

Vineland-3

Adaptive Behavior Scales—Third Edition

Vineland Adaptive Behavior Scales, Third Edition (Vineland™-3)
Comprehensive Interview Form Report
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Examinee Information

ID:
Name: Jennifer Sample
Gender: Female
Birth Date: 04/01/2010
Age: 6:2
Overall IQ Score: 98

Test Information

Test Date: 06/13/2016
Interview Respondent Name: Susan T. Sample
Relationship: Mother
Examiner Name: Bonnie Kamp

SAMPLE



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

OVERALL SUMMARY

The Vineland-3 is a standardized measure of adaptive behavior--the things that people do to function in their everyday lives. Whereas ability measures focus on what the examinee can do in a testing situation, the Vineland-3 focuses on what he or she actually does in daily life. Because it is a norm-based instrument, the examinee's adaptive functioning is compared to that of others his or her age.

Jennifer Sample was evaluated using the Vineland-3 Comprehensive Interview Form on 06/13/2016. Susan T. Sample, Jennifer's mother, was interviewed by Bonnie Kamp, who completed the form.

Jennifer's overall level of adaptive functioning is described by her score on the Adaptive Behavior Composite (ABC). Her ABC score is 83, which is somewhat below the normative mean of 100 (the normative standard deviation is 15). The percentile rank for this overall score is 13.

The ABC score is based on scores for three specific adaptive behavior domains: Communication, Daily Living Skills, and Socialization. The domain scores are also expressed as standard scores with a mean of 100 and standard deviation of 15.

The Communication domain measures how well Jennifer listens and understands, expresses herself through speech, and reads and writes. Her Communication standard score is 92. This corresponds to a percentile rank of 30.

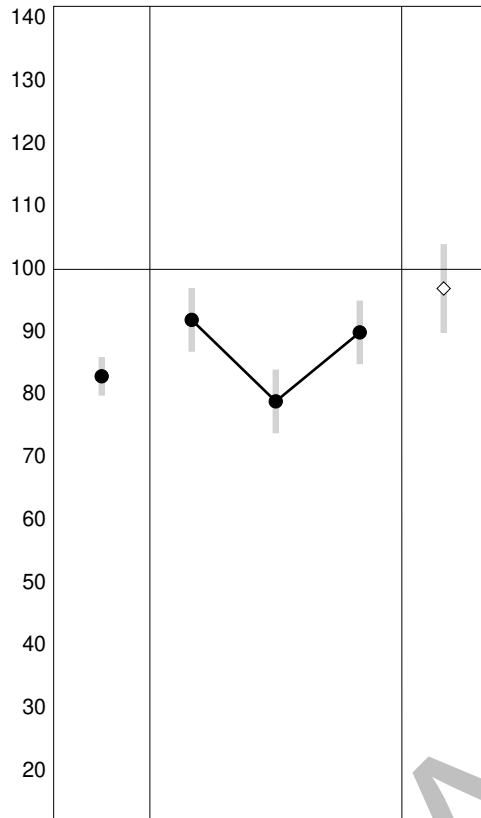
The Daily Living Skills domain assesses Jennifer's performance of the practical, everyday tasks of living that are appropriate for her age. Her standard score for Daily Living Skills is 79, which corresponds to a percentile rank of 8. This domain is a relative weakness for Jennifer.

Jennifer's score for the Socialization domain reflects her functioning in social situations. Her Socialization standard score is 90. The percentile rank is 25.

SCORE SUMMARY PROFILE

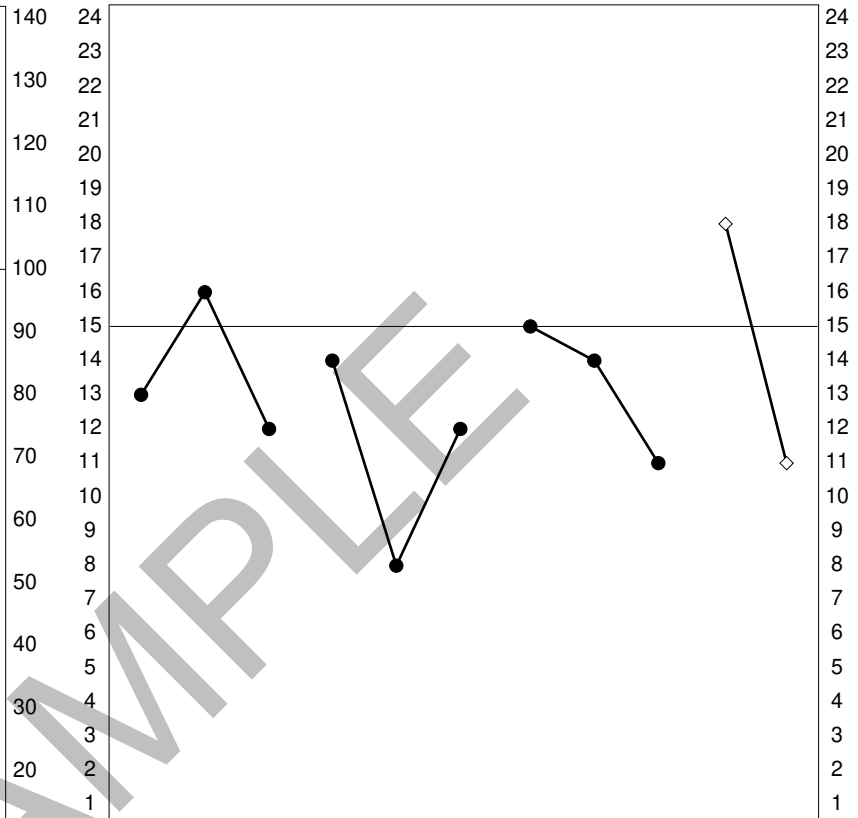
ABC and Domain Score Profile

Based on mean of 100, SD of 15



Subdomain v-Scale Score Profile

Based on mean of 15, SD of 3



Standard Score

	Adaptive Behavior Composite	Communication	Daily Living Skills	Socialization	Motor Skills
Standard Score	83	92	79	90	97
Conf Int 90%	80 - 86	87 - 97	74 - 84	85 - 95	90 - 104

v-Scale Score

Communication			Daily Living Skills			Socialization			Motor Skills	
Receptive	Expressive	Written	Personal	Domestic	Community	Interpersonal Relationships	Play and Leisure	Coping Skills	Gross Motor	Fine Motor
13	16	12	14	8	12	15	14	11	18	11

SCORE SUMMARY

ABC and Domain Score Summary

ABC	Standard Score (SS)	90% Confidence Interval	Percentile Rank	SS Minus Mean SS*	Strength or Weakness**	Base Rate
Adaptive Behavior Composite	83	80 - 86	13			
Domains						
Communication	92	87 - 97	30	2.5		
Daily Living Skills	79	74 - 84	8	-10.5	Weakness	<=15%
Socialization	90	85 - 95	25	0.5		
Motor Skills	97	90 - 104	42	7.5	Strength	>25%

