FOR EXAMINER USE ONLY

Interpretive Report

Parent/Primary Caregiver Form
Ages 0-5

ABAS®-3

Adaptive Behavior Assessment System, Third Edition

Patti L. Harrison, PhD Thomas Oakland, PhD

Child Information

Name of child being evaluated (first, middle, last)	Sex	Grade
Jamie Sample	Male	

Age at testing	Date of birth	Age
2 years and 7 months	9/26/2012	2 years and 7 months

School	City	State

Race/Ethnicity
Black/African American

Disability or other limitation	Client ID

Assessment Information

Date of assessment	Date of report	Respondent
4/29/2015	4/29/2015	Julie Sample

Respondent occupation	Relationship to child
Nurse	Parent

Intelligence Assessment Results

No intelligence assessment information was reported.

Reason for Referral

Referral information for Jamie is unknown at this time.

Background Information

Jamie's Parent, Julie Sample, completed the ABAS-3 Parent/Primary Caregiver Form on 4/29/2015. Jamie was 2 years and 7 months at the time of the assessment. No disabilities or other limitations were reported. The primary language spoken in Jamie's home is English. He has 3 or more siblings at home.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Validity Information			
Adaptive skill Area	**Raw score**	**Number of skipped items**	**Number of guessed items**
Communication	32	0	0
Community Use*	32	0	0
Functional Pre-Academics*	45	0	0
Home Living*	34	0	0
Health and Safety	21	0	0
Leisure	21	0	0
Self-Care	14	0	0
Self-Direction	12	0	0
Social	16	0	0
Motor	43	0	0

*For infants younger than one year, the Community Use, Functional Pre-Academics, and Home Living skill areas are not completed by the rater.

The rater completed a sufficient number of items without guessing or skipping in all administered adaptive skill areas. Thus, the ABAS-3 can be fully scored and interpreted.

Interpretation of ABAS-3 Results

Adaptive Behavior Standard Scores

The General Adaptive Composite (GAC) summarizes performance across all adaptive skill areas. Jamie obtained a GAC score of 70. His true score is likely to fall within the range of 67 - 73 at a 95% level of confidence. Jamie's current overall level of adaptive behavior is in the Extremely Low range, as high as or higher than 2% of children of the same age. Because the GAC provides the most complete measure of adaptive behavior, it is likely to be the most reliable and accurate estimate of overall adaptive functioning. However, more detailed information about Jamie's unique profile of adaptive functioning may be obtained by reviewing performance within adaptive domains and skill areas if significant differences exist between adaptive domain standard scores or skill area scaled scores.

The Conceptual domain standard score summarizes performance across the Communication, Functional Pre-Academics, and Self-Direction skill areas. Jamie's Conceptual domain standard score of 79 (95% confidence interval of 74 - 84) is in the Low range, as high as or higher than 8% of children of the same age.

The Social domain standard score summarizes performance across the Leisure and Social skill areas. Jamie's Social domain standard score of 51 (95% confidence interval of 45 - 57) is in the Extremely Low range, as high as or higher than 0.1% of children of the same age.

The Practical domain standard score summarizes performance across the Community Use, Home living, Health and Safety, and Self-Care skill areas. Jamie's Practical domain standard score of 75 (95% confidence interval of 70 - 80) is in the Low range, as high as or higher than 5% of children of the same age.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Adaptive Domain Comparisons

A comparison of performance between the adaptive behavior domains also provides useful information for interpretation. Jamie's overall functioning in the areas of communication, pre-academics, and self-direction (conceptual adaptive behavior) is significantly more developed than his general ability to participate in social and leisure activities (social adaptive behavior). 5% or less of the standardization sample displayed such a discrepancy in functioning between the Conceptual and Social domains. However, Jamie's overall functioning in the areas of communication, pre-academics, and self-direction (conceptual adaptive behavior) is consistent with his general skills in the areas of community and home living, health and safety, and self-care (practical adaptive behavior). Finally, Jamie's general skills in the areas of community and home living, health and safety, and self-care (practical adaptive behavior) are significantly more developed than his overall ability to participate in social and leisure activities (social adaptive behavior). 5% or less of the standardization sample displayed such a discrepancy in functioning between the Social and Practical domains.

