Nome of			SUMMAR	SUMMARY OF SCORES	S		
child: Andrea Thomas	Gender: Female	CONCEPUTAL DOMAIN	SOCIAL DOMAIN	OMAIN	PRACTI	PRACTICAL DOMAIN	AIN
School: Midvale Elementary City: Midvale	Grade: 5 State: MS	Raw Standard Standard Score Score Score SEM (Appendix A) (Appendix D)	0,	Raw Standard Standard Score Score Score (Appendix A)	Raw Score	Raw Standard icore Score (Appendix A)	Standard Score SEM (Appendix D)
Date of rating: 2003	10 29	Communication 37 8 2.73	Social 90 7	7 1.29	Self-Care 27	8 4	2.55
	(month) (day)		Leisure 58 8	3 1.88	Home Living 42	9	2.30
Date of birth: $\frac{1993}{\sqrt{1993}}$	7 23	Academics 20 0 5.13	Self-		Community Use 18	9 8	3.28
	(montn) (day)			7.00	Health & Safety 30	5	2.32
Age at rating: $\frac{10}{(voars)}$	3 6 (months)	3			Work 45	9	1.99
		Subscale Ouclient %ile	Sum of Domain Subscale Ouotient	in ent %ile	Sum of D	Domain Ouotient	%ile
Rated by (observer's name) :	M. Jackson	(Appendix B) (A	3	₹		Appendix B)	(Appendix B)
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From $08/31/2003$ To $10/29/2003$	or child occurred: 10/29/2003	TOTAL SCORE	ADADTIVE SKILLS	4	ADADTIVE SKILLS		CONETDENCE
Relationship to child:		DARD CORES		%ile (Annendix C)	QUOTIENT SEM	IN	INTERVAL
				11	5.06	6	%66
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	Adaptive Skills %ile rank																		×			Hawthorne Educational Services, Inc.
RANKS	Practical Domain %ile rank																		×			ational Se
PERCENTILE RANKS	Social Domain %ile rank																×					orne Educ
PER	Conceptual Domain %ile rank																	×				Hawth
	%iles	>99 95	06	82	80	72	2	9	09	22	20	45	9	32	30	22	70	12	10	D.	∠1	
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QUOTIENTS	Social Domain Quotient	-1	1_	S			J							×								
0	Cor_eptual Domain Quo,ent	D,		0										×								900
	Quotient	150	0,4	15	130	125	120	115	110	105	100	92	06	82	80	75	2	65	09	22	50	Copyright©2006
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SSCALES	Self- Home Community Care Living Use												X		×	×						Copy
SUBSCALES	Self- Home Community Care Living Use														×	×						Copy
SUBSCALES	Self- Home Community Care Living Use												×	×	×	×						Copy
SUBSCALES	Self- Self- Home Community Social Leisure Direction Care Living Use												×	X	×	X						
SUBSCALES	Self- Home Community Care Living Use												×	X	X	X						ABES-R2: 4-12 HV Copy

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 coworkers) (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

Name of			SUMMARY OF SCORES	RES	
child: Andrea Thomas	Gender: Female	CONCEPUTAL DOMAIN	SOCIAL DOMAIN	PRACTICAL DOMAIN	IAIN
School: Midvale Elementary City: Midvale	Grade: 5 State: MS	Raw Standard Standard Score Score Score Score (Appendix D)	Raw Standard Standard Score Score Score SEM (Appendix A) (Appendix D)	Raw Standard Standard Score Score Score Score SEN XD) (Appendix D) (Appendix D)	d Standard Score SEM
Date of rating: $\frac{2003}{\sqrt{2003}}$	10 29	Communication 37 8 2.73	Social 90 7 1.29	Self-Care 27 8	2.55
	(month) (day)	Functional 20 6 3.15	Leisure 58 8 1.88	Home Living 42 6	2.30
Date of birth: 1993 (year)	$\frac{7}{\text{(month)}} \frac{23}{\text{(day)}}$		Self- Direction 24 8 2.86		3.28
Age at rating: $\frac{10}{100000000000000000000000000000000$	3 6	B		Health & Safety 30 5 Work 45 6	2.32
		Sum of Domain Subscale Our lent %ile	Sum of Domain %ile	Sum of Subscale	%ile
Rated by (observer's name):	M. Jackson	(Appendix B) (A	(Appendix B) (A	SS	(Appendix B)
Dates during which observation of child occurred:	of child occurred:	14	25 80 18	/9 	$\left\ \sum_{i=1}^{n} \left(\sum_{j=1}^{n} \sum_{i=1}^{n} \left(\sum_{j=1}^{n} \sum_{j=1}^{n} \sum_{j=1}^{n} \left(\sum_{j=1}^{n} \sum_{j$
From 08/31/2003 To	10/29/2003	TOTAL SCUP.	ADAPTIVE SKILLS	ADAPTIVE SKILLS CONF	CONFIDENCE
Relationship to child:		STA ADARD STORES QU	QUOTIENT %ile (Appendix C) (Appendix C)	QUOTIENT SEM INTI (Appendix D)	INTERVAL
		7	81 11	5.06	%66

	Adaptive Skills %ile rank	×
RANKS	Practical Domain %ile rank	
PERCENTILE RANKS	Social Domain %ile rank	×
PER	Conceptual Domain %ile rank	×
	%iles	299 88 88 80 80 80 60 60 60 60 60 60 60 60 80 80 80 80 80 80 80 80 80 80 80 80 80
	Adaptive Skills Ouotient	×
S	Practical Adaptive Domain Skills Ouotient Ouotient	
QUOTIENTS	Social Domain Ouotient	× SCO
O Of	Cor_eptual Domain Ouo ent	
	Work Quotients	150 130 130 126 115 110 110 100 100 100 100 100 100 100
	WGFR	×
	Health & Safety	×
	Home Community Living Use	×
	Home Living	×
	Self- Care	×
SUBSCALES	Self- Direction	
SU	Social Leisure	×
	Social	×
	Standard Communi- Functional Scores cation Academics	×
	Standard Scores	20 118 117 117 117 118 119 119 119 119 119 119 119 119 119

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.

- 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.

- Applies functional academics to community situations (e.g., uses a pay telephon), 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 in Tuce Socia' Leisure, and Self-Direction.

The Social subscale measures skills related to social excharges with other, individuals, including initiating, interacting, and terminating interaction with others; receiving and responding a pertinent situat; and cues; recognizing feelings; providing positive and negative feedback; regulating one's own behavior; being awar of peers all dipeer 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, 1912)

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

- Responds appropriately to typical hypical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.) Demonstrates the ability to appropriately risc ve disagnements (e.g., withdrawal, talking, etc.)
- 22.
- 23. Makes appropriate use of free time
- Functions appropriately in the presence of verbal and physical stimuli in the classroom (i.e., impulse control) 28.
- 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.

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.

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