*The examinee's Mean Domain Standard Score (Mean SS) = 89.5

**Significance level chosen for strength/weakness analysis is .10

Subdomain Score Summary

Subdomains	Raw Score	v-Scale Score (vS)	Age Equivalent	Growth Scale Value	Percent Estimated	vS Minus Mean vS*	Strength or Weakness**	Base Rate
Communication Domain								
Receptive	68	13	3:10	127	0.0	-0.1		
Expressive	95	16	6:10	176	0.0	2.9	Strength	<=10%
Written	28	12	5:5	81	0.0	-1.1		
Daily Living Skills Domain								
Personal	87	14	5:1	132	0.0	0.9		
Domestic	3	8	<3:0	31	0.0	-5.1	Weakness	<=2%
Community	28	12	4:11	55	0.0	-1.1		
Socialization Domain								
Interpersonal Relationships	78	15	6:7	122	0.0	1.9	Strength	>25%
Play and Leisure	51	14	4:6	109	0.0	0.9		
Coping Skills	29	11	2:8	62	0.0	-2.1	Weakness	>25%
Motor Skills Domain								
Gross Motor	86	18	8:10+	191	0.0	4.9	Strength	<=5%
Fine Motor	48	11	4:4	136	0.0	-2.1	Weakness	<=25%

*The examinee's Mean Subdomain v-Scale Score (Mean vS) = 13.1

**Significance level chosen for strength/weakness analysis is .10

PAIRWISE DIFFERENCE COMPARISONS

Domain Pairwise Difference Comparisons

In the table below the first domain corresponds to Standard Score 1 and the second domain corresponds to Standard Score 2.

Comparison	Standard Score 1	Standard Score 2	Standard Score Difference	Significant Difference*	Base Rate
Domains					
Communication > Daily Living Skills	92	79	13.0	Yes	>25%
Communication > Socialization	92	90	2.0	No	
Daily Living Skills < Socialization	79	90	11.0	Yes	>25%
Communication < Motor Skills	92	97	5.0	No	
Daily Living Skills < Motor Skills	79	97	18.0	Yes	<=25%
Socialization < Motor Skills	90	97	7.0	No	

*Significance level chosen for pairwise difference comparisons is .10

Subdomain Pairwise Difference Comparisons

In the table below the first subdomain corresponds to v-Scale Score 1 and the second subdomain corresponds to v-Scale Score 2.

Comparison	v-Scale Score 1	v-Scale Score 2	v-Scale Score Difference	Significant Difference*	Base Rate
Communication Domain					
Receptive < Expressive	13	16	3.0	Yes	<=25%
Receptive > Written	13	12	1.0	No	
Expressive > Written	16	12	4.0	Yes	<=15%
Daily Living Skills Domain					
Personal > Domestic	14	8	6.0	Yes	<=2%
Personal > Community	14	12	2.0	No	
Domestic < Community	8	12	4.0	Yes	<=15%
Socialization Domain					
Interpersonal Relationships > Play and Leisure	15	14	1.0	No	
Interpersonal Relationships > Coping Skills	15	11	4.0	Yes	<=15%
Play and Leisure > Coping Skills	14	11	3.0	Yes	<=25%
Motor Skills Domain					
Gross Motor > Fine Motor	18	11	7.0	Yes	<=5%

*Significance level chosen for pairwise difference comparisons is .10

MALADAPTIVE BEHAVIOR RESULTS

Maladaptive Scale	Raw Score	v-Scale Score
Internalizing	1	15
Externalizing	10	20

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

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

- 10. Shows excessive interest in weapons or violence. **(Sometimes)**
- 17. Threatens to hurt or kill someone. **(Sometimes)**

SAMPLE

ABOUT THE VINELAND-3 SCORES

The Vineland-3 score interpretation that follows describes the results presented on the previous pages using a narrative format. This section provides a brief overview of the scores and analyses that are included in the interpretation. Please consult the Vineland-3 Manual for more detail.

The Vineland-3 Comprehensive Interview Form provides norm-referenced scores at three levels: subdomains, domains, and the overall Adaptive Behavior Composite (ABC). Adaptive behavior subdomains make up the most fine-grained score level. The primary norm-referenced scores for the subdomains are *v*-scale scores, which have a mean of 15 and standard deviation (*SD*) of 3. The *v*-scale score for each subdomain is included in the narrative interpretation below. Raw scores, age equivalents, and growth scale values, though shown in the Subdomain Score Summary on page 4, are not included in the interpretation; please consult the Manual for information about these scores.

For the adaptive behavior domains and the overall ABC, three kinds of results are provided on page 4 and included in the interpretation below. *Standard scores* have a mean of 100 and *SD* of 15. *Confidence intervals* reflect the effects of measurement error and provide, for each standard score, a range within which Jennifer's true standard score falls with a certain probability or confidence. **The confidence level chosen for this report is the 90% confidence interval.** A *percentile rank* is the percentage of individuals in Jennifer's normative age group who scored the same or lower than Jennifer. For example, a percentile rank of 41 indicates that the examinee scored higher than (or the same as) 41% of the age-matched norm sample.

Strength/Weakness and Pairwise Difference Comparisons

The norm-referenced scores included in the narrative interpretation describe how Jennifer's adaptive functioning compares to that of others in her age group. Two other components of the interpretation address the extent to which Jennifer's functioning may be relatively better in some adaptive behavior areas than in others, regardless of her overall level. These analyses--strength/weakness analysis and pairwise difference comparisons--help identify ways in which the score variation *within Jennifer's score profile* is statistically meaningful, and therefore more likely to be important in interpreting and using her Vineland-3 results.

Strength/weakness analysis involves comparing each score (standard scores at the domain level, *v*-scale scores at the subdomain level) to the mean of all scores (these results are included in the tables on page 4). Scores that are greater than the mean by a statistically significant amount indicate strengths, and scores that are less than the mean by a statistically significant amount indicate weaknesses.

Pairwise difference comparisons provide information that complements the findings from strength/weakness analysis. At the domain level, each standard score is compared with every other standard score. At the subdomain level, selected pairs of subdomain *v*-scale scores are compared, as shown in the table on page 5. Each pairwise score difference is evaluated for statistical significance.

The significance level chosen for strength/weakness analysis and pairwise difference comparisons in this report is .10. Though not included in the interpretation below, each statistically significant strength, weakness, or pairwise score difference is associated with a base rate in the tables on pages 4 and 5. The base rate is the frequency of occurrence in the norm sample of a score difference of that size or greater.

Qualitative Descriptors

Sometimes test scores are grouped into bands, with qualitative descriptors assigned to the score bands. Although qualitative descriptors can help in communicating test results to individuals who are unfamiliar with quantitative test scores, they have serious limitations (e.g., semi-arbitrary cutoffs that do not account for measurement error), as described in the Manual. Because of these limitations, qualitative descriptors are not included in the presentation of results on the previous pages. They are also not included in the narrative description of results below. However, for situations where they might serve a purpose, the following qualitative descriptors may be used:

Adaptive Level	Subdomain v-Scale Scores	Domain and ABC Standard Scores
High	21 to 24	130 to 140
Moderately High	18 to 20	115 to 129
Adequate	13 to 17	86 to 114
Moderately Low	10 to 12	71 to 85
Low	1 to 9	20 to 70

VINELAND-3 SCORE INTERPRETATION

Estimated Responses

The number of estimated responses is low enough so as not to affect the interpretation.

