ADAPTIVE BEHAVIOR EVALUATION SCALE THIRD EDITION: 13-18 YEARS (ABES-3: 13-18 Years)

Stephen B. McCarney, Ed.D. & Samm N. House

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 Self-Care subscales and assesses cognitive and adaptive skills related to personal care and hygiene The Social domain assesses skills related to social competence and includes the Social, Leisure, and Self-Direction subscales. The Functional Academics, Home Living, Community Use, Health & Safety, and Work subscales in the Practical domain assess independent living skills.

The **ABES-3: 13-18 School Version** was standardized on a total of 672 students. The **ABES-3: 13-18 Home Version** was standardized on a total of 381 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: 13-18 School** and **Home Versions** fell at or above .83 for each subscale. Test-retest reliability for both versions yielded correlation coefficients ranging from .60 to .99, indicating substantial reliability for each of the 10 subscales. Coefficients for inter-rater reliability for the subscales ranged from .91 to .97 for all age levels. Content validity was established through the initial development process. The **ABES-3: 13-18** 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: 13-18 uses frequency-referenced quantifiers. Each item on the ABES-3: 13-18 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: 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-3: 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 a student's IEP.

The ABES-3: 13-18 assists school personnel in making diagnostic, placement, and programming decisions for intellectually disabled and emotionally disturbed/behaviorally disordered youth. The strong correlation of school and home ratings of adaptive skills makes the ABES-3: 13-18 an efficient and effective means of measuring adaptive skills for decision-making. Use the companion *Adaptive Behavior Intervention Manual: 13-18 Years* for program development and implementation for disabled students. The ABES-3: 13-18 Quick Score is a Windows®-compatible program which converts raw scores to standard and percentile scores.



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SCHOOL VERSION RATING FORM: 13-18 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 14 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

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

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

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

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 #01911 ABES-3: 13-18 SV

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TO RATER: Rate every item using the quantifiers (0-5) provided. Every item (1-103) must be rated. Do not leave any boxes blank.

							J
NOT DEVELOPMENTALLY APPROPRIATE FOR AGE	DOES NOT DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	BEH	IAVI	AYS THE OR/SKILL ISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIM	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
0	1	2			3	4	5
	ends typical verbal c al directions, conve	communications rsations, questions,	5	19.	Displays a propriate l trimmed, e	ppropriate groomin hair length, beard tri etc.)	g habits (e.g., ap- mmed, fingernails
	relevant verbal respestions, etc.	onses to conversa-	5	20.	Turns on f switch, etc	aucet, flushes toilet c.	, operates light
tions, nee	ly expresses opinion ds, choices, etc., wi uage, graphic symbo	th spoken word,	4		toys, book	e of personal proper ss, pencils, etc.)	
		ation through various ements, touches, and	5	22.	ting, speal mediate e	ppropriate behavior king, controlling ten nvironment (e.g., ho t, work, etc.)	nper, etc.) for the im-
5 5. Communi number	cates name, address	s, and phone	4	23.	Is ready for learning a etc.)		cified time (e.g., tine, schedule,
5 6. Uses verb ships with	oal skills to maintain n others	positive relation-	4	34		m /	tion skills stance from others,
5 7. Has an ad	equate expressive v	vocabulary	σĺ	Æ	0	FOTTIN y, et	
8. Comprehe understar warnings,	ends written communds written direction etc.)	nication S	n	R	ses a bro	ne housekeep sktops, dusting, cl oom, mop, vacuum,	etc., to keep an area
9. Expresses thoughts	s completin legit	Jersi		07	clean		
5 10. Compres	Scl	positive relation- rocabulary nication s, si S P S P S P S P S P S P S P S P S P S	5	27.	attention t lightbulb, window, e	s simple maintenand o maintenance need leaking faucet, toile tc.)	ls (e.g., changing
5 11. Comprehe expression gestures		various facial s, touches, and	5	28.		a simple meal (e.g., o oven, microwave, et	can operate a c.)
	nctional academics	to communication	4	29.	Plans and	budgets for shoppi	ng
(e.g., reads	s a letter, writes a let pplication form, etc.	ter, reads and fills	5	30.	ner (e.g., e	ntially hazardous ite electrical appliances medications, matche	, knives, cleaning
5 13. Takes care	of toileting needs		4	31.		nily routine (e.g., sch	ool day, work day,
5 14. Ties or fas	tens shoes			22	weekend)	anaistamaa farrawah	
5 15. Fastens ar snaps, etc	ticles of clothing (e. .)	g., zips, buttons,	0	32.	cation from	assistance for such n the IRS, billings fr s, social services, fo	om utilities, insur-
and face, f when appr	ppropriate hygiene (ree of body odor, ch opriate, etc.)	anges clothing	4	33.	much thin give a cas	ey to make purchas gs cost, knows the a hier, knows approxi ere should be, etc.)	amount of money to
	ppropriate mealtime lved in eating, drink		5	34.	ations (e.g	nctional academics	book, developing
5 18. Chooses of occasion	lothes appropriate f	or the weather and			ing bills, a ment, etc.)	a budget, reading a pplying concepts of	f time and measure-

