ABAS II

Adaptive Behavior Assessment System®

SECOND EDITION

ABAS-II
Intervention Planner and Scoring Assistant

Sample Report

Parent Report   Parent/Primary Cargiver Report   Teacher/Daycare Provider Report   Teacher Report

Adaptive Behavior Assessment System-Second Edition
Interpretive Report

Examinee Information

Name:	Jane Smith	Age:	9 years, 7 months
Date of Birth:	4/5/1998	Age at Testing:	9 years, 7 months
Gender:	Female	Grade:	3rd
Ethnicity:	<Not Specified>	School/Daycare:	Wiman Elementary School
Disabling Condition:	<Not Specified>		

Assessment Information

Form Administered:	ABAS-II Parent Form
Date of Admininstration:	11/30/2007
Report Date:	12/3/2007
Respondent:	Linda Smith
Relationship to Examinee:	parent
Respondent Occupation:	<Not Specified>

Intelligence Assessment Results

Intelligence Assessment:	Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)
Test Date:	9/4/2007
Full Scale IQ (FSIQ):	88

Reason for Referral

Jane was referred due to academic difficulties.

Background Information

Jane's parent, Linda Smith, completed the ABAS–II Parent Form on 11/30/2007. Jane was 9 years, 7 months at the time of the assessment and attending 3rd grade. No disabling conditions were reported. The primary language spoken in Jane's home is English. She has 2 siblings at home.

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Validity Information

All items in all administered skill areas were completed by the respondent and there were no items reported as guessed by the respondent in any administered skill area. The results of this administration of the ABAS-II appear to be a valid assessment of Jane's adaptive behavior.

Interpretation of ABAS-II Results

Adaptive Behavior Composite Scores

The General Adaptive Composite score (GAC) summarizes performance across all skill areas excluding Work. Jane obtained a GAC score of 72. Her true score is likely to fall within the range of 68-76 at a 95% level of confidence. Jane's current overall level of adaptive behavior is in the Borderline range, as high as or higher than the scores of only 3% of children of the same age. Because the GAC provides the most complete measure of adaptive behavior, it is likely to be the most reliable and accurate estimate of overall adaptive functioning. However, more detailed information about Jane's unique profile of adaptive functioning may be obtained by reviewing performance within composites and skill areas if significant differences exist between skill area scaled scores.

The Conceptual composite score summarizes performance across the Communication, Functional Academics, and Self-Direction skill areas. Jane's Conceptual composite score of 61 (95% confidence interval of 55-67) is in the Extremely Low range, and as high as or higher than the scores of only 0.5% of her same-age peers.

The Social composite score summarizes performance across the Leisure and Social skill areas. Jane's Social composite score of 98 (95% confidence interval of 91-105) is in the Average range, and as high as or higher than the scores of 45% of individuals of the same age.

The Practical composite score summarizes performance across the Community Use, Home Living, Health and Safety, and Self-Care skill areas. Jane's Practical composite score of 89 (95% confidence interval of 82-96) is in the Below Average range, and as high as or higher than the scores of 23% of her same-age peers.

Discrepancy Comparisons between Adaptive Behavior Composites

A comparison of performance between the adaptive behavior composites also provides useful information for interpretation. Jane's general ability to participate in social and leisure activities (social adaptive behavior) is significantly more developed than her overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior). 0.4% of the standardization sample displayed such a discrepancy in functioning between the Social and Conceptual composites. Additionally, Jane's general skills in the areas of community and home living, health and safety, and self-care skills (practical adaptive behavior) are significantly more developed than her overall conceptual adaptive behavior. The rate at which such a discrepancy in functioning between the Practical and Conceptual composites occurred in the standardization sample was 1.3%.

Adaptive Skill Area Results

Skill areas within the Conceptual composite provide a more detailed view of Jane's functioning. Jane's communication abilities, including speech, vocabulary, listening, conversation and nonverbal communication skills are in the Extremely Low range. She functions in the Borderline range when performing basic academic skills such as reading, writing, and mathematics as well as functional skills such as measurement and telling time. Her ability to make independent choices, exhibit self-control and take responsibility when appropriate is in the Extremely Low range.

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A more in-depth look at Jane's specific skill sets within the Social composite may be obtained by examining the skill areas. The leisure skills needed for engaging in play and planning recreational activities are in the Average range for Jane. Her ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is in the Average range.

Skill areas within the Practical composite offer a more specific picture of Jane's capabilities. Her ability to function and get around in the community, including shopping and using community resources is in the Average range. Jane's level of functioning inside the home, including cleaning, food preparation, performing chores and taking care of personal possessions is in the Average range. Jane's ability to protect her physical well-being and prevent and respond to injuries, including following safety rules, showing caution, and using medicine when appropriate is in the Average range. Her ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is in the Borderline range.

Adaptive Skill Area Strengths and Weaknesses

It is important to look at relative strengths and areas for improvement within an individual's adaptive skills profile for the purposes of assessment, treatment and intervention planning, and progress monitoring. In order to determine the areas of personal strength and weakness within Jane's profile, each skill area scaled score was compared to her average scaled score across all skill areas to look for differences at the .05 level of significance.

Jane's Health and Safety skill area scaled score was significantly higher than her average across all skill areas, representing a relative strength within her profile. This difference occurred infrequently in the standardization sample, suggesting that Jane's ability to protect her physical well-being and prevent and respond to injuries, including following safety rules, showing caution, and using medicine when appropriate is an observable area of strength within her everyday adaptive functioning.

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

Jane's Communication skill area scaled score was significantly lower than her average across all skill areas, representing a relative weakness within her profile. This difference occurred infrequently in the standardization sample, suggesting that Jane's difficulties with communication skills including speech, vocabulary, listening, conversation and nonverbal communication are an observable area of weakness within her everyday adaptive functioning.

Jane's Functional Academics skill area scaled score was significantly lower than her average across all skill areas, representing a relative weakness within her profile. This difference occurred infrequently in the standardization sample, suggesting that Jane's difficulties with basic academic skills such as reading, writing, and mathematics as well as functional skills such as measurement and telling time form an observable area of weakness within her everyday adaptive functioning.

Jane's Self-Direction skill area scaled score was significantly lower than her average across all skill areas, representing a relative weakness within her profile. This difference occurred infrequently in the standardization sample, suggesting that Jane's difficulties making independent choices, exhibiting self-control and taking responsibility when appropriate form an observable area of weakness within her everyday adaptive functioning.

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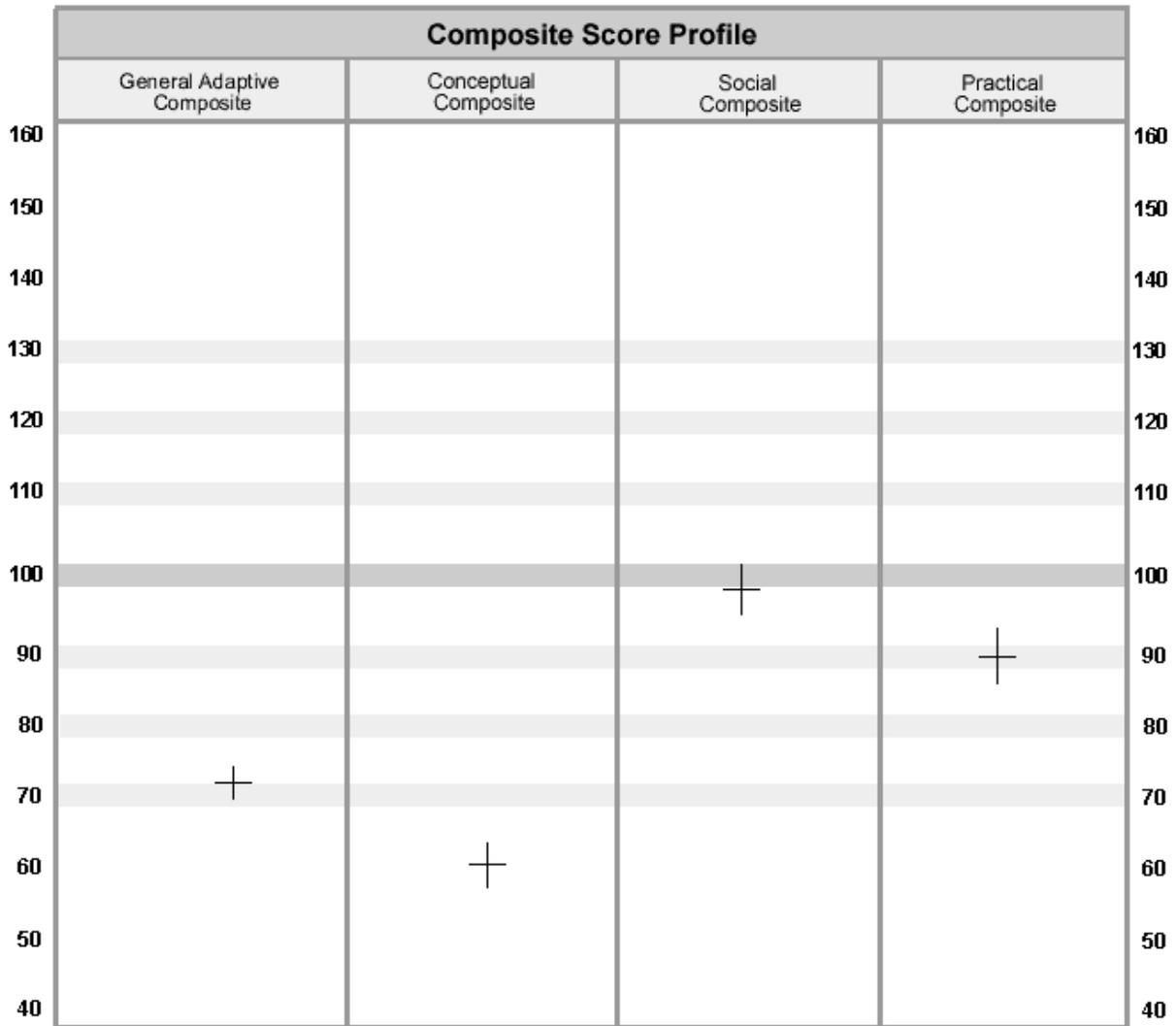# Interpretive Report

Summary of ABAS-II Results

Jane's overall adaptive behavior can be characterized as lower functioning than that of most other children her age. Jane's conceptual adaptive behavior can be characterized as lower functioning than that of almost all children her age. Jane's social adaptive behavior can be characterized as typical for her age. Jane's practical adaptive behavior can be characterized as somewhat lower functioning than is typical for her age.

Summary of Adaptive Behavior and Intelligence Assessment Results

Jane's reported WISC-IV FSIQ falls in the Below Average range and her ABAS–II GAC falls in the Borderline range. While her intellectual abilities are below average, they are a relative strength compared to her adaptive behavior and may be utilized to develop short- and long-term adaptive behavior goals to improve her functioning within current and future environments.

Further review of Jane's ABAS–II results, including skill area and composite scores, as well as information from additional sources such as background history or other assessments may be necessary to determine her eligibility for special services under local/state criteria.

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Composite Score Profile

	General Adaptive Composite	Conceptual Composite	Social Composite	Practical Composite

Vertical bar represents the Standard Error of Measurement.

Composite	Score	SEM
GAC	72	2.12
CON	61	3.00
SO	98	3.35
PR	89	3.67

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Sum of Scaled Scores to Composite Score Conversions

Composite	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Range
GAC	60	72	3	68-76	Borderline
Conceptual	9	61	0.5	55-67	Extremely Low
Social	19	98	45	91-105	Average
Practical	32	89	23	82-96	Below Average

Domain Composite	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y/N)	Base Rate in Standardization Sample
Conceptual -- Social	61	98	-37	8.81	Y	0.4%
Conceptual -- Practical	61	89	-28	9.29	Y	1.3%
Social -- Practical	98	89	9	9.74	N	22.5%

Discrepancies based on Statistical Significance (Critical Values) at the .05 level

Raw Score to Scaled Score Conversions

Skill Areas	Raw Score	Scaled Scores	Qualitative Range
Communication (Com)	39	2	Extremely Low
Community Use (CU)	30	8	Average
Functional Academics (FA)	38	4	Borderline
Home Living (HL)	47	8	Average
Health and Safety (HS)	56	11	Average
Leisure (LS)	55	11	Average
Self-Care (SC)	57	5	Borderline
Self-Direction (SD)	38	3	Extremely Low
Social (Soc)	57	8	Average

Strengths and Weaknesses

Skill Areas	Skill Area Scaled Score	Mean Scaled Score	Difference from Mean	Critical Value	Strength (S) or Weakness (W)	Base Rate in Standardization Sample
Conceptual						
Communication	2	6.67	-4.67	2.29	W	1-2%
Functional Academics	4	6.67	-2.67	2.17	W	10-25%
Self-Direction	3	6.67	-3.67	2.15	W	2-5%
Social						
Leisure	11	6.67	4.33	2.31	S	1-2%
Social	8	6.67	1.33	2.22		>25%
Practical						
Community Use	8	6.67	1.33	2.33		>25%
Home Living	8	6.67	1.33	2.22		>25%
Health and Safety	11	6.67	4.33	2.86	S	1-2%
Self-Care	5	6.67	-1.67	2.86		>25%

GAC Mean = 6.67 Strengths/Weaknesses based on Statistical Significance (Critical Values) at the .05 level.

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Skill Area Scaled Score Profile

Skill Area	Scaled Score		Skill Area	Scaled Score
Communication (Com)	2		Community Use (CU)	8
Functional Academics (FA)	4		Home Living (HL)	8
Self-Direction (SD)	3		Health and Safety (HS)	11
Leisure (LS)	11		Self-Care (SC)	5
Social (Soc)	8		Work (WK)	N/A

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Recommended Interventions

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

1. Identify skill levels needed in the child's current environment or the environment into which the child is moving.
2. Identify current areas of strength and weaknesses relative to environmental requirements.
3. Identify and prioritize intervention objectives based on discrepancies between environmental needs and personal attainment.
4. Implement interventions.
5. Monitor their implementation and effectiveness.