Adaptive Behavior

The Adaptive Behavior Composite (ABC) provides an overall summary measure of Jennifer's adaptive functioning. Her ABC standard score is 83, with a 90% confidence interval of 80 to 86. Her percentile rank of 13 means that her score was greater than or equal to 13% of individuals in Jennifer's age group in the Comprehensive Interview Form normative sample. These scores are lower than expected given her reported IQ score of 98.

Communication Domain

The Communication domain measures how well Jennifer exchanges information with others. Her Communication standard score is 92, with a 90% confidence interval of 87 to 97. This corresponds to a percentile rank of 30. These scores are in line with her reported IQ score of 98.

Jennifer's Communication domain standard score is based on her scores on three subdomains: Receptive, Expressive, and Written. The Receptive subdomain assesses attending, understanding, and responding appropriately to information from others. Jennifer's Expressive score reflects her use of words and sentences to express herself verbally. The Written subdomain score conveys an individual's use of reading and writing skills.

Jennifer's *v*-scale scores are 13 for Receptive, 16 for Expressive, and 12 for Written. Pairwise difference comparisons among these scores show that the Receptive score is significantly lower than the Expressive score and that the Expressive score is significantly higher than the Written score.

Daily Living Skills Domain

The Daily Living Skills domain assesses Jennifer's performance of the practical, everyday tasks of living that are appropriate for her age. Her standard score for Daily Living Skills is 79, with a 90% confidence interval of 74 to 84 and a percentile rank of 8. These scores are lower than expected given her reported IQ score of 98. This suggests that Jennifer is having difficulty fully applying her cognitive skills to the performance of practical, everyday tasks of living. It may be worthwhile to explore and address the reasons for this discrepancy (e.g., a behavior or motor problem).

Jennifer's Daily Living Skills domain standard score is derived from her scores on three subdomains: Personal, Domestic, Community. Her Personal subdomain score expresses her level of self-sufficiency in such areas as eating, dressing, washing, hygiene, and health care. Her Domestic score reflects the extent to which Jennifer performs household tasks such as cleaning up after herself, chores, and food preparation. The Community subdomain measures an individual's functioning in the world outside the home, including safety, using money, travel, and rights and responsibilities.

Jennifer received *v*-scale scores of 14 for Personal, 8 for Domestic, and 12 for Community. Pairwise difference comparisons among these scores show that the Personal score is significantly higher than the Domestic score and that the Domestic score is significantly lower than the Community score.

Socialization Domain

Jennifer's score for the Socialization domain reflects her functioning in social situations. Her Socialization standard score is 90, with a 90% confidence interval of 85 to 95. The percentile rank is 25. These scores are in line with her reported IQ score of 98.

Jennifer's Socialization domain standard score is based on her scores on three subdomains: Interpersonal Relationships, Play and Leisure, and Coping Skills. Interpersonal Relationships assesses how an individual responds and relates to others, including friendships, caring, social appropriateness, and conversation. Jennifer's Play and Leisure score reflects how she engages in play and fun activities with others. Her Coping Skills score

conveys how well she demonstrates behavioral and emotional control in different situations involving others.

Jennifer's *v*-scale scores are 15 for Interpersonal Relationships, 14 for Play and Leisure, and 11 for Coping Skills. Pairwise difference comparisons among these scores show that the Interpersonal Relationships score is significantly higher than the Coping Skills score and that the Play and Leisure score is significantly higher than the Coping Skills score.

Motor Skills Domain

The Motor Skills domain measures Jennifer's use of gross and fine motor skills in daily life. Her Motor Skills standard score is 97, with a 90% confidence interval of 90 to 104. The percentile rank is 42.

Two subdomains--Gross Motor and Fine Motor--make up the Motor Skills domain. Gross Motor measures skills in using arms and legs for movement and coordination, and Fine Motor measures skills in using hands and fingers to manipulate objects.

Jennifer's Gross Motor *v*-scale score is 18, and her Fine Motor *v*-scale score is 11. When these two scores are compared, Gross Motor is significantly higher than Fine Motor.

Domain-Level Strengths/Weaknesses and Pairwise Difference Comparisons

Jennifer's four domain standard scores were compared to her mean domain standard score of 89.5 to determine possible areas of strength and weakness. The results show that Motor Skills is a relative strength for Jennifer, and that Daily Living Skills is a relative weakness.

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

Subdomain-Level Strengths/Weaknesses and Additional Pairwise Difference Comparisons

A subdomain level strength/weaknesses analysis was performed by comparing Jennifer's 11 subdomain *v*-scale scores to her mean subdomain score of 13.1. The results show the Expressive, Interpersonal Relationships, and Gross Motor subdomains to be relative strengths, whereas the Domestic, Coping Skills, and Fine Motor subdomains are relative weaknesses.

The results of pairwise difference comparisons among the subdomains within each domain are described above. The user also has the option to select comparisons between subdomains from *different* domains. No cross-domain comparisons were selected for this report.

Maladaptive Behavior

The Maladaptive Behavior domain provides a brief assessment of problem behaviors. The additional information it provides can prove helpful in diagnosis or intervention planning. It may also be used as a screener to determine if a more in-depth assessment of problematic behavior is warranted.

The domain includes brief scales measuring Internalizing (i.e., emotional) and Externalizing (i.e., acting-out) problems. These scales are reported using *v*-scale scores, which are scaled to a mean of 15 and standard deviation of 3. Higher Internalizing and Externalizing *v*-scale scores indicate more problem behavior. If qualitative descriptors are desired, scores of 1 to 17 may be considered Average, 18 to 20 Elevated, and 21 to 24 Clinically Significant.

Jennifer received *v*-scale scores of 15 for Internalizing and 20 for Externalizing.

The Maladaptive Behavior domain also includes a set of Critical Items covering more severe maladaptive behaviors. Because the Critical Items do not form a unified construct, they are not scored as a scale, but instead are reported at the item level. The Critical Items for which Jennifer received a score of 2 (Often) or 1 (Sometimes)

are listed earlier in this report.

SAMPLE

INTERVENTION GUIDANCE

The information that follows can be used to identify adaptive behavior areas where Jennifer might benefit most from intervention. It's important to note that choosing areas for intervention should be based on all available information concerning the individual's functioning, not just Vineland-3 results.

Because each Vineland-3 item describes a specific adaptive behavior, this guidance is provided at the item level, with items grouped into subdomains. The subdomain for which Jennifer received her lowest v-scale score is listed first--this is likely one of the general areas most in need of attention. The next-lowest subdomain is presented second, etc. For each subdomain, the items/behaviors that are being performed by most individuals of Jennifer's age in the Vineland-3 norm sample (as indicated by their receiving a score of 2=Usually on the item) are listed.

Within each subdomain, all items are ordered according to increasing developmental sequence, from easiest to most difficult to master. **The lowest-numbered items with scores of 1 (sometimes performed independently) or 0 (never or almost never performed independently) indicate the lowest-level behaviors that Jennifer has not fully mastered; these items may identify the best targets for intervention.** All items with scores of 1 or 0 are shaded in the tables that follow.