Scatter in Adaptive Skill Area Scaled Scores

A child's adaptive skill area scaled scores may be relatively consistent or may show considerable variability. The scatter analysis allows you to determine whether the degree of scatter (i.e., the range between the child's highest and lowest scaled scores) warrants clinical attention.

In this instance, the degree of scatter is statistically significant and unusual (i.e., it has a low base rate) in the Conceptual, Practical domain(s). Thus, interpretation of scores should focus on individual adaptive skill areas rather than on domain standard score(s). Moreover, the degree of scatter is neither statistically significant nor unusual (i.e., it has a high base rate) in the Social domain(s). Thus, the domain standard score(s) in such adaptive skill area(s) may be considered a robust measure of adaptive functioning for this child.

Adaptive Skill Area Results

Adaptive skill areas within the Conceptual domain provide a more detailed view of Jamie's functioning. Jamie's communication abilities, including speech, listening, conversation, and nonverbal communication skills, are in the Extremely Low range. He functions in the High range when performing basic pre-academic skills that form the foundations of reading, writing, and mathematics. His ability to make independent choices, exhibit self-control, and take responsibility when appropriate is in the Extremely Low range.

A more in-depth look at Jamie's specific skill sets within the Social domain may be obtained by examining the adaptive skill areas. The leisure skills needed for engaging in play and recreational activities are in the Extremely Low range for Jamie. His ability to interact socially, initiate and maintain friendships, and express and recognize emotions is in the Extremely Low range.

Adaptive skill areas within the Practical domain offer a more specific picture of Jamie's capabilities. His ability to function in the community and to express knowledge of and interest in activities outside the home is in the Average range. Jamie's level of functioning inside the home, including helping adults with household chores and taking care of personal possessions, is in the Below Average range. The health and safety skills needed to protect his physical well-being and prevent and respond to injuries, including following safety rules and showing caution when necessary, are in the Extremely Low range. His ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is in the Extremely Low range.

Jamie's motor abilities, including the basic fine and gross motor skills needed for locomotion and manipulation of the environment, and the later development of skills necessary for more complex activities such as sports, are in the Extremely Low range.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Strengths and Weaknesses in Adaptive Skill Areas

It is important to look at relative strengths and areas for improvement within a child's adaptive skills profile for the purposes of assessment, treatment and intervention planning, and progress monitoring. In order to determine the areas of personal strength and weakness within Jamie's profile, each skill area scaled score was compared to his average across all adaptive skill areas within the same domain (i.e., Conceptual, Social, or Practical) to look for differences at the .05 level of statistical significance.

Jamie's Communication skill area scaled score was significantly lower than his average across all adaptive skill areas within the Conceptual domain, representing a relative weakness within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's difficulties with communication skills including speech, listening, conversation, and nonverbal communication are an observable area of weakness within his everyday adaptive functioning.

Jamie's Functional Pre-Academics skill area scaled score was significantly higher than his average across all adaptive skill areas within the Conceptual domain, representing a relative strength within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's basic pre-academic skills that form the foundations of reading, writing, and mathematics are an observable area of strength within his everyday adaptive functioning.

Jamie's Self-Direction skill area scaled score was significantly lower than his average across all adaptive skill areas within the Conceptual domain, representing a relative weakness within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's difficulties making independent choices and exhibiting self-control form an observable area of weakness within his everyday adaptive functioning.

In Jamie's case, the adaptive skill area scaled scores within the Social domain did not differ significantly from each other, so there were no strengths or weaknesses within the domain.

Jamie's Community Use skill area scaled score was significantly higher than his average across all adaptive skill areas within the Practical domain, representing a relative strength within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's ability to behave appropriately in the community and to express knowledge of and interest in activities outside the home is an observable area of strength within his everyday adaptive functioning.

Jamie's Health and Safety skill area scaled score was significantly lower than his average across all adaptive skill areas within the Practical domain, representing a relative weakness within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's difficulties in protecting his physical well-being and preventing and responding to injuries, and his problems following safety rules and showing caution when necessary, form an observable area of weakness within his everyday adaptive functioning.

Jamie's Self-Care skill area scaled score was significantly lower than his average across all adaptive skill areas within the Practical domain, representing a relative weakness within this domain. This difference occurred infrequently in the standardization sample, suggesting that Jamie's difficulties with self-care activities such as eating, dressing, and taking care of personal hygiene form an observable area of weakness within his everyday adaptive functioning.