Refer to the ABAS–II manual for a thorough discussion of these steps. The Progress Monitoring Report available in the Intervention Planner and Scoring Assistant provides a comparison of scores across multiple assessments to assist in the program planning and monitoring process.

Communication Skill Area

The ability to communicate is necessary for almost every area of functioning in life, from asking for basic needs to sharing ideas. Perhaps Owens (2001, p.11) put it best when he defined communication as "the process participants use to exchange information and ideas, needs and desires". Without the ability to communicate, children may become frustrated, isolated, and engage in maladaptive behaviors such as screaming and hitting. These frustrations are not isolated to the inability to engage in speech. That is, there is more to communication than the abilities to speak and hear. Communication includes several other necessary skills. These include such skills as looking at individuals who are talking and understanding facial cues such as frowns and squinted eyes. With these and other necessary skills, children will be able to successfully communicate with others about basic needs and various topics of interest. Thus, they will be able to navigate a complex world and have a greater chance of living an independent life.

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

The following item(s) within the Communication skill area were chosen for intervention for this child. A recommended intervention appears after each item.

Communications Item 16
Takes turns talking during conversations with people—is not too talkative or too quiet.

Choose a topic of conversation familiar to the child. Start the conversation with a comment or question and pause for him/her to respond. If he/she doesn't respond at first, make a suggestion as to what he/she could say. Then point to yourself and say something else about the topic. If the child is too talkative, use the "stop" gesture and don't make eye contact with him/her until you are finished talking. Then point back to the child and say, "Now it's your turn to talk again." Include a prop, such as a toy, that is held by the person whose turn it is to talk. Hand it back and forth to illustrate the give and take of conversation.

Communications Item 17
Gives verbal instructions that involve two or more steps or activities.

Choose preferred, shared activities that will provide opportunities for communication, such as coloring and construction toys like blocks. Ask the child to color a picture or build a tower of blocks and then ask him/her to tell you how to do the same thing (for example, "Color the dog brown and color the cat orange." or "Pick up the red block and put it on the top.") If necessary, start out by giving the child simple instructions to copy what you have done before asking him/her to give you instructions.

Self-Direction Skill Area

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

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

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The following item(s) within the Self-Direction skill area were chosen for intervention for this child. A recommended intervention appears after each item.

Self -Direction Item 13
Saves money to buy something special, for example, a birthday present or game.

With the child's help, choose a container to put "savings" in and explain that he/she can add money to this "bank" until there is enough money to buy something special like a gift, or something the child has been wanting. When the child receives money, encourage him/her to put part of it in the "bank." Help or allow the child to count the saved money and figure out how much more is needed to buy desired gift or item.

Self -Direction Item 16
Completes large home or school projects on time.

Encourage the child to start the task early. If the child needs help with organization, help him/her to break the project into steps or smaller tasks. If necessary, help the child to set deadlines and a schedule for finishing the smaller steps/tasks. Keep track of the child's progress, and be available to answer any questions and help him/her solve unexpected problems that might occur.

Adaptive Behavior Assessment System-Second Edition
Progress Monitoring Report

Examinee Information

NAME:	Jane Smith	REPORT DATE:	12/3/2007
DATE OF BIRTH:	4/5/1998	ETHNICITY:	<Not Specified>
GENDER:	Female	GRADE:	<Not Specified>
DISABLING CONDITIONS:	<Not Specified>	SCHOOL/DAYCARE:	<Not Specified>
FORM ADMINISTERED:	ABAS-II Parent (Ages 5-21)		

Assessment Information

Assessment Information	1st Assessment	2nd Assessment	3rd Assessment	4th Assessment
Test Date	10/5/2006	4/10/2007	11/30/2007	
Age at Testing	8 years, 6 months	9 years	9 years, 7 months	
Respondent	Linda Smith	Linda Smith	Linda Smith	
Relationship	Parent	Parent	Parent	

Progress Monitoring

Skill Area/Composite	1st Assessment		2nd Assessment		3rd Assessment		4th Assessment	
	Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score
Communication	35	1	38	1	39	2		
Functional Academics	28	5	36	5	38	4		
Self-Direction	25	1	35	3	38	3		
Leisure	52	10	55	11	55	11		
Social	58	10	59	9	57	8		
Community Use	27	8	29	8	30	8		
Home Living	41	8	45	8	47	8		
Health and Safety	54	11	56	11	56	11		
Self-Care	48	5	57	6	57	5		
Work								
Conceptual Domain		61		61		61		
Social Domain		100		100		98		
Practical Domain		90		91		89		
General Adaptive Composite		81		74		72		

Note. When comparing scores across multiple assessments for progress monitoring purposes, compare skill area raw scores to assess change relative to the child's previous level of functioning. Compare skill area and composite scaled scores to assess change relative to the child's functioning within the comparison group of children of the same age. Keep in mind the possible effects of different respondents on the ratings and resulting scores.

Adaptive Behavior Assessment System-Second Edition
Report to Parents

Testing Information

NAME:	Jane Smith	REPORT DATE:	12/3/2007
AGE:	9 years, 7 months	GRADE:	3rd
DATE OF BIRTH:	4/5/1998	ETHNICITY:	\<Not Specified\>
EXAMINEE ID:	\<Not Specified\>	SCHOOL/DAYCARE:	Wiman Elementary School
GENDER:	Female	CITY:	San Antonio
DISABLING CONDITIONS:	\<Not Specified\>	STATE:	TX
JOB STATUS:	\<Not Specified\>		

Adaptive Behavior

Adaptive behavior is made up of the skills an individual uses to function in daily life, including taking care of him- or herself and interacting with other people. The form you completed measures the adaptive behavior of children from 5 to 21 years of age in different skills areas.

How to Understand Your Child's ABAS-II Results

ABAS–II results show how Jane's adaptive skills, as rated by yourself, compare to the parent ratings of children the same age from across the United States. The ratings you gave for each skill area were converted into a score from 1 to 19, with 1 being the lowest and 19 the highest, and scores of 8 to 12 being in the average range. Jane's skill area scores are reported in the first table on the following page. To understand Jane's level of functioning in each skill area, look at the top row of the table to find the score and score classification for that area. A full description of each score classification is provided on the last page of the report.

The second table on the following page shows Jane's overall scores, which are summary scores of functioning across skill areas in the categories of conceptual, social, and practical, as well as a General Adaptive Composite that includes all the skill areas. These scores are percentiles which show Jane's rank in the comparison group of children from across the United States. For example, if your child's percentile rank were 45, it would mean that her overall score is higher than approximately 45 out of 100 children of the same age. Percentiles of 25 to 74 are considered to be in the average range. The overall scores also fall into one of the classifications in the top row of the table, indicated by an (X), and are another way of viewing Jane's adaptive behavior.

Remember that Jane's behavior may be rated differently by various individuals in her life, and that she may show different behaviors depending on the setting. Jane's scores on this test reflect your ratings of her skills in a particular setting and time period. Keep in mind that scores from one test cannot measure all the skills she may be capable of using now or developing in the future.

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Report to Parents

Your Child's ABAS-II Skill Area Scores

Skill Area	Skills Measured	Extremely Low	Low	Below Average	Average	Above Average	High	Score Bar
		1 2 3	4 5	6 7	8 9 10 11 12	13 14 15	16 17 18 19	
Communication	Speech, language, listening, conversation, and nonverbal communication skills							bar to ~2
Functional Academics	Basic reading, writing and arithmetic skills such as knowing letters, numbers and shapes							bar to ~4
Self-Direction	Self-control, making choices, starting and completing tasks, following a routine, and following directions							bar to ~3
Leisure	Playing with others, playing with toys, following rules in games, and planning fun activities							bar to ~11
Social	Getting along with others, expressing affection, making friends, showing and recognizing emotions							bar to ~7
Community Use	Behaving appropriately in the community, knowing where things are and how to get around in public places							bar to ~7
Home Living	Cleaning up around the house, property maintenance, and performing chores							bar to ~7
Health and Safety	Following safety rules, showing caution when needed, staying out of danger, and knowing when to get help							bar to ~11
Self-Care	Eating, dressing, bathing, toileting, grooming and hygiene							bar to ~5
Work	Completing work tasks, working with supervisors, and following a schedule							

Your Child's ABAS-II Overall Scores

Overall Score	Skill Areas Included	%ile	Extremely Low	Low	Below Average	Average	Above Average	High	Very High
Conceptual	Communication, Functional Academics, and Self-Direction	0.5	X						
Social	Leisure and Social	45				X			
Practical	Community Use, Home Living, Health and Safety, and Self-Care	23			X				
General Adaptive Composite	All skill areas except for Work included	3		X					

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Report to Parents

Descriptions of Score Classifications

Classification	Skill Area Scores	Overall Scores	Description
Very High		>=98	Higher functioning than almost all other children of the same age
High	15-19	91-97	Higher functioning than most other children of the same age
Above Average	13-14	75-90	Somewhat higher functioning than typical for the child's age
Average	8-12	25-74	Level of functioning that is most typical for the child's age
Below Average	6-7	9-24	Somewhat lower functioning than typical for the child's age
Low	4-5	3-8	Lower functioning than most other children of the same age
Extremely Low	1-3	<=2	Lower functioning than almost all other children of the same age

How to Use These Results

Identify the areas in which Jane needs the most help by finding the skill areas with the lowest scores, or those in the Below Average, Low, or Extremely Low classifications. These are the areas that are challenging for her and where she may need the most support. It may be important to focus on other skill areas as well, due to their importance within your child's current environment. Also identify strengths by finding the skill areas with the highest scores. Recognizing and encouraging Jane's progress in these areas can help her feel successful and increase her overall sense of confidence.

Be sure to contact me for specific suggestions on how to help your child improve her adaptive behavior, or to discuss any other questions or concerns you have after reviewing these results.

Sincerely,

_____

Adaptive Behavior Assessment System-Second Edition
Interpretive Report

Examinee Information

Name:	Bill Williams	Age:	4 years, 1 month
Date of Birth:	10/16/2003	Age at Testing:	4 years, 1 month
Gender:	Male	Grade:	Pre-Kindergarten
Ethnicity:	<Not Specified>	School/Daycare:	Tender Care Preschool
Disabling Condition:	Developmental Delay		

Assessment Information

Form Administered:	ABAS-II Parent/Primary Caregiver Form
Date of Admininstration:	11/30/2007
Report Date:	12/3/2007
Respondent:	John Williams
Relationship to Examinee:	parent
Respondent Occupation:	<Not Specified>

Intelligence Assessment Results

Intelligence Assessment:	Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III)
Test Date:	11/30/2007
Full Scale IQ (FSIQ):	65

Reason for Referral

Bill was referred for behavior difficulties in preschool.

Background Information

Bill 's parent, John Williams, completed the ABAS–II Parent/Primary Caregiver Form on 11/30/2007. Bill was 4 years, 1 month at the time of the assessment and attending Pre-Kindergarten. He has previously been diagnosed with Developmental Delay. The primary language spoken in Bill 's home is English. He has no siblings at home.

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Validity Information

All items in all administered skill areas were completed by the respondent and there were no items reported as guessed by the respondent in any administered skill area. The results of this administration of the ABAS-II appear to be a valid assessment of Bill 's adaptive behavior.

Interpretation of ABAS-II Results

Adaptive Behavior Composite Scores

The General Adaptive Composite score (GAC) summarizes performance across all skill areas. Bill obtained a GAC score of 47. His true score is likely to fall within the range of 43-51 at a 95% level of confidence. Bill 's current overall level of adaptive behavior is in the Extremely Low range, within the lowest .01% of scores of children of the same age. Because the GAC provides the most complete measure of adaptive behavior, it is likely to be the most reliable and accurate estimate of overall adaptive functioning. However, more detailed information about Bill 's unique profile of adaptive functioning may be obtained by reviewing performance within composites and skill areas if significant differences exist between skill area scaled scores.

The Conceptual composite score summarizes performance across the Communication, Functional Pre-Academics, and Self-Direction skill areas. Bill 's Conceptual composite score of 56 (95% confidence interval of 49-63) is in the Extremely Low range, and as high as or higher than the scores of only 0.2% of his same-age peers.

The Social composite score summarizes performance across the Leisure and Social skill areas. Bill 's Social composite score of 48 (95% confidence interval of 40-56) is in the Extremely Low range, and within the lowest .01% of scores of individuals of the same age.

The Practical composite score summarizes performance across the Community Use, Home Living, Health and Safety, and Self-Care skill areas. Bill 's Practical composite score of 41 (95% confidence interval of 35-47) is in the Extremely Low range, and within the lowest .01% of scores of his same-age peers.

Discrepancy Comparisons between Adaptive Behavior Composites

A comparison of performance between the adaptive behavior composites also provides useful information for interpretation. Bill 's overall functioning in the areas of communication, pre-academics, and self-direction (conceptual adaptive behavior) is significantly more developed than his general skills in the areas of community and home living, health and safety, and self-care (practical adaptive behavior). 8.8% of the standardization sample displayed such a discrepancy in functioning between the Conceptual and Practical composites.

Adaptive Skill Area Results

Skill areas within the Conceptual composite provide a more detailed view of Bill 's functioning. Bill 's communication abilities, including speech, listening, conversation and nonverbal communication skills are in the Extremely Low range. He functions in the Below Average range when performing basic pre-academic skills that form the foundations of reading, writing, and mathematics His ability to make independent choices, exhibit self-control and take responsibility when appropriate is in the Extremely Low range.

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A more in-depth look at Bill 's specific skill sets within the Social composite may be obtained by examining the skill areas. The leisure skills needed for engaging in play and recreational activities are in the Extremely Low range for Bill . His ability to interact socially, initiate and maintain friendships, and express and recognize emotions is in the Extremely Low range.

