	1	0	2	1	0		
		3	Identifies at least 10 printed letters of the alphabet.				2	1	0	2	1	0		
		4	Prints or writes using correct orientation (for example, in English from left to right; in some languages from right to left or top to bottom).				2	1	0	2	1	0		
		5	Copies own first name.				2	1	0	2	1	0		
		6	Identifies all printed letters of the alphabet, upper- and lowercase.				2	1	0	2	1	0		
		7	Prints at least three simple words from example (for example, cat, see, bee, etc.).				2	1	0	2	1	0		
	6 →		8	Prints or writes own first and last name from memory.			2	1	0	2	1	0		
		9	Reads at least 10 words aloud.				2	1	0	2	1	0		
		10	Prints at least 10 simple words from memory (for example, hat, ball, the, etc.).				2	1	0	2	1	0		
		11	Reads simple stories aloud (that is, stories with sentences of three to five words).				2	1	0	2	1	0		
7, 8 →		12	Prints simple sentences of three or four words; may make small errors in spelling or sentence structure.				2	1	0	2	1	0		
		13	Prints more than 20 words from memory; may make small spelling errors.				2	1	0	2	1	0		
		14	Reads and understands material of at least second-grade level.				2	1	0	2	1	0		
		15	Puts lists of words in alphabetical order.				2	1	0	2	1	0		
9+ →		16	Writes simple correspondence at least three sentences long (for example, postcards, thank-you notes, e-mail, etc.).				2	1	0	2	1	0		
		17	Reads and understands material of at least fourth-grade level.				2	1	0	2	1	0		
		18	Writes reports, papers, or essays at least one page long; may use computer.				2	1	0	2	1	0		
		19	Writes complete mailing and return addresses on letters or packages.				2	1	0	2	1	0		
		20	Reads and understands material of at least sixth-grade level.				2	1	0	2	1	0		
		21	Edits or corrects own written work before handing it in (for example, checks punctuation, spelling, grammar, etc.).				2	1	0	2	1	0		
		22	Writes advanced correspondence at least 10 sentences long; may use computer.				2	1	0	2	1	0		
		23	Reads and understands material of at least ninth-grade level.				2	1	0	2	1	0		
		24	Reads at least two newspaper articles weekly (print or electronic version).				2	1	0	2	1	0		
		25	Writes business letters (for example, requests information, makes complaint, places order, etc.); may use computer.				2	1	0	2	1	0		

Comments

Item Before Basal × 2 =

Basal Item Through Ceiling Item:

DK and/or Missing Total* +

N/O Total +

Sum of 2s and 1s +

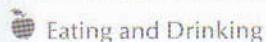
Written Raw Score =

SUM

*If the total of DK and/or Missing is greater than 2, do not score subdomain.

Daily Living Skills Domain

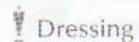
Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know



Eating and Drinking



Toileting



Dressing



Bathing



Grooming



Health Care

Check
for
Comments
below

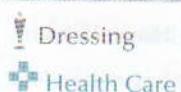
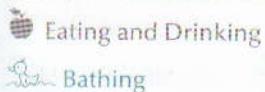
<1 →		1 Opens mouth when food is offered.		2	1	0	DK	
		2 Eats solid foods (for example, cooked vegetables, chopped meats, etc.).		2	1	0	DK	
		3 Sucks or chews on finger foods (for example, crackers, cookies, toast, etc.).		2	1	0	DK	
1 →		4 Drinks from a cup or glass; may spill.		2	1	0	DK	
		5 Lets someone know when he or she has wet or soiled diaper or pants (for example, points, vocalizes, pulls at diaper, etc.).		2	1	0	DK	
		6 Feeds self with spoon; may spill.		2	1	0	DK	
		7 Sucks from straw.		2	1	0	DK	
		8 Takes off clothing that opens in the front (for example, a coat or sweater); does not have to unbutton or unzip the clothing.		2	1	0	DK	
2 →		9 Pulls up clothing with elastic waistbands (for example, underwear or sweatpants).		2	1	0	DK	
		10 Feeds self with fork; may spill.		2	1	0	DK	
		11 Drinks from a cup or glass without spilling.		2	1	0	DK	
		12 Feeds self with spoon without spilling.		2	1	0	DK	
3 →		13 Urinates in toilet or potty chair.		2	1	0	DK	
		14 Puts on clothing that opens in the front (for example, a coat or sweater); does not have to zip or button the clothing.		2	1	0	DK	
		15 Asks to use toilet.		2	1	0	DK	
		16 Defecates in toilet or potty chair.		2	1	0	DK	
		17 Is toilet-trained during the day.		2	1	0	DK	
Scoring Tip:		Mark "2" if the individual uses the toilet without help and without accidents; mark "1" if the individual needs help, such as with wiping, or has some accidents; mark "0" if the individual always needs help or has frequent accidents.						
4 →		18 Zips zippers that are fastened at the bottom (for example, in pants, on backpacks, etc.).		2	1	0	DK	
		19 Wipes or blows nose using tissue or handkerchief.		2	1	0	DK	
		20 Is toilet-trained during the night.		2	1	0	DK	
		21 Puts shoes on correct feet; does not need to tie laces.		2	1	0	DK	
		22 Fastens snaps.		2	1	0	DK	
		23 Holds spoon, fork, and knife correctly.		2	1	0	DK	

PERSONAL

Comments

Daily Living Skills Domain, continued

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know



Check for Comments below

	24	Washes and dries face using soap and water.		2	1	0	N/A
5, 6 →	25	Brushes teeth.		2	1	0	N/A
		Scoring Tip: Mark a "2" if the individual brushes teeth without help, including putting toothpaste on the brush, and without being told to brush; mark "1" if the individual needs help brushing or putting toothpaste on the brush or needs frequent reminders; mark "0" if the individual never brushes without help or without being reminded.					
	26	Buttons large buttons in front, in correct buttonholes.		2	1	0	N/A
	27	Covers mouth and nose when coughing and sneezing.		2	1	0	N/A
	28	Buttons small buttons in front, in correct buttonholes.		2	1	0	N/A
	29	Connects and zips zippers that are not fastened at the bottom (for example, in jackets, sweatshirts, etc.).		2	1	0	N/A
	30	Turns faucets on and adjusts temperature by adding hot or cold water.		2	1	0	N/A
	31	Wears appropriate clothing during wet or cold weather (for example, raincoat, boots, sweater, etc.).		2	1	0	N/A
7+ →	32	Bathes or showers and dries self.		2	1	0	N/A
		Scoring Tip: Mark a "2" if the individual bathes or showers without help, including turning the water on and off; mark a "1" if the individual needs help with any part of bathing or drying or with turning the water on and off; mark "0" if the individual never bathes or showers without help or without reminders.					
	33	Finds and uses appropriate public restroom for his or her gender.		2	1	0	N/A
	34	Washes and dries hair (with towel or hair dryer).		2	1	0	N/A
	35	Cares for minor cuts (for example, cleans wound, puts on a bandage, etc.).		2	1	0	N/A
	36	Takes medicine as directed (that is, follows directions on label).		2	1	0	N/A
	37	Uses thermometer to take own or another's temperature.		2	1	0	N/A
	38	Seeks medical help in an emergency (for example, recognizes symptoms of serious illness or injury, such as shortness of breath, chest pain, uncontrolled bleeding, etc.).		2	1	0	N/A
		Scoring Tip: You may mark "N/O" for No Opportunity if the individual has not been in a medical emergency.				N/O	
	39	Follows directions for health care procedures, special diet, or medical treatments.		2	1	0	N/A
		Scoring Tip: You may mark "N/O" for No Opportunity if the individual does not have a health concern that requires special procedures, diet, or treatments.				N/O	
	40	Keeps track of medications (nonprescription and prescription) and refills them as needed.		2	1	0	N/A
	41	Makes appointments for regular medical and dental checkups.		2	1	0	N/A

