

The *Conceptual domain* assesses adaptive behaviors related to cognitive, communication, and academic skills. Specific areas of adaptive skill which are assessed by this domain include *Communication* and *Functional Academics*.

The *Communication* subscale includes the ability to comprehend and express information through symbolic behaviors (e.g., spoken word, written word/orthography, graphic symbols, sign language, manually coded English) or nonsymbolic behaviors (e.g., facial expression, body movement, touch, gesture). Specific examples include the ability to comprehend and/or receive a request, an emotion, a greeting, a comment, a protest, or rejection. Higher level skills of communication (e.g., writing a letter) would also relate to functional academics (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the *Communication* subscale.

The *Functional Academics* subscale measures cognitive abilities and skills related to learning at school that also have direct application in one's life (e.g., writing, reading, using basic practical math concepts, basic science as it relates to awareness of the physical environment and one's health and sexuality, geography, and social studies). It is important to note that the focus of this skill area is not on grade-level academic achievement but, rather, on the acquisition of academic skills that are functional in terms of independent living (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the *Functional Academics* subscale.

40. Applies functional academics to his/her health and safety (e.g., reads informational signs, reads poison warnings, etc.)
41. Understands the concept of time (e.g., tells time, uses a calendar, etc.)
42. Understands the concept of measurement (e.g., length, volume, weight, etc.)
43. Uses resources to solve daily math problems (e.g., a calculator to perform practical math, a timer, etc.)

The *Social domain* assesses adaptive behaviors associated with interpersonal skills and social competence. Specific areas of adaptive skill which are assessed by this domain include *Social*, *Leisure*, and *Self-Direction*.

The *Social* subscale measures skills related to social exchanges with other individuals, including initiating, interacting, and terminating interaction with others; receiving and responding to pertinent situational cues; recognizing feelings; providing positive and negative feedback; regulating one's own behavior; being aware of peers and peer acceptance; gauging the amount and type of interaction with others; assisting others; forming and fostering of friendships and love; coping with demands from others; making choices; sharing; understanding honesty and fairness; controlling impulses; conforming conduct to laws; violating rules and laws; and displaying appropriate socio-sexual behavior (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the *Social* subscale.

18. Responds appropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)
22. Responds appropriately to environmental social cues (e.g., when it is appropriate to interact, when it is not appropriate to interact, etc.)
30. Makes and keeps friends

The *Leisure* subscale measures the development of a variety of leisure and recreational interests (e.g., self-entertainment and interactional) that reflect personal preferences and choices and, if the activity will be conducted in public, age and cultural norms. Skills include choosing and self-initiating interests, using and enjoying home and community leisure and recreational activities alone and with others, playing socially with others, taking turns, terminating or refusing leisure or recreational activities, extending one's duration of participation, and expanding one's repertoire of interests, awareness, and skills. Related skills include behaving appropriately in the leisure and recreation setting, communicating choices and needs, participating in social interaction, applying functional academics, and exhibiting mobility skills (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the *Leisure* subscale.

45. Learns from mistakes and attempts to improve skills, etc.
46. Engages in leisure/recreational activities alone
49. Articulates preferences, makes refusals, and terminates an activity or situation (i.e., can be assertive in protecting his/her interests)

The *Self-Direction* subscale measures skills related to making choices; learning and following a schedule; initiating activities appropriate to the setting, conditions, schedule, and personal interests; completing necessary or required tasks; seeking assistance when needed; resolving assertiveness and self-advocacy skills (AAMR, 1992).

Andrea scored at one standard deviation above the mean on the *Self-Direction* subscale.

ABES-R2: 4-12 QUICK SCORE BEHAVIORS OF CONCERN SCHOOL VERSION SAMPLE

The *Practical* domain assesses adaptive behaviors related to independent living and daily life skills. Specific areas of adaptive skill which are assessed by this domain include *Self-Care, Home Living, Community Use, Health & Safety, and Work*.

The *Self-Care* subscale includes skills involved in toileting, eating, dressing, hygiene, and grooming (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the *Self-Care* subscale.

The *Home Living* subscale measures skills related to functioning within a home, which include clothing care, housekeeping, property maintenance, food preparation and cooking, planning and budgeting for shopping, home safety, and daily scheduling. Related skills include orientation and behavior in the home and nearby neighborhood, communication of choices and needs, social interaction, and application of functional academics in the home (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the *Home Living* subscale.

41. Understands the concept of time (e.g., tells time, uses a calendar, etc.)
42. Understands the concept of measurement (e.g., length, volume, weight, etc.)