Each item is also assigned to a Content Area. A group of items with scores of 1 or 0 that share the same Content Area may suggest a general area for intervention.

Prior to each subdomain's item listing, Jennifer's raw score and the normative median raw score are provided. The difference between the two shows how many raw score points Jennifer would need to add to reach the "average" for her age.

Domestic Subdomain (v-scale score of 8)

Jennifer's raw score is 3. The median raw score for age 6:2 in the norm sample is 24.5. Therefore, Jennifer is approximately 21.5 raw score points below the "average" for her age.

Domestic Subdomain Content Areas

A = Safety at Home

B = Cleaning/Picking Up After Self

C = Preparing Food

D = Household Chores

Domestic Subdomain Items	Content Area	Item Score
1. Is careful around hot objects	A	2
2. Is careful when using sharp objects	A	1
3. Wipes up her own spills	B	0
4. Puts dirty clothes in the proper place to be washed	B	0
5. Takes off or wipes dirty shoes before going inside	B	0
6. Puts away her books, toys, etc. when done	B	0
7. Washes her hands before preparing food	C	0**
8. Fully clears her dishes, etc. after eating	B	2
9. Does at least two simple household chores	D	0**
10. Prepares a simple snack or meal	C	0**
11. Knows what to do in dangerous situations	A	0**
12. Puts her wet towel in the proper place after using	B	1

Domestic Subdomain Items	Content Area	Item Score
13. Puts her clean clothes away where they belong	B	0
14. Uses at least two simple kitchen appliances	C	0**

**This item was not administered during the interview, but was assigned a score of 0 based on the Interview Form's ceiling rule.

Coping Skills Subdomain (v-scale score of 11)

Jennifer's raw score is 29. The median raw score for age 6:2 in the norm sample is 46.5. Therefore, Jennifer is approximately 17.5 raw score points below the "average" for her age.

Coping Skills Subdomain Content Areas

- A = Controlling Emotions
- B = Being Considerate
- C = Adapting to the Situation
- D = Managing Social Risks

Coping Skills Subdomain Items	Content Area	Item Score
1. Seeks comfort from a loved one when hurt or upset	A	2*
2. Seeks parent/caregiver when a stranger approaches	A	2*
3. Separates easily from parent/caregiver	A	2*
4. Transitions easily from one activity to another	A	2*
5. Responds politely when given something	B	1
6. Is polite when asking for something	B	2
7. Handles changes in routine without getting too upset	A	2*
8. Recovers quickly from a minor disappointment	A	2*
9. Uses words or gestures to express distress	A	2*
10. Apologizes for small, unintentional mistakes	B	2*
11. Acts appropriately when introduced to new people	B	2
12. Asks for help when needed to do something	-	2
13. Acts differently with people depending on familiarity	C	2
14. Accepts helpful suggestions/solutions from others	A	2
15. Apologizes with sincerity after hurting feelings	B	0
16. Copies others' behavior when in a new situation	C	0
17. Will compromise in order to get along with peers	B	1
18. Controls anger when unexpected events disrupt plans	A	0
19. Follows time limits imposed by parent/caregiver	B	0
20. Realizes that people may hurt others unintentionally	A	0
21. Adjusts behavior to avoid disrupting others nearby	C	0
22. Controls anger when not getting her way	A	0
23. Keeps her promises	B	1
24. Controls anger when given constructive criticism	A	0
25. Realizes that friendly acting people may intend harm	D	0**

Coping Skills Subdomain Items	Content Area	Item Score
26. Respects others' time	B	0

*This item was not administered during the interview, but was assigned a score of 2 based on the Interview Form's basal rule.

**This item was not administered during the interview, but was assigned a score of 0 based on the Interview Form's ceiling rule.

Fine Motor Subdomain (v-scale score of 11)

Jennifer's raw score is 48. The median raw score for age 6:2 in the norm sample is 61.0. Therefore, Jennifer is approximately 13.0 raw score points below the "average" for her age.

Fine Motor Subdomain Content Areas

A = Beginning Fine Motor Activities

B = Drawing and Coloring

C = Manipulating Objects

Fine Motor Subdomain Items	Content Area	Item Score
1. Reaches for a toy or object	A	2*
2. Picks up objects using one or both hands	A	2*
3. Moves an object from one hand to the other	A	2*
4. Removes an object from a box or other container	A	2*
5. Picks up small objects with her thumb and fingers	A	2*
6. Picks up and hands a small toy or object to someone	A	2*
7. Puts an object into a box or other container	A	2*
8. Marks on paper with a crayon, pen, or pencil	B	2*
9. Opens doors that require only pushing or pulling	A	2*
10. Stacks at least four blocks or other small objects	A	2*
11. Turns book or magazine pages one by one	A	2*
12. Unwraps small objects	A	2*
13. Opens doors by turning a doorknob or handle	A	2*
14. Uses a twisting hand-wrist motion	C	2*
15. Holds a crayon/pen/pencil properly for drawing, etc.	B	2*
16. Presses buttons accurately on a keyboard or screen	C	2*
17. Opens and closes scissors with one hand	C	2
18. Draws a circle freehand from an example	B	2
19. Colors simple shapes or animals	B	1
20. Draws more than one recognizable form	B	2
21. Pours liquid from one container to another	C	2
22. Draws a square freehand from an example	B	2
23. Uses scissors to cut paper along a straight line	C	2
24. Draws a triangle freehand from an example	B	2
25. Uses an eraser without tearing the paper	B	0

Fine Motor Subdomain Items	Content Area	Item Score
26. Cuts out simple shapes	C	0
27. Colors simple pictures completely inside the lines	B	0
28. Colors a complex scene using two or more colors	B	0
29. Draws a straight line using a ruler or straightedge	B	2
30. Ties a knot	C	0
31. Cuts out complex shapes	C	0
32. Ties a secure bow	C	0
33. Manipulates very small objects	C	0
34. Assembles/creates complex toy structures, crafts, etc.	C	1

*This item was not administered during the interview, but was assigned a score of 2 based on the Interview Form's basal rule.

Written Subdomain (v-scale score of 12)

Jennifer's raw score is 28. The median raw score for age 6:2 in the norm sample is 37.0. Therefore, Jennifer is approximately 9.0 raw score points below the "average" for her age.

