

ADAPTIVE BEHAVIOR EVALUATION SCALE THIRD EDITION: 4-12 YEARS (ABES-3: 4-12 Years)

Stephen B. McCarney, Ed.D.

&
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The *Adaptive Behavior Evaluation Scale- Third Edition (ABES-3)* is a norms update of the *Adaptive Behavior Evaluation Scale-Revised Second Edition (ABES-R2)* (McCarney & Arthaud, 2006). It provides a measure of adaptive skills necessary for success in educational and residential settings. The **ABES-3** 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-3** assesses 10 areas of adaptive skills grouped under the three adaptive behavior domains defined in the 10th *AAMR Definition of Mental Retardation* (AAMR, 2002). The **Conceptual** domain includes the *Communication* and *Functional Academics* subscales and assesses cognitive, communication, and academic skills. The **Social** domain assesses skills related to social competence and includes the *Social*, *Leisure*, and *Self-Direction* subscales. The *Self-Care*, *Home Living*, *Community Use*, *Health & Safety*, and *Work* subscales in the **Practical** domain assess independent living skills.

The **ABES-3: 4-12 School Version** was standardized on a total of 2,012 students. The **ABES-3: 4-12 Home Version** was standardized on a total of 1,518 children and youth. 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-3: 4-12 School and Home Versions** fell at or above .88 for each subscale. Test-retest reliability for both versions yielded correlation coefficients ranging from .88 to .98, indicating substantial reliability for each of the 10 subscales. Coefficients for inter-rater reliability for the subscales ranged from .60 to .84 for all age levels. Content validity was established through the initial development process. The **ABES-3: 4-12** was compared to the *Adaptive Behavior Assessment System, Third Edition (ABAS-3)* (Harrison & Oakland, 2016) 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-3: 4-12** uses frequency-referenced quantifiers. Each item on the **ABES-3: 4-12** is rated on a six point scale from (0) NOT DEVELOPMENTALLY APPROPRIATE FOR AGE to (5) DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY. Following completion of the ratings, 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. The subscale standard scores are plotted on the graph at the bottom of the Profile Sheet to provide a visual representation of skills.

The **ABES-3: 4-12** 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-3: 4-12** complete kit consists of school and home version rating forms and technical manuals, and the *Adaptive Behavior Intervention Manual: 4-12 Years*. The intervention manual includes goals, objectives, and intervention strategies for the behaviors on the scale and was designed for the convenient development of a student's IEP.

The **ABES-3: 4-12** assists school personnel in making diagnostic, placement, and programming decisions for intellectually disabled and emotionally disturbed/behaviorally disordered children and youth. The strong correlation of school and home ratings of adaptive skills makes the **ABES-3: 4-12** an efficient and effective means of measuring adaptive skills for decision-making. Use the companion *Adaptive Behavior Intervention Manual: 4-12 Years* for program development and implementation for disabled students. The **ABES-3: 4-12 Quick Score** is a Windows®-compatible program which converts raw scores to standard and percentile scores.



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SCHOOL VERSION RATING FORM: 4-12 YEARS

Stephen B. McCarney

RATING GUIDELINES

- The student should be rated by school personnel who interact directly with the student in the school environment.
- The rater should rely on his/her observation of the student's behavior as it occurs naturally in the school environment.
- If the rater has no knowledge of the student's ability to perform a particular item on the scale, it is recommended that the rater consult another person in the school environment to provide information for that item. No boxes are to be left blank.
- It is recommended that each quantifier is read 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 display tying or fastening shoes," "Is developing tying or fastening shoes," "Displays tying or fastening shoes inconsistently," "Displays tying or fastening shoes most of the time," and finally "Displays 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.
- If the behavior/skill is one that the student would not be expected to display at his/her age, the rating should be **0**
NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.
- If the behavior/skill has not been observed because the student has not yet developed the behavior/skill or chooses not to display the behavior/skill, the rating should be **1**
DOES NOT DISPLAY THE BEHAVIOR/SKILL.
- If the student is beginning to develop/display the behavior/skill, but it is not yet developed to the point where the student is successful; the rating should be **2**
IS DEVELOPING THE BEHAVIOR/SKILL.
- If the student has developed the behavior/skill but does not display the behavior/skill on a regular basis, the rating should be **3**
DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY.
- If the student successfully displays the behavior/skill the majority of the time except in a few instances, the rating should be **4**
DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME.
- If the student is consistently successful in all situations relative to the behavior/skill, the rating should be **5**
DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY.