Skill areas within the Practical composite offer a more specific picture of Bill 's capabilities. His ability to function in the community and to express knowledge of and interest in activities outside the home is in the Extremely Low range. Bill 's level of functioning inside the home, including helping adults with household chores and taking care of personal possessions is in the Extremely Low range. The health and safety skills needed to protect his physical well-being and prevent and respond to injuries, including following safety rules and showing caution when necessary are in the Extremely Low range. His ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is in the Extremely Low range.

Bill 's motor abilities, including the basic fine and gross motor skills needed for locomotion, manipulation of the environment, and the later development of skills necessary for more complex activities such as sports are in the Borderline range.

Adaptive Skill Area Strengths and Weaknesses

It is important to look at relative strengths and areas for improvement within an individual's adaptive skills profile for the purposes of assessment, treatment and intervention planning, and progress monitoring. In order to determine the areas of personal strength and weakness within Bill 's profile, each skill area scaled score was compared to his average scaled score across all skill areas to look for differences at the .05 level of significance.

Bill 's Functional Pre-Academics skill area scaled score was significantly higher than his average across all skill areas, representing a relative strength within his profile. This difference occurred infrequently in the standardization sample, suggesting that Bill 's basic pre-academic skills that form the foundations of reading, writing, and mathematics are an observable area of strength within his everyday adaptive functioning.
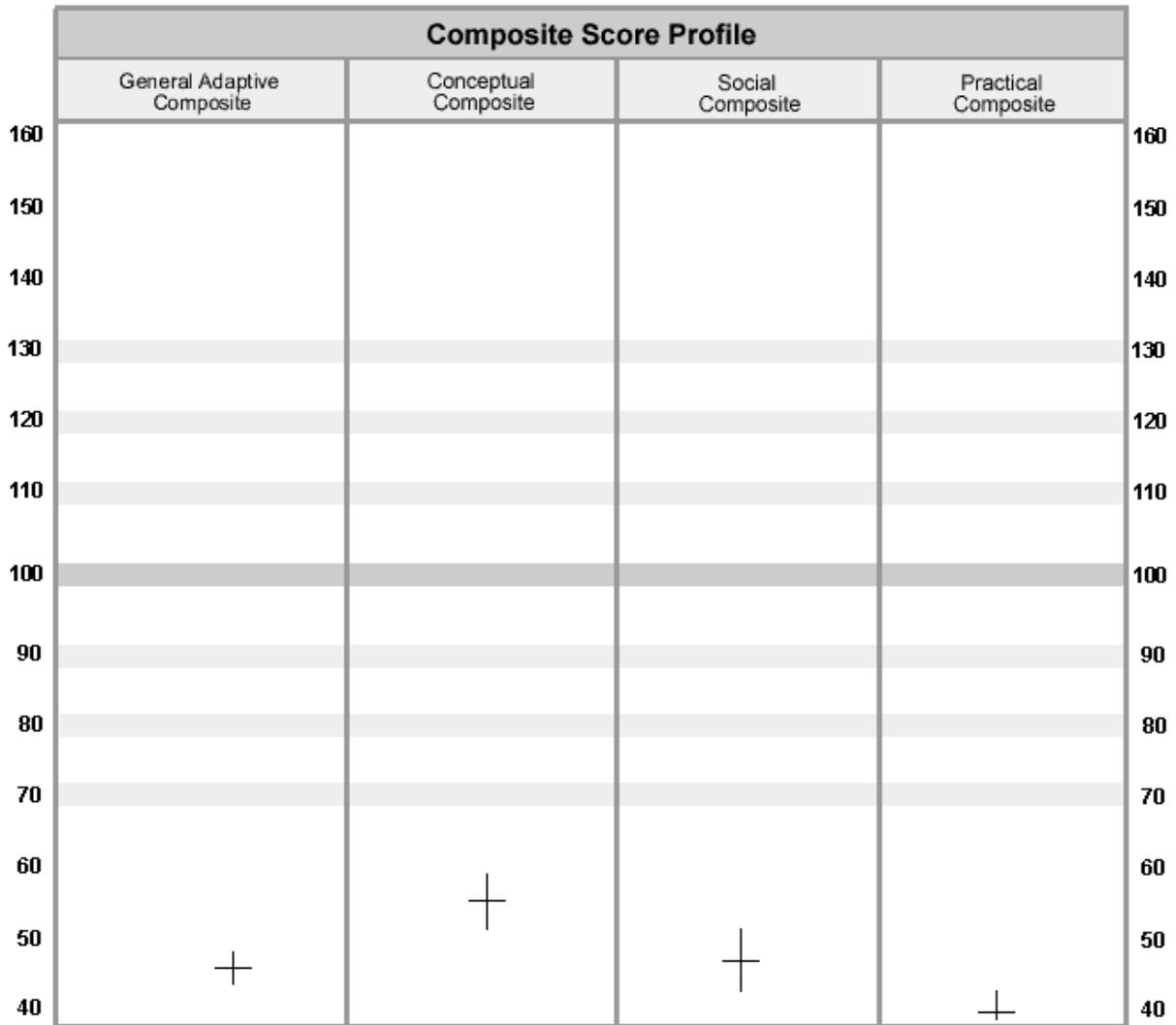
Summary of ABAS-II Results

Bill 's overall adaptive behavior can be characterized as lower functioning than that of almost all children his age. Bill 's conceptual adaptive behavior can be characterized as lower functioning than that of almost all children his age. Bill 's social adaptive behavior can be characterized as lower functioning than that of almost all children his age. Bill 's practical adaptive behavior can be characterized as lower functioning than that of almost all children his age.

Summary of Adaptive Behavior and Intelligence Assessment Results

Bill 's reported WPPSI-III FSIQ and ABAS–II GAC both fall in the Extremely Low range. His level of intellectual functioning should be considered when planning adaptive skills interventions. The attainment of adaptive behavior goals may be limited by his intellectual disabilities, as well as by other environmental factors and personal qualities that may be impacting his adaptive behavior. Interventions should focus on those skills that are most necessary within his current environments, as well as environments into which he may be transitioning in the future, and are likely to be supported by and promoted within those environments.

Further review of Bill 's ABAS–II results, including skill area and composite scores, as well as information from additional sources such as background history or other assessments may be necessary to determine his eligibility for special services under local/state criteria.

Adaptive Behavior Assessment System-Second Edition
Interpretive Report

Composite Score Profile

General Adaptive Composite	Conceptual Composite	Social Composite	Practical Composite

Vertical bar represents the Standard Error of Measurement.

Composite	Score	SEM
GAC	47	2.12
CON	56	3.67
SO	48	4.24
PR	41	3.00

Adaptive Behavior Assessment System-Second Edition
Interpretive Report

Sum of Scaled Scores to Composite Score Conversions

Composite	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Range
GAC	21	47	<0.1	43-51	Extremely Low
Conceptual	10	56	0.2	49-63	Extremely Low
Social	2	48	<0.1	40-56	Extremely Low
Practical	4	41	<0.1	35-47	Extremely Low

Domain Composite	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y/N)	Base Rate in Standardization Sample
Conceptual -- Social	56	48	8	10.99	N	24.0%
Conceptual -- Practical	56	41	15	9.29	Y	8.8%
Social -- Practical	48	41	7	10.18	N	27.4%

Discrepancies based on Statistical Significance (Critical Values) at the .05 level

Raw Score to Scaled Score Conversions

Skill Areas	Raw Score	Scaled Scores	Qualitative Range
Communication (Com)	28	1	Extremely Low
Community Use (CU)	6	1	Extremely Low
Functional Pre-Academics (FA)	28	6	Below Average
Home Living (HL)	18	1	Extremely Low
Health and Safety (HS)	28	1	Extremely Low
Leisure (LS)	30	1	Extremely Low
Self-Care (SC)	40	1	Extremely Low
Self-Direction (SD)	38	3	Extremely Low
Social (Soc)	30	1	Extremely Low
Motor (MO)	64	5	Borderline

Strengths and Weaknesses

Skill Areas	Skill Area Scaled Score	Mean Scaled Score	Difference from Mean	Critical Value	Strength (S) or Weakness (W)	Base Rate in Standardization Sample
Conceptual						
Communication	1	2.1	-1.10	2.71		>25%
Functional Pre-Academics	6	2.1	3.90	2.55	S	5-10%
Self-Direction	3	2.1	0.90	2.87		>25%
Social						
Leisure	1	2.1	-1.10	2.87		>25%
Social	1	2.1	-1.10	2.87		>25%
Practical						
Community Use	1	2.1	-1.10	2.68		>25%
Home Living	1	2.1	-1.10	2.36		>25%
Health and Safety	1	2.1	-1.10	3.09		>25%
Self-Care	1	2.1	-1.10	3.42		>25%
Motor	5	2.1	2.90	3.42		10-25%

GAC Mean = 2.1 Strengths/Weaknesses based on Statistical Significance (Critical Values) at the .05 level.

Adaptive Behavior Assessment System-Second Edition
Interpretive Report

Skill Area Scaled Score Profile									
Conceptual			Social		Practical				
Com	FA	SD	LS	Soc	CU	HL	HS	SC	MO

19											19
18											18
17											17
16											16
15											15
14											14
13											13
12											12
11											11
10											10
9											9
8											8
7											7
6		●									6
5										●	5
4											4
3			●								3
2											2
1	●			●	●	●	●	●	●		1
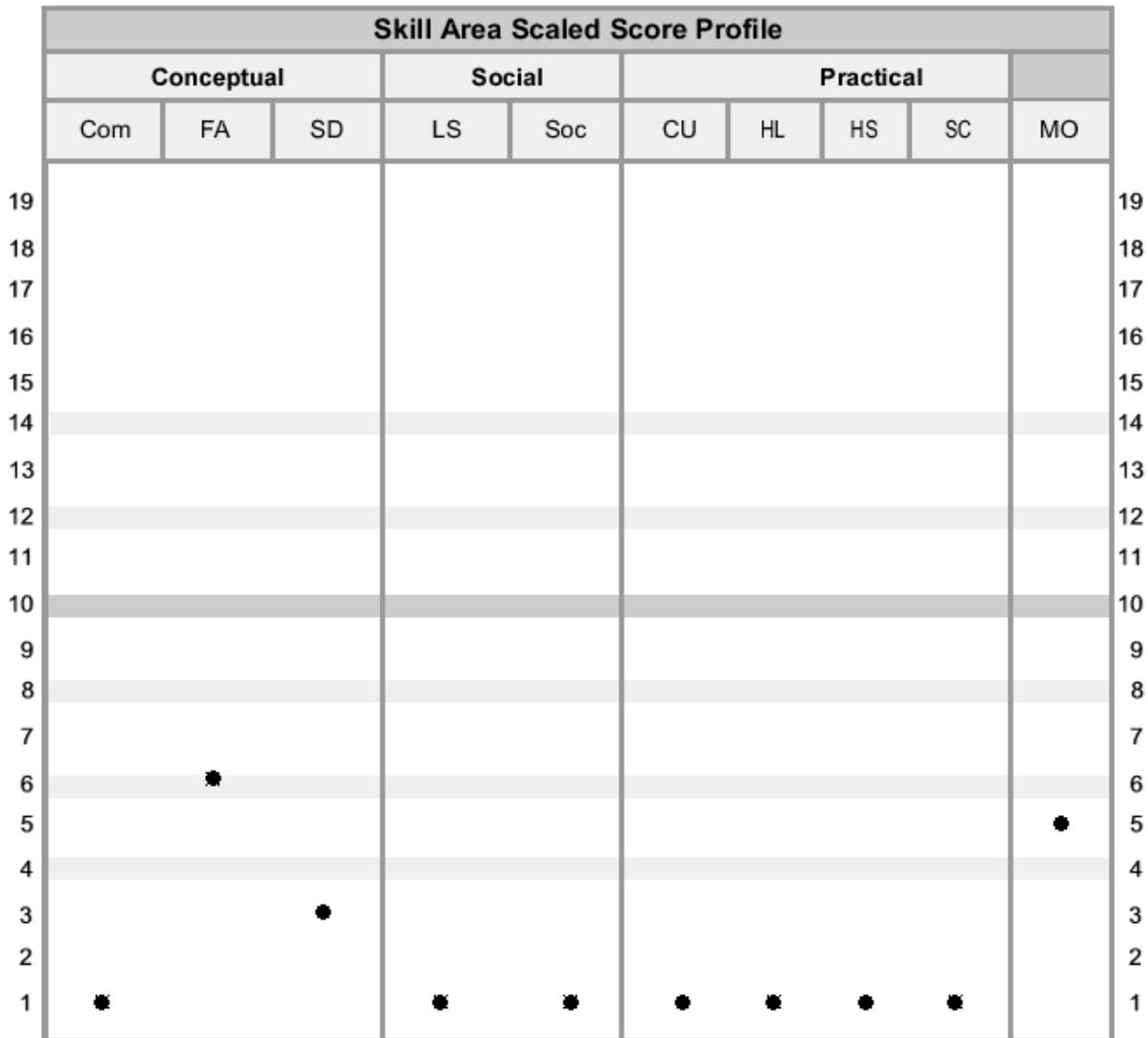
Skill Area	Scaled Score
Communication (Com)	1
Functional Pre-Academics (FA)	6
Self-Direction (SD)	3
Leisure (LS)	1
Social (Soc)	1

Skill Area	Scaled Score
Community Use (CU)	1
Home Living (HL)	1
Health and Safety (HS)	1
Self-Care (SC)	1
Motor (MO)	5

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Recommended Interventions

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

1. Identify skill levels needed in the child's current environment or the environment into which the child is moving.
2. Identify current areas of strength and weaknesses relative to environmental requirements.
3. Identify and prioritize intervention objectives based on discrepancies between environmental needs and personal attainment.
4. Implement interventions.
5. Monitor their implementation and effectiveness.