PERSONAL, continued

Comments

Item Before Basal	<input type="text"/> × 2	= <input type="text"/>
Basal Item Through Ceiling Item:		
DK and/or Missing Total*	+ <input type="text"/>	
N/O Total	+ <input type="text"/>	
Sum of 2s and 1s	+ <input type="text"/>	
Personal Raw Score	= <input type="text"/>	SUM

*If the total of DK and/or Missing is greater than 2, do not score subdomain.

Daily Living Skills Domain, continued

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know



Safety at Home



Kitchen Chores



Housekeeping

Check
for
Com-
ments
below

1-6 →



- 1 Is careful around hot objects (for example, the stove or oven, an open fire, etc.).



2

1

0

DK



- 2 Helps with simple household chores (for example, dusts, picks up clothes or toys, feeds pet, etc.).



2

1

0

DK



- 3 Clears unbreakable items from own place at table.



2

1

0

DK



- 4 Cleans up play or work area at end of an activity (for example, finger painting, model building, etc.).



2

1

0

DK



- 5 Puts away personal possessions (for example, toys, books, magazines, etc.).



2

1

0

DK

7-10 →



- 6 Is careful when using sharp objects (for example, scissors, knives, etc.).



2

1

0

DK



- 7 Clears breakable items from own place at table.



2

1

0

DK



- 8 Helps prepare foods that require mixing and cooking (for example, cake or cookie mixes, macaroni and cheese, etc.).



2

1

0

DK



- 9 Uses simple appliances (for example, a toaster, can opener, bottle opener, etc.).
- 10 Uses microwave oven for heating, baking, or cooking (that is, sets time and power setting, etc.).



2

1

0

DK

Scoring Tip: You may mark "N/O" for No Opportunity if there is no microwave in the home.

N/O



- 11 Puts clean clothes away in proper place (for example, in drawers or closet, on hooks, etc.).



2

1

0

DK

11+ →



- 12 Uses tools (for example, a hammer to drive nails, a screwdriver to screw and unscrew screws, etc.).



2

1

0

DK



- 13 Washes dishes by hand, or loads and uses dishwasher.



2

1

0

DK



- 14 Sweeps, mops, or vacuums floors thoroughly.



2

1

0

DK

Scoring Tip: Mark "2" if the individual mops, sweeps, or vacuums so well that the task does not have to be redone; mark a "1" if the individual doesn't consistently complete the task well; mark a "0" if the individual never mops, sweeps, or vacuums, or does the task so poorly that it always needs to be redone.



- 15 Clears table completely (for example, scrapes and stacks dishes, throws away disposable items, etc.).



2

1

0

DK



- 16 Uses household products correctly (for example, laundry detergent, furniture polish, glass cleaner, etc.).



2

1

0

DK



- 17 Prepares basic foods that do not need mixing but require cooking (for example, rice, soup, vegetables, etc.).



2

1

0

DK



- 18 Cleans one or more rooms other than own bedroom.



2

1

0

DK



- 19 Uses sharp knife to prepare food.



2

1

0

DK



- 20 Uses stove or oven for heating, baking, or cooking (that is, turns burners on and off, sets oven temperature, etc.).



2

1

0

DK



- 21 Prepares food from ingredients that require measuring, mixing, and cooking.



2

1

0

DK



- 22 Washes clothing as needed.



2

1

0

DK



- 23 Performs maintenance tasks as needed (for example, replaces light bulbs, changes vacuum cleaner bag, etc.).



2

1

0

DK



- 24 Plans and prepares main meal of the day.



2

1

0

DK

Comments

Item Before Basal × 2 =

Basal Item Through Ceiling Item:

DK and/or Missing Total* +

N/O Total +

Sum of 2s and 1s +

Domestic Raw Score =

SUM

*If the total of DK and/or Missing is greater than 2, do not score subdomain.

Daily Living Skills Domain, continued

Response Options: **2** = Usually, **1** = Sometimes or Partially, **0** = Never, **DK** = Don't Know

Check for Comments below

Telephone Skills

Rules, Rights, and Safety

Time and Dates

Job Skills

Computer Skills

Money Skills

Restaurant Skills

Television and Radio

Going Places Independently

1-3 →	1	Demonstrates understanding of function of telephone (for example, pretends to talk on phone, etc.).		2	1	0	
				2	1	0	
				2	1	0	
	2	Talks to familiar person on telephone.		2	1	0	
	3	Uses TV or radio without help (for example, turns equipment on, accesses channel or station, selects program, etc.).		2	1	0	
		<i>Scoring Tip:</i> You may mark "N/O" for No Opportunity if there is no TV or radio in the home.				N/O	
4 →	4	Counts at least 10 objects, one by one.		2	1	0	
	5	Is aware of and demonstrates appropriate behavior while riding in car (for example, keeps seat belt on, refrains from distracting driver, etc.).		2	1	0	
	6	Demonstrates understanding of the function of money (for example, says, "Money is what you need to buy things at the store"; etc.).		2	1	0	
	7	Uses sidewalk (where available) or shoulder of road when walking or using wheeled equipment (for example, skates, scooter, tricycle, etc.).		2	1	0	
5, 6 →	8	Demonstrates understanding of function of clock (for example, says, "Clocks tell time"; "What time can we go?"; etc.).		2	1	0	
	9	Follows household rules (for example, no running in the house, no jumping on the furniture, etc.).		2	1	0	
	10	Demonstrates computer skills necessary to play games or start programs with computer turned on; does not need to turn computer on by self.		2	1	0	
		<i>Scoring Tip:</i> You may mark "N/O" for No Opportunity if there is no computer in the home.				N/O	
	11	Summons to the telephone the person receiving a call or indicates that the person is not available.		2	1	0	
	12	Identifies penny, nickel, dime, and quarter by name when asked; does not need to know the value of coins.		2	1	0	
	13	Looks both ways when crossing streets or roads.		2	1	0	
7 →	14	Says current day of the week when asked.		2	1	0	
	15	Demonstrates understanding of right to personal privacy for self and others (for example, while using restroom or changing clothes, etc.).		2	1	0	
	16	Demonstrates knowledge of what phone number to call in an emergency when asked.		2	1	0	
	17	Tells time using a digital clock or watch.		2	1	0	
8 →	18	States value of penny (1 cent), nickel (5 cents), dime (10 cents), and quarter (25 cents).		2	1	0	
	19	Discriminates between bills of different denominations (for example, refers to \$1 bills, \$5 bills, etc., in conversation; etc.).		2	1	0	
	20	Obeys traffic lights and Walk and Don't Walk signs.		2	1	0	
	21	Points to current or other date on calendar when asked.		2	1	0	
	22	Demonstrates understanding that some items cost more than others (for example, says, "I have enough money to buy gum but not a candy bar"; "Which pencil costs less?"; etc.).		2	1	0	
9-11 →	23	Tells time by the half hour on analog clock (for example, 1:30, 2:00, etc.).		2	1	0	
	24	Makes telephone calls to others, using standard or cell phone.		2	1	0	

