

# ADAPTIVE BEHAVIOR EVALUATION SCALE REVISED SECOND EDITION: 13-18 YEARS (ABES-R2: 13-18 Years)

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&  
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The *Adaptive Behavior Evaluation Scale-Revised Second Edition (ABES-R2)* provides a measure of adaptive skills necessary for success in educational and residential settings. The **ABES-R2** may be used as a general or specific measure of adaptive skills with any student experiencing academic or behavioral difficulties regardless of the severity or suspected disability. The **ABES-R2** assesses 10 areas of adaptive skills grouped under the three adaptive behavior domains defined in the 10<sup>th</sup> *AAMR Definition of Mental Retardation (AAMR, 2002)*. The **Conceptual** domain assesses the adaptive skills areas of *Communication* and *Functional Academics*. The **Social** domain assesses the *Social, Leisure, and Self-Direction* adaptive skills areas. *Self-Care, Home Living, Community Use, Health & Safety, and Work* are the adaptive skills areas assessed in the **Practical** domain.

The **ABES-R2:13-18 School Version** was standardized on a total of 1,897 students. The **ABES-R2: 13-18 Home Version** was standardized on a total of 1,034 students. Demographic characteristics of the standardization population approximated the national percentages for gender, residence, race, geographic area, and occupation of parents.

Internal consistency of the **ABES-R2: 13-18 School and Home Versions** fell at or above .80 for each subscale. Test-retest reliability for both versions yielded correlation coefficients ranging from .60 to .85, indicating substantial reliability for each of the 10 subscales. Coefficients for inter-rater reliability for the subscales ranged from .61 to .73 for all age levels. Content validity was established through the initial development process. The school version was compared to the *Adaptive Behavior Scale - School: Second Edition (1993)* and the home version was compared to the *Scales of Independent Behavior - Revised (1996)* and the *Vineland Adaptive Behavior Scales - Classroom Edition (1985)* as a measure of concurrent validity. The construct validity of the scale supports strong diagnostic validity. Item performance correlated positively with total score performance, further substantiating the internal cohesiveness of the scale as a measure of adaptive skills.

The **ABES-R2: 13-18** uses frequency-referenced quantifiers. Each item on the **ABES-R2: 13-18** is rated on a six point scale from (0) NOT DEVELOPMENTALLY APPROPRIATE FOR AGE to (5) DEMONSTRATES THE BEHAVIOR OR SKILL CONSISTENTLY. Following administration, seven types of scores may be obtained: frequency rating for each item (reflecting the degree of success in performing a behavior), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (a consistent basis for comparing students), a domain quotient and percentile, and an adaptive skills quotient and percentile. Using the subscale standard scores, a profile of the student's level of functioning across the 10 subscales may be constructed.

The **ABES-R2: 13-18** takes approximately 20 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, clinical personnel, other school personnel, or the parent/guardian. The **ABES-R2: 13-18** complete kit consists of school and home version rating forms and technical manuals, and the *Adaptive Behavior Intervention Manual: 13-18 Years*. The intervention manual includes goals, objectives, and intervention strategies for the behaviors on the scale and was designed for the convenient development of the student's IEP.

The **ABES-R2: 13-18** is a valuable tool designed to assist school personnel in making diagnostic, placement, and programming decisions for mentally retarded and emotionally disturbed/behaviorally disordered children and adolescents. The strong correlation of school and home ratings of adaptive skills makes the **ABES-R2: 13-18** an efficient and effective means of measuring adaptive skills for educational decision-making. The companion *Adaptive Behavior Intervention Manual: 13-18 Years* is a must for use in program development and implementation for handicapped students. The **ABES-R2: 13-18 Quick Score** is a Windows®-compatible program which converts raw scores to standard and percentile scores.