Summary of ABAS-3 Results

Jamie's overall adaptive behavior can be characterized as lower functioning than that of almost all children his age. Jamie's conceptual adaptive behavior can be characterized as lower functioning than that of most other children his age. Jamie's social adaptive behavior can be characterized as lower functioning than that of almost all children his age. Jamie's practical adaptive behavior can be characterized as lower functioning than that of most other children his age.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Summary of Adaptive Behavior and Intelligence Assessment Results

Intelligence Assessment results were not reported for Jamie; therefore no statement can be made comparing his adaptive behavior and intelligence assessment results.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Score Summary

	Year	Month	Day
Testing date	2015	4	29
Date of birth	2012	9	26
Age	2	7	3

*For infants less than age one, the Functional Pre-Academics, Community Use, and Home Living skill areas are not completed by respondents.

Raw Score to Scaled Score Conversions

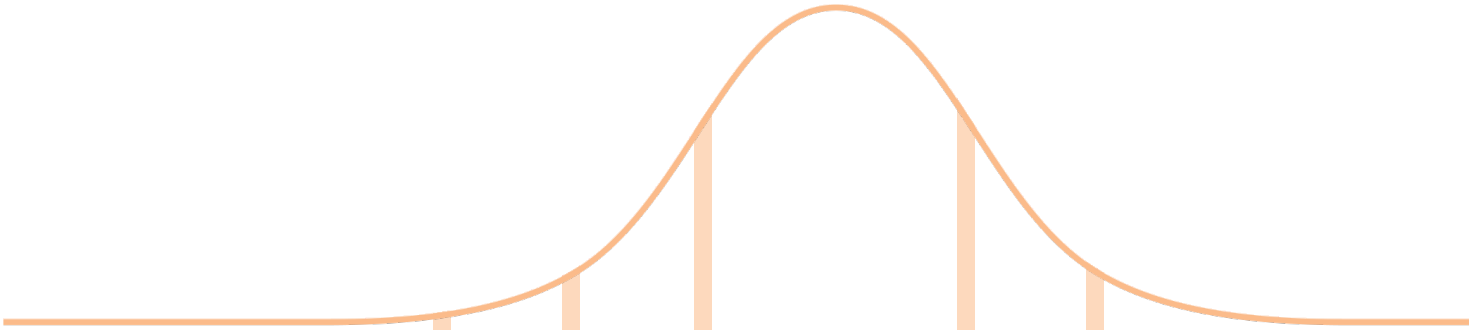
Adaptive skill area	Raw score	Scaled scores			
Communication	32	2	2		
Community Use*	32	11			11
Functional Pre-Academics*	45	17	17		
Home Living*	34	7			7
Health and Safety	21	3			3
Leisure	21	1		1	
Self-Care	14	1			1
Self-Direction	12	1	1		
Social	16	1		1	
Motor	43	3	Note: Motor is included in the GAC but not adaptive domains		
Sum of scaled scores		**47**	**20**	**2**	**22**
		GAC	Conceptual	Social	Practical

Sum of Scaled Scores to General Adaptive Composite (GAC) and Adaptive Domain Score Conversions

	Sum of scaled scores	Standard score	Percentile rank	Confidence interval ☐ 90% ☑ 95%
General Adaptive Composite (GAC)	**47**	70	2	67 - 73
Conceptual	**20**	79	8	74 - 84
Social	**2**	51	0.1	45 - 57
Practical	**22**	75	5	70 - 80

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Score Profile



Percentage of cases	2.2	6.7	16.1	50	16.1	6.7	2.2
Standard scores	70	80	90	100	110	120	
Qualitative descriptions	Extremely low	Low	Below average	Average	Above average	High	