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Item #01811

ABES-3: 4-12 SV

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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 DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
0	1	2	3	4	5
3	1. Comprehends typical verbal communications (e.g., verbal directions, conversations, questions, etc.)		2	15. Is ready for an activity at the specified time (e.g., learning and following a daily routine, schedule, etc.)	
2	2. Provides relevant verbal responses to conversations, questions, etc.		2	16. Demonstrates appropriate social interaction skills (e.g., maintains appropriate distance from others, greets others appropriately, etc.)	
2	3. Communicates name, address, and phone number		2	17. Responds appropriately to typical physical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.)	
2	4. Has an adequate expressive vocabulary		2	18. Responds appropriately to teasing (e.g., name calling, etc.)	
1	5. Comprehends written communication (e.g., understands written directions, signs, symbols, warnings, etc.)				
1	6. Applies functional academics to communication (e.g., reads a letter, writes a letter, reads and fills out a form, etc.)				
2	7. Takes care of toileting needs				
1	8. Ties or fastens		2	20. Demonstrates the ability to appropriately resolve disagreements (e.g., withdrawal, talking, etc.)	
1	9. Fastens articles of clothing, zips, buttons, snaps, etc.		2	21. Makes appropriate use of free time	
1	10. Demonstrates appropriate hygiene (e.g., clean hands and face, free of body odor, changes clothing when appropriate, etc.)		2	22. Responds appropriately to environmental social cues (e.g., when it is appropriate to interact, when it is not appropriate to interact, etc.)	
3	11. Demonstrates appropriate mealtime behavior (i.e., skills involved in eating, drinking, disposing of trash, etc.)		3	23. Interacts appropriately with one other person (e.g., in a tutoring situation, in a team situation, at lunch, at work, etc.)	
3	12. Turns on faucet, flushes toilet, operates light switch, etc.		3	24. Shares with others	
2	13. Takes care of personal property (e.g., clothing, toys, books, pencils, etc.)		3	25. Adjusts behavior to expectations of different situations (e.g., classrooms, recess, etc.)	
3	14. Demonstrates appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)		3	26. Demonstrates appropriate behavior in group games (e.g., follows existing rules, shows good sportsmanship, etc.)	

ABES-3: 4-12 School Version
Sample Rating Form

NOT DEVELOPMENTALLY APPROPRIATE FOR AGE	DOES NOT DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
0	1	2	3	4	5
2			7		41. Understands the concept of time (e.g., tells time, uses a calendar, etc.)
2			7		42. Understands the concept of measurement (e.g., length, volume, weight, etc.)
3			7		43. Uses resources to solve daily math problems (e.g., a calculator to perform practical math, a timer, etc.)
3			7		44. Engages in a variety of leisure and recreational interests (e.g., listening to music, watching television, participating in sports, etc.)
3			7		45. Learns from mistakes and attempts to improve skills, etc.
3			4		46. Engages in leisure and recreational activities alone
3					Engages in leisure and recreational activities with
4					Takes turns when appropriate (e.g., playing games, in group conversations, choosing musical selections, etc.)
2			3		49. Articulates preferences, makes refusals, and terminates an activity or situation (i.e., can be assertive in protecting his/her interests)
7			2		50. Demonstrates necessary mobility skills to participate in leisure/recreational activities
2			2		51. Begins assignments after receiving directions, instructions, etc.
4			2		52. Completes assignments with an acceptable level of accuracy
2			2		53. Is dependable (e.g., in attendance, on time, prepared, ready to work, etc.)
7			2		54. Accepts constructive criticism
			2		55. Demonstrates the ability to find necessary locations in the building (e.g., classes, cafeteria, restroom, etc.)