H A W T H O R N E  
Phone: (800) 542-1673 FAX: (800) 442-9509

# SCHOOL VERSION RATING FORM: 13-18 YEARS

Stephen B. McCarney

## COVER SHEET

### RATING GUIDELINES

- The student should be rated by educational personnel with primary observational opportunities who work directly with the student during instructional situations.
- If a rater has no knowledge of the student's ability to perform a particular item on the scale, it is recommended that another educator be consulted to provide information for that item. No boxes are to be left blank.
- The rater should rely on his/her observation of the student's behavior as it occurs naturally in the educational environment.
- It is recommended that the rater read each quantifier with the item, before rating the item. Using item 8 as an example, the rater would first read, "Is not developmentally appropriate for age to tie or fasten shoes," then "Does not demonstrate tying or fastening shoes," "Is developing tying or fastening shoes," "Demonstrates tying or fastening shoes inconsistently," "Demonstrates tying or fastening shoes most of the time," and finally "Demonstrates tying or fastening shoes consistently."
- It is not necessary to complete the rating for a student in one day. Several days may elapse before the rater is able to complete the scale.
- The ABES-R2 is not a test which requires a performance demonstration for each item on the scale. The rater should rely on observations of the student's ability to perform the behaviors on the scale as those behaviors occur naturally in the educational environment.
- If the behavior or skill is developmentally beyond what is expected for the student's age, the rating should be **0**  
NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.
- If the student has not yet developed the behavior or skill or chooses not to demonstrate the behavior or skill, the rating should be **1**  
DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL.
- If the student is beginning to develop/demonstrate the behavior or skill, but it is not yet developed to the point where the student is successful; the rating should be **2**  
IS DEVELOPING THE BEHAVIOR OR SKILL.
- If the student has developed the behavior or skill but does not demonstrate the behavior or skill on a regular basis, the rating should be **3**  
DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY.
- If the student demonstrates the behavior or skill at most every opportunity, and performs the behavior or skill successfully except in a few instances, the rating should be **4**  
DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME.
- If the student functions at the most successful level, and is consistently successful in all situations relative to the behavior or skill, the rating should be **5**  
DEMONSTRATES THE BEHAVIOR OR SKILL CONSISTENTLY.

#### IMPORTANT \*\*\* PLEASE NOTE: \*\*\* IMPORTANT

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TO RATER: Rate every item using the quantifiers (0-5) provided.  
Every item (1-55) must be rated. Do not leave any boxes blank.

NOT DEVELOPMENTALLY APPROPRIATE FOR AGE	DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL	IS DEVELOPING THE BEHAVIOR OR SKILL	DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY	DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME	DEMONSTRATES THE BEHAVIOR OR SKILL CONSISTENTLY
0	1	2	3	4	5
5	1. Comprehends typical verbal communications (e.g., verbal directions, conversations, questions, etc.)		5	19. Demonstrates appropriate grooming habits (e.g., appropriate hair length, beard trimmed, fingernails trimmed, etc.)	
5	2. Provides relevant verbal responses to conversations, questions, etc.		5	20. Turns on faucet, flushes toilet, operates light switch, etc.	
5	3. Adequately expresses opinions, feelings, emotions, needs, choices, etc., with spoken word, sign language, graphic symbols, etc.		4	21. Takes care of personal property (e.g., clothing, toys, books, pencils, etc.)	
5	4. Adequately expresses information through various facial expressions, body movements, touches, and gestures		5	22. Demonstrates appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)	
5	5. Communicates name, address, and phone number		4	23. Is ready for an activity at the specified time (e.g., learning and following a daily routine, schedule, etc.)	
5	6. Uses verbal skills to maintain positive relationships with others		4	24. Demonstrates appropriate social interaction skills (e.g., maintains appropriate distance from others, greets others appropriately, etc.)	
5	7. Has an adequate expressive vocabulary		5	25. Completes simple housekeeping tasks (e.g., cleaning desktops, dusting, clearing table, etc.)	
5	8. Comprehends written communication (e.g., understands written directions, signs, symbols, warnings, etc.)		5	26. Uses a broom, mop, vacuum, etc., to keep an area clean	
4	9. Expresses complete sentences or complete thoughts in legible handwriting		5	27. Completes simple maintenance activities or calls attention to maintenance needs (e.g., changing lightbulb, leaking faucet, toilet repair, broken window, etc.)	
5	10. Comprehends graphic symbols, sign language, etc.		5	28. Prepares a simple meal (e.g., can operate a stovetop, oven, microwave, etc.)	
5	11. Comprehends the meaning of various facial expressions, body movements, touches, and gestures		4	29. Plans and budgets for shopping	
5	12. Applies functional academics to communication (e.g., reads a letter, writes a letter, reads and fills out a job application form, etc.)		5	30. Uses potentially hazardous items in a safe manner (e.g., electrical appliances, knives, cleaning supplies, medications, matches, tools, etc.)	
5	13. Takes care of toileting needs		4	31. Plans a daily routine (e.g., school day, work day, weekend)	
5	14. Ties or fastens shoes		0	32. Accesses assistance for such areas as communication from the IRS, billings from utilities, insurance forms, social services, food stamps, etc.	
5	15. Fastens articles of clothing (e.g., zips, buttons, snaps, etc.)		4	33. Uses money to make purchases (e.g., knows how much things cost, knows the amount of money to give a cashier, knows approximately how much change there should be, etc.)	
5	16. Demonstrates appropriate hygiene (e.g., clean hands and face, free of body odor, changes clothing when appropriate, etc.)		5	34. Applies functional academics to home living situations (e.g., using a telephone book, developing and using a budget, reading a simple recipe, paying bills, applying concepts of time and measurement, etc.)	
5	17. Demonstrates appropriate mealtime behavior (i.e., skills involved in eating, drinking, disposing of trash, etc.)				
5	18. Chooses clothes appropriate for the weather and occasion				