DEVELO APPR	NOT PMENTALLY COPRIATE DR AGE	DOES NOT DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	BE	HAV	AYS THE IOR/SKILL SISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
	0	1	2			3	4	5
4 35.	changes with	opropriately to typic n other persons (e.g shed against, etc.)		5	51.		/her behavior to the so arty, lunch with a frien)	
4 36.	Responds ap	opropriately to friend stic remarks, name o	dly teasing (e.g., calling, etc.)	4	52.	Is truthful (etc., hones	i.e., reports events, sit tly)	uations, facts,
4 37.	at a table wit	propriately in a grou h several peers, at a ding in line, walking	desk with peers	5		purchases,	ropriate choices for th employment, etc.)	e situation (e.g.,
3 38.	Displays the	ability to appropriat	ely resolve dis-	<u>5</u>		Assists oth	accepted by others	
	•	(e.g., withdrawal, tal		5			keeps friends	
	Responds ap	priate use of free tire opropriately to envir hen it is appropriate opriate to interact, e	onmental social to interact, when	5	57.	Conforms t tions (i.e., r etc.)	to the requirements of rules, regulations	various situa- ectations, laws,
5 41.	Interacts app	•	,	5		Finds nece department store		mmunity (e.g., venience
4 2.	Shares with	others		PI	Y	ing	Form cable hoo	nity services (e.g., okup, medical
5 43.		avior to expectations lassrooms, recess	s of all SA	on	R	Atlantions (navior to the expectati e.g., sitting quietly in a a line, etc.)	ons of community a movie theater,
	Displays app (e.g., follows manship, ex	propriate Sc1	other person (e.g., situation, at lunch,	5	61.	Applies fun tions (e.g., change for shares nam	nctional academics to cuses a pay telephone; bus fare; reads inform ne, address, phone nu	uses appropriate attional signs;
	Functions a and physical control)		. , .	5	62.	public bus, tions in the	taxi, etc.) to travel to a community (e.g, phys	necessary loca- sician, dentist,
4 46.		opropriately to the fe imor, with seriousne		5	63.		ent, employment, shop personal needs	oping, etc.)
5 47.	occasion (e.	appropriate social i g., complimentary, e nen appropriate, etc	mpathy, expresses	5	64.	interest (e.g	c or private facilities to g., recreational areas s theaters, museums, a	such as pools,
5 48.		appropriate interact		5	65.	Seeks assis	stance when appropria	ate
5 49.	demonstrate Displays the	tances, close friends s varying degrees o ability to determine	f familiarity) the appropriate	4	66.	(e.g., cleans makes app	tivities appropriate for s up work area at the e ropriate use of free tin interest/hobby, etc.)	end of the day,
		nteraction for the sit be of short duration ger)		4	67.		assignments or tasks	during the time
5 50.	interpersona "please" and	unication skills to ini Il relationships with I "thank you," is not tone of voice, etc.)	others (e.g., uses	4	68.		roblem-solving skills in i.e., in situations that a rents)	