**ABES-3: 4-12 School Version
Sample Rating Form**

SCORING FORM ABES-3: 4-12 SV

CONCEPTUAL		SOCIAL		PRACTICAL	
<u>Communication</u> 1. <u>3</u> 2. <u>2</u> 3. <u>2</u> 4. <u>2</u> 5. <u>1</u> 6. <u>1</u> <div style="border: 1px solid black; display: inline-block; padding: 2px;">11</div> Raw Score	<u>Social</u> 14. <u>3</u> 16. <u>2</u> 17. <u>2</u> 18. <u>2</u> 19. <u>2</u> 20. <u>2</u> 21. <u>2</u> 22. <u>2</u> 23. <u>3</u> 24. <u>3</u> 25. <u>3</u> 26. <u>3</u> 27. <u>2</u> 28. <u>2</u> 29. <u>3</u> 30. <u>3</u> 31. <u>3</u> 32. <u>3</u> 37. <u>2</u> <div style="border: 1px solid black; display: inline-block; padding: 2px;">47</div> Raw Score	<u>Self-Care</u> 7. <u>2</u> 8. <u>1</u> 9. <u>1</u> 10. <u>1</u> 11. <u>3</u> 12. <u>3</u> <div style="border: 1px solid black; display: inline-block; padding: 2px;">11</div> Raw Score <u>Home Living</u> 1. <u>1</u> 3. <u>3</u> 8. <u>3</u> Raw Score	<u>Community Use</u> 1. <u>3</u> 2. <u>2</u> 19. <u>2</u> 21. <u>2</u> 23. <u>3</u> 33. <u>3</u> 55. <u>2</u> <div style="border: 1px solid black; display: inline-block; padding: 2px;">17</div> Raw Score <u>Health & Safety</u> 10. <u>1</u> 19. <u>2</u> 23. <u>3</u> 31. <u>3</u> 32. <u>3</u> 38. <u>4</u> 39. <u>2</u> 40. <u>1</u> <div style="border: 1px solid black; display: inline-block; padding: 2px;">19</div> Raw Score	<u>Work</u> 10. <u>1</u> 14. <u>3</u> 15. <u>2</u> 16. <u>2</u> 19. <u>2</u> 23. <u>3</u> 34. <u>4</u> 36. <u>1</u> 45. <u>1</u> 51. <u>2</u> 52. <u>2</u> 53. <u>2</u> 54. <u>2</u> <div style="border: 1px solid black; display: inline-block; padding: 2px;">27</div> Raw Score	

ABES-3: 4-12 School Version
Sample Rating Form

Name of Student: Andrew Thomas Gender: M
 School: Midvale Elementary
 Class: all subjects Grade: 5
 City: Midvale State: MS
 Date of rating: 2016 (year) 5 (month) 4 (day)
 Date of birth: 2005 (year) 4 (month) 21 (day)
 Age at rating: 11 (years) 0 (months) 13 (days)
 Rated by (observer's name): M. Jackson
 Dates during which observation of student occurred:
 From 1/8/16 To 5/4/16
 Amount of time spent with student: 30 hrs
 Per day 6 hrs Per week: 30 hrs

SUMMARY OF SCORES					
CONCEPTUAL DOMAIN		SOCIAL DOMAIN		PRACTICAL DOMAIN	
Raw Score (Appendix A)	Standard Score SEM (Appendix D)	Raw Score (Appendix A)	Standard Score SEM (Appendix D)	Raw Score (Appendix A)	Standard Score SEM (Appendix D)
Communication	<u>11</u> <u>4</u> <u>2.96</u>	Social	<u>47</u> <u>6</u> <u>.78</u>	Self-Care	<u>11</u> <u>3</u> <u>1.24</u>
Functional Academics	<u>6</u> <u>1</u> <u>1.22</u>	Leisure	<u>22</u> <u>5</u> <u>1.24</u>	Home Living	<u>16</u> <u>4</u> <u>1.36</u>
		Self-Direction	<u>11</u> <u>5</u> <u>1.52</u>	Community Use	<u>17</u> <u>5</u> <u>1.32</u>
				Health & Safety	<u>19</u> <u>5</u> <u>1.24</u>
				Work	<u>27</u> <u>4</u> <u>1.08</u>
Sum of Subscale SS	<u>5</u> <u>64</u> <u><1</u>	Sum of Subscale SS	<u>16</u> <u>79</u> <u>8</u>	Sum of Subscale SS	<u>21</u> <u>75</u> <u>4</u>
TOTAL SCORE		Adaptive Behavior Quotient (Appendix C)		Adaptive Behavior Quotient SEM (Appendix D)	
Total Sum of Subscale Standard Scores		<u>42</u>		<u>71</u> <u>3</u> <u>3.14</u> <u>95</u> %	

Standard Scores	SUBSCALES							QUOTIENTS				PERCENTILE RANKS					
	Communication	Functional Academics	Social Leisure	Self-Direction	Self-Care	Home Living	Community Use	Health & Safety	Work	Conceptual Domain	Social Domain	Practical Domain	Adaptive Behavior	Conceptual Domain	Social Domain	Practical Domain	Adaptive Behavior
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 Rating Guidelines on page one.