Written Subdomain Content Areas

- A = Prereading
- B = Developing Reading Skills
- C = Developing Writing Skills
- D = Applying Reading and Writing Skills

Written Subdomain Items	Content Area	Item Score
1. Holds a book and turns pages correctly for reading	A	2*
2. Recognizes one or more simple signs/icons/symbols	A	2*
3. Identifies one or more alphabet letters	A	2*
4. Recognizes her own name in printed form	A	2*
5. Identifies at least 10 alphabet letters	A	2*
6. Understands how her language is written	A	2
7. Writes in the correct direction for her language	C	2
8. Copies her own first name correctly	C	2
9. Copies simple words from an example correctly	C	2
10. Identifies all alphabet letters, upper- and lowercase	A	2
11. Writes alphabet letters using correct orientation	C	1
12. Reads at least 10 words	B	2
13. Writes both her first and last name from memory	C	2
14. Reads sentences of three or more words out loud	B	1
15. Copies phrases of four or more words correctly	C	1
16. Writes at least 10 simple words from memory	C	0
17. Reads simple stories out loud	B	0
18. Writes simple sentences of three or more words	C	1

Written Subdomain Items	Content Area	Item Score
19. Writes at least 20 words from memory	C	0
20. Reads at a second-grade level or higher	B	0
21. Writes simple correspondence of three sentences	D	0

*This item was not administered during the interview, but was assigned a score of 2 based on the Interview Form's basal rule.

**This item was not administered during the interview, but was assigned a score of 0 based on the Interview Form's ceiling rule.

Community Subdomain (v-scale score of 12)

Jennifer's raw score is 28. The median raw score for age 6:2 in the norm sample is 40.0. Therefore, Jennifer is approximately 12.0 raw score points below the "average" for her age.

Community Subdomain Content Areas

- A = Using Money
- B = Using Time, Days, and Dates
- C = Safety Outside the Home
- D = Using Telephone/Technology
- E = Understanding Rights
- F = Achieving Goals
- G = Traveling
- H = Earning Money

Community Subdomain Items	Content Area	Item Score
1. Talks with a familiar person using a phone, etc.	D	2*
2. Understands that money is used to buy things	A	2
3. Counts at least 10 objects, one by one	A	2
4. Stays near parent/caregiver when in public places	C	2
5. Understands and follows car passenger safety rules	C	2
6. Understands that a clock is used to tell time	B	2
7. Operates at least two tech devices for entertainment	D	2
8. Uses good manners when eating in public	-	0
9. Says all seven days of the week in order	B	2
10. Looks both ways when crossing streets/roads	C	1
11. Respects the right to privacy for self and others	E	0
12. Names a penny, nickel, dime, and quarter	A	2
13. Says the current day of the week	B	1
14. Understands that some items cost more than others	A	2
15. Knows how to make an emergency call	D	0
16. Obeys lights and signs when crossing streets/roads	C	2
17. Tells time using a digital clock or watch	B	2
18. Understands and follows community rules and laws	-	1
19. Makes calls to others using a phone, computer, etc.	D	1

Community Subdomain Items	Content Area	Item Score
20. Knows the difference between different bills	A	0
21. Understands signs/symbols used to indicate danger	C	0
22. Identifies a specific date on a calendar	B	0

*This item was not administered during the interview, but was assigned a score of 2 based on the Interview Form's basal rule.

**This item was not administered during the interview, but was assigned a score of 0 based on the Interview Form's ceiling rule.

Receptive Subdomain (v-scale score of 13)

Jennifer's raw score is 68. The median raw score for age 6:2 in the norm sample is 72.5. Therefore, Jennifer is approximately 4.5 raw score points below the "average" for her age.

Receptive Subdomain Content Areas

A = Understanding Nonverbal Communication

B = Understanding Words

C = Identifying Things

D = Following Instructions

E = Entertaining and Informational Material

Receptive Subdomain Items	Content Area	Item Score
1. Responds to parent/caregiver's voice by looking	-	2*
2. Looks when parent/caregiver gestures for attention	A	2*
3. Responds upon hearing her name called	B	2*
4. Follows parent/caregiver/teacher's gaze or pointing	A	2*
5. Understands at least 10 words	B	2*
6. Understands at least three basic gestures	A	2*
7. Understands the word "no"	B	2*
8. Understands at least three facial expressions	A	2*
9. Understands the word "yes"	B	2*
10. Follows instructions requiring only one action	D	2*
11. Identifies at least three actual objects	C	2*
12. Understands at least 50 words	B	2*
13. Responds to the tone of spoken words	-	2*
14. Identifies at least three body parts on self	C	2*
15. Follows instructions with one action and one object	D	2*
16. Understands at least three more advanced gestures	A	2*
17. Identifies at least three pictured objects	C	2*
18. Identifies at least three pictured body parts	C	2*
19. Responds to questions that use the word "what"	B	2*
20. Responds to questions that use the word "who"	B	2*
21. Identifies at least three pictured actions	C	2*
22. Responds to questions that use the word "where"	B	2*

Receptive Subdomain Items	Content Area	Item Score
23. Follows instructions with two related actions	D	2*
24. Follows instructions with one action and two objects	D	2*
25. Follows "if-then" instructions	D	1
26. Pays attention to a story for at least 15 minutes	E	2
27. Responds to questions that use the word "why"	B	2
28. Follows instructions with two unrelated actions	D	2
29. Responds to questions that use the word "when"	B	2
30. Pays attention to a show for at least 30 minutes	E	1
31. Identifies left and right on her own body	D	2
32. Follows instructions requiring three actions	D	2
33. Pays attention to a show for at least 60 minutes	E	1
34. Understands sarcasm	-	1
35. Pays attention to a 15-minute informational talk	E	0
36. Follows instructions involving right and left	D	2
37. Remembers to do something up to an hour later	D	1
38. Remembers to do something several hours later	D	0
39. Pays attention to a 30-minute informational talk	E	0

*This item was not administered during the interview, but was assigned a score of 2 based on the Interview Form's basal rule.

Personal Subdomain (v-scale score of 14)

Jennifer's raw score is 87. The median raw score for age 6:2 in the norm sample is 92.0. Therefore, Jennifer is approximately 5.0 raw score points below the "average" for her age.

Personal Subdomain Content Areas

- A = Eating and Drinking
- B = Dressing and Undressing
- C = Using the Toilet
- D = Washing and Bathing
- E = Hygiene
- F = Health

Personal Subdomain Items	Content Area	Item Score
1. Opens her mouth when food is offered	A	2*
2. Drinks from a bottle or spill-proof drinking cup	A	2*
3. Sucks or chews on finger foods	A	2*
4. Eats solid foods	A	2*
5. Cooperates in undressing and dressing	B	2*
6. Cooperates in washing of her hands and face	D	2*
7. Feeds herself with a spoon; may spill	A	2*
8. Takes off her shoes and socks	B	2*
9. Drinks from a regular cup or glass; may spill	A	2*