The *Community Use* subscale measures skills related to the appropriate use of community resources, including traveling in the community; grocery and general shopping at stores and markets; purchasing or obtaining services from other community businesses (e.g., gas stations, repair shops, doctor and dentist's offices); attending church or synagogue; using public transportation and public facilities, such as schools, libraries, parks and recreational areas, and streets and sidewalks; attending theaters; and visiting other cultural places and events. Related skills include behavior in the community, communication of choices and needs, social interaction, and the application of functional academics (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the *Community Use* subscale.

The *Health & Safety* subscale measures skills related to maintenance of one's health in terms of eating; illness identification, treatment, and prevention; basic first aid; sexuality; physical fitness; basic safety considerations (e.g., following rules and laws, using seat belts, crossing streets, interacting with strangers, seeking assistance); regular physical and dental check-ups; and personal habits. Related skills include protecting oneself from criminal behavior, using appropriate behavior in the community, communicating choices and needs, participating in social interactions, and applying functional academics (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the *Health & Safety* subscale.

38. Determines when he/she is not well and seeks appropriate treatment (e.g., tells the teacher, asks to see nurse, etc.)
40. Applies functional academics to his/her health and safety (e.g., reads informational signs, reads poison warnings, etc.)

The *Work* subscale measures skills related to holding a part or full-time job or jobs in the community in terms of specific job skills, appropriate social behavior, and related work skills (e.g., completion of tasks, awareness of schedules, ability to seek assistance, take criticism, and improve skills, money management, financial resources allocation, and the application of other functional academic skills; and skills related to going to and from work, preparation of work, management of oneself while at work, and interaction with co-workers) (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the *Work* subscale.

45. Learns from mistakes and attempts to improve skills, etc.
53. Is dependable (e.g., in attendance, on time, prepared, ready to work, etc.)
54. Accepts constructive criticism

ABES-R2: 4-12 QUICK SCORE BEHAVIORS OF CONCERN SCHOOL VERSION SAMPLE

The *Conceptual* domain assesses adaptive behaviors related to cognitive, communication, and academic skills. Specific areas of adaptive skill which are assessed by this domain include *Communication* and *Functional Academics*.

The *Communication* subscale includes the ability to comprehend and express information through symbolic behaviors (e.g., spoken word, written word/orthography, graphic symbols, sign language, manually coded English) or nonsymbolic behaviors (e.g., facial expression, body movement, touch, gesture). Specific examples include the ability to comprehend and/or receive a request, an emotion, a greeting, a comment, a protest, or rejection. Higher level skills of communication (e.g., writing a letter) would also relate to functional academics (AAMR, 1992).

Andrea scored within one standard deviation below the mean on the *Communication* subscale.

8. Comprehends graphic symbols, sign language, etc.
9. Comprehends the meaning of various facial expressions, body movements, touches, and gestures

The *Functional Academics* subscale measures cognitive abilities and skills related to learning at school that also have direct application in one's life (e.g., writing, reading, using basic practical math concepts, basic science as it relates to awareness of the physical environment and one's health and sexuality, geography, and social studies). It is important to note that the focus of this skill area is not on grade-level academic achievement but, rather, on the acquisition of academic skills that are functional in terms of independent living (AAMR, 1992).

Andrea scored more than one standard deviation below the mean on the *Functional Academics* subscale.

39. Applies functional academics to community situations (e.g., uses a pay telephone, uses appropriate change for bus fare, reads informational signs; shares name, address, phone number; etc.)
44. Has an appropriate diet (i.e., eats nutritious foods, appropriate quantities, etc.)
47. Understands the concept of time (e.g., tells time, uses a calendar, etc.)
48. Understands the concept of measurement (e.g., length, volume, weight, etc.)

The *Social* domain assesses adaptive behaviors associated with interpersonal skills and social competence. Specific areas of adaptive skill which are assessed by this domain include *Social*, *Leisure*, and *Self-Direction*.

The *Social* subscale measures skills related to social exchanges with other individuals, including initiating, interacting, and terminating interaction with others; receiving and responding to pertinent situational cues; recognizing feelings; providing positive and negative feedback; regulating one's own behavior; being aware of peers and peer acceptance; gauging the amount and type of interaction with others; assisting others; forming and fostering of friendships and love; coping with demands from others; making choices; sharing; understanding honesty and fairness; controlling impulses; conforming conduct to laws; violating rules and laws; and displaying appropriate socio-sexual behavior (AAMR, 1992).

Andrea scored at one standard deviation below the mean on the *Social* subscale.