Refer to the ABAS–II manual for a thorough discussion of these steps. The Progress Monitoring Report available in the Intervention Planner and Scoring Assistant provides a comparison of scores across multiple assessments to assist in the program planning and monitoring process.

Communication Skill Area

The ability to communicate is necessary for almost every area of functioning in life, from asking for basic needs to sharing ideas. Perhaps Owens (2001, p.11) put it best when he defined communication as "the process participants use to exchange information and ideas, needs and desires". Without the ability to communicate, children may become frustrated, isolated, and engage in maladaptive behaviors such as screaming and hitting. These frustrations are not isolated to the inability to engage in speech. That is, there is more to communication than the abilities to speak and hear. Communication includes several other necessary skills. These include such skills as looking at individuals who are talking and understanding facial cues such as frowns and squinted eyes. With these and other necessary skills, children will be able to successfully communicate with others about basic needs and various topics of interest. Thus, they will be able to navigate a complex world and have a greater chance of living an independent life.

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

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Interpretive Report

The following item(s) within the Communication skill area were chosen for intervention for this child. A recommended intervention appears after each item.

Communications Item 11
Says the name of an object clearly enough so that others recognize it, for example, "ball," "dog," "cup."

Label common objects in the child's environment and talk about them in a way that is relevant for him/her (for example, "Maria is drinking juice from the cup."). Sing songs that incorporate something meaningful about the object. When the child attempts to say the name of an object, even if he/she doesn't say the word clearly, repeat the word clearly for him/her, being careful not to make him/her feel that he/she said something wrong. For example, if the child says "da" when pointing to the dog, say, "Yes, that's the dog."

Communications Item 12
Follows simple commands, for example, "No" or "Come here."

If necessary, get the child's attention by saying his/her name or by gently touching him/her. Give him/her a simple age-appropriate direction. For example, "Bring me the bread." If the child is unable to do what you've asked, do it yourself while commenting, "I am bringing the bread." At the next opportunity, you can walk the child through the activity (for example, take him/her to the bread, put it in his/her hands and have him/her give it to you) while commenting, "Now you're bringing the bread." Gradually reduce your help until the child can follow the directions by him/herself.

Self-Care Skill Area

Adequate self-care skills allow children to engage in personal care activities such as eating, dressing, toileting, and grooming. Self-care skills support daily functioning, community participation and access to experiences that enhance the quality of life. Self-care skills also provide the foundation for children with developmental disabilities (for example, autistic disorder, developmental delay, or intellectual disabilities) to benefit from inclusive environments.

Self-care skills development is often dependent upon motor skills, social understanding and cognitive skills. Difficulties in any or a combination of these areas will impact intervention planning and selection. The intervention focus will also vary depending on whether a child has a performance deficit, (i.e., will not perform the skill) or an acquisition deficit (i.e., can not currently do the skill). Medical issues may also influence the development and performance of self-care skills. Consultation with an occupational therapist can provide information about adaptive technologies that could support development of self-care skills.

The following item(s) within the Self-Care skill area were chosen for intervention for this child. A recommended intervention appears after each item.

Self -Care Item 13
Washes hands with soap.

Complete a task analysis to see what skills the child may be having difficulty with that are prohibiting him/her from washing his/her hands with soap. For example, is he/she having difficulty with (a) correctly sequencing the steps, (b) taking enough time to wash to get the hands clean, (c) remembering the steps, (d) putting the correct amount of soap on the hands, (e) turning the water on or off, (f) drying the hands, or (g) throwing the dirty paper towel in the trashcan. Once you have identified the problematic steps, work with the child on mastering that step before asking him/her to wash his/her hands with soap by himself/herself. To teach the child the hand washing steps, ask another person to model the steps as you talk about each step. Then ask the child to model the steps as you talk him/her through the steps. Follow up by having the child practice the handwashing steps without your instructions. Provide the child feedback and praise after each step is completed. For example, say, "you did a good job turning on the water before you put the soap on your

hands." To help the child compensate for sequencing or memory problems, tape a picture version of the hand washing steps close to the sink where the child will be washing his/her hands. You can also play a game with the child by cutting apart the steps in the picture schedule, mixing them up, and having him/her arrange the pictures in the correct order.

Self -Care Item 14
Sits on the toilet or potty seat without being held.

Initially, the child may need help to get on the toilet or potty seat. Gently hold the child until he/she is steady and then let go, keeping your hands close by to steady him/her if he/she begins to wobble. Increase the amount of time the child sits without assistance as balance is achieved. If the child can maintain balance and sit without your assistance on such things as a chair, riding toy, or swing, remind him/her that the way he/she sits on the potty is the same way he/she sits on a chair/toy/swing.

Adaptive Behavior Assessment System-Second Edition
Progress Monitoring Report

Examinee Information

NAME:	Bill Williams	REPORT DATE:	12/3/2007
DATE OF BIRTH:	10/16/2003	ETHNICITY:	<Not Specified>
GENDER:	Male	GRADE:	<Not Specified>
DISABLING CONDITIONS:	<Not Specified>	SCHOOL/DAYCARE:	<Not Specified>
FORM ADMINISTERED:	ABAS-II Parent (Ages 0-5)		

Assessment Information

Assessment Information	1st Assessment	2nd Assessment	3rd Assessment	4th Assessment
Test Date	8/5/2007	11/30/2007		
Age at Testing	3 years, 9 months	4 years, 1 month		
Respondent	Melinda Williams	John Williams		
Relationship	Parent	Parent		

Progress Monitoring

Skill Area/Composite	1st Assessment Raw Score	1st Assessment Scaled Score	2nd Assessment Raw Score	2nd Assessment Scaled Score	3rd Assessment Raw Score	3rd Assessment Scaled Score	4th Assessment Raw Score	4th Assessment Scaled Score
Communication	24	1	28	1				
Functional Pre-Academics	21	5	28	6				
Self-Direction	36	3	38	3				
Leisure	31	1	30	1				
Social	25	1	30	1				
Community Use	5	1	6	1				
Home Living	18	1	18	1				
Health and Safety	24	1	28	1				
Self-Care	42	1	40	1				
Motor	65	6	64	5				
Conceptual Domain		55		56				
Social Domain		48		48				
Practical Domain		41		41				
General Adaptive Composite		47		47				

Note. When comparing scores across multiple assessments for progress monitoring purposes, compare skill area raw scores to assess change relative to the child's previous level of functioning. Compare skill area and composite scaled scores to assess change relative to the child's functioning within the comparison group of children of the same age. Keep in mind the possible effects of different respondents on the ratings and resulting scores.

Adaptive Behavior Assessment System-Second Edition
Report to Parents/Primary Caregivers

Testing Information

NAME:	Bill Williams	REPORT DATE:	12/3/2007
AGE:	4 years, 1 month	GRADE:	Pre-Kindergarten
DATE OF BIRTH:	10/16/2003	ETHNICITY:	<Not Specified>
EXAMINEE ID:	<Not Specified>	SCHOOL/DAYCARE:	Tender Care Preschool
GENDER:	Male	CITY:	San Antonio
DISABLING CONDITIONS:	Developmental Delay	STATE:	TX

Adaptive Behavior

Adaptive behavior is made up of the skills an individual uses to function in daily life, including taking care of him- or herself and interacting with other people. The form you completed measures the adaptive behavior of children from birth to 5 years of age in different skills areas.

How to Understand Your Child's ABAS-II Results

ABAS–II results show how Bill 's adaptive skills, as rated by yourself, compare to the parent and primary caregiver ratings of children the same age from across the United States. The ratings you gave for each skill area were converted into a score from 1 to 19, with 1 being the lowest and 19 the highest, and scores of 8 to 12 being in the average range. Bill 's skill area scores are reported in the first table on the following page. To understand Bill 's level of functioning in each skill area, look at the top row of the table to find the score and score classification for that area. A full description of each score classification is provided on the last page of the report.

The second table on the following page shows Bill 's overall scores, which are summary scores of functioning across skill areas in the categories of conceptual, social, and practical, as well as a General Adaptive Composite that includes all the skill areas. These scores are percentiles which show Bill 's rank in the comparison group of children from across the United States. For example, if your child's percentile rank were 45, it would mean that his overall score is higher than approximately 45 out of 100 children of the same age. Percentiles of 25 to 74 are considered to be in the average range. The overall scores also fall into one of the classifications in the top row of the table, indicated by an (X), and are another way of viewing Bill 's adaptive behavior.

Remember that Bill 's behavior may be rated differently by various individuals in his life, and that he may show different behaviors depending on the setting. Bill 's scores on this test reflect your ratings of his skills in a particular setting and time period. Keep in mind that scores from one test cannot measure all the skills he may be capable of using now or developing in the future.

Adaptive Behavior Assessment System-Second Edition
Report to Parents/Primary Caregivers

Your Child's ABAS-II Skill Area Scores

Skill Area	Skills Measured	Extremely Low / Low / Below Average / Average / Above Average / High (1–19)
Communication	Speech, language, listening, conversation, and nonverbal communication skills	bar ≈ 1
Functional Pre-Academics	Basic pre-reading, pre-writing and pre-arithmetic skills such as knowing letters, numbers, and shapes	bar ≈ 5
Self-Direction	Self-control, making choices, starting and completing tasks, following a routine, and following directions	bar ≈ 3
Leisure	Playing with others, playing with toys, following rules in games, and planning fun activities	bar ≈ 1
Social	Getting along with others, expressing affection, making friends, showing and recognizing emotions	bar ≈ 1
Community Use	Behaving appropriately in the community, knowing where things are and how to get around in public places	bar ≈ 1
Home Living	Cleaning up around the house, helping adults with chores, taking care of personal items	bar ≈ 1
Health and Safety	Following safety rules, showing caution when needed, staying out of danger, and knowing when to get help	bar ≈ 1
Self-Care	Eating, dressing, bathing, toileting, grooming and hygiene	bar ≈ 1
Motor	Sitting, pulling up to a stand, walking, throwing, kicking, and the fine motor skills such as writing and using scissors	bar ≈ 4

Scale column headers: Extremely Low (1 2 3) | Low (4 5) | Below Average (6 7) | Average (8 9 10 11 12) | Above Average (13 14) | High (15 16 17 18 19)

Your Child's ABAS-II Overall Scores

Overall Score	Skill Areas Included	%ile	Extremely Low	Low	Below Average	Average	Above Average	High	Very High
Conceptual	Communication, Functional Pre-Academics, and Self-Direction	0.2	X						
Social	Leisure and Social	<0.1	X						
Practical	Community Use, Home Living, Health and Safety, and Self-Care	<0.1	X						
General Adaptive Composite	All skill areas included	<0.1	X						

Adaptive Behavior Assessment System-Second Edition
Report to Parents/Primary Caregivers

Descriptions of Score Classifications

Classification	Skill Area Scores	Overall Scores	Description
Very High		>=98	Higher functioning than almost all other children of the same age
High	15-19	91-97	Higher functioning than most other children of the same age
Above Average	13-14	75-90	Somewhat higher functioning than typical for the child's age
Average	8-12	25-74	Level of functioning that is most typical for the child's age
Below Average	6-7	9-24	Somewhat lower functioning than typical for the child's age
Low	4-5	3-8	Lower functioning than most other children of the same age
Extremely Low	1-3	<=2	Lower functioning than almost all other children of the same age

How to Use These Results

Identify the areas in which Bill needs the most help by finding the skill areas with the lowest scores, or those in the Below Average, Low, or Extremely Low classifications. These are the areas that are challenging for him and where he may need the most support. It may be important to focus on other skill areas as well, due to their importance within your child's current environment. Also identify strengths by finding the skill areas with the highest scores. Recognizing and encouraging Bill 's progress in these areas can help him feel successful and increase his overall sense of confidence.

Be sure to contact me for specific suggestions on how to help your child improve his adaptive behavior, or to discuss any other questions or concerns you have after reviewing these results.

Sincerely,

_____

Adaptive Behavior Assessment System-Second Edition
Interpretive Report

Examinee Information

Name:	Bill Williams	Age:	4 years, 1 month
Date of Birth:	10/16/2003	Age at Testing:	4 years, 1 month
Gender:	Male	Grade:	Pre-Kindergarten
Ethnicity:	<Not Specified>	School/Daycare:	Tender Care Preschool
Disabling Condition:	Developmental Delay		

Assessment Information

Form Administered:	ABAS-II Teacher/Daycare Provider Form
Date of Admininstration:	11/30/2007
Report Date:	12/3/2007
Respondent:	Judy Smith
Relationship to Examinee:	special education kindergarten or preschool teacher

Intelligence Assessment Results

Intelligence Assessment:	Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III)
Test Date:	11/30/2007
Full Scale IQ (FSIQ):	65

Reason for Referral

Bill was referred for behavior difficulties in preschool.

Background Information

Bill 's General Education Preschool Teacher, Judy Smith, completed the ABAS–II Teacher/Daycare Provider Form on 11/30/2007. Bill was 4 years, 1 month at the time of the assessment and attending Pre-Kindergarten. Judy Smith has been Bill 's teacher for 3 months. He has previously been diagnosed with Developmental Delay. The primary language spoken in Bill 's home is English.

Adaptive Behavior Assessment System-Second Edition
Interpretive Report

Interpretive Report

Validity Information

Skill Area	Numer of Items Skipped by Respondent	Number of Items Reported as Guessed by Respondent
Communication	1	0
Functional Pre-Academics	0	0
School Living	0	0
Health and Safety	0	0
Leisure	0	0
Self-Care	0	1
Self-Direction	0	0
Social	0	0
Motor	0	0

Interpretation of ABAS-II Results

Adaptive Behavior Composite Scores

The General Adaptive Composite score (GAC) summarizes performance across all skill areas. Bill obtained a GAC score of 57. His true score is likely to fall within the range of 53-61 at a 95% level of confidence. Bill 's current overall level of adaptive behavior is in the Extremely Low range, as high as or higher than the scores of only 0.2% of children of the same age. Because the GAC provides the most complete measure of adaptive behavior, it is likely to be the most reliable and accurate estimate of overall adaptive functioning. However, more detailed information about Bill 's unique profile of adaptive functioning may be obtained by reviewing performance within composites and skill areas if significant differences exist between skill area scaled scores.