Daily Living Skills Domain, continued

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know

Telephone Skills

Rules, Rights, and Safety

Time and Dates

Job Skills

Computer Skills

Money Skills

Restaurant Skills

Television and Radio

Going Places Independently

Check
for
Com-
ments
below

25	Orders a complete meal in a fast-food restaurant. <i>Scoring Tip:</i> You may mark "N/O" for No Opportunity if individual has not eaten at a fast-food restaurant.		2	1	0	DK	
					N/O		
12-15 → 26	Carries or stores money safely (for example, in wallet, purse, money belt, etc.).		2	1	0	DK	
					N/O		
27	Tells time by 5-minute segments on analog clock (for example, 1:05, 1:10, etc.).		2	1	0	DK	
					N/O		
28	Obeys curfew parent or caregiver sets.		2	1	0	DK	
					N/O		
29	Watches or listens to programs for information (for example, weather report, news, educational program, etc.).		2	1	0	DK	
					N/O		
30	Counts change from a purchase.		2	1	0	DK	
					N/O		
31	Demonstrates computer skills necessary to carry out complex tasks (for example, word processing, accessing the Internet, installing software, etc.).		2	1	0	DK	
					N/O		
16+ → 32	Evaluates quality and price when selecting items to purchase.		2	1	0	DK	
					N/O		
33	Obeys time limits for breaks (for example, lunch or coffee breaks, etc.).		2	1	0	DK	
					N/O		
34	Travels at least 5 to 10 miles to familiar destination (that is, bikes, uses public transportation, or drives self).		2	1	0	DK	
					N/O		
35	Demonstrates understanding of right to complain or report legitimate problems when dissatisfied with services or situations.		2	1	0	DK	
					N/O		
36	Notifies school or supervisor when he or she will be late or absent.		2	1	0	DK	
					N/O		
37	Uses savings or checking account responsibly (for example, keeps some money in account, tracks balance carefully, etc.).		2	1	0	DK	
					N/O		
38	Travels at least 5 to 10 miles to unfamiliar destination (that is, bikes, uses public transportation, or drives self).		2	1	0	DK	
					N/O		
39	Earns money at part-time job (that is, at least 10 hours a week) for 1 year.		2	X	0	DK	
					N/O		
40	Attempts to improve job performance after receiving constructive criticism from supervisor.		2	1	0	DK	
					N/O		
41	Manages own money (for example, pays most or all own expenses, uses checks or money orders for purchases as needed, etc.).		2	1	0	DK	
					N/O		
42	Has held full-time job for 1 year.		2	X	0	DK	
					N/O		
43	Budgets for monthly expenses (for example, utilities, rent, etc.).		2	1	0	DK	
					N/O		
44	Applies for and uses personal credit card responsibly (for example, does not exceed credit limit, pays on time, etc.).		2	1	0	DK	
					N/O		

Comments

Item Before Basal	<input type="text"/>	× 2 = <input type="text"/>
Basal Item Through Ceiling Item:		
DK and/or Missing Total*	<input type="text"/>	+ <input type="text"/>
N/O Total	<input type="text"/>	+ <input type="text"/>
Sum of 2s and 1s	<input type="text"/>	+ <input type="text"/>
Community Raw Score	= <input type="text"/>	SUM

*If the total of DK and/or Missing is greater than 2, do not score subdomain.

Socialization Domain

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know

Check for Comments below

Responding to Others

Expressing and Recognizing Emotions

Imitating

Social Communication

Thoughtfulness

Friendship

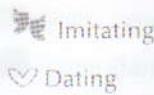
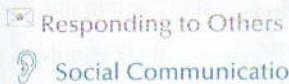
Dating

<1 →	1 Looks at face of parent or caregiver.		2	1	0	DK	
	2 Watches (that is, follows with eyes) someone moving by crib or bed for 5 seconds or more.		2	1	0	DK	
	3 Shows two or more emotions (for example, laughs, cries, screams, etc.).		2	1	0	DK	
	4 Smiles or makes sounds when approached by a familiar person.		2	1	0	DK	
	5 Makes or tries to make social contact (for example, smiles, makes noises, etc.).		2	1	0	DK	
	6 Reaches for familiar person when person holds out arms to him or her.		2	1	0	DK	
	7 Shows preference for certain people and objects (for example, smiles, reaches for or moves toward person or object, etc.).		2	1	0	DK	
	8 Shows affection to familiar persons (for example, touches, hugs, kisses, cuddles, etc.).		2	1	0	DK	
	9 Imitates or tries to imitate parent's or caregiver's facial expressions (for example, smiles, frowns, etc.).		2	1	0	DK	
	10 Moves about looking for parent or caregiver or other familiar person nearby.		2	1	0	DK	
1, 2 →	11 Shows interest in children the same age, other than brothers or sisters (for example, watches them, smiles at them, etc.).		2	1	0	DK	
	12 Imitates simple movements (for example, claps hands, waves good-bye, etc.).		2	1	0	DK	
	13 Uses actions to show happiness or concern for others (for example, hugs, pats arm, holds hands, etc.).		2	1	0	DK	
	14 Shows desire to please others (for example, shares a snack or toy, tries to help even if not capable, etc.).		2	1	0	DK	
3, 4 →	15 Demonstrates friendship-seeking behavior with others the same age (for example, says, "Do you want to play?" or takes another child by the hand, etc.).		2	1	0	DK	
	16 Imitates relatively complex actions as they are being performed by another person (for example, shaving, putting on makeup, hammering nails, etc.).		2	1	0	DK	
	17 Answers when familiar adults make small talk (for example, if asked, "How are you?" says, "I'm fine"; if told, "You look nice," says, "Thank you"; etc.).		2	1	0	DK	
	18 Repeats phrases heard spoken before by an adult (for example, "Honey, I'm home"; "No dessert until you clean your plate"; etc.).		2	1	0	DK	
	19 Uses words to express own emotions (for example, "I'm happy"; "I'm scared"; etc.).		2	1	0	DK	
5 →	20 Has best friend or shows preference for certain friends (of either sex) over others.		2	1	0	DK	
	21 Imitates relatively complex actions several hours after watching someone else perform them (for example, shaving, putting on makeup, hammering nails, etc.).		2	1	0	DK	