19. Responds appropriately to typical physical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.)
22. Demonstrates the ability to appropriately resolve disagreements (e.g., withdrawal, talking, etc.)
23. Makes appropriate use of free time
28. Functions appropriately in the presence of verbal and physical stimuli in the classroom (i.e., impulse control)
34. Is socially accepted by others

The *Leisure* subscale measures the development of a variety of leisure and recreational interests (e.g., self-entertainment and interactional) that reflect personal preferences and choices and, if the activity will be conducted in public, age and cultural norms. Skills include choosing and self-initiating interests, using and enjoying home and community leisure and recreational activities alone and with others, playing socially with others, taking turns, terminating or refusing leisure or recreational activities, extending one's duration of participation, and expanding one's repertoire of interests, awareness, and skills. Related skills include behaving appropriately in the leisure and recreation setting, communicating choices and needs, participating in social interaction, applying functional academics, and exhibiting mobility skills (AAMR, 1992).

Andrea scored within one standard deviation below the mean on the *Leisure* subscale.

53. Engages in leisure/recreational activities alone

The *Self-Direction* subscale measures skills related to making choices; learning and following a schedule; initiating activities appropriate to the setting, conditions, schedule, and personal interests; completing necessary or required tasks; seeking assistance when needed; resolving assertiveness and self-advocacy skills (AAMR, 1992).

Andrea scored within one standard deviation below the mean on the *Self-Direction* subscale.

40. Seeks assistance when appropriate

The *Practical* domain assesses adaptive behaviors related to independent living and daily life skills. Specific areas of adaptive skill which are assessed by this domain include *Self-Care*, *Home Living*, *Community Use*, *Health & Safety*, and *Work*.

The *Self-Care* subscale includes skills involved in toileting, eating, dressing, hygiene, and grooming (AAMR, 1992).

Andrea scored within one standard deviation below the mean on the *Self-Care* subscale.

13. Demonstrates appropriate hygiene (e.g., clean hands and face, free of body odor, changes clothing when appropriate, etc.)

The *Home Living* subscale measures skills related to functioning within a home, which include clothing care, housekeeping, property maintenance, food preparation and cooking, planning and budgeting for shopping, home safety, and daily scheduling. Related skills include orientation and behavior in the home and nearby neighborhood, communication of choices and needs, social interaction, and application of functional academics in the home (AAMR, 1992).

Andrea scored more than one standard deviation below the mean on the *Home Living* subscale.

16. Takes care of personal property (e.g., clothing, toys, books, pencils, etc.)
47. Understands the concept of time (e.g., tells time, uses a calendar, etc.)
48. Understands the concept of measurement (e.g., length, volume, weight, etc.)

The *Community Use* subscale measures skills related to the appropriate use of community resources, including traveling in the community; grocery and general shopping at stores and markets; purchasing or obtaining services from other community businesses (e.g., gas stations, repair shops, doctor and dentist's offices); attending church or synagogue; using public transportation and public facilities, such as schools, libraries, parks and recreational areas, and streets and sidewalks; attending theaters; and visiting other cultural places and events. Related skills include behavior in the community, communication of choices and needs, social interaction, and the application of functional academics (AAMR, 1992).

Andrea scored more than one standard deviation below the mean on the *Community Use* subscale.

23. Makes appropriate use of free time
39. Applies functional academics to community situations (e.g., uses a pay telephone, uses appropriate change for bus fare, reads informational signs; shares name, address, phone number; etc.)

The *Health & Safety* subscale measures skills related to maintenance of one's health in terms of eating; illness identification, treatment, and prevention; basic first aid; sexuality; physical fitness; basic safety considerations (e.g., following rules and laws, using seat belts, crossing streets, interacting with strangers, seeking assistance); regular physical and dental check-ups; and personal habits. Related skills include protecting oneself from criminal behavior, using appropriate behavior in the community, communicating choices and needs, participating in social interactions, and applying functional academics (AAMR, 1992).

Andrea scored more than one standard deviation below the mean on the *Health & Safety* subscale.

13. Demonstrates appropriate hygiene (e.g., clean hands and face, free of body odor, changes clothing when appropriate, etc.)
44. Has an appropriate diet (i.e., eats nutritious foods, appropriate quantities, etc.)

The *Work* subscale measures skills related to holding a part or full-time job or jobs in the community in terms of specific job skills, appropriate social behavior, and related work skills (e.g., completion of tasks, awareness of schedules, ability to seek assistance, take criticism, and improve skills, money management, financial resources allocation, and the application of other functional academic skills; and skills related to going to and from work, preparation of work, management of oneself while at work, and interaction with co-workers) (AAMR, 1992).

Andrea scored more than one standard deviation below the mean on the *Work* subscale.

13. Demonstrates appropriate hygiene (e.g., clean hands and face, free of body odor, changes clothing when appropriate, etc.)
40. Seeks assistance when appropriate
63. Accepts constructive criticism

ABES-R2: 4-12 QUICK SCORE BEHAVIORS OF CONCERN HOME VERSION SAMPLE