DEVELO: APPR	NOT PMENTALLY OPRIATE R AGE	DOES NOT DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	BEHAN	LAYS THE /IOR/SKILL SISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
	0	1	2		3	4	5
5 69.		blem-solving skills i situations that are e)		5 85		v to access weather in telephone, radio, eme	
5 70.		ppriate diet (i.e., eats quantities, etc.)	s nutritious foods,	5 86	. Uses resoι a calculato	rces to solve daily martical	ath problems (e.g., math, a timer, etc.)
5 71.	Determines v food is spoile	vhat is appropriate t ed or unsafe)	to be eaten (i.e., if	5 87	interests (e	a variety of leisure and a variety of leisure and a signification and signification at a variety and a variety and a variety at a variety and a variety at a vari	, watching televi-
5 72.		when he/she is not watment (e.g., tells the		5 88		is/her own leisure/rec sion, radio, reading, e	
[= 0	·	·		4 89	. Learns from skills, etc.	m mistakes and attem	pts to improve
5 73.	sanitation, hy	sary steps to preven giene, plenty of res	it illness (e.g., it, nutrition, etc.)	5 90	. Engages in	leisure/recreation	ctivities alone
5 74.	cleans a wou	amental first aid kno nd with antiseptic, l a cold compress to	oandages an in-	5 91	. Engages in others	leisur	tivities with
5 75.	Understands		ity (e.g., avoid-	5 92 DU	Tak	Form ces, makes r	vaying games, musical selec- efusals, and termi-
5 76.	sary to maint	owledge of what act ain physical fitness tion, muscle toni	ivities S	on R	ating to	ces, makes reces, makes reces, makes reces, makes recession of try new leisure-time	, can be assertive
5 77.	Displays kno safety (e.g., u crosswalk	wled C	nool Vers	5 95	. Applies fur recreationa ing a sched	nctional academics rel Il activities (e.g., keep Iule or routine, etc.)	ated to leisure/ ing score, follow-
5 78.	Has regular		neckups	5 96	Displays no leisure/rec	ecessary mobility skil reational activities	ls to participate in
5 79.		which he/sh a crime (e.g., is not ls personal contact		4 97		cific job skills (e.g., sl bles, mowing yards, e	
_	etc.)		3 ,	98	. Begins ass instruction	ignments after receiv	ing directions,
5 80.		tional academics to .g., reads informationgs, etc.)		4 99	. Completes of accurac	assignments with an	acceptable level
5 81.	Reads and fo	llows a community	map	3 100		ble (e.g., in attendanc ly to work, etc.)	e, on time, pre-
5 82.	Understands uses a calend	the concept of time dar, etc.)	e (e.g., tells time,	4 101		istic decisions regard , makes purchases ap nn)	
5 83.		the concept of mea ne, weight, etc.)	surement (e.g.,	5 102	ations (e.g.	nctional academics to , reads directions, rea nings, fills out a time o	ds and observes
5 84.	contaminatin	appropriate steps to g the environment (ardous materials, re	e.g., proper dis-	4 103	-	nstructive criticism	, ,

SCORING FORM ABES-3: 13-18 SV

	Work	29. 4	32. 0	53. 53.	62. 5	65.	89.	97. 4	101.	102. 5	103. 4	40	Raw Score						
PRACTICAL	Community Use	33. 4 61. 5	58. <u>5</u> 62. <u>5</u>	59. 0 63. 5	60. 5 64. 5	34	Raw Score			Health and Safety	70. 5 76. 5	5 71.	72. 5 78. 5] 2 8 1 6	\ \	25	Raw Score		
	Functional Academics	10. 5 75. 5	12. 5 80. 5	33. 4 81.	34. <u>\$</u> 82. <u>\$</u>	61. 5 83. 5	70. 5 84. 5	73. 5 85. 5	74. 5 86. 5	000	Ra		6 32. 0	34.	S COY	m		28	Raw Score
	Self-Direction	3.5	<u>8</u>	8	5			Sign	rs	Nio	n I	Rat	ing	Raw Score	_				
SOCIAN			6	S -88	s S	91.0	92. 2	93. 2	94.	95. 5	96. S	65	Raw Score						
	Social	6. 5	25. 25. 2	35. A	36. 4	37. 4	%	1	42. 4	43. 5	4. 2	. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6.	2. 84 0 0	49. 5	51. V		2. ?? 0	57. 2	Raw Score
PTUAL	<u>Self-Care</u>	13. 5	14. 5	15. 5	16. 5	17. 5	18. 5	19. 5	20. 5	21. 4	82. 5	40	Raw Score						
CONCEPTUAL	Communication	S	2.	3.5	4.	5. 5	6.	7. 5	% %	9.	10. 5	7 C		Raw Score					