Adaptive skill area scaled scores

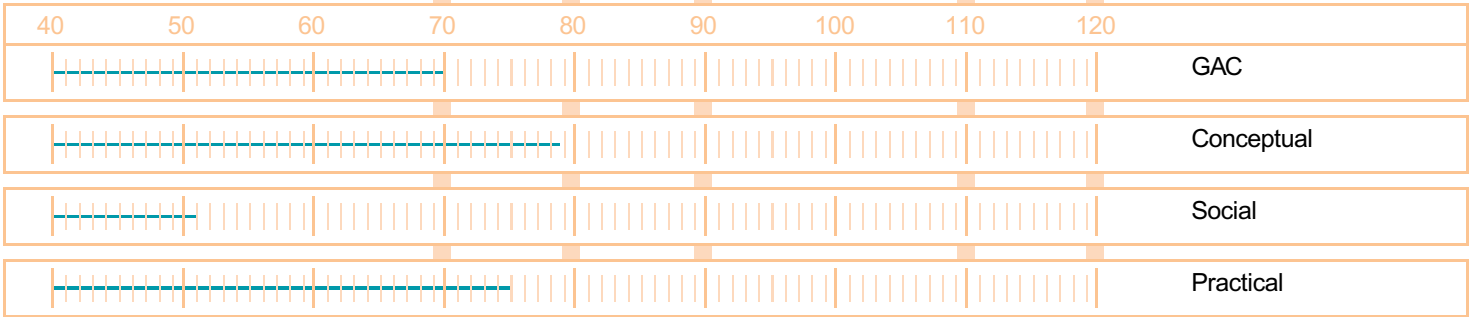
Score ranges	≤ 3	4 - 5	6 - 7	8 - 12	13 - 14	≥ 15

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Conceptual	Communication	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Functional Pre-Academics*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐
	Self-Direction	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Social	Leisure	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Social	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Practical	Community Use*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Home Living*	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Health and Safety	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Self-Care	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Motor	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

*For infants less than age one, the Functional Pre-Academics, Community Use, and Home Living skill areas are not completed by respondents.

GAC and adaptive domain standard scores

Score ranges	≤ 70	71 - 79	80 - 89	90 - 109	110 - 119	≥ 120



Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Optional Analyses

Adaptive Domain Comparisons

Domain comparison	Standard score 1	Standard score 2	Difference	Significance		Base rate in standardization sample
				Critical value	.05 level	
Conceptual-Social	79	51	28	7.78	Y	☐ ≤15% ☑ ≤5%
Conceptual-Practical	79	75	4	6.57	N	☐ ≤15% ☐ ≤5%
Social-Practical	51	75	-24	7.2	Y	☐ ≤15% ☑ ≤5%

Scatter in Adaptive Skill Area Scaled Scores

Comparison used ☐ General Adaptive Composite (GAC)(all skill areas) ☑ Adaptive domains

GAC/Domain	Highest skill area		Lowest skill area		Difference between scaled scores	Significance		Base rate in standardization sample
	Name	Scaled score	Name	Scaled score		Critical value	.05 level	
GAC: All skill areas								☐ ≤15% ☐ ≤5%
Conceptual skill areas	Functional Pre-Academics	17	Self-Direction	1	16	2.56	Y	☐ ≤15% ☑ ≤5%
Social skill areas	Leisure	1	Social	1	0	2.82	N	☐ ≤15% ☐ ≤5%
Practical skills areas	Community Use	11	Self-Care	1	10	2.88	Y	☐ ≤15% ☑ ≤5%

Strengths and Weaknesses in Adaptive Skill Areas

Comparison used ☐ General Adaptive Composite (GAC)(all skill areas) ☑ Adaptive domains

Calculate the mean scaled scores for adaptive skill areas

	GAC		Adaptive domain				
	10 skill areas	7 skill areas <age 1*	Conceptual	Conceptual <age 1*	Social	Practical	Practical <age 1*
Sum of scaled scores			20		2	22	
Number of skill areas	÷ 10	÷ 7	÷ 3	÷ 2	÷ 2	÷ 4	÷ 2
Mean scaled score			6.67		1	5.5	

Determine strengths and weaknesses in adaptive skill areas

*For infants less than one, the Functional Pre-Academics, Community Use, and Home Living skill areas are not completed by respondents.