NOT DEVELOPMENTALLY APPROPRIATE FOR AGE	DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL	IS DEVELOPING THE BEHAVIOR OR SKILL	DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY	DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME	DEMONSTRATES THE BEHAVIOR OR SKILL CONSISTENTLY
0	1	2	3	4	5
4	10. Responds appropriately to typical physical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.)		5	26. Adjusts his/her behavior to the social situation (e.g., at a party, lunch with a friend, lunch with adults, etc.)	
4	11. Responds appropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)		4	27. Is truthful (i.e., reports events, situations, facts, etc., honestly)	
4	12. Interacts appropriately in a group situation (e.g., at a table with several peers, at a desk with peers nearby, standing in line, walking with a group, etc.)		5	28. Makes appropriate choices for the situation (e.g., purchases, employment, etc.)	
3	13. Demonstrates the ability to appropriately resolve disagreements (e.g., withdrawal, talking, etc.)		4	29. Is socially accepted by others	
4	14. Makes appropriate use of free time		5	30. Assists others	
5	15. Responds appropriately to environmental social cues (e.g., when it is appropriate to interact, when it is not appropriate to interact, etc.)		5	31. Makes and keeps friends	
5	16. Interacts appropriately with one other person (e.g., in a tutoring situation, in a team situation, at lunch, at work, etc.)		5	32. Conforms to the requirements of various situations (i.e., rules, regulations, expectations, laws, etc.)	
5	17. Shares with others		5	33. Finds necessary locations in the community (e.g., department store, grocery store, convenience store, etc.)	
5	18. Adjusts behavior to expectations of different situations (e.g., classrooms, recess, etc.)		0	34. Conducts business with community services (e.g., contact repair services, cable hookup, medical services, etc.)	
5	19. Demonstrates appropriate behavior in group games (e.g., follows existing rules, shows good sportsmanship, etc.)		5	35. Adjusts behavior to the expectations of community situations (e.g., sitting quietly in a movie theater, standing in a line, etc.)	
4	20. Functions appropriately in the presence of verbal and physical stimuli in the classroom (i.e., impulse control)		5	36. 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.)	
4	21. Responds appropriately to the feelings of others (e.g., with humor, with seriousness, with sympathy, etc.)		5	37. Accesses available forms of transportation (e.g., public bus, taxi, etc.) to travel to necessary locations in the community (e.g. physician, dentist, entertainment, employment, shopping, etc.)	
5	22. Displays the appropriate social interaction for the occasion (e.g., complimentary, empathy, expresses sympathy when appropriate, etc.)		5	38. Shops for personal needs	
5	23. Displays the appropriate interaction with strangers, acquaintances, close friends, family, etc. (i.e., demonstrates varying degrees of familiarity)		5	39. Uses public or private facilities to serve a need or interest (e.g., recreational areas such as pools, parks, etc.; theaters, museums, amusements, etc.)	
5	24. Demonstrates the ability to determine the appropriate duration of interaction for the situation (i.e., greetings tend to be of short duration, while conversations are longer)		5	40. Seeks assistance when appropriate	
5	25. Uses communication skills to initiate positive interpersonal relationships with others (e.g., uses "please" and "thank you," is not demanding, uses appropriate tone of voice, etc.)		4	41. Initiates activities appropriate for the situation (e.g., cleans up work area at the end of the day, makes appropriate use of free time by engaging in a personal interest/hobby, etc.)	
			4	42. Completes assignments or tasks during the time provided	
			4	43. Demonstrates problem-solving skills in new or unique situations (i.e., in situations that are different from previous events)	