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	A I F G T C I C C
***	1
	Gender:
,	E. Andrews
(<i>i</i> 66
ì	Thomas
Name of	Student:

School: Miduale High School

State: PA Grade: 10 City: Miduale Class: Math

(days) **∂**ga (g (day) 0 (months) (month) (month) (years) (year) (year) 2000 16 Date of rating: Date of birth: Age at rating:

Dates during which observation of student occurred: Rated by (observer's name): W. Jackson

11/2/16 ျှ From 8/31/16

Per week: 4 has, 10 min Amount of time spent with student: 50 min. Per day

			-	SUMM	IARY	' OF §	SUMMARY OF SCORES	S			
CONCEPTUAL DOMAIN	TUA	L DO	MAIN	80(SIAL	SOCIAL DOMAIN	AIN	PRACTICAL DOMAIN	TICA	L DON	MAIN
	Raw Score	Raw Standard Score Score (Appendix A)	Standard Score SEM (Appendix D)		Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix D)		Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix D)
Communication	59	22	1.39	Social Leisure	110	12	26.70	Functional Academics Home Living	28	13	2.06
		4		Self- Direction	21	9	1.32	Community Use Health & Safety Work		13	2.30 2.01 2.45
Sum of Subscale SS	Domain Quotient (Appendix B)		Percentile (Appendix B)	Sum of Subscale SS	Don Quo (Apper	Domain Quotient Appendix B)	Percentile (Appendix B)	Sum of Subscale SS	Domain Quotient (Appendix B)	_	Percentile (Appendix B)
1	113	I	82	34	1 ;	6	58	09	701	' ! !	69
TOTAL SCORE Total Sum of Subscale Standard Scores	SCOR n of Subs and Scor	<u>e</u>	Adaptiv Qu (App			Perce (Appen	1tile × c) 	Adaptive Behavior Quotient SEM (Appendix D)	avior	Conf Int	Confidence Interval (Chapter 2)

	Adaptive Behavior	
-		
NKS	Practical Domain	
PERCENTILE RANKS	Social Domain	
PERCE	Conceptual Domain	
	Percentiles	299 88 88 88 88 88 88 88 88 88 88 88 88 88
	Adaptive Behavior	• • • • • • • • • • • • • • • • • • • •
	Practical Domain	
QUOTIENTS	Social Domain	•••••
OΦ	Conceptual Domain	150 145 146 140 125 120 120 120 115 100 100 100 100 100 100 100 100 10
	Quotients	150 146 146 133 133 125 126 100 100 100 100 100 100 100 100 100 10
	Work	· · · · · · · · · · · · · · · · · · ·
	Health & Safety	
	Community Use	
	Home Living	
SUBSCALES	Functional Academics	
SUB	Self- Leisure Direction	***************************************
	Leisure	
	Social	* • • • • • • • • • • • • • • • • • • •
	Self- Care	· · · · · · · · × · † · · · · · · · · ·
	Standard Communi- Self- Scores cation Care	x
	Standard Scores	20 118 117 117 117 118 118 118 118 118 118

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HOME VERSION RATING FORM: 13-18 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 14 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

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

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

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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Item #01921 ABES-3: 13-18 HV

Columbia, MO 65201

ABES-3: 13-18 HV
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TO RATER: Rate every item using the quantifiers (0-5) provided. Every item (1-103) must be rated. Do not leave any boxes blank.