	Skill area	Skill area scaled score	Mean scaled score from above	Difference from mean	Significance		Base rate in standardization sample
					Critical value	.05 level	
Conceptual	Communication	2	6.67	-4.67	2.2	Y	☐ ≤15% ☑ ≤5%
Conceptual	Functional Pre-Academics*	17	6.67	10.33	1.66	Y	☐ ≤15% ☑ ≤5%
Conceptual	Self-Direction	1	6.67	-5.67	2.12	Y	☐ ≤15% ☑ ≤5%
Social	Leisure	1	1	0	2.04	N	☐ ≤15% ☐ ≤5%
Social	Social	1	1	0	2.12	N	☐ ≤15% ☐ ≤5%
Practical	Community Use*	11	5.5	5.5	1.66	Y	☐ ≤15% ☑ ≤5%
Practical	Home Living*	7	5.5	1.5	1.56	N	☐ ≤15% ☐ ≤5%
Practical	Health and Safety	3	5.5	-2.5	2.12	Y	☑ ≤15% ☐ ≤5%
Practical	Self-Care	1	5.5	-4.5	2.12	Y	☐ ≤15% ☑ ≤5%
	Motor						☐ ≤15% ☐ ≤5%

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

FOR EXAMINER USE ONLY

Interpretive Report

Teacher Form
Ages 5-21

ABAS®-3

Adaptive Behavior Assessment System, Third Edition

Patti L. Harrison, PhD Thomas Oakland, PhD

Student Information

Name of student being evaluated (first, middle, last)	Sex	Grade
Anna Sample	Female	7th

Age at testing	Date of birth	Age
13 years and 3 months	1/9/2002	13 years and 3 months

School	City	State
		CA

Race/Ethnicity	Employment status

Disability or other limitation	Client ID

Assessment Information

Date of assessment	Date of report	Teacher
4/29/2015	4/29/2015	Jane Doe

Relationship to student
General education teacher

Intelligence Assessment Results

No intelligence assessment information was reported.

Reason for Referral

Referral information for Anna is unknown at this time.

Background Information

Anna's General education teacher, Jane Doe, completed the ABAS-3 Teacher Form on 4/29/2015. Anna was 13 years and 3 months at the time of the assessment and attending 7th grade. No disabilities or other limitations were reported. The primary language spoken in Anna's home is not known.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Validity Information			
Adaptive skill Area	**Raw score**	**Number of skipped items**	**Number of guessed items**
Communication	34	0	0
Community Use	35	0	0
Functional Academics	32	0	0
School Living	28	0	0
Health and Safety	25	0	0
Leisure	34	0	0
Self-Care	34	0	0
Self-Direction	32	0	0
Social	29	0	0
Work			

The rater completed a sufficient number of items without guessing or skipping in all administered adaptive skill areas. Thus, the ABAS-3 can be fully scored and interpreted.

Interpretation of ABAS-3 Results

Adaptive Behavior Standard Scores

The General Adaptive Composite (GAC) summarizes performance across all adaptive skill areas excluding Work. Anna obtained a GAC score of 57. Her true score is likely to fall within the range of 54 - 60 at a 95% level of confidence. Anna's current overall level of adaptive behavior is in the Extremely Low range, as high as or higher than 0.2% of students of the same age. Because the GAC provides the most complete measure of adaptive behavior, it is likely to be the most reliable and accurate estimate of overall adaptive functioning. However, more detailed information about Anna's unique profile of adaptive functioning may be obtained by reviewing performance within adaptive domains and skill areas if significant differences exist between adaptive domain standard scores or skill area scaled scores.

The Conceptual domain standard score summarizes performance across the Communication, Functional Academics, and Self-Direction skill areas. Anna's Conceptual domain standard score of 56 (95% confidence interval of 51 - 61) is in the Extremely Low range, as high as or higher than 0.2% of students of the same age.

The Social domain standard score summarizes performance across the Leisure and Social skill areas. Anna's Social domain standard score of 68 (95% confidence interval of 63 - 73) is in the Extremely Low range, as high as or higher than 2% of students of the same age.

The Practical domain standard score summarizes performance across the Community Use, School Living, Health and Safety, and Self-Care skill areas. Anna's Practical domain standard score of 59 (95% confidence interval of 54 - 64) is in the Extremely Low range, as high as or higher than 0.3% of students of the same age.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Adaptive Domain Comparisons

A comparison of performance between the adaptive behavior domains also provides useful information for interpretation. Anna's general ability to participate in social and leisure activities (social adaptive behavior) is significantly more developed than her overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior). 15% or less of the standardization sample displayed such a discrepancy in functioning between the Conceptual and Social domains. However, Anna's overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior) is consistent with her general skills in the areas of community and school living, health and safety, and self-care (practical adaptive behavior). Finally, although the difference between Anna's overall ability to participate in social and leisure activities (social adaptive behavior) and her general skills in the areas of community and school living, health and safety, and self-care (practical adaptive behavior) is statistically significant, it is not unusual (i.e., it has a high base rate).