Personal Subdomain Items	Content Area	Item Score
10. Feeds herself with a fork; may spill	A	2*
11. Takes off clothing that opens in the front	B	2*
12. Lets someone know when he/she needs changing	C	2*
13. Pulls up clothing with elastic waistbands	B	2*
14. Drinks from a regular cup or glass without spilling	A	2*
15. Urinates in a toilet or potty chair	C	2*
16. Washes and dries her hands	D	2*
17. Feeds herself with a spoon without spilling	A	2*
18. Takes off pullover garments	B	2*
19. Puts on shoes; may be on the wrong feet and untied	B	2*
20. Puts on clothing that opens in the front	B	2*
21. Defecates in a toilet or potty chair	C	2*
22. Is toilet-trained during the day	C	2*
23. Puts on pullover garments	B	2*
24. Wipes/blows her nose using tissue, napkin, etc.	E	2*
25. Washes and dries her face	D	2*
26. Wipes/cleans face and hands as needed when eating	D	2*
27. Puts clothing on right side forward/correct side out	B	2*
28. Is toilet-trained during the night	C	2*
29. Covers mouth and nose when coughing or sneezing	E	2*
30. Uses the toilet when needed without help	C	2*
31. Fastens snaps	B	2*
32. Brushes her teeth	E	2*
33. Buttons large buttons in the correct buttonholes	B	2
34. Changes clothing that has become dirty/wet/smelly	E	2*
35. Connects and zips zippers	B	2*
36. Bathes or showers and dries herself	D	2
37. Puts shoes on the correct feet and ties or fastens	B	2*
38. Spreads food with a table knife	A	2
39. Buttons small buttons in the correct buttonholes	B	2
40. Shows awareness of healthy and unhealthy foods	F	2
41. Finds and uses a restroom when away from home	C	2
42. Turns faucets on and adjusts the water temperature	D	2
43. Selects appropriate clothing for wet/cold weather	B	0
44. Cuts easy-to-cut food with a table knife	A	2
45. Shows awareness that exercise is good for people	F	1
46. Washes and rinses her hair	D	0
47. Chooses to exercise for health and/or enjoyment	F	0
48. Uses the toilet before going out when needed	C	0
49. Makes healthy eating choices	F	0
50. Cuts harder-to-cut food with a sharp knife	A	0

Personal Subdomain Items	Content Area	Item Score
51. Plans for changes in weather before going out	B	0

*This item was not administered during the interview, but was assigned a score of 2 based on the Interview Form's basal rule.

**This item was not administered during the interview, but was assigned a score of 0 based on the Interview Form's ceiling rule.

Play and Leisure Subdomain (v-scale score of 14)

Jennifer's raw score is 51. The median raw score for age 6:2 in the norm sample is 56.0. Therefore, Jennifer is approximately 5.0 raw score points below the "average" for her age.

Play and Leisure Subdomain Content Areas

A = Learning to Play

B = Responding to Social Cues

C = Playing Games and Sports

D = Socializing with Peers

Play and Leisure Subdomain Items	Content Area	Item Score
1. Responds when parent/caregiver is playful	A	2*
2. Shows interest in her surroundings	A	2*
3. Plays "baby" games like peek-a-boo, patty-cake	A	2*
4. Plays near another child, each doing different things	A	2*
5. Copies the play of a child playing nearby	A	2*
6. Plays with peer(s) for 5 minutes under supervision	A	2*
7. Chooses to join other children who are playing	A	2*
8. Uses household objects for make-believe play	A	2*
9. Shares toys/possessions when told to do so	A	2
10. Joins in with a group that is verbally welcoming	B	2
11. Plays with peer(s) for 30 minutes under supervision	A	2*
12. Moves away from aggressive children nearby	A	2*
13. Plays simple make-believe with other children	A	2*
14. Plays with others at outdoor games with no score	C	2
15. Asks others to play or spend time together	A	2*
16. Plays with other children with minimal supervision	A	2*
17. Takes turns in games or sports when asked	C	2
18. Plays elaborate make-believe with other children	A	2*
19. Shares toys/possessions without having to be told	A	2
20. Joins in with a group that is nonverbally welcoming	B	2
21. Takes turns in games or sports without being asked	C	2
22. Plays with others at simple games with scorekeeping	C	2
23. Follows rules in games or sports without being told	C	1
24. Plays simple card or board games based on chance	C	2
25. Stays out of a group that is verbally nonwelcoming	B	2

Play and Leisure Subdomain Items	Content Area	Item Score
26. Asks permission before taking/using another's things	A	1
27. Shows good sportsmanship in games or sports	C	1
28. Gets together with peers at someone's home	D	0
29. Stays out of a group that is nonverbally nonwelcoming	B	0
30. Goes places with peers day or night with supervision	D	0
31. Plays board/card/electronic games requiring skill	C	0

*This item was not administered during the interview, but was assigned a score of 2 based on the Interview Form's basal rule.

**This item was not administered during the interview, but was assigned a score of 0 based on the Interview Form's ceiling rule.

Interpersonal Relationships Subdomain (v-scale score of 15)

Jennifer's raw score is 78. The median raw score for age 6:2 in the norm sample is 76.5. Therefore, Jennifer is approximately 1.5 raw score points above the "average" for her age.

Interpersonal Relationships Subdomain Content Areas

- A = Beginning Social Behavior
- B = Emotional Development
- C = Friendships
- D = Demonstrating Caring
- E = Interpersonal Appropriateness
- F = Conversational Skills

Interpersonal Relationships Subdomain Items	Content Area	Item Score
1. Looks at the face of parent/caregiver	A	2*
2. Smiles in response to a smile or friendly voice	B	2*
3. Recognizes family members or familiar others	A	2*
4. Smiles/vocalizes when someone familiar approaches	B	2*
5. Shows at least three different emotions	B	2*
6. Tries to interact with others	A	2*
7. Reaches back when a familiar person holds out arms	A	2*
8. Shows affection to familiar people	D	2*
9. Shows interest in children her age	C	2*
10. Checks to make sure parent/familiar other is nearby	A	2*
11. Recognizes herself in a mirror or photo	-	2*
12. Smiles in response to praise or compliments	B	2*
13. Imitates parent/caregiver's facial expressions	A	2*
14. Recognizes emotions in others	B	2*
15. Imitates another's actions as they are being done	A	2*
16. Shows happiness, sympathy, or concern for others	D	2*
17. Tries to make friends with others her age	C	2*
18. Says how family members are related to her	A	2*

Interpersonal Relationships Subdomain Items	Content Area	Item Score
19. Uses words to express her emotions	B	2*
20. Maintains culturally appropriate eye contact	E	2*
21. When adults make small talk, answers politely	E	2*
22. Imitates another's actions several hours later	A	2*
23. Modulates her speech to fit the conversation	E	2*
24. Does things to try to please others	D	2
25. Has a best friend or a few good friends	C	2
26. Maintains an acceptable personal space	E	2*
27. Treats her friends well	C	1
28. Talks with others about shared interests	F	2
29. Maintains friendships over time	C	2
30. Knows that others may have different likes/dislikes	-	2
31. Starts small talk when meeting familiar people	F	2
32. Chooses friends with good qualities	C	1
33. Moves easily between topics in conversation	F	2
34. Talks with others without interrupting or being rude	F	2
35. Tells others what she is thinking and feeling	F	2
36. Stays on topic in conversations when needed	F	2
37. Congratulates others when good things happen	D	1
38. Gives cards/gifts on family members' birthdays, etc.	D	2
39. Will do nonpreferred activities suggested by friends	C	1
40. Starts conversations about things that interest others	F	1
41. Participates in conversations on nonpreferred topics	F	0
42. Responds to hints or indirect cues in conversation	F	0
43. Provides additional explanation when others need it	F	1

*This item was not administered during the interview, but was assigned a score of 2 based on the Interview Form's basal rule.