The Conceptual composite score summarizes performance across the Communication, Functional Pre-Academics, and Self-Direction skill areas. Bill 's Conceptual composite score of 68 (95% confidence interval of 63-73) is in the Extremely Low range, and as high as or higher than the scores of only 2% of his same-age peers.

The Social composite score summarizes performance across the Leisure and Social skill areas. Bill 's Social composite score of 55 (95% confidence interval of 48-62) is in the Extremely Low range, and as high as or higher than the scores of only 0.1% of individuals of the same age.

The Practical composite score summarizes performance across the School Living, Health and Safety, and Self-Care skill areas. Bill 's Practical composite score of 52 (95% confidence interval of 45-59) is in the Extremely Low range, and as high as or higher than the scores of only 0.1% of his same-age peers.

Discrepancy Comparisons between Adaptive Behavior Composites

A comparison of performance between the adaptive behavior composites also provides useful information for interpretation. Bill 's overall functioning in the areas of communication, pre-academics, and self-direction skills (conceptual adaptive behavior) is significantly more developed than his general ability to participate in social and leisure activities (social adaptive behavior). 9.1% of the standardization sample displayed such a discrepancy in functioning between the Conceptual and Social composites. Bill 's overall conceptual adaptive behavior is also significantly better

developed than his general skills in the areas of school living, health and safety, and self-care (practical adaptive behavior).The rate at which such a discrepancy in functioning between the Conceptual and Practical composites occurred in the standardization sample was 6.9%.

Adaptive Skill Area Results

Skill areas within the Conceptual composite provide a more detailed view of Bill 's functioning. Bill 's communication abilities, including speech, listening, conversation and nonverbal communication skills are in the Extremely Low range. He functions in the Average range when performing basic pre-academic skills that form the foundations of reading, writing, and mathematics. His ability to make independent choices, exhibit self-control and take responsibility when appropriate is in the Extremely Low range.

A more in-depth look at Bill 's specific skill sets within the Social composite may be obtained by examining the skill areas. The leisure skills needed for engaging in play and recreational activities are in the Borderline range for Bill . His ability to interact socially, initiate and maintain friendships, and express and recognize emotions is in the Extremely Low range.

Skill areas within the Practical composite offer a more specific picture of Bill 's capabilities. Bill 's level of functioning in a classroom or daycare setting, including maintenance of school or daycare property and taking care of personal possessions is in the Extremely Low range. The health and safety skills needed to protect his physical well-being and prevent and respond to injuries, including following safety rules and showing caution when necessary are in the Extremely Low range. His ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is in the Extremely Low range.

Bill 's motor abilities, including the basic fine and gross motor skills needed for locomotion, manipulation of the environment, and the later development of skills necessary for more complex activities such as sports are in the Below Average range.

Adaptive Skill Area Strengths and Weaknesses

It is important to look at relative strengths and areas for improvement within an individual's adaptive skills profile for the purposes of assessment, treatment and intervention planning, and progress monitoring. In order to determine the areas of personal strength and weakness within Bill 's profile, each skill area scaled score was compared to his average scaled score across all skill areas to look for differences at the .05 level of significance.

Bill 's Functional Pre-Academics skill area scaled score was significantly higher than his average across all skill areas, representing a relative strength within his profile. This difference occurred infrequently in the standardization sample, suggesting that Bill 's basic pre-academic skills that form the foundations of reading, writing, and mathematics are an observable area of strength within his everyday adaptive functioning.

Bill 's Social skill area scaled score was significantly lower than his average across all skill areas, representing a relative weakness within his profile. This difference occurred infrequently in the standardization sample, suggesting that Bill 's difficulties with interacting socially, initiating and maintaining friendships, and expressing and recognizing emotions form an observable area of weakness within his everyday adaptive functioning.

Summary of ABAS-II Results

Bill 's overall adaptive behavior can be characterized as lower functioning than that of almost all children his age. Bill 's conceptual adaptive behavior can be characterized as lower functioning than that of almost all children his age. Bill 's social adaptive behavior can be characterized as lower functioning than that of almost all children his age. Bill 's practical adaptive behavior can be characterized as lower functioning than that of almost all children his age.
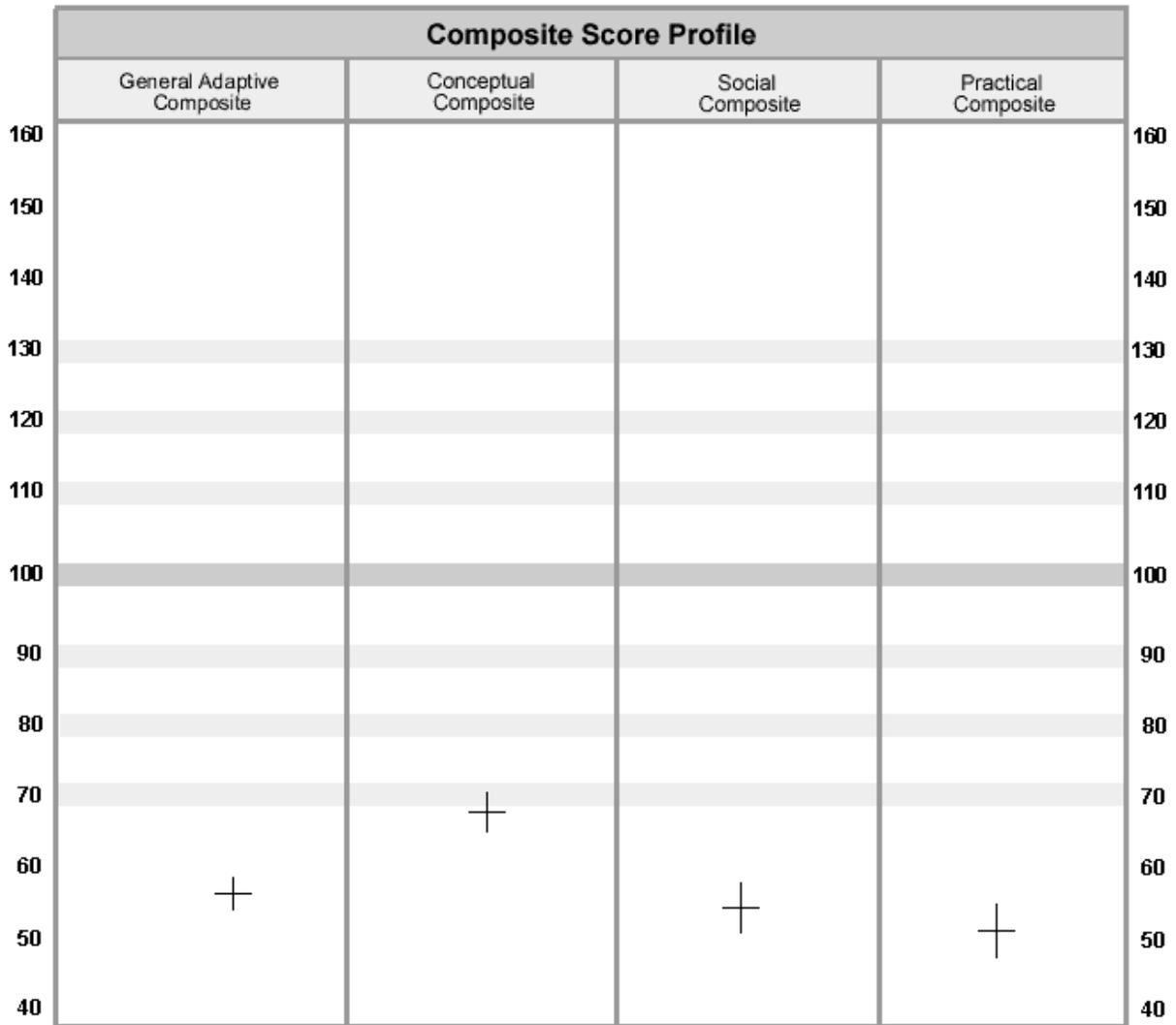
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Interpretive Report

Summary of Adaptive Behavior and Intelligence Assessment Results

Bill 's reported WPPSI-III FSIQ and ABAS–II GAC both fall in the Extremely Low range. His level of intellectual functioning should be considered when planning adaptive skills interventions. The attainment of adaptive behavior goals may be limited by his intellectual disabilities, as well as by other environmental factors and personal qualities that may be impacting his adaptive behavior. Interventions should focus on those skills that are most necessary within his current environments, as well as environments into which he may be transitioning in the future, and are likely to be supported by and promoted within those environments.

Further review of Bill 's ABAS–II results, including skill area and composite scores, as well as information from additional sources such as background history or other assessments may be necessary to determine his eligibility for special services under local/state criteria.

Adaptive Behavior Assessment System-Second Edition
Interpretive Report

Composite Score Profile

	General Adaptive Composite	Conceptual Composite	Social Composite	Practical Composite

Vertical bar represents the Standard Error of Measurement.

Composite	Score	SEM
GAC	57	2.12
CON	68	2.60
SO	55	3.35
PR	52	3.67

Adaptive Behavior Assessment System-Second Edition
Interpretive Report

Sum of Scaled Scores to Composite Score Conversions

Composite	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Range
GAC	34	57	0.2	53-61	Extremely Low
Conceptual	15	68	2	63-73	Extremely Low
Social	5	55	0.1	48-62	Extremely Low
Practical	8	52	0.1	45-59	Extremely Low

Domain Composite	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y/N)	Base Rate in Standardization Sample
Conceptual -- Social	68	55	13	8.31	Y	9.1%
Conceptual -- Practical	68	52	16	8.82	Y	6.9%
Social -- Practical	55	52	3	9.74	N	38.9%

Discrepancies based on Statistical Significance (Critical Values) at the .05 level

Raw Score to Scaled Score Conversions

Skill Areas	Raw Score	Scaled Scores	Qualitative Range
Communication (Com)	39	3	Extremely Low
Functional Pre-Academics (FA)	46	9	Average
School Living (SL)	28	2	Extremely Low
Health and Safety (HS)	36	3	Extremely Low
Leisure (LS)	48	4	Borderline
Self-Care (SC)	49	3	Extremely Low
Self-Direction (SD)	37	3	Extremely Low
Social (Soc)	36	1	Extremely Low
Motor (MO)	68	6	Below Average

Strengths and Weaknesses

Skill Areas	Skill Area Scaled Score	Mean Scaled Score	Difference from Mean	Critical Value	Strength (S) or Weakness (W)	Base Rate in Standardization Sample
Conceptual						
Communication	3	3.78	-0.78	2.20		>25%
Functional Pre-Academics	9	3.78	5.22	2.23	S	2-5%
Self-Direction	3	3.78	-0.78	2.29		>25%
Social						
Leisure	4	3.78	0.22	2.59		>25%
Social	1	3.78	-2.78	2.38	W	5-10%
Practical						
School Living	2	3.78	-1.78	2.01		>25%
Health and Safety	3	3.78	-0.78	2.89		>25%
Self-Care	3	3.78	-0.78	3.33		>25%
Motor	6	3.78	2.22	3.12		>25%

GAC Mean = 3.78 Strengths/Weaknesses based on Statistical Significance (Critical Values) at the .05 level.

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Interpretive Report

Skill Area Scaled Score Profile								
Conceptual			**Social**		**Practical**			
Com	FA	SD	LS	Soc	SL	HS	SC	MO