NOT DEVELOPMENTALL APPROPRIATE FOR AGE	Y DOES NOT DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	BEHAV	LAYS THE VIOR/SKILL SISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
0	1	2		3	4	5
4 1. Compre (e.g., ve etc.)	ehends typical verbal erbal directions, conve	communications ersations, questions,	5 19	Demonstr appropria nails trimr	ates appropriate groo te hair length, beard tr ned, etc.)	ming habits (e.g., immed, finger-
	es relevant verbal resp luestions, etc.	onses to conversa-	5 20). Turns on f switch, etc	aucet, flushes toilet, c c.	pperates light
tions, n	ntely expresses opinio needs, choices, etc., w nguage, graphic symb	ith spoken word,		toys, book	e of personal property s, pencils, etc.)	
	ately expresses inform xpressions, body mov es		3 22	ing, sitting the immed	ates appropriate beha g, speaking, controllin liate environment (e.g staurant, work, et	g temper, etc.) for
5 5. Commu	ınicates name, addres	s, and phone number	4 23	B. Is ready for learning a	or an applications of the second of the seco	cified time (e.g., tine, schedule,
	erbal skills to maintair vith others	positive relation-	4 24	elc.)	•	interaction skills
5 7. Has an	adequate expressive	vocabulary		<u>.</u>	Gorm y, etc.	ance from others,)
unders	ehends written commu tands written direction gs, etc.)	unication (e ons, signs	R	ating	ofe housekeeping sktops, dusting, clea	
5 9. Expression	ses complete south	Torsio	n	clean	oom, mop, vacuum, et	c., to keep an area
1 10. Compre	H	positive relation- vocabulary unication (e cons, signs S) Various facial	<u>1</u> 27	 Completes attention t lightbulb, window, e 	s simple maintenance to maintenance needs leaking faucet, toilet r tc.)	(e.g., changing
4 11. Compre express gesture	ion s	Various facial s, touches, and	2 28	o. Fiebaies	a simple meal (e.g., ca oven, microwave, etc.	
	functional academics ads a letter, writes a le		2 29). Plans and	budgets for shopping	I
out a jol	b application form, etc are of toileting needs		2 30	ner (e.g., e	ntially hazardous item electrical appliances, l medications, matches	knives, cleaning
5 14. Ties or t	fastens shoes		2 31	l. Plans a da weekend)	aily routine (e.g., scho	ol day, work day,
snaps, e	,		1 32	cation from	assistance for such a m the IRS, billings froi s, social services, foo	n utilities, insur-
hands a	strates appropriate hyd nd face, free of body on appropriate, etc.)		5 33	much thin	ey to make purchases gs cost, knows the an hier, knows approxim	nount of money to
	strates appropriate me volved in eating, drink				ere should be, etc.)	atory now much

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 at a)

ment, etc.)

trash, etc.)