Comments

Socialization Domain, continued

Response Options: **2** = Usually, **1** = Sometimes or Partially, **0** = Never, **DK** = Don't Know



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Check
for
Com-
ments
below

INTERPERSONAL RELATIONSHIPS, continued

	22	Uses words to express happiness or concern for others (for example, says, "Yeah! You won"; "Are you all right?"; etc.).		2	1	0	DK	
	23	Acts when another person needs a helping hand (for example, holds door open, picks up dropped items, etc.).		2	1	0	DK	
6-8 →		24	Recognizes the likes and dislikes of others (for example, says, "Chow likes soccer"; "Susie doesn't eat pizza"; etc.).		2	1	0	DK
		25	Shows same level of emotion as others around him or her (for example, does not downplay or overdramatize a situation, etc.).		2	1	0	DK
		26	Keeps comfortable distance between self and others in social situations (for example, does not get too close to another person when talking, etc.).		2	1	0	DK
		27	Talks with others about shared interests (for example, sports, TV shows, summer plans, etc.).		2	1	0	DK
9+ →		28	Starts small talk when meets people he or she knows (for example, says, "How are you?"; "What's up?"; etc.).		2	1	0	DK
		29	Meets with friends regularly.		2	1	0	DK
		30	Chooses not to say embarrassing or mean things or ask rude questions in public.		2	1	0	DK
		31	Places reasonable demands on friendship (for example, does not expect to be a person's only friend or to have the friend always available, etc.).		2	1	0	DK
		32	Understands that others do not know his or her thoughts unless he or she says them.		2	1	0	DK
		33	Is careful when talking about personal things.		2	1	0	DK
		34	Cooperates with others to plan or be part of an activity (for example, a birthday party, sports event, etc.).		2	1	0	DK
		35	Demonstrates understanding of hints or indirect cues in conversation (for example, knows that yawns may mean, "I'm bored," or a quick change of subject may mean, "I don't want to talk about that"; etc.).		2	1	0	DK
		36	Starts conversations by talking about things that interest others (for example, says, "Tyrone tells me you like computers"; etc.).		2	1	0	DK
		37	Goes on group dates.		2	1	0	DK
		38	Goes on single dates.		2	1	0	DK

Comments

Item Before Basal	<input type="text"/>	$\times 2 =$	<input type="text"/>
Basal Item Through Ceiling Item:			
DK and/or Missing Total*	<input type="text"/>	+	<input type="text"/>
N/O Total	<input type="text"/>	+	<input type="text"/>
Sum of 2s and 1s	<input type="text"/>	+	<input type="text"/>
Interpersonal Relationships Raw Score		=	<input type="text"/> SUM

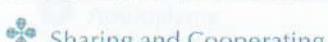
*If the total of DK and/or Missing is greater than 2, do not score subdomain.

Socialization Domain, continued

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know



Playing



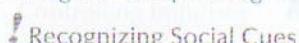
Sharing and Cooperating



Going Places with Friends



Playing Games



Recognizing Social Cues

Check
for
Comments
below

<1 →		1	Responds when parent or caregiver is playful (for example, smiles, laughs, claps hands, etc.).		2	1
		2	Shows interest in where he or she is (for example, looks or moves around, touches objects or people, etc.).		2	1
		3	Plays simple interaction games with others (for example, peekaboo, patty-cake, etc.).		2	1
1, 2 →		4	Plays near another child, each doing different things.		2	1
		5	Chooses to play with other children (for example, does not stay on the edge of a group or avoid others).		2	1
		6	Plays cooperatively with one or more children for up to 5 minutes.		2	1
		7	Plays cooperatively with more than one child for more than 5 minutes.		2	1
		8	Continues playing with another child with little fussing when parent or caregiver leaves.		2	1
3 →		9	Shares toys or possessions when asked.		2	1
		10	Plays with others with minimal supervision.		2	1
		11	Uses common household objects or other objects for make-believe activities (for example, pretends a block is a car, a box is a house, etc.).		2	1
		12	Protects self by moving away from those who destroy things or cause injury (for example, those who bite, hit, throw things, pull hair, etc.).		2	1
4 →		13	Plays simple make-believe activities with others (for example, plays dress-up, pretends to be superheroes, etc.).		2	1
		14	Seeks out others for play or companionship (for example, invites others home, goes to another's home, plays with others on the playground, etc.).		2	1
		15	Takes turns when asked while playing games or sports.		2	1
		16	Plays informal, outdoor group games (for example, tag, jump rope, catch, etc.).		2	1
		17	Shares toys or possessions without being asked.		2	1
5, 6 →		18	Follows rules in simple games (relay races, spelling bees, electronic games, etc.).		2	1
		19	Takes turns without being asked.		2	1
		20	Plays simple card or board game based only on chance (for example, Go Fish, Crazy Eights, Sorry™, etc.).		2	1
7-12 →		21	Goes places with friends during the day with adult supervision (for example, to a shopping mall, park, community center, etc.).		2	1
		22	Asks permission before using objects belonging to or being used by another.		2	1

Socialization Domain, continued

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know

Check for Comments below



Playing



Sharing and Cooperating



Going Places with Friends



Playing Games



Recognizing Social Cues

PLAY AND LEISURE TIME, continued

23	Refrains from entering group when nonverbal cues indicate that he or she is not welcome.		2	1	0	DK	
24	Plays simple games that require keeping score (for example, kickball, pickup basketball, etc.).		2	1	0	DK	
25	Shows good sportsmanship (that is, follows rules, is not overly aggressive, congratulates other team on winning, and does not get mad when losing).		2	1	0	DK	
26	Plays more than one board, card, or electronic game requiring skill and decision making (for example, Monopoly™, Cribbage, etc.).		2	1	0	DK	
27	Goes places with friends in evening with adult supervision (for example, to a concert, lecture, sporting event, movie, etc.).		2	1	0	DK	
28	Follows rules in complex games or sports (for example, football, soccer, volleyball, etc.).		2	1	0	DK	
29	Goes places with friends during the day without adult supervision (for example, to a shopping mall, park, community center, etc.).		2	1	0	DK	
30	Plans fun activities with more than two things to be arranged (for example, a trip to a beach or park that requires planning transportation, food, recreational items, etc.).		2	1	0	DK	
31	Goes places with friends in evening without adult supervision (for example, to a concert, lecture, sporting event, movie, etc.).		2	1	0	DK	

Comments

Item Before Basal	<input type="text"/>	× 2	= <input type="text"/>
Basal Item Through Ceiling Item:			
DK and/or Missing Total*	+ <input type="text"/>		
N/O Total	+ <input type="text"/>		
Sum of 2s and 1s	+ <input type="text"/>		
Play and Leisure Time Raw Score			
	= <input type="text"/>		SUM

*If the total of DK and/or Missing is greater than 2, do not score subdomain.