Expressive Subdomain (v-scale score of 16)

Jennifer's raw score is 95. The median raw score for age 6:2 in the norm sample is 93.5. Therefore, Jennifer is approximately 1.5 raw score points above the "average" for her age.

Expressive Subdomain Content Areas

- A = Prelanguage
- B = Beginning Vocabulary
- C = Grammar
- D = Identifying Self
- E = Expressing Self

Expressive Subdomain Items	Content Area	Item Score
1. Makes sounds of pleasure	A	2*

Expressive Subdomain Items	Content Area	Item Score
2. Cries or fusses when uncomfortable	A	2*
3. Vocalizes or gestures to get attention	A	2*
4. Makes at least three one-syllable speech sounds	A	2*
5. Babbles in strings of sounds	A	2*
6. Vocalizes or gestures to continue or stop an activity	A	2*
7. Says Dada, Mama, or other parent/caregiver name	B	2*
8. Uses at least three basic gestures	E	2*
9. Repeats or tries to repeat common words	B	2*
10. Says "no"	B	2*
11. Names at least three objects	B	2*
12. Says one-word requests	B	2*
13. Names at least 10 objects	B	2*
14. Says "yes"	B	2*
15. Names at least three actions	B	2*
16. Calls siblings, peers, etc. by their name or nickname	B	2*
17. Says at least 50 words	B	2*
18. Uses phrases with a noun and a verb	C	2*
19. Says her own first name or nickname	D	2*
20. Uses pronouns to refer to self	C	2*
21. Uses simple adjectives to describe things	C	2*
22. Says what she is doing using simple sentences	E	2*
23. Uses at least three more advanced gestures	E	2*
24. Uses negatives in sentences	C	2*
25. Says her age when asked	D	2*
26. Uses possessives in phrases or sentences	C	2*
27. Uses the word "and" in phrases or sentences	C	2*
28. Asks questions using the word "who"	B	2*
29. Uses plural nouns	C	2*
30. Uses pronouns to refer to others	C	2*
31. Uses the words "in," "on," and "under"	C	2*
32. Asks questions using the word "why"	B	2*
33. Says both her first and last name when asked	D	2*
34. Uses pronouns correctly	C	2*
35. Asks questions using the word "when"	B	2*
36. Uses the word "because" in phrases or sentences	C	2*
37. Says age at her next birthday when asked	D	2*
38. Uses past tense verbs	C	2*
39. Tells the basic parts of a familiar story or plot	E	2*
40. Uses "behind," "in front of," and "between"	C	2*
41. Gives simple directions involving one or two steps	E	2*
42. Uses compound sentences joined by "and" or "but"	C	2*

Expressive Subdomain Items	Content Area	Item Score
43. Uses own knowledge or opinions to comment	E	2
44. Tells about everyday experiences in detail	E	2
45. Tells about one-time experiences in detail	E	2
46. Says both the month and day of her birthday	D	2
47. Clarifies by restating differently when needed	E	0
48. Says her complete home address correctly	D	2
49. Gives complex directions with three or more steps	E	1

*This item was not administered during the interview, but was assigned a score of 2 based on the Interview Form's basal rule.

Gross Motor Subdomain (v-scale score of 18)

Jennifer's raw score is 86. The median raw score for age 6:2 in the norm sample is 83.0. Therefore, Jennifer is approximately 3.0 raw score points above the "average" for her age.

Gross Motor Subdomain Content Areas

- A = Sitting and Standing
- B = Walking, Running, and Jumping
- C = Climbing and Using Stairs
- D = Ball Activities
- E = Tricycle/Bicycle Riding

Gross Motor Subdomain Items	Content Area	Item Score
1. Sits for at least 1 minute with her back supported	A	2*
2. Rolls over from her back onto her stomach	-	2*
3. Sits unsupported for at least 1 minute	A	2*
4. Moves, scoots, or crawls across the floor	B	2*
5. Sits unsupported for at least 10 minutes	A	1
6. Stands supported for at least 5 seconds	A	2
7. Pulls herself up to standing position	A	2*
8. Stands supported and reaches without falling	A	2*
9. Takes steps while holding on to furniture, etc.	B	2*
10. Crawls up stairs	C	2*
11. Stands unsupported for at least 1 minute	A	2
12. Takes at least two steps without support	B	2
13. Stands unsupported and reaches without falling	A	2
14. Walks to get around; does not need support	B	2
15. Safely climbs on and off low objects	C	0
16. Crawls backwards down stairs or scoots on bottom	C	0
17. Squats or bends to pick up objects without falling	A	1
18. Throws a ball with one hand	D	0
19. Safely gets on and off an adult-sized chair	C	0

Gross Motor Subdomain Items	Content Area	Item Score
20. Runs without falling, though may be uncoordinated	B	0
21. Walks up stairs, putting both feet on each step	C	0
22. Kicks a ball while standing	D	0
23. Walks two or more blocks without rest or support	B	1
24. Walks down stairs, putting both feet on each step	C	0
25. Jumps off the ground with both feet without falling	B	2*
26. Runs smoothly without falling	B	0
27. Safely climbs up and down high objects	C	2*
28. Walks carefully on a slippery or uneven walkway	B	2*
29. Jumps forward at least three times with both feet	B	2*
30. Runs smoothly, changing speed and direction	B	0
31. Catches a beach ball-sized ball from 2 or 3 feet away	D	2*
32. Walks up stairs, alternating feet	C	0
33. Walks down stairs, alternating feet	C	2*
34. Climbs a flight of stairs at a normal pace	C	2*
35. Pedals a tricycle or similar vehicle for at least 6 feet	E	2
36. Hops on one foot without falling; may need support	B	2*
37. Pedals a tricycle or similar vehicle around corners	E	2
38. Catches a beach ball-sized ball from 6 feet or more	D	2
39. Hops forward on one foot with ease without support	B	2*
40. Catches a baseball-sized ball from 2 or 3 feet away	D	2
41. Rides a balance bike or bicycle with training wheels	E	2
42. Catches a baseball-sized ball from 10 feet or more	D	2
43. Rides a regular bicycle without falling	E	2

*This item was not administered during the interview, but was assigned a score of 2 based on the Interview Form's basal rule.