occasion

5

17. Demonstrates appropriate mealtime behavior (i.e., skills involved in eating, drinking, disposing of

18. Chooses clothes appropriate for the weather and

NO DEVELOPN APPROF FOR	MENTALLY PRIATE	DOES NOT DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	BEH	IAV	AYS THE IOR/SKILL ISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
0		1	2			3	4	5
└ ct	hanges with	propriately to typic other persons (e.g shed against, etc.)	al physical ex- ., being bumped,	4	51.		/her behavior to the so arty, lunch with a frien)	
4 36. Re	esponds ap kes, sarcas	propriately to friend tic remarks, name o	dly teasing (e.g., calling, etc.)	5	52.	Is truthful (etc., hones	i.e., reports events, sit tly)	uations, facts,
L at	t a table witl	ropriately in a grou n several peers, at a ling in line, walking	desk with peers			purchases,	ropriate choices for th employment, etc.) accepted by others	e situation (e.g.,
		s the ability to appr ts (e.g., withdrawal,			55.	Assists oth	ers	
4 39. M	akes appro	priate use of free tir	ne	4	56.	Makes and	keeps friends	
CI CI	ues (e.g., wh	propriately to envir nen it is appropriate opriate to interact, e	to interact, when	4			o the requirements of ules, regulation	
in 🗀		ropriately with one situation, in a team	other person (e.g., situation, at lunch,			Finds nece department sto		mmunity (e.g., venience
4 42. SI	hares with o	others		19	F	ing	Cable ho	nity services (e.g., okup, medical
43. Ac tic	djusts beha ons (e.g., cl	vior to expectations assrooms, recess	SAM	n	29	ations (standing in	navior to the expectatie.g., sitting quietly in a line, etc.)	ons of community a movie theater,
ga sp	emonstrate ames (e.g., portsmap	s approfoli	other person (e.g., situation, at lunch,	3	61.	Applies fun tions (e.g., change for shares nam	ectional academics to uses a pay telephone; bus fare; reads inforn ne, address, phone nu	uses appropriate national signs;
ar	nd physical ontrol)	propriately to the fe		0	62.	public bus, tions in the	vailable forms of transtaxi, etc.) to travel to community (e.g, physent, employment, sho	necessary loca- sician, dentist,
(e		mor, with seriousne		0	63.	Shops for p	personal needs	
۰ و	ccasion (e.g	appropriate social i j., complimentary, e en appropriate, etc	mpathy, expresses	4	64.	interest (e.	c or private facilities to g., recreational areas s theaters, museums, a	such as pools,
		appropriate interact ances, close friends		4	65.	Seeks assis	stance when appropri	ate
de	emonstrates	s varying degrees o	f familiarity)	3	66.	(e.g., cleans makes app	tivities appropriate for s up work area at the c ropriate use of free tin	end of the day,
Ш рі (i.	ropriate dur .e., greeting	ation of interaction s tend to be of shous are longer)	for the situation	4	67.		interest/hobby, etc.) assignments or tasks	during the time
in "ř	iterpersonal please" and	nication skills to in relationships with "thank you," is not one of voice, etc.)	others (e.g., uses	2	68.	unique situ	tes problem-solving s ations (i.e., in situatio evious events)	

DE	EVELO APPR	NOT PMENTALLY OPRIATE OR AGE	DOES NOT DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	BEH	PLAYS THE AVIOR/SKILL NSISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
		0	1	2		3	4	5
2	69.		es problem-solving s e., in situations that basis)		4 8		w to access weather in telephone, radio, eme)	
3	70.		opriate diet (i.e., eat quantities, etc.)	s nutritious foods,	2 8	6. Uses resou a calculato	urces to solve daily ma r to perform practical	ath problems (e.g., math, a timer, etc.)
5	71.		what is appropriate e ed or unsafe)	to be eaten (i.e., if	4 8	interests (e	n a variety of leisure and e.g., listening to music cipating in sports, etc.	, watching televi-
5	72.		when he/she is not water atment (e.g., tells th		2 8	8. Chooses h (e.g., televi	is/her own leisure/rec sion, radio, reading, e	reational activities tc.)
[<i>1</i>	72	·	,	at illnoss (o.a	5 8	Learns from skills, etc.	m mistakes and attem	pts to improve
4	. /s.		sary steps to prever ygiene, plenty of res		1 9	0. Engages ir	n leisure/recreational a	ctivities alone
C	74.	cleans a wou	lamental first aid kn und with antiseptic, a cold compress to	bandages an in-	4 9	1. Engages ir others	n leisure/	tivities with
C	75.	Understands ing sexually contraception	s concepts of sexual transmitted disease on, etc.)	lity (e.g., avoid- es, knowledge of	4 9	2. Tako	corm	laying games, dsical selec-
2	76.	necessary to	es knowledge of who maintain physical factoring stimulation, muscle	fitness	pl n F	ating	of situation (i.e. nis/her interests)	
4	77.	Demonstrate personal saf obeying c bus, etc.)	es know	ome Versi	4 9	5. Applies fur recreations ing a scheo	nctional academics rel al activities (e.g., keep dule or routine, etc.)	ated to leisure/ ing score, follow-
5	78.	Has regular	al o	checkups	4 9	6. Demonstra pate in leis	ites necessary mobilit eure/recreational activi	
5		the victim of	tion in which he/sh a crime (e.g., is not	careless with	0 9		ecific job skills (e.g., sl bles, mowing yards, e	
		money, avoid etc.)	ds personal contact	with strangers,	4 9	8. Begins ass instruction	signments after receivi s, etc.	ing directions,
5	80.		tional academics to e.g., reads informationings, etc.)		4 9	9. Completes of accurac	assignments with an y	acceptable level
2	81.	Reads and fo	ollows a community	тар	4 10	0. Is dependa pared, read	ible (e.g., in attendanc dy to work, etc.)	e, on time, pre-
5	82.	Understands uses a calen	s the concept of time dar, etc.)	e (e.g., tells time,	0 10		istic decisions regard ., makes purchases ap on)	
4	83.		s the concept of mea ne, weight, etc.)	asurement (e.g.,	0 10	ations (e.g.	nctional academics to ., reads directions, rea nings, fills out a time o	ds and observes
1		_						