Manners

Apologizing

Responsibility

Appropriate Social Caution

Transitions

Controlling Impulses

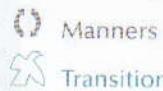
Keeping Secrets

COPING SKILLS

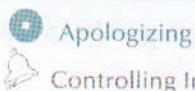
	1	Changes easily from one at-home activity to another.		2	1	0	DK
	2	Says "thank you" when given something.		2	1	0	DK
	3	Changes behavior depending on how well he or she knows another person (for example, acts differently with family member than with stranger, etc.).		2	1	0	DK
	4	Chews with mouth closed.		2	1	0	DK
	5	Says "please" when asking for something.		2	1	0	DK
	6	Ends conversations appropriately (for example, says, "Good-bye"; "See you later"; etc.).		2	1	0	DK
	7	Cleans or wipes face and hands during and/or after meals.		2	1	0	DK
	8	Responds appropriately to reasonable changes in routine (for example, refrains from complaining, etc.).		2	1	0	DK

Socialization Domain, continued

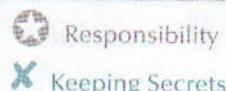
Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know



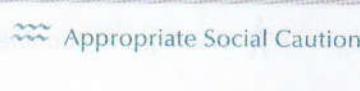
Manners



Apologizing



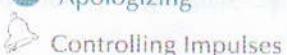
Responsibility



Appropriate Social Caution



Transitions



Controlling Impulses



Keeping Secrets

Check
for
Comments
below

8 →



9 Says that he or she is sorry for unintended mistakes (for example, bumping into someone, etc.).



2

1

0

DK

N



10 Chooses not to taunt, tease, or bully.



2

1

0

DK

N



11 Acts appropriately when introduced to strangers (for example, nods, smiles, shakes hands, greets them, etc.).



2

1

0

DK

N



12 Changes voice level depending on location or situation (for example, in a library, during a movie or play, etc.).



2

1

0

DK

N



13 Says he or she is sorry after hurting another's feelings.



2

1

0

DK

N



14 Refrains from talking with food in mouth.



2

1

0

DK

N



15 Talks with others without interrupting or being rude.



2

1

0

DK

N

9–12 →



16 Accepts helpful suggestions or solutions from others.



2

1

0

DK

N



17 Controls anger or hurt feelings when plans change for reason(s) that cannot be helped (for example, bad weather, car trouble, etc.).



2

1

0

DK

N



18 Keeps secrets or confidences for longer than one day.



2

1

0

DK

N



19 Says he or she is sorry after making unintentional mistakes or errors in judgment (for example, when unintentionally leaving someone out of a game, etc.).



2

1

0

DK

N



20 Shows understanding that gentle teasing with family and friends can be a form of humor or affection.



2

1

0

DK

N

13+ →



21 Tells parent or caregiver about his or her plans (for example, what time he or she is leaving and returning, where he or she is going, etc.).



2

1

0

DK

N



22 Chooses to avoid dangerous or risky activities (for example, jumping off high places, picking up a hitchhiker, driving recklessly, etc.).



2

1

0

DK

N



23 Controls anger or hurt feelings when he or she does not get his or her way (for example, when not allowed to watch television or attend a party; when suggestion is rejected by friend or supervisor; etc.).



2

1

0

DK

N



24 Follows through with arrangements (for example, if promises to meet someone, meets that person; etc.).



2

1

0

DK

N



25 Stops or stays away from relationships or situations that are hurtful or dangerous (for example, being bullied or made fun of, being taken advantage of sexually or financially, etc.).



2

1

0

DK

N



26 Controls anger or hurt feelings due to constructive criticism (for example, correction of misbehavior, discussion of test score or grade, performance review, etc.).



2

1

0

DK

N



27 Keeps secrets or confidences for as long as needed.



2

1

0

DK

N



28 Thinks about what could happen before making decisions (for example, refrains from acting impulsively, thinks about important information, etc.).



2

1

0

DK

N



29 Is aware of potential danger and uses caution when encountering risky social situations (for example, binge drinking parties, Internet chat rooms, personal ads, etc.).



2

1

0

DK

N



30 Shows respect for co-workers (for example, does not distract or interrupt others who are working, is on time for meetings, etc.).



2

1

0

DK

N

Comments

Item Before Basal	<input type="checkbox"/>	× 2 =	<input type="checkbox"/>
Basal Item Through Ceiling Item			
DK and/or Missing Total*	<input type="checkbox"/>	+ <input type="checkbox"/>	
N/O Total	<input type="checkbox"/>	+ <input type="checkbox"/>	
Sum of 2s and 1s	<input type="checkbox"/>	+ <input type="checkbox"/>	
Coping Skills Raw Score	<input type="checkbox"/>	= <input type="checkbox"/>	SUM

*If the total of DK and/or Missing is greater than 2, do not score subdomain.

Motor Skills Domain

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know



Sitting



Walking and Running



Play Activity



Standing



Creeping and Crawling

Check
for
Comments
below

<1 →



- 1 Holds head erect for at least 15 seconds when held upright in parent's or caregiver's arms.



2

1

0

DK



- 2 Sits supported (for example, in a chair, with pillows, etc.) for at least 1 minute.



2

1

0

DK



- 3 Sits without support for at least 1 minute.



2

1

0

DK



- 4 Creeps or moves on stomach across floor.



2

1

0

DK



- 5 Sits without support for at least 10 minutes.



2

1

0

DK



- 6 Raises self to sitting position and sits without support for at least 1 minute.



2

1

0

DK



- 7 Crawls at least 5 feet on hands and knees, without stomach touching floor



2

1

0

DK

1 →



- 8 Pulls self to standing position.



2

1

0

DK



- 9 Crawls up stairs.



2

1

0

DK



- 10 Takes at least two steps.



2

1

0

DK



- 11 Stands alone for 1 to 3 minutes.



2

1

0

DK



- 12 Rolls ball while sitting.



2

1

0

DK



- 13 Climbs on and off low objects (for example, chair, step stool, slide, etc.).



2

1

0

DK



- 14 Crawls down stairs.



2

1

0

DK



- 15 Stands for at least 5 minutes.



2

1

0

DK



- 16 Walks across room; may be unsteady and fall occasionally.



2

1

0

DK

2 →



- 17 Throws ball.



2

1

0

DK



- 18 Walks to get around; does not need to hold on to anything.



2

1

0

DK



- 19 Climbs on and off adult-sized chair.



2

1

0

DK



- 20 Runs without falling; may be awkward and uncoordinated.



2

1

0

DK



- 21 Walks up stairs, putting both feet on each step; may use railing.



2

1

0

DK



- 22 Kicks ball.



2

1

0

DK

3 →



- 23 Runs smoothly without falling.



2

1

0

DK



- 24 Walks down stairs, facing forward, putting both feet on each step; may use railing.



2

1

0

DK



- 25 Jumps with both feet off floor.



2

1

0

DK



- 26 Throws ball of any size in specific direction.



2

1

0

DK



- 27 Catches beach ball-sized ball with both hands from a distance of 2 or 3 feet.



2

1

0

DK



- 28 Walks up stairs, alternating feet; may use railing.



2

1

0

DK



- 29 Pedals tricycle or other three-wheeled toy for at least 6 feet.