Scatter in Adaptive Skill Area Scaled Scores

A student's adaptive skill area scaled scores may be relatively consistent or may show considerable variability. The scatter analysis allows you to determine whether the degree of scatter (i.e., the range between the student's highest and lowest scaled scores) warrants clinical attention.

In this instance, the degree of scatter is statistically significant and unusual (i.e., it has a low base rate) in the Social, Practical domain(s). Thus, interpretation of scores should focus on individual adaptive skill areas rather than on domain standard score(s). Moreover, the degree of scatter is neither statistically significant nor unusual (i.e., it has a high base rate) in the Conceptual domain(s). Thus, the domain standard score(s) in such adaptive skill area(s) may be considered a robust measure of adaptive functioning for this student.

Adaptive Skill Area Results

Adaptive skill areas within the Conceptual domain provide a more detailed view of Anna's functioning. Anna's communication abilities, including speech, vocabulary, listening, conversation, and nonverbal communication skills, are in the Extremely Low range. She functions in the Extremely Low range when performing basic academic skills such as reading, writing, and mathematics, as well as functional skills such as taking measurements and telling time. Her ability to make independent choices, exhibit self-control, and take responsibility when appropriate is in the Extremely Low range.

A more in-depth look at Anna's specific skill sets within the Social domain may be obtained by examining the adaptive skill areas. The leisure skills needed for engaging in play and planning recreational activities are in the Below Average range for Anna. Her ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is in the Extremely Low range.

Adaptive skill areas within the Practical domain offer a more specific picture of Anna's capabilities. Her ability to function and get around in the community, including shopping and using community resources, is in the Average range. Anna's level of functioning in a classroom setting, including maintenance of school property and taking care of personal possessions, is in the Extremely Low range. Anna's ability to protect her physical well-being and prevent and respond to injuries, including following safety rules, showing caution, and using medicine when appropriate, is in the Extremely Low range. Her ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is in the Extremely Low range.

Strengths and Weaknesses in Adaptive Skill Areas

It is important to look at relative strengths and areas for improvement within a student's adaptive skills profile for the purposes of assessment, treatment and intervention planning, and progress monitoring. In order to determine the areas of personal strength and weakness within Anna's profile, each skill area scaled score was compared to her average across all adaptive skill areas within the same domain (i.e., Conceptual, Social, or Practical) to look for differences at the .05 level of statistical significance.

In Anna's case, no adaptive skill area scaled score was significantly different from her average within the Conceptual domain, so there were no strengths or weaknesses within the domain.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Strengths and Weaknesses in Adaptive Skill Areas

Anna's Leisure skill area scaled score was significantly higher than her Social skill area scaled score, representing a relative strength within this domain. This difference occurred infrequently in the standardization sample, suggesting that Anna's ability to engage in play and plan recreational activities is an observable area of strength within her everyday adaptive functioning.

Anna's Social skill area scaled score was significantly lower than her Leisure skill area scaled score, representing a relative weakness within this domain. This difference occurred infrequently in the standardization sample, suggesting that Anna's ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is an observable area of weakness within her everyday adaptive functioning.

Anna's Community Use skill area scaled score was significantly higher than her average across all adaptive skill areas within the Practical domain, representing a relative strength within this domain. This difference occurred infrequently in the standardization sample, suggesting that Anna's ability to function and get around in the community, including shopping and using community resources, is an observable area of strength within her everyday adaptive functioning.

Summary of ABAS-3 Results

Anna's overall adaptive behavior can be characterized as lower functioning than that of almost all students her age. Anna's conceptual adaptive behavior can be characterized as lower functioning than that of almost all students her age. Anna's social adaptive behavior can be characterized as lower functioning than that of almost all students her age. Anna's practical adaptive behavior can be characterized as lower functioning than that of almost all students her age.