2 103. Accepts constructive criticism

84. Demonstrates the appropriate steps to take to avoid contaminating the environment (e.g., proper disposal of hazardous materials, recycling, etc.)

SCORING FORM ABES-3: 13-18 HV

	Work	29. 2	32. 1	53. 2	62. 0	65. 4	89. 5	970_	101. 0	102	1032_	16	Raw Score								
PRACTICAL	Community Use	33 <u>5</u> 61 <u>3</u>	58. <u>5</u> 62. <u>0</u>	59. <u>1</u> 63. <u>0</u>	60. 4 64. 4	2.2	[∠∠] Raw Score			Health and Safety	70. 3 76. 2	71. 5 77. 4	72. 5 78. 5	73. 4. 79. 5.	74. 0 80. 5	75	38	Raw Score			
	Functional Academics	10. 1 75. 0	12. 2 80. 5	33. 5 81. 2	34. 2 82. 5	61. 3 83. 4	70. 3 84. 0	73. 4 85. 4	74. 0 86. 2		Ra	E Comp]	n		3	31	Raw Score
	Self-Direction	3. 5	4	2	*		e	S	N	IO	a F	Eat	in 19	38 00	Raw Score						
SOCIAL	À		6	88	88	91 4	92. 4	93. 4	94. 2	954	ı	33	ore								
	Social	6. 4	ı	24 4 35 4	36. 4	37	38. <u>4</u>	41. 4	42. 4		44. 45. 4	46. 4		48, 5	50. 3	51. 4	52. 5		56. 4	-	Raw Score
PTUAL	<u>Self-Care</u>	13. 5	14. 5	15. 5	16. 5	17. 4	18. 5	19. 5	20. 5	21. 5	82. 5	49	Raw Score								
CONCEPTUAL	Communication	1. 4	25	3. 5	4. 4	5. 5	6. 4	75_	8. 5	9. 5	10	11. 4	12. 2	49	Raw Score						

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Name: Andrea Thomas_Gender:	ea Thon	<i>tat</i> ∕ Gend	er: <u></u>				SUMM
				CONCE	CONCEPTUAL DOMAIN	OMAIN	soc
School: Midvale	ale	Grade:	de:		Raw Standard	d Standard	,
					(Appendix A)	~	
city: Mídvale	le	Sta	State: \overline{PA}	Communication	49 9	.95	Social
				Self-Care	49 12	.95	Leisure
Date of rating:	2016	11	10				Self-
•	(year)	(month)	(day)				
Date of birth:	2003	10	9	Sum of Subscale	Domain Quotient	Percentile	Sum of Subscale
	(year)	(month)	(day)	ss	(Appendix B)	(Appendix B)	ss
Age at rating:	13	7	4	21	26	42	[24 [
	(years)	(months)	(days)		CORE		

