

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

Stephen B. McCarney, Ed.D.

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Samm N. House

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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 *10<sup>th</sup> 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 **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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ABES-3: 13-18 SV

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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	35. Responds appropriately to typical physical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.)		5	51. Adjusts his/her behavior to the social situation (e.g., at a party, lunch with a friend, lunch with adults, etc.)	
4	36. Responds appropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)		4	52. Is truthful (i.e., reports events, situations, facts, etc., honestly)	
4	37. 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	53. Makes appropriate choices for the situation (e.g., purchases, employment, etc.)	
3	38. Displays the ability to appropriately resolve disagreements (e.g., withdrawal, talking, etc.)		5	54. Is socially accepted by others	
4	39. Makes appropriate use of free time		5	55. Assists others	
5	40. Responds appropriately to environmental social cues (e.g., when it is appropriate to interact, when it is not appropriate to interact, etc.)		5	56. Makes and keeps friends	
5	41. Interacts appropriately with one other person (e.g., in a tutoring situation, in a team situation, at lunch, at work, etc.)		5	57. Conforms to the requirements of various situations (i.e., rules, regulations, expectations, laws, etc.)	
4	42. Shares with others		5	58. Finds necessary resources in the community (e.g., department store, library, etc.)	
5	43. Adjusts behavior to expectations of different situations (e.g., classrooms, recess, etc.)		4	59. Behaves appropriately in the community (e.g., community services (e.g., cable hookup, medical appointments, etc.))	
5	44. Displays appropriate behavior (e.g., follows expectations, respect, etc.)		5	60. Behaves appropriately to the expectations of community situations (e.g., sitting quietly in a movie theater, standing in a line, etc.)	
4	45. Functions appropriately in the presence of verbal and physical control		5	61. 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	46. Responds appropriately to the feelings of others (e.g., with humor, with seriousness, with sympathy, etc.)		5	62. 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	47. Displays the appropriate social interaction for the occasion (e.g., complimentary, empathy, expresses sympathy when appropriate, etc.)		5	63. Shops for personal needs	
5	48. Displays the appropriate interaction with strangers, acquaintances, close friends, family, etc. (i.e., demonstrates varying degrees of familiarity)		5	64. 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	49. Displays 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)		4	65. Seeks assistance when appropriate	
5	50. 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	66. 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	67. Completes assignments or tasks during the time provided	
			4	68. Displays problem-solving skills in new or unique situations (i.e., in situations that are different from previous events)	

SAMPLE  
 School Version 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
5	69. Displays problem-solving skills in typical situations (i.e., in situations that are experienced on a regular basis)		5	85. Knows how to access weather information (e.g., television, telephone, radio, emergency weather alerts, etc.)	
5	70. Has an appropriate diet (i.e., eats nutritious foods, appropriate quantities, etc.)		5	86. Uses resources to solve daily math problems (e.g., a calculator to perform practical math, a timer, etc.)	
5	71. Determines what is appropriate to be eaten (i.e., if food is spoiled or unsafe)		5	87. Engages in a variety of leisure and recreational interests (e.g., listening to music, watching television, participating in sports, etc.)	
5	72. Determines when he/she is not well and seeks appropriate treatment (e.g., tells the teacher, asks to see nurse, etc.)		5	88. Chooses his/her own leisure/recreational activities (e.g., television, radio, reading, etc.)	
5	73. Takes necessary steps to prevent illness (e.g., sanitation, hygiene, plenty of rest, nutrition, etc.)		4	89. Learns from mistakes and attempts to improve skills, etc.	
5	74. Applies fundamental first aid knowledge (e.g., cleans a wound with antiseptic, bandages an injury, applies a cold compress to a burn, etc.)		5	90. Engages in leisure/recreational activities alone	
5	75. Understands concepts of sexuality (e.g., avoiding sexually transmitted diseases, knowledge of contraception, etc.)		5	91. Engages in leisure/recreational activities with others	
5	76. Displays knowledge of what activities are necessary to maintain physical fitness (e.g., regular stimulation, muscle toning, etc.)		5	92. Takes part in playing games, musical selections, etc.	
5	77. Displays knowledge of safety (e.g., uses crosswalk, etc.)		5	93. Expresses opinions, makes refusals, and terminates activities or situation (i.e., can be assertive in pursuing his/her interests)	
5	78. Has regular dental checkups		5	94. Is willing to try new leisure-time activities	
5	79. 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	95. Applies functional academics related to leisure/recreational activities (e.g., keeping score, following a schedule or routine, etc.)	
5	80. Applies functional academics to his/her health and safety (e.g., reads informational signs, reads poison warnings, etc.)		5	96. Displays necessary mobility skills to participate in leisure/recreational activities	
5	81. Reads and follows a community map		4	97. Learns specific job skills (e.g., skills necessary for bussing tables, mowing yards, etc.)	
5	82. Understands the concept of time (e.g., tells time, uses a calendar, etc.)		4	98. Begins assignments after receiving directions, instructions, etc.	
5	83. Understands the concept of measurement (e.g., length, volume, weight, etc.)		4	99. Completes assignments with an acceptable level of accuracy	
5	84. Displays the appropriate steps to take to avoid contaminating the environment (e.g., proper disposal of hazardous materials, recycling, etc.)		3	100. Is dependable (e.g., in attendance, on time, prepared, ready to work, etc.)	
			4	101. Makes realistic decisions regarding the spending of money (i.e., makes purchases appropriate for his/her situation)	
			5	102. Applies functional academics to work-related situations (e.g., reads directions, reads and observes safety warnings, fills out a time card, etc.)	
			4	103. Accepts constructive criticism	