Summary of Adaptive Behavior and Intelligence Assessment Results

Intelligence Assessment results were not reported for Anna; therefore no statement can be made comparing her adaptive behavior and intelligence assessment results.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Score Summary

	Year	Month	Day
Testing date	2015	4	29
Date of birth	2002	1	9
Age	13	3	21

Raw Score to Scaled Score Conversions

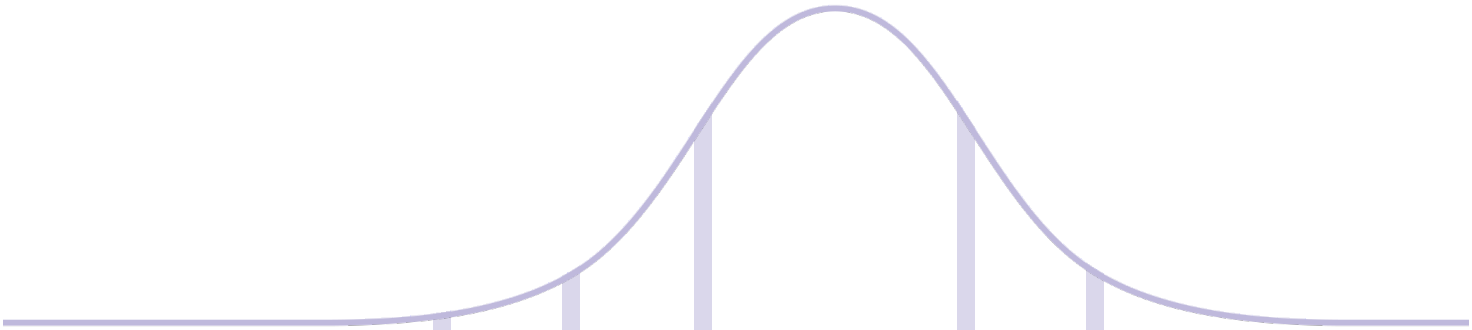
Adaptive skill area	Raw score	Scaled scores			
Communication	34	2	2		
Community Use	35	8			8
Functional Academics	32	2	2		
School Living	28	1			1
Health and Safety	25	1			1
Leisure	34	6		6	
Self-Care	34	1			1
Self-Direction	32	3	3		
Social	29	1		1	
(Work)			Note: Work is not included in the GAC or adaptive domains		
Sum of scaled scores		**25**	**7**	**7**	**11**
		GAC	Conceptual	Social	Practical

Sum of Scaled Scores to General Adaptive Composite (GAC) and Adaptive Domain Score Conversions

	Sum of scaled scores	Standard score	Percentile rank	Confidence interval ☐ 90% ☑ 95%
General Adaptive Composite (GAC)	**25**	57	0.2	54 - 60
Conceptual	**7**	56	0.2	51 - 61
Social	**7**	68	2	63 - 73
Practical	**11**	59	0.3	54 - 64

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Score Profile



Percentage of cases	2.2	6.7	16.1	50	16.1	6.7	2.2
Standard scores	70	80	90	100	110	120	
Qualitative descriptions	Extremely low	Low	Below average	Average	Above average	High	