NOT DEVELOPMENTALLY APPROPRIATE FOR AGE	DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL	IS DEVELOPING THE BEHAVIOR OR SKILL	DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY	DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME	DEMONSTRATES THE BEHAVIOR OR SKILL CONSISTENTLY
0	1	2	3	4	5
5	10. Demonstrates problem-solving skills in typical situations (i.e., in situations that are experienced on a regular basis)		5	26. Knows how to access weather information (e.g., television, telephone, radio, emergency weather alerts, etc.)	
5	11. Has an appropriate diet (i.e., eats nutritious foods, appropriate quantities, etc.)		5	27. Uses resources to solve daily math problems (e.g., a calculator to perform practical math, a timer, etc.)	
5	12. Determines what is appropriate to be eaten (i.e., if food is spoiled or unsafe)		5	28. Engages in a variety of leisure and recreational interests (e.g., listening to music, watching television, participating in sports, etc.)	
5	13. Determines when he/she is not well and seeks appropriate treatment (e.g., tells the teacher, asks to see nurse, etc.)		5	29. Chooses his/her own leisure/recreational activities (e.g., television, radio, reading, etc.)	
5	14. Takes necessary steps to prevent illness (e.g., sanitation, hygiene, plenty of rest, nutrition, etc.)		4	30. Learns from mistakes and attempts to improve skills, etc.	
5	15. Applies fundamental first aid knowledge (e.g., cleans a wound with antiseptic, bandages an injury, applies a cold compress to a burn, etc.)		5	31. Engages in leisure/recreational activities alone	
5	16. Understands concepts of sexuality (e.g., avoiding sexually transmitted diseases, knowledge of contraception, etc.)		5	32. Engages in leisure/recreational activities with others	
5	17. Demonstrates knowledge of what activities are necessary to maintain physical fitness (e.g., cardiovascular stimulation, muscle toning, stretching, etc.)		5	33. Takes turns when appropriate (e.g., playing games, in group conversations, choosing musical selections, etc.)	
5	18. Demonstrates knowledge of requirements for personal safety (e.g., using school equipment, obeying crosswalk signs, remaining seated on a bus, etc.)		5	34. Articulates preferences, makes refusals, and terminates an activity or situation (i.e., can be assertive in protecting his/her interests)	
5	19. Has regular medical and dental checkups		5	35. Is willing to try new leisure-time activities	
5	20. Avoids situations in which he/she could become the victim of a crime (e.g., is not careless with money, avoids personal contact with strangers, etc.)		5	36. Applies functional academics related to leisure/recreational activities (e.g., keeping score, following a schedule or routine, etc.)	
5	21. Applies functional academics to his/her health and safety (e.g., reads informational signs, reads poison warnings, etc.)		5	37. Demonstrates necessary mobility skills to participate in leisure/recreational activities	
5	22. Reads and follows a community map		4	38. Learns specific job skills (e.g., skills necessary for bussing tables, mowing yards, etc.)	
5	23. Understands the concept of time (e.g., tells time, uses a calendar, etc.)		4	39. Begins assignments after receiving directions, instructions, etc.	
5	24. Understands the concept of measurement (e.g., length, volume, weight, etc.)		4	40. Completes assignments with an acceptable level of accuracy	
5	25. Demonstrates the appropriate steps to take to avoid contaminating the environment (e.g., proper disposal of hazardous materials, recycling, etc.)		3	41. Is dependable (e.g., in attendance, on time, prepared, ready to work, etc.)	
			4	42. Makes realistic decisions regarding the spending of money (i.e., makes purchases appropriate for his/her situation)	
			5	43. Applies functional academics to work-related situations (e.g., reads directions, reads and observes safety warnings, fills out a time card, etc.)	
			4	44. Accepts constructive criticism	