2

1

0

DK

Scoring Tip:

You may mark "N/O" for No Opportunity if the individual does not have a tricycle or three-wheeled toy. However, if the individual has such a vehicle but does not ride it for any reason, including parent or caregiver does not think he or she is ready, mark "0."

N/O

Comments

Motor Skills Domain, continued

Response Options: **2** = Usually, **1** = Sometimes or Partially, **0** = Never, **DK** = Don't Know



Sitting



Walking and Running



Play Activity



Standing



Creeping and Crawling

Check for Comments below

GROSS, continued

 30 Jumps or hops forward at least three times.	2 1 0 N/C
4+ → 31 Hops on one foot at least once without falling; may hold on to something for balance.	2 1 0 N/C
 32 Climbs on and off high objects (for example, jungle gym, 4-foot slide ladder, etc.).	2 1 0 N/C
 33 Walks down stairs, alternating feet; may use railing.	2 1 0 N/C
 34 Runs smoothly, with changes in speed and direction.	2 1 0 N/C
 35 Rides bicycle with training wheels for at least 10 feet. Scoring Tip: You may mark "N/O" for No Opportunity if the individual does not have a bicycle. However, if the individual has a bike but does not ride it for any reason, including parent or caregiver does not think he or she is ready, mark "0."	2 1 0 N/C
 36 Catches beach ball-sized ball (from at least 6 feet away) with both hands.	2 1 0 N/C
 37 Hops forward on one foot with ease.	2 1 0 N/C
 38 Skips at least 5 feet.	2 1 0 N/C
 39 Catches tennis or baseball-sized ball (from at least 10 feet away), moving to catch it if necessary.	2 1 0 N/C
 40 Rides bicycle with no training wheels without falling. Scoring Tip: You may mark "N/O" for No Opportunity if the individual does not have a bicycle. However, if the individual has a bike but does not ride it for any reason, including parent or caregiver does not think he or she is ready, mark "0."	2 1 0 N/C

Comments

Item Before Basal		× 2	=	
Basal-Item Through Ceiling Item:				
DK and/or Missing Total*	+			
N/O Total	+			
Sum of 2s and 1s	+			
Gross Raw Score				
= 				SUM

*If the total of DK and/or Missing is greater than 2, do not score subdomain.



Manipulating Objects



Drawing and Using Scissors



Using Keyboard

<1 → 1 Reaches for toy or object.	2 1 0 N/C
 2 Picks up small objects (no larger than 2 inches on any side); may use both hands.	2 1 0 N/C
 3 Moves object from one hand to the other.	2 1 0 N/C
 4 Squeezes squeaky toy or object.	2 1 0 N/C
 5 Picks up small object with thumb and fingers.	2 1 0 N/C
1, 2 → 6 Removes object (for example, a block or clothespin) from a container.	2 1 0 N/C
 7 Puts object (for example, a block or clothespin) into container.	2 1 0 N/C
 8 Turns pages of board, cloth, or paper book, one at a time.	2 1 1 N/C
3, 4 → 9 Stacks at least four small blocks or other small objects; stack must not fall.	2 1 0 N/C
 10 Opens doors by turning doorknobs.	2 1 0 N/C
 11 Unwraps small objects (for example, gum or candy).	2 1 0 N/C

FINE

Motor Skills Domain, continued

Response Options: **2 = Usually,** **1 = Sometimes or Partially,** **0 = Never,** **DK = Don't Know**



Manipulating Objects



Drawing and Using Scissors



Using Keyboard

FINE, continued

	12	Completes simple puzzle of at least two pieces or shapes.		2	1	0
	13	Turns book or magazine pages one by one.		2	1	0
	14	Uses twisting hand-wrist motion (for example, winds up toy, screws/un screws lid of jar, etc.).		2	1	0
	15	Holds pencil in proper position (not with fist) for writing or drawing.		2	1	0
	16	Colors simple shapes; may color outside lines.		2	1	0
	17	Builds three-dimensional structures (for example, a house, bridge, vehicle, etc.) with at least five small blocks.		2	1	0
	18	Opens and closes scissors with one hand.		2	1	0
	19	Glues or pastes two or more pieces together (for example, for art or science projects, etc.).		2	1	0
	20	Uses tape to hold things together (for example, torn page, art project, etc.).		2	1	0
	21	Draws more than one recognizable form (for example, person, house, tree, etc.).		2	1	0
	<i>Scoring Tip:</i> Mark a "2" if the individual draws two or more recognizable forms; mark a "1" if the individual draws one form; mark a "0" if the individual does not draw any recognizable forms.					
	22	Makes recognizable letters or numbers.		2	1	0
	23	Draws circle freehand while looking at example.		2	1	0
	24	Uses scissors to cut across paper along a straight line.		2	1	0
	25	Colors simple shapes; colors inside the lines.		2	1	0
	26	Cuts out simple shapes (for example, circles, squares, rectangles, etc.).		2	1	0
	27	Uses eraser without tearing paper.		2	1	0
	28	Draws square freehand while looking at example.		2	1	0
	29	Draws triangle freehand while looking at example.		2	1	0
	30	Ties knot.		2	1	0
	31	Draws straight line using a ruler or straightedge.		2	1	0
	32	Unlocks dead-bolt, key, or combination locks that require twisting.		2	1	0
	<i>Scoring Tip:</i> You may mark "N/O" for No Opportunity if there are no dead-bolt, key, or combination locks in the home.					N/O
	33	Cuts out complex shapes (for example, stars, animals, alphabet letters, etc.).		2	1	0
	34	Uses keyboard, typewriter, or touch screen to type name or short words; may look at keys.		2	1	0
	<i>Scoring Tip:</i> You may mark "N/O" for No Opportunity if there is no computer in the home.					N/O
	35	Ties secure bow.		2	1	0
	36	Uses a keyboard to type up to 10 lines; may look at the keys.		2	1	0
	<i>Scoring Tip:</i> You may mark "N/O" for No Opportunity if there is no computer in the home.					N/O

Comments

Item Before Basal \times 2 =
Basal Item Through Ceiling Item:
DK and/or Missing Total* +
N/O Total +

*If the total of DK and/or Missing is greater than 2, do not score subdomain.