**SAMPLE**  
**School Version Rating Form**



Name of Student: Thomas B. Andrews Gender: M  
 School: Midvale High School  
 Class: Math Grade: 10  
 City: Midvale State: PA  
 Date of rating: 2016 (year) 11 (month) 2 (day)  
 Date of birth: 2000 (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 8/31/16 To 11/2/16  
 Amount of time spent with student:  
 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>1.39</u>	Social	<u>110</u> <u>12</u> <u>.95</u>	Functional Academics	<u>79</u> <u>13</u> <u>1.65</u>
Self-Care	<u>49</u> <u>12</u> <u>1.96</u>	Leisure	<u>49</u> <u>12</u> <u>1.70</u>	Home Living	<u>58</u> <u>12</u> <u>2.06</u>
		Self-Direction	<u>51</u> <u>10</u> <u>1.32</u>	Community Use	<u>34</u> <u>11</u> <u>2.30</u>
				Health & Safety	<u>55</u> <u>13</u> <u>2.01</u>
				Work	<u>40</u> <u>11</u> <u>2.45</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>24</u>	<u>113</u>	<u>54</u>	<u>103</u>	<u>60</u>	<u>107</u>
Percentile (Appendix B)		Percentile (Appendix B)		Percentile (Appendix B)	
<u>82</u>		<u>58</u>		<u>69</u>	
<b>TOTAL SCORE</b>					
Total Sum of Subscale Standard Scores		Adaptive Behavior Quotient (Appendix C)		Adaptive Behavior Quotient SEM (Appendix D)	
<u>118</u>		<u>107</u>		<u>3.46</u>	
		Percentile (Appendix C)		Confidence Interval (Chapter 2)	
		<u>69</u>		<u>99</u> %	

Standard Scores	SUBSCALES							QUOTIENTS				PERCENTILE RANKS																										
	Communi-cation	Self-Care	Social	Leisure	Self-Direction	Functional Academics	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	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•																				
Quotients								150	145	140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	≤1

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

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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 **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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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	35. Responds appropriately to typical physical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.)		4	51. Adjusts his/her behavior to the social situation (e.g., at a party, lunch with a friend, lunch with adults, etc.)	
4	36. Responds appropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)		5	52. Is truthful (i.e., reports events, situations, facts, etc., honestly)	
4	37. 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.)		2	53. Makes appropriate choices for the situation (e.g., purchases, employment, etc.)	
4	38. Demonstrates the ability to appropriately resolve disagreements (e.g., withdrawal, talking, etc.)		4	54. Is socially accepted by others	
4	39. Makes appropriate use of free time		4	55. Assists others	
5	40. Responds appropriately to environmental social cues (e.g., when it is appropriate to interact, when it is not appropriate to interact, etc.)		4	56. Makes and keeps friends	
4	41. Interacts appropriately with one other person (e.g., in a tutoring situation, in a team situation, at lunch, at work, etc.)		4	57. Conforms to the requirements of various situations (i.e., rules, regulations, expectations, laws, etc.)	
4	42. Shares with others		5	58. Finds necessary community services (e.g., department store, convenience store, etc.)	
4	43. Adjusts behavior to expectations of different situations (e.g., classrooms, recess, etc.)		4	59. Finds necessary community services (e.g., cable hookup, medical services, etc.)	
3	44. Demonstrates appropriate behavior to the expectations of community situations (e.g., sitting quietly in a movie theater, standing in a line, etc.)		3	61. 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	45. Functions appropriately in the presence of verbal and physical control in the classroom (i.e., impulse control)		0	62. 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.)	
4	46. Responds appropriately to the feelings of others (e.g., with humor, with seriousness, with sympathy, etc.)		0	63. Shops for personal needs	
5	47. Displays the appropriate social interaction for the occasion (e.g., complimentary, empathy, expresses sympathy when appropriate, etc.)		4	64. 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	48. Displays the appropriate interaction with strangers, acquaintances, close friends, family, etc. (i.e., demonstrates varying degrees of familiarity)		4	65. Seeks assistance when appropriate	
4	49. 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)		3	66. 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.)	
3	50. 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	67. Completes assignments or tasks during the time provided	
			2	68. Demonstrates problem-solving skills in new or unique situations (i.e., in situations that are different from previous events)	