	Conceptual			Social		Practical				
19										19
18										18
17										17
16										16
15										15
14										14
13										13
12										12
11										11
10										10
9		●								9
8										8
7										7
6									●	6
5										5
4				●						4
3	●		●				●	●		3
2						●				2
1					●					1
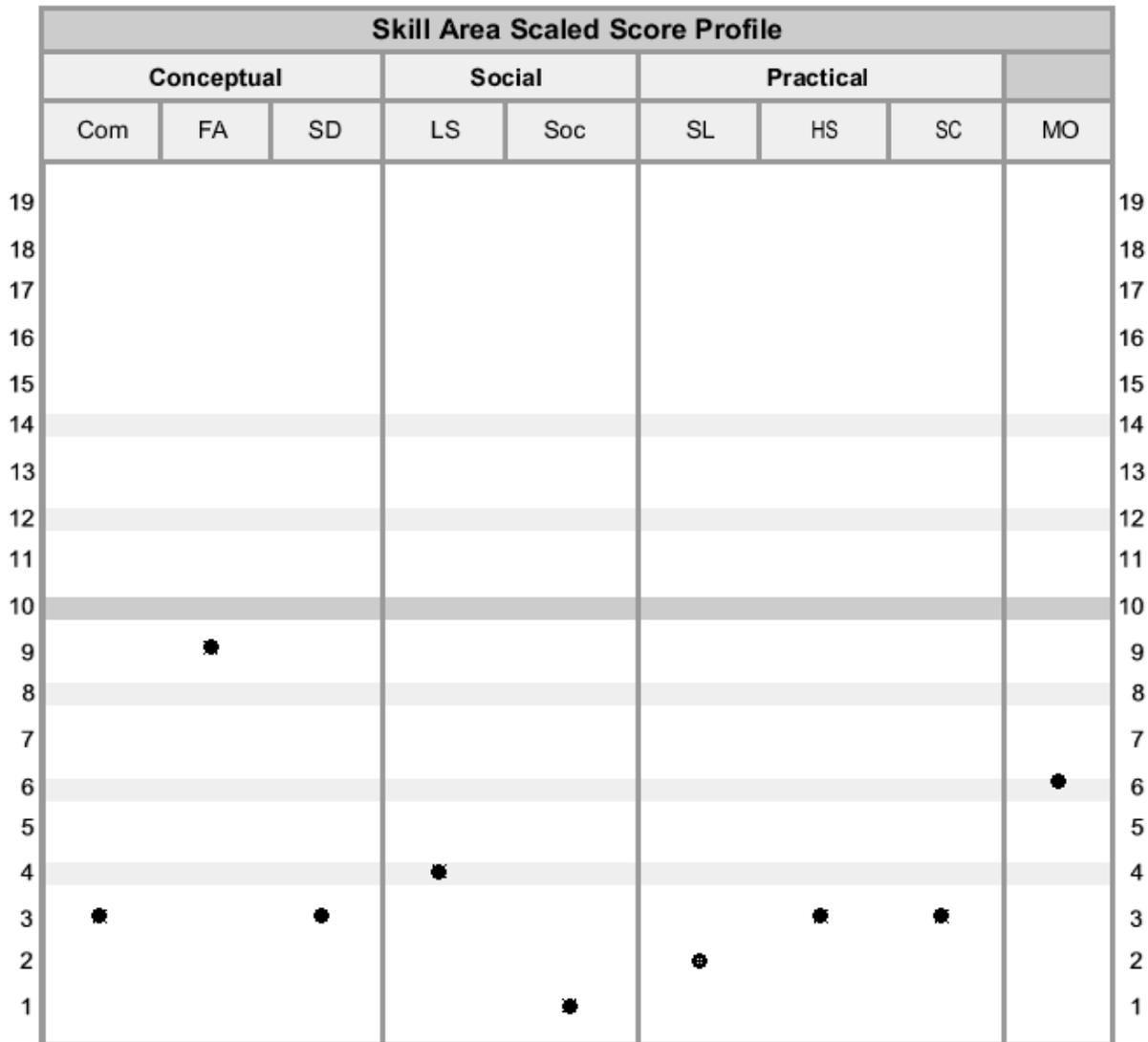
Skill Area	Scaled Score
Communication (Com)	3
Functional Pre-Academics (FA)	9
Self-Direction (SD)	3
Leisure (LS)	4
Social (Soc)	1

Skill Area	Scaled Score
School Living (SL)	2
Health and Safety (HS)	3
Self-Care (SC)	3
Motor (MO)	6

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Interpretive Report

Recommended Interventions

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

1. Identify skill levels needed in the child's current environment or the environment into which the child is moving.
2. Identify current areas of strength and weaknesses relative to environmental requirements.
3. Identify and prioritize intervention objectives based on discrepancies between environmental needs and personal attainment.
4. Implement interventions.
5. Monitor their implementation and effectiveness.

Refer to the ABAS–II manual for a thorough discussion of these steps. The Progress Monitoring Report available in the Intervention Planner and Scoring Assistant provides a comparison of scores across multiple assessments to assist in the program planning and monitoring process.

Self-Direction Skill Area

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

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

The following item(s) within the Self-Direction skill area were chosen for intervention for this child. A recommended intervention appears after each item.

Self -Direction Item 17
Works on one home or school activity for at least 15 minutes.

Reduce distractions (noise, other toys, or other people in the room). You or someone else in the home can work on a quiet activity in the same room, showing the child how he/she can stay with one activity. If necessary, direct the child back to the activity by encouraging him/her or asking questions, like "What are you making? What are you going to make next?" Set a timer to indicate how long the child should work on the task. You may need to start by setting the timer for five minutes, and gradually building up to fifteen.

Self -Direction Item 18
Stops a fun activity, without complaints, when told that time is up.

Let the child know that he/she will have to stop the activity in five minutes. Set a time for five minutes, letting the child know that he/she will have to stop when the timer goes off. Change the focus to the next activity instead of on continuing what he/she was doing, for example by saying "Okay, now it's time to eat. Do you want milk or juice with lunch?"

Social Skill Area

Social skills are defined as the behaviors needed by individuals to be considered socially competent by their caregivers and peers, and demonstrated within home, school and community settings. Social competence is crucial to both personal development and school adjustment, and predictive of successful long-term outcomes. Only towards the end of the toddler period do most typically-developing children begin to understand how their behaviors help them to gain desired activities and relationships; thus early social skills provide the foundation for development of more complex social skills such as engaging in play with a group, making friends and solving conflicts. While most children acquire pro-social skills within their natural routines as a function of everyday interactions and guidance provided by caregivers and peers, those with developmental delays and disabilities and/or severe behavior problems may need additional support in order to learn more appropriate ways of interacting. Research indicates that early problematic social skills place a child at risk for poorer adjustment and academic achievement during childhood, and increase the risk for later maladjustment and poorer adult outcomes. Therefore, addressing social behaviors becomes central to prevention and intervention efforts.

Intervention for social skills requires a step-by-step problem-solving approach which takes into account the principles supported by the science of behavior and learning. These steps consist of 1) identifying the problem, including its antecedents and consequences, 2) determining which skills or replacement behaviors need to be taught, 3) deciding on the method of instruction, 4) teaching the skills, 5) providing opportunities for practice of the skills, 6) reinforcement of the skills within natural contexts, and 7) evaluating outcomes.

General approaches for social skills intervention may involve individual and/or group applications, such as those utilized in a small group or classroom. Individualized applications may include strategies aimed at building relationships with caregivers in the early years and later in development, in addressing the specific social needs of the child. Group applications may be tailored to a subset of children with similar needs, for example, a group might be designed to facilitate friendships. Classroom-wide applications are designed to benefit all students, for example, classroom social skills such as listening to the teacher and following directions may be taught systematically to the entire class. Intervention in all cases follows a step-by-step approach of problem definition, selection of the replacement skill, task analysis or breaking the skill into its component parts, demonstrating or modeling the skill, providing role play opportunities for practice, use of prompts and praise, and redirection when needed. Frequent opportunities to practice these skills and reinforcement within the natural contexts helps to enhance the likelihood that children will generalize and maintain these skills within their everyday lives. Ignoring and redirecting problem behavior to the new social skill makes problem behaviors ineffective and inefficient, thus increasing the likelihood that the child will utilize the new skill.

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The following item(s) within the Social skill area were chosen for intervention for this child. A recommended intervention appears after each item.

Social Item 11
Imitates actions of adults, for example, pretends to clean house or drive a car.

Give the child many opportunities to "help" with simple jobs around the house, daycare or classroom. When necessary, provide child-friendly objects such as a small broom or pretend vacuum cleaner, or give him/her unbreakable toy cups and plates to set a table and "play" making and eating a meal. Involve other children in playing "house" with the child.

Social Item 12
Shares toys willingly with others.

Teach concepts of mine-yours and my turn-your turn. Practice handing toys back and forth, so the child realizes that even if he/she shares a toy, it will come back to him/her. Practice turn-taking using simple games which require the sharing of materials, for example, a fishing game in which the "fishing pole" is passed to each person in turn.

Adaptive Behavior Assessment System-Second Edition
Progress Monitoring Report

Examinee Information

NAME:	Bill Williams	REPORT DATE:	12/3/2007
DATE OF BIRTH:	10/16/2003	ETHNICITY:	<Not Specified>
GENDER:	Male	GRADE:	<Not Specified>
DISABLING CONDITIONS:	<Not Specified>	SCHOOL/DAYCARE:	<Not Specified>
FORM ADMINISTERED:	ABAS-II Teacher (Ages 2-5)		

Assessment Information

Assessment Information	1st Assessment	2nd Assessment	3rd Assessment	4th Assessment
Test Date	8/1/2007	11/30/2007		
Age at Testing	3 years, 9 months	4 years, 1 month		
Respondent	Judy Smith	Judy Smith		
Relationship	Special Education Kindergarten or Preschool Teacher	Special Education Kindergarten or Preschool Teacher		

Progress Monitoring

Skill Area/Composite	1st Assessment		2nd Assessment		3rd Assessment		4th Assessment	
	Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score
Communication	31	2	39	3				
Functional Pre-Academics	43	9	46	9				
Self-Direction	36	3	37	3				
Leisure	45	4	48	4				
Social	32	1	36	1				
School Living	22	2	28	2				
Health and Safety	29	3	36	3				
Self-Care	44	2	49	3				
Motor	65	6	68	6				
Conceptual Domain		66		68				
Social Domain		55		55				
Practical Domain		51		52				
General Adaptive Composite		55		57				

Note. When comparing scores across multiple assessments for progress monitoring purposes, compare skill area raw scores to assess change relative to the child's previous level of functioning. Compare skill area and composite scaled scores to assess change relative to the child's functioning w ithin the comparison group of children of the same age. Keep in mind the possible effects of different respondents on the ratings and resulting scores.

Adaptive Behavior Assessment System-Second Edition
Report to Teachers/Daycare Providers

Testing Information

NAME:	Bill Williams	REPORT DATE:	12/3/2007
AGE:	4 years, 1 month	GRADE:	Pre-Kindergarten
DATE OF BIRTH:	10/16/2003	ETHNICITY:	<Not Specified>
EXAMINEE ID:	<Not Specified>	SCHOOL/DAYCARE:	Tender Care Preschool
GENDER:	Male	CITY:	San Antonio
DISABLING CONDITIONS:	Developmental Delay	STATE:	TX

Adaptive Behavior

Adaptive behavior is made up of the skills an individual uses to function in daily life, including taking care of him- or herself and interacting with other people. The form you completed measures the adaptive behavior of children from 2 to 5 years of age in different skills areas.

How to Understand Your Student's ABAS-II Results

ABAS–II results show how Bill 's adaptive skills, as rated by yourself, compare to the teacher and daycare provider ratings of children the same age from across the United States. The ratings you gave for each skill area were converted into a score from 1 to 19, with 1 being the lowest and 19 the highest, and scores of 8 to 12 being in the average range. Bill 's skill area scores are reported in the first table on the following page. To understand Bill 's level of functioning in each skill area, look at the top row of the table to find the score and score classification for that area. A full description of each score classification is provided on the last page of the report.

The second table on the following page shows Bill 's overall scores, which are summary scores of functioning across skill areas in the categories of conceptual, social, and practical, as well as a General Adaptive Composite that includes all the skill areas. These scores are percentiles which show Bill 's rank in the comparison group of children from across the United States. For example, if your student's percentile rank were 45, it would mean that his overall score is higher than approximately 45 out of 100 children of the same age. Percentiles of 25 to 74 are considered to be in the average range. The overall scores also fall into one of the classifications in the top row of the table, indicated by an (X), and are another way of viewing Bill 's adaptive behavior.

Remember that Bill 's behavior may be rated differently by various individuals in his life, and that he may show different behaviors depending on the setting. Bill 's scores on this test reflect your ratings of his skills in a particular setting and time period. Keep in mind that scores from one test cannot measure all the skills he may be capable of using now or developing in the future.

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Report to Teachers/Daycare Providers

Your Student's ABAS-II Skill Area Scores

Skill Area	Skills Measured	Extremely Low	Low	Below Average	Average	Above Average	High
		1 2 3	4 5	6 7	8 9 10 11 12	13 14 15	16 17 18 19
Communication	Speech, language, listening, conversation, and nonverbal communication skills	▮ (to 3)					
Functional Pre-Academics	Basic pre-reading, pre-writing and pre-arithmetic skills such as knowing letters, numbers, and shapes	▮▮▮▮▮▮▮▮ (to 11)					
Self-Direction	Self-control, making choices, starting and completing tasks, following a routine, and following directions	▮ (to 3)					
Leisure	Playing with others, playing with toys, following rules in games, and planning fun activities	▮ (to 4)					
Social	Getting along with others, expressing affection, making friends, showing and recognizing emotions	▮ (to 1)					
School Living	Cleaning up around the school or daycare, helping adults with chores, taking care of personal items	▮ (to 3)					
Health and Safety	Following safety rules, showing caution when needed, staying out of danger, and knowing when to get help	▮ (to 3)					
Self-Care	Eating, dressing, bathing, toileting, grooming and hygiene	▮ (to 3)					
Motor	Sitting, pulling up to a stand, walking, throwing, kicking, and the fine motor skills such as writing and using scissors	▮▮ (to 6)					

Your Student's ABAS-II Overall Scores

Overall Score	Skill Areas Included	%ile	Extremely Low	Low	Below Average	Average	Above Average	High	Very High
Conceptual	Communication, Functional Pre-Academics, and Self-Direction	2	X						
Social	Leisure and Social	0.1	X						
Practical	School Living, Health and Safety, and Self-Care	0.1	X						
General Adaptive Composite	All skill areas included	0.2	X						

Adaptive Behavior Assessment System-Second Edition
Report to Teachers/Daycare Providers

Descriptions of Score Classifications

Classification	Skill Area Scores	Overall Scores	Description
Very High		>=98	Higher functioning than almost all other children of the same age
High	15-19	91-97	Higher functioning than most other children of the same age
Above Average	13-14	75-90	Somewhat higher functioning than typical for the child's age
Average	8-12	25-74	Level of functioning that is most typical for the child's age
Below Average	6-7	9-24	Somewhat lower functioning than typical for the child's age
Low	4-5	3-8	Lower functioning than most other children of the same age
Extremely Low	1-3	<=2	Lower functioning than almost all other children of the same age

How to Use These Results

Identify the areas in which Bill needs the most help by finding the skill areas with the lowest scores, or those in the Below Average, Low, or Extremely Low classifications. These are the areas that are challenging for him and where he may need the most support. It may be important to focus on other skill areas as well, due to their importance within your student's current environment. Also identify strengths by finding the skill areas with the highest scores. Recognizing and encouraging Bill 's progress in these areas can help him feel successful and increase his overall sense of confidence.

Be sure to contact me for specific suggestions on how to help your child improve his adaptive behavior, or to discuss any other questions or concerns you have after reviewing these results.