Fine Raw Score

= SUM

Maladaptive Behavior Index

Response Options: 2 = Usually, 1 = Sometimes, 0 = Never

Check
for
Com-
ments
below

3+ →	<p>1 Is overly dependent (that is, clings to caregiver, teacher, brother, or sister).</p> <p>2 Avoids others and prefers to be alone.</p> <p>3 Has eating difficulties (for example, eats too fast or too slowly, hoards food, overeats, refuses to eat, etc.).</p> <p>4 Has sleep difficulties (for example, sleepwalks, has frequent nightmares, sleeps significantly more or less than typical for his or her age).</p> <p>5 Refuses to go to school or work because of fear, feelings of rejection or isolation, etc.</p> <p>6 Is overly anxious or nervous.</p> <p>7 Cries or laughs too easily.</p> <p>8 Has poor eye contact (that is, does not look at or face others when speaking or spoken to).</p> <p>9 Is sad for no clear reason.</p> <p>10 Avoids social interaction.</p> <p>11 Lacks energy or interest in life.</p>			

Comments	Sum of 2s and 1s <input type="text"/>
Comments	Internalizing Raw Score = <input type="text"/>

3+ →	<p>1 Is impulsive (that is, acts without thinking).</p> <p>2 Has temper tantrums.</p> <p>3 Intentionally disobeys and defies those in authority.</p> <p>4 Taunts, teases, or bullies.</p> <p>5 Is inconsiderate or insensitive to others.</p> <p>6 Lies, cheats, or steals.</p> <p>7 Is physically aggressive (for example, hits, kicks, bites, etc.).</p> <p>8 Is stubborn or sullen.</p> <p>9 Says embarrassing things or asks embarrassing questions in public (for example, "You're fat," or "What's that big red thing on your nose?").</p> <p>10 Behaves inappropriately at the urging of others.</p>			

Comments	Sum of 2s and 1s <input type="text"/>
Comments	Externalizing Raw Score = <input type="text"/>

Maladaptive Behavior Index, continued

Response Options: 2 = Usually, 1 = Sometimes, 0 = Never

Check for Comments below

3+ →	<p>1 Sucks thumb or fingers.</p> <p>2 Wets bed or must wear diapers at night.</p> <p>3 Acts overly familiar with strangers (for example, holds hands, hugs, sits on lap, etc.).</p> <p>4 Bites fingernails.</p> <p>5 Has tics (that is, involuntary blinking, twitching, head shaking, etc.).</p> <p>6 Grinds teeth during the day or night.</p> <p>7 Has a hard time paying attention.</p> <p>8 Is more active or restless than others of same age.</p> <p>9 Uses school or work property (for example, telephone, Internet access, office supplies, etc.) for unapproved personal purposes.</p> <p>10 Swears.</p> <p>11 Runs away (that is, is missing for 24 hours or longer).</p> <p>12 Is truant from school or work.</p> <p>13 Ignores or doesn't pay attention to others around him or her.</p> <p>14 Uses money or gifts to "buy" affection.</p> <p>15 Uses alcohol or illegal drugs during the school or work day.</p>	<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"/>		<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
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<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"/>		

Comments

Sum of 2s and 1s

Other Raw Score =

Internalizing Raw Score

Externalizing Raw Score

Other Raw Score

Maladaptive Behavior Index Raw Score* SUM

*Sum the Internalizing, Externalizing, and Other Raw Scores to obtain the Maladaptive Behavior Index Raw Score.

Maladaptive Behavior Critical Items

Response Options: 2 = Usually, 1 = Sometimes, 0 = Never, S = Severe, M = Moderate

✓
Check
for
Com-
ments
below

CRITICAL ITEMS	3+ →	Item Number	Item Description	Response Options		Comments		
				0	1			
		1	Engages in inappropriate sexual behavior (for example, exposes self, masturbates in public, makes improper sexual advances, etc.).	0	1	2	3	M
		2	Is obsessed with objects or activities (for example, constantly repeats words or phrases, is preoccupied with mechanical objects, etc.).	0	1	2	3	M
		3	Expresses thoughts that do not make sense (for example, talks about hearing voices, seems delusional, etc.).	0	1	2	3	M
		4	Has strange habits or ways (for example, makes repetitive noises, odd hand movements, etc.).	0	1	2	3	M
		5	Consistently prefers objects to people (for example, pays more attention to objects than to people, etc.).	0	1	2	3	M
		6	Displays behaviors that cause injury to self (for example, bangs head, hits or bites self, tears at skin, etc.).	0	1	2	3	M
		7	Destroys own or another's possessions on purpose.	0	1	2	3	M
		8	Uses bizarre speech (for example, has conversations with self in public, speaks in phrases or sentences that have no meaning, repeats same word or phrase over and over, etc.).	0	1	2	3	M
		9	Is unaware of what is happening around him or her (for example, seems to be in a "fog," stares blankly, etc.).	0	1	2	3	M
		10	Rocks back and forth repeatedly.	0	1	2	3	M
		11	Is unusually fearful of ordinary sounds, objects, or situations.	0	1	2	3	M
		12	Remembers odd information in detail years later.	0	1	2	3	M
		13	Is unable to complete a normal school or work day because of chronic pain or fatigue.	0	1	2	3	M
		14	Is unable to complete a normal school or work day because of psychological symptoms	0	1	2	3	M

The Maladaptive Behavior Critical Items section does not yield a raw or derived score. To include this section in your interpretation of Vineland-II results, transfer responses of 2 or 1 (and the severity rating, S or M) to the Vineland-II Score Summary page.

Comments

VINELAND-II SCORE SUMMARY

SUBDOMAIN and DOMAIN SCORES

SUBDOMAIN/ DOMAIN	Raw Score	v-Scale Score Table B.1	Domain Standard Score Table B.2	% Conf. Interval Table C.1/C.2	%ile Rank Table C.3	Adaptive Level Table C.4	Age Equiva- lent Table C.5	Stanine Table C.3
Receptive				±				
Expressive				±				
Written				±				
Communication	Sum: _____			±				
Personal				±				
Domestic				±				
Community				±				
Daily Living Skills	Sum: _____			±				
Interpersonal Relationships				±				
Play and Leisure Time				±				
Coping Skills				±				
Socialization	Sum: _____			±				
Gross				±				
Fine				±				
Motor Skills	Sum: _____			±				

Sum of Domain Standard Scores =

	% Conf. Interval Table C.1/C.2	%ile Rank Table C.3	Adaptive Level Table C.4	Stanine Table C.3
Standard Score Table B.2	±			

Adaptive Behavior Composite

	Raw Score	v-Scale Score Table B.3	% Conf. Interval Table C.6	Level Table C.7
Maladaptive Behavior Index			±	
Internalizing			±	
Externalizing			+	

Maladaptive Behavior Critical Items

Items (Circle all items scored 2 or 1, and indicate the severity.)

Items (Circle all items scored 2, 3, 4, 5, and indicate the severity.)

STRENGTHS and WEAKNESSES

Score S(strength)
 Minus or
 Median* W(weakness)

* For instructions on how to determine the median score, see Chapter 3 of the Vineland-II Survey Forms Manual.