Relationship to child: wother

Rated by: M. Thornas

I					SUMIN	IAR	(OF	SUMMARY OF SCORES	S			
	CONCEPTUAL DOMAIN	PTUA	r Do	MAIN	08	CIAL	SOCIAL DOMAIN	IAIN	PRAC	TICA	PRACTICAL DOMAIN	NAIN
ı		Raw S Score	Raw Standard Score Score (Appendix A)	Standard Score SEM (Appendix D)		Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix D)		Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix D)
4	Communication Self-Care	49	9	.95 .95	Social Leisure	97 33	10	1.52 1.14	Functional Academics Home Living		4 4 9	$\frac{1.03}{2.22}$
I					Self- Direction	38	7	1.11	Community Use Health & Safety Work	38 16 16	7	$\frac{3.20}{1.06}$
ı	Sum of Subscale SS	Domain Quotient (Appendix B)		Percentile (Appendix B)	Sum of Subscale SS	Dor Quo (Appe	Domain Quotient (Appendix B)	Percentile (Appendix B)	Sum of Subscale SS	Domain Quotient (Appendix B)		Percentile (Appendix B)
		26	 	42	24		91	29	22	7	5	4
I I I	TOTAL SCORE Total Sum of Subscale Standard Scores 67	AL SCORE tal Sum of Subsci	ca <u>le</u>	Adaptiv Qu (App	Adaptive Behavior Quotient (Appendix C)	Jo	Percentile (Appendix C)	ntile dix C)	Adaptive Behavior Quotient SEM (Appendix D)	navior EM D)	Confi	Confidence Interval (Chapter 2)

	Adaptive Rehavior	
PERCENTILE RANKS	Practical Domain	
	Social Domain	
	Conceptual Domain	
	Percentiles	≥ 98 88 88 88 88 88 88 88 88 88 88 88 88
	Adaptive Behavior	
	Practical Domain	
QUOTIENTS	Social Domain	
] 	Conceptual Domain	
	Quotients	150 140 135 135 120 115 116 100 100 88 80 80 70 70 75 75 75 80 80 80 80 80 80 80 80 80 80 80 80 80
	Work	٠٠٠٠٠٠١
	Health & Safety	
	Community Use	
	Home Community Living Use	
SCALES	Community Use	
SUBSCALES	Functional Home Community Academics Living Use	
SUBSCALES	Functional Home Community Academics Living Use	
SUBSCALES	Social Leisure Direction Academics Living Use	
SUBSCALES	Social Leisure Direction Academics Living Use	
SUBSCALES	Social Leisure Direction Academics Living Use	

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III. Goals, Objectives, and Interventions

1 Comprehends typical verbal communications

1 Comprehends typicar	verbar communications
Goal:	
1. The student will comprehend typical verbal c	ommunications.
Objectives:	
 The student will follow verbal directions in co The student will comprehend out of 	orrect sequential order on out of trials.
3. The student will demonstrate the ability to co	mprehend verbal communication by listening care-
fully and summarizing the information with _4. The student will follow verbal directions with	teacher assistance on out of trials.
5. The student will independently follow verbal6. The student will follow one-step verbal direct	directions on out of trials.
7. The student will demonstrate the ability to co responding appropriately on out of	mprehend a conversation by listen efully and
8. The student will demonstrate the ability to co	mprehend a question ning
carefully and making an appropriate response 9. The student will repeat what is said with	
Interventions:	Figure
1. Provide the student with a written	E., auditory,
of verbal communications (e.g.,	g., auditory,
questions, announcements	101 Q Learnent.
Bella	13-10
2. When inform	13 work through steps of the verbal directors as they are delivered to make certain the
in wh	student follows the directions accurately.
(e.g., ")	Ž
about	10. Maintain a consistent format of verbal
3. Allow to speak without being	communications with the student.
3. Allo reto speak without being interrupted of red.	11. Have the student question any verbal
mion up to u	communications he/she does not understand.
4. Follow a less desirable task with a highly	
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	10 5 6 4 4 4 6 4 1 1

- **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).
- 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.