Sincerely,

_____

Adaptive Behavior Assessment System-Second Edition
Interpretive Report

Examinee Information

Name:	Jane Smith	Age:	9 years, 7 months
Date of Birth:	4/5/1998	Age at Testing:	9 years, 7 months
Gender:	Female	Grade:	3rd
Ethnicity:	<Not Specified>	School/Daycare:	Wiman Elementary School
Disabling Condition:	<Not Specified>		

Assessment Information

Form Administered:	ABAS-II Teacher Form
Date of Admininstration:	11/30/2007
Report Date:	12/3/2007
Respondent:	Nancy Jones
Relationship to Examinee:	general education teacher

Intelligence Assessment Results

Intelligence Assessment:	Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)
Test Date:	9/4/2007
Full Scale IQ (FSIQ):	88

Reason for Referral

Jane was referred due to academic difficulties.

Background Information

Jane's general education teacher, Nancy Jones, completed the ABAS–II Teacher Form on 11/30/2007. Jane was 9 years, 7 months at the time of the assessment and attending 3rd grade. No disabling conditions were reported. The primary language spoken in Jane's home is English.

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Interpretive Report

Interpretive Report

Validity Information

All items in all administered skill areas were completed by the respondent and there were no items reported as guessed by the respondent in any administered skill area. The results of this administration of the ABAS-II appear to be a valid assessment of Jane's adaptive behavior.

Interpretation of ABAS-II Results

Adaptive Behavior Composite Scores

The General Adaptive Composite score (GAC) summarizes performance across all skill areas excluding Work. Jane obtained a GAC score of 84. Her true score is likely to fall within the range of 81-87 at a 95% level of confidence. Jane's current overall level of adaptive behavior is in the Below Average range, as high as or higher than the scores of 14% of children of the same age. Because the GAC provides the most complete measure of adaptive behavior, it is likely to be the most reliable and accurate estimate of overall adaptive functioning. However, more detailed information about Jane's unique profile of adaptive functioning may be obtained by reviewing performance within composites and skill areas if significant differences exist between skill area scaled scores.

The Conceptual composite score summarizes performance across the Communication, Functional Academics, and Self-Direction skill areas. Jane's Conceptual composite score of 61 (95% confidence interval of 57-65) is in the Extremely Low range, and as high as or higher than the scores of only 0.5% of her same-age peers.

The Social composite score summarizes performance across the Leisure and Social skill areas. Jane's Social composite score of 95 (95% confidence interval of 90-100) is in the Average range, and as high as or higher than the scores of 37% of individuals of the same age.

The Practical composite score summarizes performance across the Community Use, School Living, Health and Safety, and Self-Care skill areas. Jane's Practical composite score of 89 (95% confidence interval of 84-94) is in the Below Average range, and as high as or higher than the scores of 23% of her same-age peers.

Discrepancy Comparisons between Adaptive Behavior Composites

A comparison of performance between the adaptive behavior composites also provides useful information for interpretation. Jane's general ability to participate in social and leisure activities (social adaptive behavior) is significantly more developed than her overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior). 0.5% of the standardization sample displayed such a discrepancy in functioning between the Social and Conceptual composites. Additionally, Jane's general skills in the areas of community and school living, health and safety, and self-care skills (practical adaptive behavior) are significantly more developed than her overall conceptual adaptive behavior. The rate at which such a discrepancy in functioning between the Practical and Conceptual composites occurred in the standardization sample was 0.9%.

Adaptive Skill Area Results

Skill areas within the Conceptual composite provide a more detailed view of Jane's functioning. Jane's communication abilities, including speech, vocabulary, listening, conversation and nonverbal communication skills are in the Extremely Low range. She functions in the Extremely Low range when performing basic academic skills such as reading, writing, and mathematics as well as functional skills such as measurement and telling time. Her ability to make independent choices, exhibit self-control and take responsibility when appropriate is in the Extremely Low range.

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A more in-depth look at Jane's specific skill sets within the Social composite may be obtained by examining the skill areas. The leisure skills needed for engaging in play and planning recreational activities are in the Average range for Jane. Her ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is in the Average range.

Skill areas within the Practical composite offer a more specific picture of Jane's capabilities. Her ability to function and get around in the community, including shopping and using community resources is in the Below Average range. Jane's level of functioning in a classroom setting, including maintenance of school property and taking care of personal possessions is in the Borderline range. Jane's ability to protect her physical well-being and prevent and respond to injuries, including following safety rules, showing caution, and using medicine when appropriate is in the Average range. Her ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is in the Average range.

Adaptive Skill Area Strengths and Weaknesses

It is important to look at relative strengths and areas for improvement within an individual's adaptive skills profile for the purposes of assessment, treatment and intervention planning, and progress monitoring. In order to determine the areas of personal strength and weakness within Jane's profile, each skill area scaled score was compared to her average scaled score across all skill areas to look for differences at the .05 level of significance.

Jane's Health and Safety skill area scaled score was significantly higher than her average across all skill areas, representing a relative strength within her profile. This difference occurred infrequently in the standardization sample, suggesting that Jane's ability to protect her physical well-being and prevent and respond to injuries, including following safety rules, showing caution, and using medicine when appropriate is an observable area of strength within her everyday adaptive functioning.

Jane's Self-Care skill area scaled score was significantly higher than her average across all skill areas, representing a relative strength within her profile.   This difference occurred infrequently in the standardization sample, suggesting that Jane's ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is an observable area of strength within her everyday adaptive functioning.

Jane's Social skill area scaled score was significantly higher than her average across all skill areas, representing a relative strength within her profile. This difference occurred infrequently in the standardization sample, suggesting that Jane's ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is an observable area of strength within her everyday adaptive functioning.

Jane's Communication skill area scaled score was significantly lower than her average across all skill areas, representing a relative weakness within her profile. This difference occurred infrequently in the standardization sample, suggesting that Jane's difficulties with communication skills including speech, vocabulary, listening, conversation and nonverbal communication are an observable area of weakness within her everyday adaptive functioning.

Jane's Functional Academics skill area scaled score was significantly lower than her average across all skill areas, representing a relative weakness within her profile. This difference occurred infrequently in the standardization sample, suggesting that Jane's difficulties with basic academic skills such as reading, writing, and mathematics as well as functional skills such as measurement and telling time form an observable area of weakness within her everyday adaptive functioning.

Jane's School Living skill area scaled score was significantly lower than her average across all skill areas, representing a relative weakness within her profile. This difference occurred infrequently in the standardization sample, suggesting that Jane's difficulties functioning in a classroom setting, including maintaining school property and taking care of personal possessions form an observable area of weakness within her everyday adaptive functioning.

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Jane's Self-Direction skill area scaled score was significantly lower than her average across all skill areas, representing a relative weakness within her profile. This difference occurred infrequently in the standardization sample, suggesting that Jane's difficulties making independent choices, exhibiting self-control and taking responsibility when appropriate form an observable area of weakness within her everyday adaptive functioning.

Summary of ABAS-II Results

Jane's overall adaptive behavior can be characterized as somewhat lower functioning than is typical for her age. Jane's conceptual adaptive behavior can be characterized as lower functioning than that of almost all children her age. Jane's social adaptive behavior can be characterized as typical for her age. Jane's practical adaptive behavior can be characterized as somewhat lower functioning than is typical for her age.

Summary of Adaptive Behavior and Intelligence Assessment Results

Jane's reported WISC-IV FSIQ and ABAS–II GAC both fall in the Below Average range. She is likely to display a consistent level of functioning across intellectual and adaptive domains. Her level of intellectual functioning, though below average, should be considered when planning adaptive skills interventions. Areas of relative strength within Jane's cognitive profile may be utilized to develop short- and long-term adaptive behavior goals to improve her functioning within current and future environments.

Further review of Jane's ABAS–II results, including skill area and composite scores, as well as information from additional sources such as background history or other assessments may be necessary to determine her eligibility for special services under local/state criteria.

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Interpretive Report

Composite Score Profile

	General Adaptive Composite	Conceptual Composite	Social Composite	Practical Composite
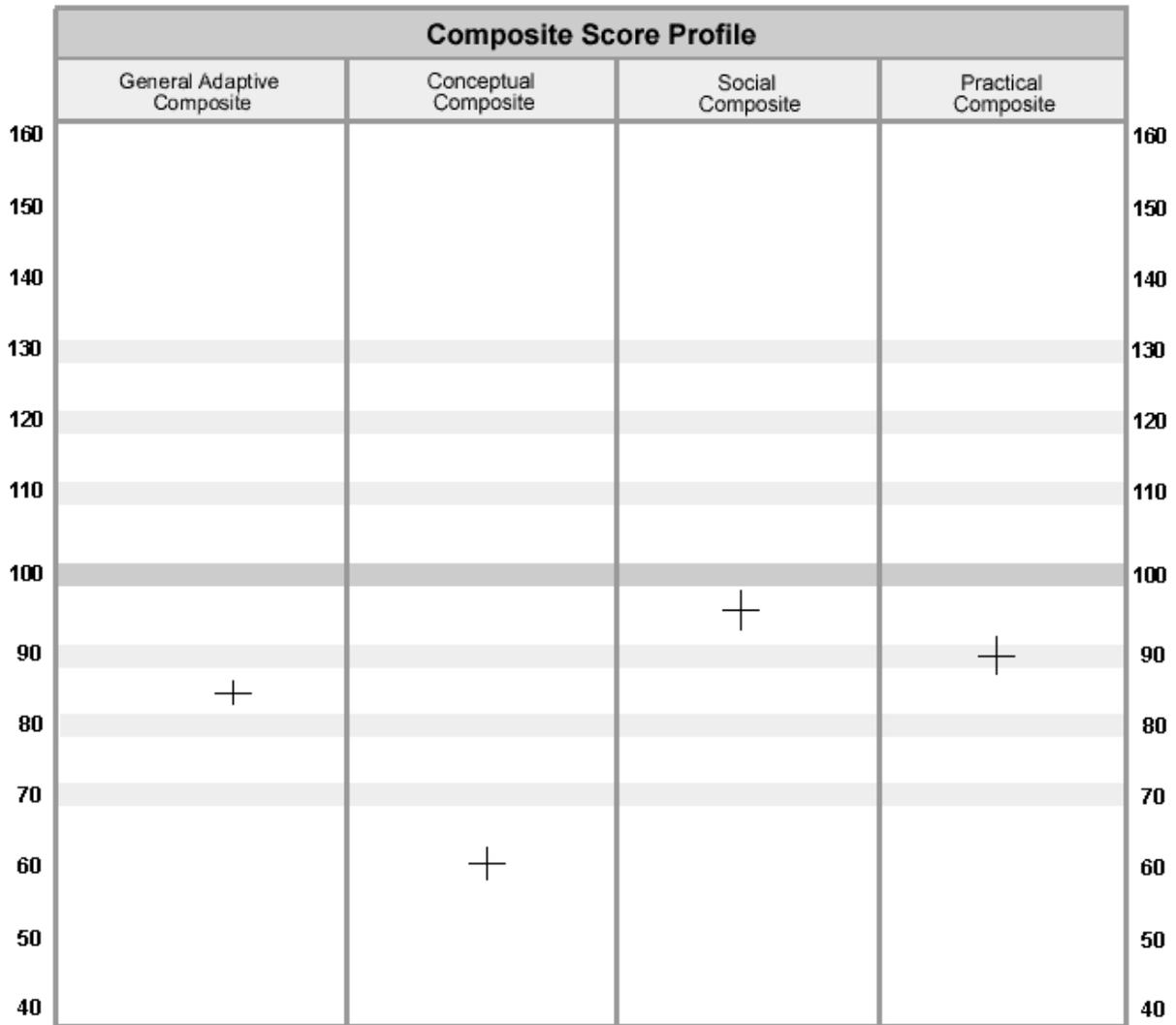
Vertical bar represents the Standard Error of Measurement.

Composite	Score	SEM
GAC	84	1.50
CON	61	2.12
SO	95	2.60
PR	89	2.60

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Sum of Scaled Scores to Composite Score Conversions

Composite	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Range
GAC	57	84	14	81-87	Below Average
Conceptual	7	61	0.5	57-65	Extremely Low
Social	18	95	37	90-100	Average
Practical	32	89	23	84-94	Below Average

Domain Composite	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y/N)	Base Rate in Standardization Sample
Conceptual -- Social	61	95	-34	6.58	Y	0.5%
Conceptual -- Practical	61	89	-28	6.58	Y	0.9%
Social -- Practical	95	89	6	7.21	N	31.5%

Discrepancies based on Statistical Significance (Critical Values) at the .05 level

Raw Score to Scaled Score Conversions

Skill Areas	Raw Score	Scaled Scores	Qualitative Range
Communication (Com)	41	2	Extremely Low
Community Use (CU)	30	6	Below Average
Functional Academics (FA)	24	3	Extremely Low
School Living (SL)	39	4	Borderline
Health and Safety (HS)	47	11	Average
Leisure (LS)	36	8	Average
Self-Care (SC)	56	11	Average
Self-Direction (SD)	35	2	Extremely Low
Social (Soc)	53	10	Average

Strengths and Weaknesses

Skill Areas	Skill Area Scaled Score	Mean Scaled Score	Difference from Mean	Critical Value	Strength (S) or Weakness (W)	Base Rate in Standardization Sample
Conceptual						
Communication	2	6.33	-4.33	1.92	W	2-5%
Functional Academics	3	6.33	-3.33	1.67	W	5-10%
Self-Direction	2	6.33	-4.33	1.65	W	2-5%
Social						
Leisure	8	6.33	1.67	1.98		25%
Social	10	6.33	3.67	1.73	S	2-5%
Practical						
Community Use	6	6.33	-0.33	2.61		>25%
School Living	4	6.33	-2.33	1.92	W	10-25%
Health and Safety	11	6.33	4.67	2.01	S	1-2%
Self-Care	11	6.33	4.67	2.12	S	5-10%

GAC Mean = 6.33 Strengths/Weaknesses based on Statistical Significance (Critical Values) at the .05 level.