Domain Strengths/ Weaknesses:

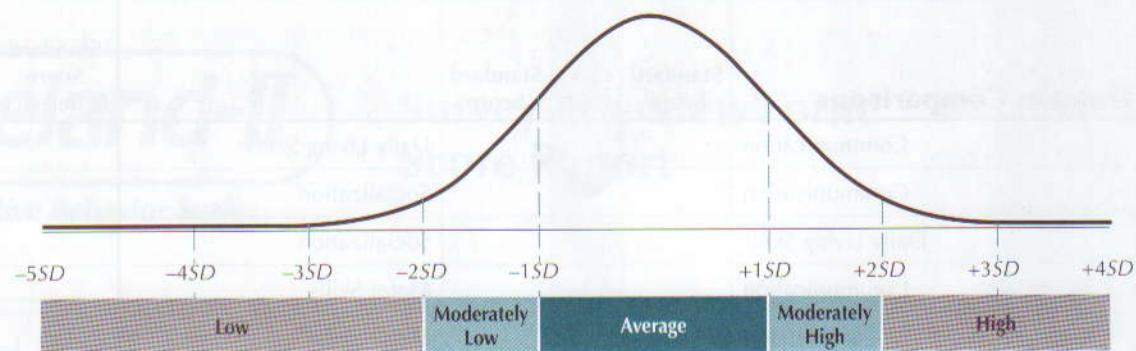
S = Standard Score
 - Median ≥ 10

W = Standard Score
 - Median < -10

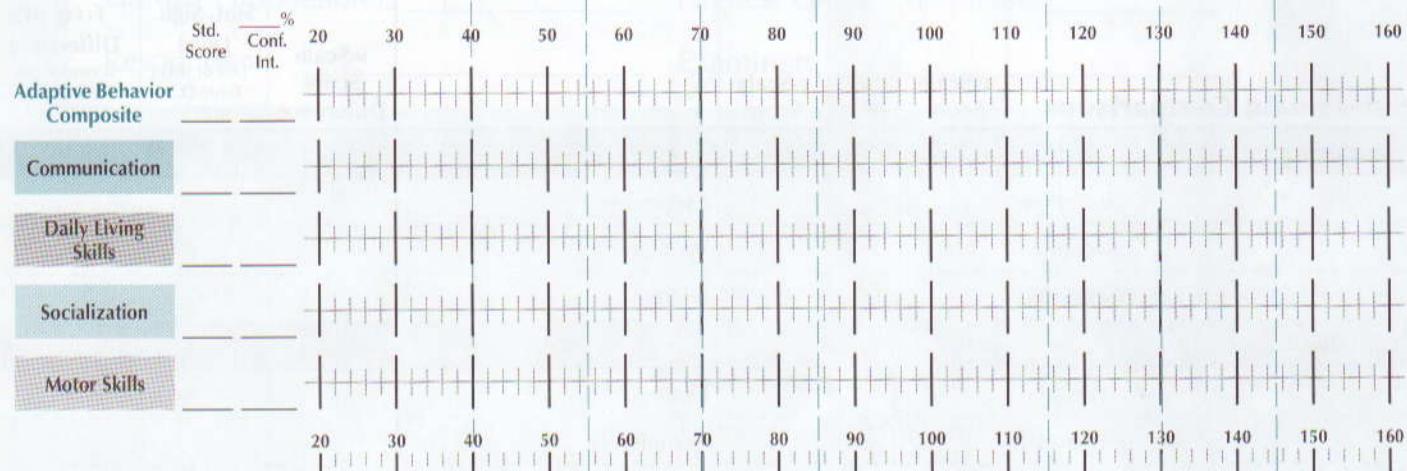
Subdomain Strengths/ Weaknesses:

S = v-Scale Score
- Median ≥ 2
W = v-Scale Score
- Median < -2

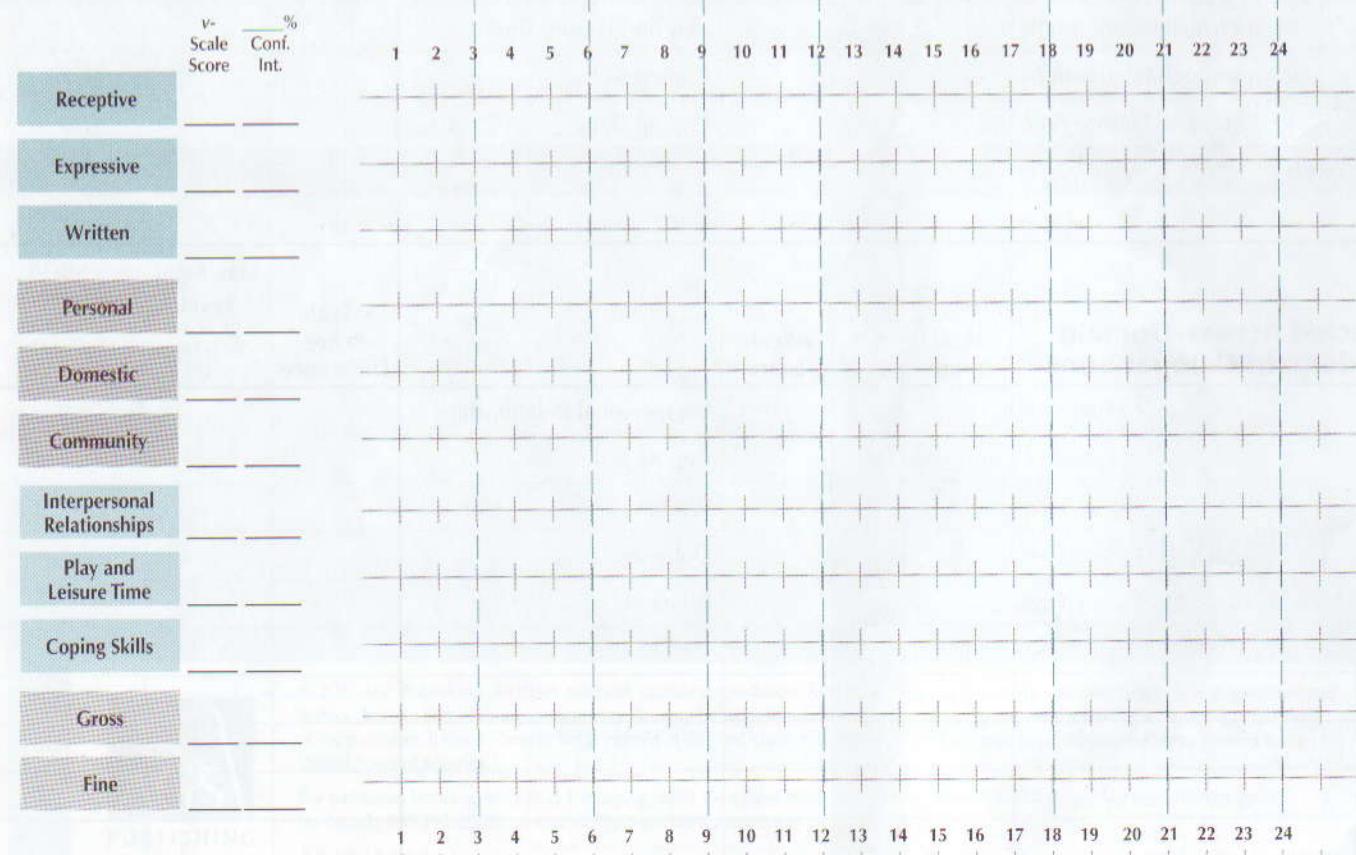
VINELAND-II SCORE PROFILE



Domain Score Profile



Subdomain Score Profile





Adaptive Behavior Scales

Survey Interview Form Score Report

Individual: _____

Chronological Age: ____ - ____ - ____ Assessment Date: ____ - ____ - ____

Grade (if applicable): _____ Highest Grade Completed: _____

Respondent: _____ Examiner: _____



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Product Number: 31012