# SCORING FORM

<b>CONCEPTUAL</b>		<b>SOCIAL</b>		<b>PRACTICAL</b>	
<u>Communication</u>	<u>Self-Care</u>	<u>Social</u>	<u>Leisure</u>	<u>Functional Academics</u>	<u>Community Use</u>
1. <u>5</u>	13. <u>5</u>	6. <u>5</u>	39. <u>5</u>	10. <u>5</u> 75. <u>5</u>	33. <u>4</u> 61. <u>5</u>
2. <u>5</u>	14. <u>5</u>	22. <u>5</u>	87. <u>5</u>	12. <u>5</u> 80. <u>5</u>	58. <u>5</u> 62. <u>5</u>
3. <u>5</u>	15. <u>5</u>	24. <u>4</u>	88. <u>5</u>	33. <u>4</u> 81. <u>5</u>	59. <u>0</u> 63. <u>5</u>
4. <u>5</u>	16. <u>5</u>	35. <u>4</u>	90. <u>5</u>	34. <u>5</u> 82. <u>5</u>	60. <u>5</u> 64. <u>5</u>
5. <u>5</u>	17. <u>5</u>	36. <u>4</u>	91. <u>5</u>	61. <u>5</u> 83. <u>5</u>	<div style="border: 1px solid black; display: inline-block; padding: 2px;">34</div>
6. <u>5</u>	18. <u>5</u>	37. <u>4</u>	92. <u>5</u>	70. <u>5</u> 84. <u>5</u>	Raw Score
7. <u>5</u>	19. <u>5</u>	38. <u>3</u>	93. <u>5</u>	73. <u>5</u> 85. <u>5</u>	<u>Health and Safety</u>
8. <u>5</u>	20. <u>5</u>	40. <u>5</u>	94. <u>5</u>	74. <u>5</u> 86. <u>5</u>	70. <u>5</u> 76. <u>5</u>
9. <u>4</u>	21. <u>4</u>	41. <u>5</u>	95. <u>4</u>	<div style="border: 1px solid black; display: inline-block; padding: 2px;">77</div>	71. <u>5</u> 77. <u>5</u>
10. <u>5</u>	82. <u>5</u>	42. <u>5</u>	96. <u>5</u>	Raw Score	72. <u>5</u> 78. <u>5</u>
11. <u>5</u>	<div style="border: 1px solid black; display: inline-block; padding: 2px;">49</div>	43. <u>5</u>	<div style="border: 1px solid black; display: inline-block; padding: 2px;">49</div>		73. <u>5</u> 79. <u>5</u>
12. <u>5</u>	Raw Score	44. <u>5</u>	Raw Score	<u>Home Living</u>	74. <u>5</u> 80. <u>5</u>
<div style="border: 1px solid black; display: inline-block; padding: 2px;">59</div>		45. <u>4</u>		25. <u>5</u> 32. <u>0</u>	75. <u>5</u>
Raw Score		46. <u>4</u>	<u>Self-Direction</u>	26. <u>5</u> 34. <u>5</u>	<div style="border: 1px solid black; display: inline-block; padding: 2px;">55</div>
		47. <u>5</u>	3. <u>5</u>	27. <u>5</u> 58. <u>5</u>	Raw Score
		48. <u>5</u>	23. <u>4</u>	28. <u>5</u> 74. <u>5</u>	
		49. <u>5</u>	53. <u>5</u>	29. <u>4</u> 83. <u>5</u>	<u>Work</u>
		50. <u>5</u>	65. <u>5</u>	30. <u>5</u> 94. <u>5</u>	29. <u>4</u> 89. <u>4</u>
		51. <u>5</u>	66. <u>4</u>	31. <u>4</u>	32. <u>0</u> 97. <u>4</u>
		52. <u>4</u>	67. <u>4</u>	<div style="border: 1px solid black; display: inline-block; padding: 2px;">58</div>	53. <u>5</u> 101. <u>4</u>
		54. <u>4</u>	68. <u>4</u>	Raw Score	62. <u>5</u> 102. <u>5</u>
		55. <u>5</u>	69. <u>5</u>		65. <u>5</u> 103. <u>4</u>
		56. <u>5</u>	98. <u>4</u>		<div style="border: 1px solid black; display: inline-block; padding: 2px;">40</div>
		57. <u>5</u>	99. <u>4</u>		Raw Score
		<div style="border: 1px solid black; display: inline-block; padding: 2px;">110</div>	100. <u>3</u>		
		Raw Score	101. <u>4</u>		
			<div style="border: 1px solid black; display: inline-block; padding: 2px;">51</div>		
			Raw Score		

Name of Student: Andrea Thomas Gender: F  
 School: Midvale High School  
 Class: Math Grade: 10  
 City: Midvale State: PA  
 Date of rating: 2003 (year) 11 (month) 2 (day)  
 Date of birth: 1987 (year) 6 (month) 10 (day)  
 Age at rating: 16 (years) 4 (months) 22 (days)  
 Rated by (observer's name): M. Jackson  
 Dates during which observation of student occurred:  
 From 8/31/03 To 11/2/03  
 Amount of time spent with student: 4 hrs, 10 min  
 Per day 50 min Per week: 4 hrs, 10 min