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HOME VERSION RATING FORM: 4-12 YEARS

Stephen B. McCarney

RATING GUIDELINES

- The child or youth should be rated by a person in the home/residential environment that interacts directly with him/her (e.g., parent, guardian, houseparent, babysitter, etc.).
- The rater should rely on his/her observation of the child or youth's behavior as it occurs naturally in the home/residential environment.
- If the rater has no knowledge of the child or youth's ability to perform a particular item on the scale, it is recommended that the rater consult another person in the residential environment to provide information for that item. No boxes are to be left blank.
- It is recommended that each quantifier is read with the item, before rating the item. Using item 11 as an example, the rater would first read, "Is not developmentally appropriate for age to tie or fasten shoes," then "Does not display tying or fastening shoes," "Is developing tying or fastening shoes," "Displays tying or fastening shoes inconsistently," "Displays tying or fastening shoes most of the time," and finally "Displays tying or fastening shoes consistently."
- It is not necessary to complete the rating for the child or youth in one day. Several days may elapse before the rater is able to complete the scale.
- If the behavior/skill is one that the child or youth would not be expected to display at his/her age, the rating should be **0**
NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.
- If the behavior/skill has not been observed because the child or youth has not yet developed the behavior/skill or chooses not to display the behavior/skill, the rating should be **1**
DOES NOT DISPLAY THE BEHAVIOR/SKILL.
- If the child or youth is beginning to develop/display the behavior/skill, but it is not yet developed to the point where the child or youth is successful; the rating should be **2**
IS DEVELOPING THE BEHAVIOR/SKILL.
- If the child or youth has developed the behavior/skill but does not display the behavior/skill on a regular basis, the rating should be **3**
DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY.
- If the child or youth successfully displays the behavior/skill the majority of the time except in a few instances, the rating should be **4**
DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME.
- If the child or youth is consistently successful in all situations relative to the behavior/skill, the rating should be **5**
DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY.

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**TO RATER: Rate every item using the quantifiers (0-5) provided.
Every item (1-63) must be rated. Do not leave any boxes blank.**

NOT DEVELOPMENTALLY APPROPRIATE FOR AGE	DOES NOT DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
0	1	2	3	4	5
5	1. Comprehends typical verbal communications (e.g., verbal directions, conversations, questions, etc.)		4	18. Is ready for an activity at the specified time (e.g., learning and following a daily routine, schedule, etc.)	
5	2. Provides relevant verbal responses to conversations, questions, etc.		3	19. Responds appropriately to typical physical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.)	
4	3. Adequately expresses opinions, feelings, emotions, needs, choices, etc., with spoken word, sign language, graphic symbols, etc.		4	20. Responds appropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)	
5	4. Communicates name, address, and phone number		4	21. Interacts appropriately in a group situation (e.g., at a table with several people, standing in line, walking with a group)	
4	5. Uses verbal skills to maintain positive relationships with others		3	22. Demonstrates appropriate skills to appropriately resolve conflicts (e.g., talking, etc.)	
4	6. Has an adequate expressive vocabulary		4	23. Engages in leisure activities for free time	
4	7. Comprehends written communication (e.g., understands written directions, signs, symbols, warnings, etc.)		4	24. Interacts appropriately with one other person in a tutoring situation, in a team situation, at lunch, at work, etc.)	
3	8. Comprehends graphic symbols, etc.		5	25. Shares with others	
3	9. Comprehends typical expressive gestures		4	26. Adjusts behavior to expectations of different situations (e.g., classrooms, recess, etc.)	
5	10. Takes care of personal property		5	27. Demonstrates appropriate behavior in group games (e.g., follows existing rules, shows good sportsmanship, etc.)	
5	11. Ties or fastens shoes		3	28. Functions appropriately in the presence of verbal and physical stimuli in the classroom (i.e., impulse control)	
5	12. Fastens articles of clothing (e.g., zips, buttons, snaps, etc.)		4	29. Responds appropriately to the feelings of others (e.g., with humor, with seriousness, with sympathy, etc.)	
3	13. Demonstrates appropriate hygiene (e.g., clean hands and face, free of body odor, changes clothing when appropriate, etc.)		4	30. Displays the appropriate social interaction for the occasion (e.g., complimentary, empathy, expresses sympathy when appropriate, etc.)	
4	14. Demonstrates appropriate mealtime behavior (i.e., skills involved in eating, drinking, disposing of trash, etc.)		4	31. 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.)	
5	15. Turns on faucet, flushes toilet, operates light switch, etc.		4	32. Adjusts his/her behavior to the social situation (e.g., at a party, lunch with a friend, lunch with adults, etc.)	
3	16. Takes care of personal property (e.g., clothing, toys, books, pencils, etc.)				
4	17. Demonstrates appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)				