SAMPLE  
Home Version 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	69. Demonstrates problem-solving skills in typical situations (i.e., in situations that are experienced on a regular basis)		4	85. Knows how to access weather information (e.g., television, telephone, radio, emergency weather alerts, etc.)	
3	70. Has an appropriate diet (i.e., eats nutritious foods, appropriate quantities, etc.)		2	86. Uses resources to solve daily math problems (e.g., a calculator to perform practical math, a timer, etc.)	
5	71. Determines what is appropriate to be eaten (i.e., if food is spoiled or unsafe)		4	87. Engages in a variety of leisure and recreational interests (e.g., listening to music, watching television, participating in sports, etc.)	
5	72. Determines when he/she is not well and seeks appropriate treatment (e.g., tells the teacher, asks to see nurse, etc.)		2	88. Chooses his/her own leisure/recreational activities (e.g., television, radio, reading, etc.)	
4	73. Takes necessary steps to prevent illness (e.g., sanitation, hygiene, plenty of rest, nutrition, etc.)		5	89. Learns from mistakes and attempts to improve skills, etc.	
0	74. Applies fundamental first aid knowledge (e.g., cleans a wound with antiseptic, bandages an injury, applies a cold compress to a burn, etc.)		1	90. Engages in leisure/recreational activities alone	
0	75. Understands concepts of sexuality (e.g., avoiding sexually transmitted diseases, knowledge of contraception, etc.)		4	91. Engages in leisure/recreational activities with others	
0	76. Demonstrates knowledge of what activities necessary to maintain physical fitness (e.g., cardiovascular stimulation, muscle toning, etc.)		4	92. Takes initiative in playing games, musical selections, etc.	
2	77. Demonstrates knowledge of what activities necessary to maintain physical fitness (e.g., cardiovascular stimulation, muscle toning, etc.)		5	93. Expresses opinions, makes refusals, and terminates or negotiates a situation (i.e., can be assertive in his/her interests)	
4	78. Has regular medical checkups		4	94. Is willing to try new leisure-time activities	
5	79. 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.)		4	95. Applies functional academics related to leisure/recreational activities (e.g., keeping score, following a schedule or routine, etc.)	
5	80. Applies functional academics to his/her health and safety (e.g., reads informational signs, reads poison warnings, etc.)		4	96. Demonstrates necessary mobility skills to participate in leisure/recreational activities	
2	81. Reads and follows a community map		0	97. Learns specific job skills (e.g., skills necessary for bussing tables, mowing yards, etc.)	
5	82. Understands the concept of time (e.g., tells time, uses a calendar, etc.)		4	98. Begins assignments after receiving directions, instructions, etc.	
4	83. Understands the concept of measurement (e.g., length, volume, weight, etc.)		4	99. Completes assignments with an acceptable level of accuracy	
0	84. Demonstrates the appropriate steps to take to avoid contaminating the environment (e.g., proper disposal of hazardous materials, recycling, etc.)		4	100. Is dependable (e.g., in attendance, on time, prepared, ready to work, etc.)	
			0	101. Makes realistic decisions regarding the spending of money (i.e., makes purchases appropriate for his/her situation)	
			0	102. Applies functional academics to work-related situations (e.g., reads directions, reads and observes safety warnings, fills out a time card, etc.)	
			2	103. Accepts constructive criticism	

**SAMPLE**  
**Home Version Rating Form**



Name: Andrea Thomas Gender: F  
 School: Midvale Grade: 7  
 City: Midvale State: PA  
 Date of rating: 2016 (year) 11 (month) 10 (day)  
 Date of birth: 2003 (year) 10 (month) 6 (day)  
 Age at rating: 13 (years) 1 (months) 4 (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 A)
Communication	<u>49</u> <u>9</u> <u>.95</u>	Social	<u>97</u> <u>10</u> <u>1.52</u>	Functional Academics	<u>42</u> <u>4</u> <u>1.03</u>
Self-Care	<u>49</u> <u>12</u> <u>.95</u>	Leisure Self-Direction	<u>33</u> <u>7</u> <u>1.14</u>	Home Living	<u>31</u> <u>4</u> <u>2.22</u>
			<u>38</u> <u>7</u> <u>1.11</u>	Community Use	<u>22</u> <u>6</u> <u>3.20</u>
				Health & Safety	<u>38</u> <u>7</u> <u>1.06</u>
				Work	<u>16</u> <u>1</u> <u>2.79</u>
Sum of Subscale SS	Domain Quotient (Appendix B)	Percentile (Appendix B)	Sum of Subscale SS	Domain Quotient (Appendix B)	Percentile (Appendix B)
<u>21</u>	<u>97</u>	<u>42</u>	<u>24</u>	<u>91</u>	<u>29</u>
<b>TOTAL SCORE</b> Total Sum of Subscale Standard Scores			Adaptive Behavior Quotient SEM (Appendix D)		
<u>67</u>			<u>88</u> <u>21</u> <u>3.23</u> <u>99</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	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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### 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 and answer 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.) when necessary. Use visual aids (e.g., auditory, visual, or tactile) to present verbal communications. Present verbal communications in a consistent format.
2. When the student is unable to work through steps of the verbal directions as they are delivered to make certain the student follows the directions accurately.
3. Allow the student to speak without being interrupted or corrected.
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.

**SAMPLE  
Adaptive Behavior Intervention  
Manual: 13-18 Years**