SUMMARY OF SCORES					
CONCEPTUAL DOMAIN		SOCIAL DOMAIN		PRACTICAL DOMAIN	
Raw Score	Standard Score SEM (Appendix A)	Raw Score	Standard Score SEM (Appendix A)	Raw Score	Standard Score SEM (Appendix A)
Communication	<u>59</u> <u>12</u> <u>1.91</u>	Social	<u>110</u> <u>11</u> <u>1.37</u>	Self-Care	<u>79</u> <u>12</u> <u>1.88</u>
Functional Academics	<u>49</u> <u>11</u> <u>1.88</u>	Leisure Self-Direction	<u>49</u> <u>12</u> <u>2.27</u>	Home Living	<u>58</u> <u>10</u> <u>2.55</u>
				Community Use	<u>34</u> <u>9</u> <u>2.92</u>
				Health & Safety	<u>55</u> <u>12</u> <u>2.06</u>
				Work	<u>40</u> <u>9</u> <u>3.04</u>
Sum of Subscale SS	<u>23</u> <u>104</u> <u>61</u>	Sum of Subscale SS	<u>32</u> <u>101</u> <u>52</u>	Sum of Subscale SS	<u>52</u> <u>98</u> <u>45</u>
<b>TOTAL SCORE</b>		<b>Adaptive Skills Quotient (Appendix C)</b>		<b>Adaptive Skills Quotient SEM (Appendix D)</b>	
Total Sum of Subscale Standard Scores <u>107</u>		Sum of Subscale SS <u>99</u> Percentile (Appendix C) <u>48</u>		Sum of Subscale SS <u>4.41</u> Confidence Interval <u>95</u> %	

Standard Scores	SUBSCALES					QUOTIENTS				PERCENTILE RANKS								
	Communication	Self-Care	Social	Leisure	Self-Direction	Functional Academics	Home Living	Community Use	Health & Safety	Work	Conceptual Domain Quotient	Social Domain Quotient	Practical Domain Quotient	Adaptive Skills Quotient	Conceptual Domain Percentile Rank	Social Domain Percentile Rank	Practical Domain Percentile Rank	Adaptive Skills Percentile Rank
20	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
19	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
18	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
17	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
16	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
15	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
14	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
13	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
12	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
11	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
10	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
9	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
8	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
7	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
6	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
5	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
3	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
2	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

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### III. Goals, Objectives, and Interventions

#### 1 Comprehends typical verbal communications

**Goal:**

1. The student will comprehend typical verbal communications.

**Objectives:**

1. The student will follow verbal directions in correct sequential order on \_\_\_\_ out of \_\_\_\_ trials.
2. The student will comprehend \_\_\_\_ out of \_\_\_\_ verbal communications.
3. The student will demonstrate the ability to comprehend verbal communication by listening carefully and summarizing the information with \_\_\_\_% accuracy.
4. The student will follow verbal directions with teacher assistance on \_\_\_\_ out of \_\_\_\_ trials.
5. The student will independently follow verbal directions on \_\_\_\_ out of \_\_\_\_ trials.
6. The student will follow one-step verbal directions on \_\_\_\_ out of \_\_\_\_ trials.
7. The student will demonstrate the ability to comprehend a conversation by listening carefully and responding appropriately on \_\_\_\_ out of \_\_\_\_ trials.
8. The student will demonstrate the ability to comprehend a question stated verbally by listening carefully and making an appropriate response on \_\_\_\_ out of \_\_\_\_ trials.
9. The student will repeat what is said with \_\_\_\_% accuracy.

**Interventions:**

1. Provide the student with a written copy of verbal communications (e.g., directions, questions, announcements, etc.).

2. When the student is required to recall information, remind him/her of the situation in which the material was originally presented (e.g., "Remember yesterday when we talked about...").

3. Allow the student to speak without being interrupted or hurried.

4. Follow a less desirable task with a highly desirable task. Make following of verbal directions and completion of the first task necessary to complete the second task.

5. Communicate clearly to the student when it is time to listen to verbal communications.

6. Use pictures, diagrams, and gestures when delivering information verbally.

7. Communicate in a variety of ways to facilitate the student's understanding (e.g., if the student fails to understand verbal directions, present them in written form).

8. Use multiple modalities (e.g., auditory, visual, tactile, etc.) when presenting verbal communications to the student.

9. Work through steps of the verbal directions as they are delivered to make certain the student follows the directions accurately.

10. Maintain a consistent format of verbal communications with the student.

11. Have the student question any verbal communications he/she does not understand.

12. Reinforce the student for attending to verbal communications based on the length of time the student can be successful. As the student demonstrates success, gradually increase the length of time required for reinforcement.

13. Teach the student context cues to determine the meaning of words he/she hears.

14. State directions, questions, comments, etc., to the student individually.

15. Tape record information for the student to replay and repeat as necessary.