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Skill Area Scaled Score Profile

Conceptual			Social		Practical				
Com	FA	SD	LS	Soc	CU	SL	HS	SC	WK

	Com	FA	SD	LS	Soc	CU	SL	HS	SC	WK	
19											19
18											18
17											17
16											16
15											15
14											14
13											13
12											12
11								●	●		11
10					●						10
9											9
8				●							8
7											7
6						●					6
5											5
4							●				4
3		●									3
2	●		●								2
1											1
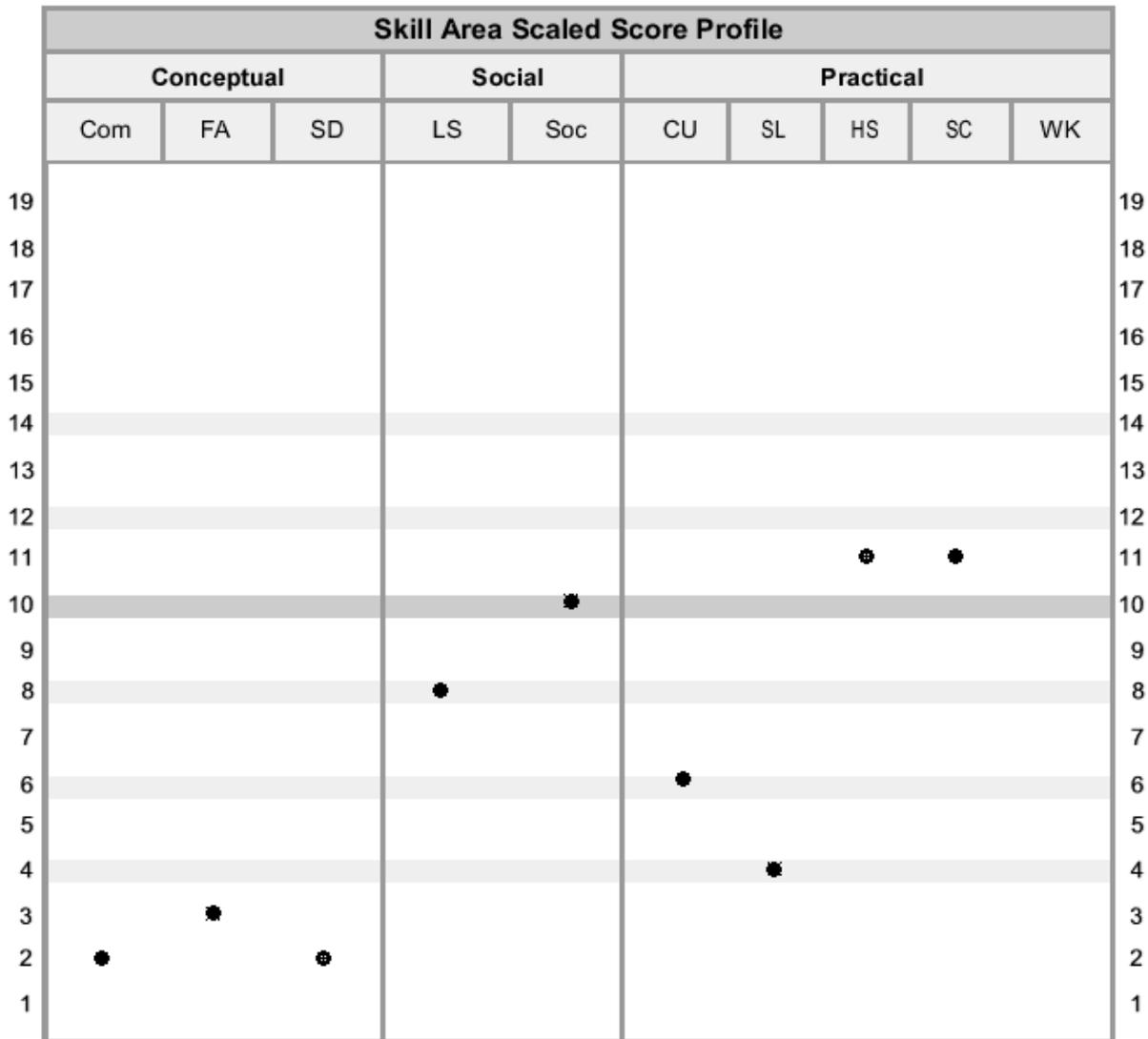
Skill Area	Scaled Score
Communication (Com)	2
Functional Academics (FA)	3
Self-Direction (SD)	2
Leisure (LS)	8
Social (Soc)	10

Skill Area	Scaled Score
Community Use (CU)	6
School Living (SL)	4
Health and Safety (HS)	11
Self-Care (SC)	11
Work (WK)	N/A

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Recommended Interventions

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

1. Identify skill levels needed in the child's current environment or the environment into which the child is moving.
2. Identify current areas of strength and weaknesses relative to environmental requirements.
3. Identify and prioritize intervention objectives based on discrepancies between environmental needs and personal attainment.
4. Implement interventions.
5. Monitor their implementation and effectiveness.

Refer to the ABAS–II manual for a thorough discussion of these steps. The Progress Monitoring Report available in the Intervention Planner and Scoring Assistant provides a comparison of scores across multiple assessments to assist in the program planning and monitoring process.

Functional Academics Skill Area

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

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

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

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The following item(s) within the Functional Academics skill area were chosen for intervention for this child. A recommended intervention appears after each item.

Functional Academics Item 9
Uses a scale to weigh objects.

Give the child the opportunity to measure himself/herself and various objects using different kinds of scales (for example, food scales, floor scales). Compare objects of similar sizes and talk about which is heavier and which is lighter.

Functional Academics Item 12
Tells time correctly, using a watch or a clock with hands.

Have at least one clock with hands visible. Talk about different ways of telling time (for example, 2:30 = half past two). Start out talking about time on the hour, and then talk about how every 5 minutes is marked on the clock. Periodically ask the child to tell you the time. Cue him/her when necessary. Provide a play clock with moveable hands, and allow the child to turn the hands to make different times, helping if necessary.

Self-Direction Skill Area

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

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

The following item(s) within the Self-Direction skill area were chosen for intervention for this child. A recommended intervention appears after each item.

Self -Direction Item 13
Keeps working on hard classroom assignments without becoming discouraged or quitting.

Watch the child to see what subjects or activities are difficult for him/her. Break down the task into parts and have the child do one part at a time or make the task easier (for example, assist the child in highlighting key points from the first few paragraphs of a reading assignment, then have the child highlight the last paragraph). Encourage and praise the child for progress and hard work.

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Interpretive Report

Self -Direction Item 14
Works hard on assigned tasks or chores that are not liked.

Sometimes children dislike activities in which they are not sure of their abilities. If the child cannot do the task confidently by himself/herself, work with the child until he/she learns how to do it without your help. Break the task into smaller or shorter parts/steps and add parts/steps as the child becomes more capable. If the child is capable of doing the task but simply dislikes it, use an activity the child enjoys as an incentive to finish the task. Praise the child for his/her hard work and for sticking with the task even though it wasn't enjoyable.

Adaptive Behavior Assessment System-Second Edition
Progress Monitoring Report

Examinee Information

NAME:	Jane Smith	REPORT DATE:	12/3/2007
DATE OF BIRTH:	4/5/1998	ETHNICITY:	<Not Specified>
GENDER:	Female	GRADE:	<Not Specified>
DISABLING CONDITIONS:	<Not Specified>	SCHOOL/DAYCARE:	<Not Specified>
FORM ADMINISTERED:	ABAS-II Teacher (Ages 5-21)		

Assessment Information

Assessment Information	1st Assessment	2nd Assessment	3rd Assessment	4th Assessment
Test Date	10/5/2006	4/15/2007	11/30/2007	
Age at Testing	8 years, 6 months	9 years	9 years, 7 months	
Respondent	Mark Brown	Mark Brown	Nancy Jones	
Relationship	General Education Teacher	General Education Teacher	General Education Teacher	

Progress Monitoring

Skill Area/Composite	1st Assessment		2nd Assessment		3rd Assessment		4th Assessment	
	Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score
Communication	38	2	41	2	41	2		
Functional Academics	21	2	23	2	24	3		
Self-Direction	31	2	33	2	35	2		
Leisure	34	7	36	8	36	8		
Social	56	11	55	10	53	10		
Community Use	28	5	28	5	30	6		
School Living	36	4	37	3	39	4		
Health and Safety	46	10	46	10	47	11		
Self-Care	57	12	57	11	56	11		
Work								
Conceptual Domain		59		59		61		
Social Domain		92		95		95		
Practical Domain		87		87		89		
General Adaptive Composite		80		82		84		

Note. When comparing scores across multiple assessments for progress monitoring purposes, compare skill area raw scores to assess change relative to the child's previous level of functioning. Compare skill area and composite scaled scores to assess change relative to the child's functioning within the comparison group of children of the same age. Keep in mind the possible effects of different respondents on the ratings and resulting scores.

Adaptive Behavior Assessment System-Second Edition
Report to Teachers

Testing Information

NAME:	Jane Smith	REPORT DATE:	12/3/2007
AGE:	9 years, 7 months	GRADE:	3rd
DATE OF BIRTH:	4/5/1998	ETHNICITY:	<Not Specified>
EXAMINEE ID:	<Not Specified>	SCHOOL/DAYCARE:	Wiman Elementary School
GENDER:	Female	CITY:	San Antonio
DISABLING CONDITIONS:	<Not Specified>	STATE:	TX
JOB STATUS:	<Not Specified>		

Adaptive Behavior

Adaptive behavior is made up of the skills an individual uses to function in daily life, including taking care of him- or herself and interacting with other people. The form you completed measures the adaptive behavior of children from 5 to 21 years of age in different skills areas.

How to Understand Your Student's ABAS-II Results

ABAS–II results show how Jane's adaptive skills, as rated by yourself, compare to the teacher ratings of children the same age from across the United States. The ratings you gave for each skill area were converted into a score from 1 to 19, with 1 being the lowest and 19 the highest, and scores of 8 to 12 being in the average range. Jane's skill area scores are reported in the first table on the following page. To understand Jane's level of functioning in each skill area, look at the top row of the table to find the score and score classification for that area. A full description of each score classification is provided on the last page of the report.

The second table on the following page shows Jane's overall scores, which are summary scores of functioning across skill areas in the categories of conceptual, social, and practical, as well as a General Adaptive Composite that includes all the skill areas. These scores are percentiles which show Jane's rank in the comparison group of children from across the United States. For example, if your student's percentile rank were 45, it would mean that her overall score is higher than approximately 45 out of 100 children of the same age. Percentiles of 25 to 74 are considered to be in the average range. The overall scores also fall into one of the classifications in the top row of the table, indicated by an (X), and are another way of viewing Jane's adaptive behavior.

Remember that Jane's behavior may be rated differently by various individuals in her life, and that she may show different behaviors depending on the setting. Jane's scores on this test reflect your ratings of her skills in a particular setting and time period. Keep in mind that scores from one test cannot measure all the skills she may be capable of using now or developing in the future.

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Report to Teachers

Your Student's ABAS-II Skill Area Scores

Skill Area	Skills Measured	Extremely Low	Low	Below Average	Average	Above Average	High
		1 2 3	4 5	6 7	8 9 10 11 12	13 14 15	16 17 18 19
Communication	Speech, language, listening, conversation, and nonverbal communication skills						
Functional Academics	Basic reading, writing and arithmetic skills such as knowing letters, numbers and shapes						
Self-Direction	Self-control, making choices, starting and completing tasks, following a routine, and following directions						
Leisure	Playing with others, playing with toys, following rules in games, and planning fun activities						
Social	Getting along with others, expressing affection, making friends, showing and recognizing emotions						
Community Use	Behaving appropriately in the community, knowing where things are and how to get around in public places						
School Living	Cleaning up around the school or classroom, property maintenance, and performing chores						
Health and Safety	Following safety rules, showing caution when needed, staying out of danger, and knowing when to get help						
Self-Care	Eating, dressing, bathing, toileting, grooming and hygiene						
Work	Completing work tasks, working with supervisors, and following a schedule						

Your Student's ABAS-II Overall Scores

Overall Score	Skill Areas Included	%ile	Extremely Low	Low	Below Average	Average	Above Average	High	Very High
Conceptual	Communication, Functional Academics, and Self-Direction	0.5	X						
Social	Leisure and Social	37				X			
Practical	Community Use, School Living, Health and Safety, and Self-Care	23			X				
General Adaptive Composite	All skill areas except for Work included	14			X				

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Report to Teachers

Descriptions of Score Classifications

Classification	Skill Area Scores	Overall Scores	Description
Very High		>=98	Higher functioning than almost all other children of the same age
High	15-19	91-97	Higher functioning than most other children of the same age
Above Average	13-14	75-90	Somewhat higher functioning than typical for the child's age
Average	8-12	25-74	Level of functioning that is most typical for the child's age
Below Average	6-7	9-24	Somewhat lower functioning than typical for the child's age
Low	4-5	3-8	Lower functioning than most other children of the same age
Extremely Low	1-3	<=2	Lower functioning than almost all other children of the same age

How to Use These Results

Identify the areas in which Jane needs the most help by finding the skill areas with the lowest scores, or those in the Below Average, Low, or Extremely Low classifications. These are the areas that are challenging for her and where she may need the most support. It may be important to focus on other skill areas as well, due to their importance within your student's current environment. Also identify strengths by finding the skill areas with the highest scores. Recognizing and encouraging Jane's progress in these areas can help her feel successful and increase her overall sense of confidence.

Be sure to contact me for specific suggestions on how to help your child improve her adaptive behavior, or to discuss any other questions or concerns you have after reviewing these results.

Sincerely,

_____

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