**ABES-3: 4-12 Home Version
Sample Rating Form**

NOT DEVELOPMENTALLY APPROPRIATE FOR AGE	DOES NOT DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
0	1	2	3	4	5
4	33. Is truthful (i.e., reports events, situations, facts, etc., honestly)		3	48. Understands the concept of measurement (e.g., length, volume, weight, etc.)	
3	34. Is socially accepted by others		4	49. Uses resources to solve daily math problems (e.g., a calculator to perform practical math, a timer, etc.)	
4	35. Assists others				
4	36. Makes and keeps friends		5	50. Engages in a variety of leisure and recreational interests (e.g., listening to music, watching television, participating in sports, etc.)	
4	37. Conforms to the requirements of various situations (i.e., rules, regulations, expectations, laws, etc.)		5	51. Chooses his/her own leisure/recreational activities (e.g., television, radio, reading, etc.)	
4	38. Adjusts behavior to the expectations of community situations (e.g., sitting quietly in a movie theater, standing in a line, etc.)		4	52. Learns from mistakes and attempts to improve skills, etc.	
3	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.)		3	53. Engages in leisure/recreational activities alone	
3	40. Seeks assistance when appropriate		5	54. Engages in leisure/recreational activities with others	
4	41. Initiates activities appropriate to the situation (e.g., cleans up work area, makes appropriate suggestions in a peer group)			55. Engages in leisure/recreational activities when appropriate (e.g., playing musical instruments, in group conversations, choosing musical selections, etc.)	
4	42. Completes assignments and tasks during the time provided		4	56. Articulates preferences, makes refusals, and terminates an activity or situation (i.e., can be assertive in protecting his/her interests)	
5	43. Demonstrates problem-solving skills in typical situations (i.e., in situations that are experienced on a regular basis)		4	57. Is willing to try new leisure-time activities	
3	44. Has an appropriate diet (i.e., eats nutritious foods, appropriate quantities, etc.)		4	58. Applies functional academics related to leisure/recreational activities (e.g., keeping score, following a schedule or routine, etc.)	
4	45. Determines when he/she is not well and seeks appropriate treatment (e.g., tells parent, babysitter, etc.)		4	59. Demonstrates necessary mobility skills to participate in leisure/recreational activities	
4	46. Demonstrates knowledge of requirements for personal safety (e.g., using school equipment, obeying crosswalk signs, remaining seated on a bus, etc.)		4	60. Begins assignments after receiving directions, instructions, etc.	
3	47. Understands the concept of time (e.g., tells time, uses a calendar, etc.)		4	61. Completes assignments with an acceptable level of accuracy	
			4	62. Is dependable (e.g., in attendance, on time, prepared, ready to work, etc.)	
			3	63. Accepts constructive criticism	