MALADAPTIVE BEHAVIOR ITEMS

Internalizing Items	Item Score
1. Is overly needy or dependent.	0
2. Has eating problems.	0
3. Has sleep problems.	0
4. Won't go to/stay at school/work for emotional causes.	0
5. Is extremely anxious or nervous.	0
6. Cries or is sad for no clear reason.	0
7. Avoids interacting with others.	0
8. Lacks interest in things that he/she enjoys or used to.	0
9. Is extremely fearful of common objects or situations.	0
10. Worries for no clear reason.	0
11. Is very irritable or moody.	1
12. Feels helpless or hopeless.	0
13. Complains of feeling sick, etc. with no medical reason.	0
Externalizing Items	Item Score
1. Has temper tantrums.	2
2. Disobeys those in authority.	1
3. Bullies others physically or with words.	0
4. Lies, cheats, or steals.	0
5. Is physically aggressive.	2
6. Is stubborn or argues.	2
7. Is verbally abusive.	1
8. Breaks rules or laws because of peer pressure.	0
9. Is much more active or restless than peers.	1
10. Takes school or work property when not allowed.	0
11. Destroys her or another's possessions on purpose.	1
Critical Items	Item Score
1. Gets fixated on objects or parts of objects.	0
2. Hears voices or sees things that others do not.	0
3. Harms herself.	0
4. Uses strange or repetitive speech.	0
5. Loses awareness of what is happening around him/her.	0
6. Repeats physical movements over and over.	0
7. Has toileting accidents.	0
8. Eats non-food items such as dirt, paste, or soap.	0
9. Engages in compulsive behavior.	0
10. Shows excessive interest in weapons or violence.	1
11. Harms animals.	0
12. Has delusional beliefs.	0
13. Gets so fixated on a topic that it annoys others.	0

Critical Items	Item Score
14. Talks about killing herself or has tried to.	0
15. Has no response to pain.	0
16. Wanders or darts away without regard for safety.	0
17. Threatens to hurt or kill someone.	1
18. Is tricked into doing something that could cause harm.	0
19. Gets fixated on a person in a way that is unwanted.	0
20. Engages in unwanted sexual behavior.	0

SAMPLE

COMMENTS

Comments Recorded During the Interview

No comments were recorded during the interview.

SAMPLE

ITEM RESPONSES

Receptive

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: 1	26: 2	27: 2	28: 2	29: 2	30: 1
31: 2	32: 2	33: 1	34: 1	35: 0	36: 2	37: 1	38: 0	39: 0	

Expressive

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: /	26: /	27: /	28: /	29: /	30: /
31: /	32: /	33: /	34: /	35: /	36: /	37: /	38: /	39: /	40: /
41: /	42: /	43: 2	44: 2	45: 2	46: 2	47: 0	48: 2	49: 1	

Written

1: /	2: /	3: /	4: /	5: /	6: 2	7: 2	8: 2	9: 2	10: 2
11: 1	12: 2	13: 2	14: 1	15: 1	16: 0	17: 0	18: 1	19: 0	20: 0
21: 0	22: 0	23: /	24: /	25: /	26: /	27: 0	28: 0	29: /	30: /
31: /	32: /	33: /	34: /	35: /	36: /	37: /	38: /		

Personal

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: /	25: /	26: /	27: /	28: /	29: /	30: /
31: /	32: /	33: 2	34: /	35: /	36: 2	37: /	38: 2	39: 2	40: 2
41: 2	42: 2	43: 0	44: 2	45: 1	46: 0	47: 0	48: 0	49: 0	50: 0
51: 0	52: /	53: /	54: /	55: /					

Domestic

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

Community

1: /	2: 2	3: 2	4: 2	5: 2	6: 2	7: 2	8: 0	9: 2	10: 1
11: 0	12: 2	13: 1	14: 2	15: 0	16: 2	17: 2	18: 1	19: 1	20: 0
21: 0	22: 0	23: 0	24: /	25: 1	26: 0	27: /	28: 0	29: /	30: /
31: 0	32: /	33: /	34: /	35: 0	36: /	37: 0	38: /	39: /	40: /
41: /	42: /	43: /	44: /	45: /	46: /	47: /	48: /	49: /	50: /
51: /	52: /	53: /	54: /	55: /	56: /	57: /	58: /		

Interpersonal Relationships

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: /	18: /	19: /	20: /
21: /	22: /	23: /	24: 2	25: 2	26: /	27: 1	28: 2	29: 2	30: 2
31: 2	32: 1	33: 2	34: 2	35: 2	36: 2	37: 1	38: 2	39: 1	40: 1
41: 0	42: 0	43: 1							

Play and Leisure

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: 2	10: 2
11: /	12: /	13: /	14: 2	15: /	16: /	17: 2	18: /	19: 2	20: 2
21: 2	22: 2	23: 1	24: 2	25: 2	26: 1	27: 1	28: 0	29: 0	30: 0
31: 0	32: /	33: /	34: 0	35: /	36: 0				

Coping Skills

1: /	2: /	3: /	4: /	5: 1	6: 2	7: /	8: /	9: /	10: /
11: 2	12: 2	13: 2	14: 2	15: 0	16: 0	17: 1	18: 0	19: 0	20: 0
21: 0	22: 0	23: 1	24: 0	25: /	26: 0	27: /	28: /	29: /	30: 0
31: /	32: 0	33: /							

Gross Motor

1: /	2: /	3: /	4: /	5: 1	6: 2	7: /	8: /	9: /	10: /
11: 2	12: 2	13: 2	14: 2	15: 0	16: 0	17: 1	18: 0	19: 0	20: 0
21: 0	22: 0	23: 1	24: 0	25: /	26: 0	27: /	28: /	29: /	30: 0
31: /	32: 0	33: /	34: /	35: 2	36: /	37: 2	38: 2	39: /	40: 2
41: 2	42: 2	43: 2							

Fine Motor

1: /	2: /	3: /	4: /	5: /	6: /	7: /	8: /	9: /	10: /
11: /	12: /	13: /	14: /	15: /	16: /	17: 2	18: 2	19: 1	20: 2
21: 2	22: 2	23: 2	24: 2	25: 0	26: 0	27: 0	28: 0	29: 2	30: 0
31: 0	32: 0	33: 0	34: 1						

Maladaptive Behavior - Internalizing

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

Maladaptive Behavior - Externalizing

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

Maladaptive Behavior - Critical Items

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

End of Report

NOTE: This and previous pages of this report contain trade secrets and are not to be released in response to requests under HIPAA (or any other data disclosure law that exempts trade secret information from release). Further, release in response to litigation discovery demands should be made only in accordance with your profession's ethical guidelines and under an appropriate protective order.

SAMPLE

REPORT TO PARENT OR CAREGIVER

Jennifer Sample was recently evaluated using the Vineland Adaptive Behavior Scales, Third Edition (Vineland-3). This report summarizes Jennifer's Vineland-3 results.

The Vineland-3 measures adaptive behaviors, which are the things that people need to do to function in their everyday lives. These important everyday behaviors can be grouped into the broad areas of communication, practical daily living skills, and relating to other people. The specific adaptive behaviors that are needed change as a child grows older and depends less on the help of others, but at every age, certain behaviors and skills are expected in the home, school, and community. Learning about a child's adaptive behaviors and skills is part of a process that can help in planning for her education and for any special needs at home or in school.

To determine the level of a child's adaptive behavior, someone who knows that child well--usually a parent, caregiver, or teacher--is asked to describe her daily activities. The level of those activities is compared with that of other children the same age. This allows us to find out the areas in which the child is performing as well as others her age, as well as any areas in which the child is not doing as well and therefore needs help. In this case, Jennifer's adaptive behaviors were described by Susan T. Sample during an interview conducted by Bonnie Kamp.

Jennifer's results were compared to those of a norm sample, which is a representative group of children of the same age from across the United States. The labels below describe Jennifer's standing in the three broad areas described above, plus an overall summary score.

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

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

Adaptive Behavior Area	Level Compared to Others Her Age
Physical Skills	Adequate

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

Sincerely,