**ABES-3: 4-12 Home Version
Sample Rating Form**

SCORING FORM ABES-3: 4-12 HV

CONCEPTUAL		SOCIAL		PRACTICAL	
<p><u>Communication</u></p> <p>1. <u>5</u> 2. <u>5</u> 3. <u>4</u> 4. <u>5</u> 5. <u>4</u> 6. <u>4</u> 7. <u>4</u> 8. <u>3</u> 9. <u>3</u></p> <p><input type="text" value="37"/> Raw Score</p> <p><u>Functional Academics</u></p> <p>7. <u>4</u> 39. <u>3</u> 44. <u>3</u> 47. <u>3</u> 48. <u>3</u> 49. <u>4</u></p> <p><input type="text" value="20"/> Raw Score</p>	<p><u>Social</u></p> <p>3. <u>4</u> 5. <u>4</u> 17. <u>4</u> 19. <u>3</u> 20. <u>4</u> 21. <u>4</u> 22. <u>3</u> 23. <u>3</u> 24. <u>4</u> 25. <u>5</u> 26. <u>4</u> 27. <u>5</u> 28. <u>3</u> 29. <u>4</u> 30. <u>4</u> 31. <u>4</u> 32. <u>4</u> 33. <u>4</u> 34. <u>3</u> 35. <u>4</u> 36. <u>4</u> 37. <u>4</u> 43. <u>5</u></p> <p><input type="text" value="90"/> Raw Score</p>	<p><u>Assure</u></p> <p>4. <u>4</u> 5. <u>4</u></p> <p>ABES-3: 4-12 Home Version Sample Rating Form</p> <p>5. <u>4</u> 54. <u>4</u> 55. <u>4</u> 56. <u>4</u> 57. <u>4</u> 58. <u>4</u> 59. <u>4</u></p> <p><input type="text" value="58"/> Raw Score</p> <p><u>Self-Direction</u></p> <p>3. <u>4</u> 18. <u>4</u> 40. <u>3</u> 41. <u>4</u> 42. <u>4</u> 43. <u>5</u></p> <p><input type="text" value="24"/> Raw Score</p>	<p><u>Self-Care</u></p> <p>10. <u>5</u> 11. <u>5</u> 12. <u>5</u> 13. <u>3</u> 14. <u>4</u> 15. <u>5</u></p> <p><input type="text" value="27"/> Raw Score</p> <p><u>Home Living</u></p> <p>3. <u>4</u> 4. <u>4</u> 5. <u>4</u> 6. <u>4</u></p> <p><input type="text" value="42"/> Raw Score</p>	<p><u>Community Use</u></p> <p>21. <u>4</u> 23. <u>3</u> 24. <u>4</u> 38. <u>4</u> 39. <u>3</u></p> <p><input type="text" value="18"/> Raw Score</p> <p><u>Health & Safety</u></p> <p>3. <u>4</u> 13. <u>3</u> 21. <u>4</u> 24. <u>4</u> 37. <u>4</u> 44. <u>3</u> 45. <u>4</u> 46. <u>4</u></p> <p><input type="text" value="30"/> Raw Score</p>	<p><u>Work</u></p> <p>13. <u>3</u> 17. <u>4</u> 18. <u>4</u> 21. <u>4</u> 24. <u>4</u> 40. <u>3</u> 42. <u>4</u> 52. <u>4</u> 60. <u>4</u> 61. <u>4</u> 62. <u>4</u> 63. <u>3</u></p> <p><input type="text" value="45"/> Raw Score</p>

Name: Andrea Thomas Gender: F
 School: Midvale Elementary Grade: 5
 City: Midvale State: PA
 Date of rating: 2016 (year) 11 (month) 5 (day)
 Date of birth: 2006 (year) 7 (month) 24 (day)
 Age at rating: 10 (years) 3 (months) 11 (days)
 Rated by: M. Thomas
 Relationship to child: mother

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 D)
Communication	<u>37</u> <u>11</u> <u>1.20</u>	Social	<u>90</u> <u>10</u> <u>.78</u>	Self-Care	<u>27</u> <u>12</u> <u>1.46</u>
Functional Academics	<u>20</u> <u>8</u> <u>1.52</u>	Leisure	<u>58</u> <u>12</u> <u>1.14</u>	Home Living	<u>42</u> <u>10</u> <u>1.16</u>
		Self-Direction	<u>24</u> <u>11</u> <u>1.56</u>	Community Use	<u>18</u> <u>9</u> <u>1.58</u>
				Health & Safety	<u>30</u> <u>9</u> <u>1.28</u>
				Work	<u>45</u> <u>10</u> <u>1.16</u>
Sum of Subscale SS	Domain Quotient (Appendix B)	Sum of Subscale SS	Domain Quotient (Appendix B)	Sum of Subscale SS	Domain Quotient (Appendix B)
<u>19</u>	<u>48</u>	<u>33</u>	<u>107</u>	<u>50</u>	<u>99</u>
TOTAL SCORE		Adaptive Behavior Quotient (Appendix C)		Adaptive Behavior Quotient SEM (Appendix D)	
Total Sum of Subscale Standard Scores		<u>102</u>		<u>101</u>	
		Adaptive Behavior Quotient SEM (Appendix D)		Confidence Interval (Chapter 2)	
		<u>2.68</u>		<u>95</u> %	

Standard Scores	SUBSCALES						QUOTIENTS				PERCENTILE RANKS						
	Communication	Functional Academics	Social Leisure	Self-Direction	Self-Care Living	Home Living	Community Use	Health & Safety	Work	Conceptual Domain	Social Domain	Practical Domain	Adaptive Behavior	Conceptual Domain	Social Domain	Practical Domain	Adaptive Behavior
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 Rating Guide/lines 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 receives verbal information, remind the student of the context in which the information is being presented (e.g., auditory, visual, or written). Work through steps of the verbal directions as they are delivered to make certain the student follows the directions accurately.
3. Encourage 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).
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.

**Adaptive Behavior Intervention Manual:
4-12 Years**