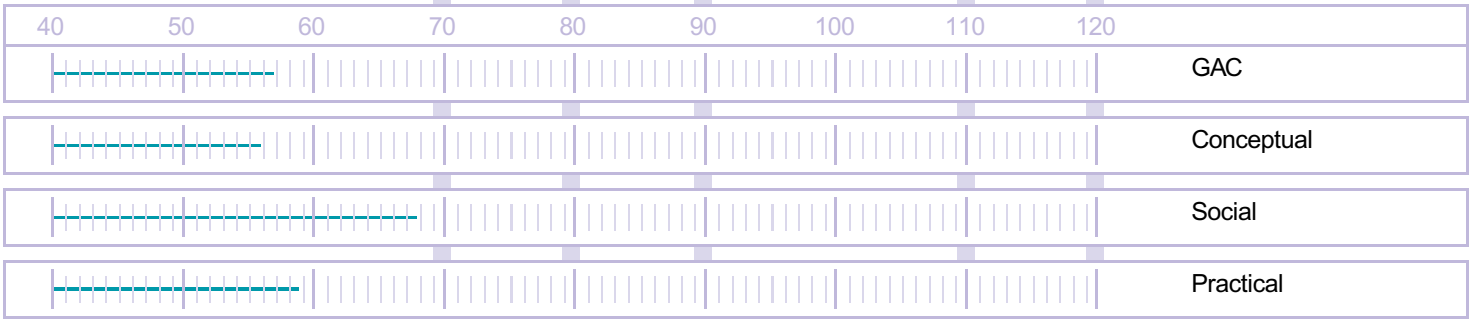
Adaptive skill area scaled scores

Score ranges	≤ 3	4 - 5	6 - 7	8 - 12	13 - 14	≥ 15

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Conceptual	Communication	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Functional Academics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Self-Direction	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Social	Leisure	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Social	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Practical	Community Use	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	School Living	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Health and Safety	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Self-Care	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Work	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

GAC and adaptive domain standard scores

Score ranges	≤ 70	71 - 79	80 - 89	90 - 109	110 - 119	≥ 120



Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Optional Analyses

Adaptive Domain Comparisons

Domain comparison	Standard score 1	Standard score 2	Difference	Significance		Base rate in standardization sample
				Critical value	.05 level	
Conceptual-Social	56	68	-12	7.2	Y	☑ ≤15% ☐ ≤5%
Conceptual-Practical	56	59	-3	7.2	N	☐ ≤15% ☐ ≤5%
Social-Practical	68	59	9	7.2	Y	☐ ≤15% ☐ ≤5%

Scatter in Adaptive Skill Area Scaled Scores

Comparison used ☐ General Adaptive Composite (GAC)(all skill areas) ☑ Adaptive domains

GAC/Domain	Highest skill area		Lowest skill area		Difference between scaled scores	Significance		Base rate in standardization sample
	Name	Scaled score	Name	Scaled score		Critical value	.05 level	
GAC: All skill areas								☐ ≤15% ☐ ≤5%
Conceptual skill areas	Self-Direction	3	Functional Academics	2	1	2.04	N	☐ ≤15% ☐ ≤5%
Social skill areas	Leisure	6	Social	1	5	2.04	Y	☐ ≤15% ☑ ≤5%
Practical skills areas	Community Use	8	Self-Care	1	7	2.82	Y	☑ ≤15% ☐ ≤5%

Strengths and Weaknesses in Adaptive Skill Areas

Comparison used ☐ General Adaptive Composite (GAC)(all skill areas) ☑ Adaptive domains

Calculate the mean scaled scores for adaptive skill areas

	GAC	Adaptive domain		
	9 skill areas	Conceptual	Social	Practical
Sum of scaled scores		7	7	11
Number of skill areas	÷ 9	÷ 3	÷ 2	÷ 4
Mean scaled score		2.33	3.5	2.75

Determine strengths and weaknesses in adaptive skill areas

Skill area		Skill area scaled score	Mean scaled score from above	Difference from mean	Significance		Base rate in standardization sample
					Critical value	.05 level	
Conceptual	Communication	2	2.33	-0.33	2.12	N	☐ ≤15% ☐ ≤5%
	Functional Academics	2	2.33	-0.33	2.12	N	☐ ≤15% ☐ ≤5%
	Self-Direction	3	2.33	0.67	1.95	N	☐ ≤15% ☐ ≤5%
Social	Leisure	6	3.5	2.5	2.04	Y	☐ ≤15% ☑ ≤5%
	Social	1	3.5	-2.5	1.95	Y	☐ ≤15% ☑ ≤5%
Practical	Community Use	8	2.75	5.25	2.82	Y	☐ ≤15% ☑ ≤5%
	School Living	1	2.75	-1.75	2.28	N	☐ ≤15% ☐ ≤5%
	Health and Safety	1	2.75	-1.75	2.49	N	☐ ≤15% ☐ ≤5%
	Self-Care	1	2.75	-1.75	2.49	N	☐ ≤15% ☐ ≤5%

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

FOR EXAMINER USE ONLY

Interpretive Report

Adult Form (Rated by Others)
Ages 16-89

ABAS®-3

Adaptive Behavior Assessment System, Third Edition

Patti L. Harrison, PhD Thomas Oakland, PhD

Adult Information

Name of individual being evaluated (first, middle, last)		Sex
John Sample		Male
Age at testing	**Date of birth**	**Age**
70 years	4/5/1945	70 years
Years of education	**Occupation**	
Race/Ethnicity	**Employment status**	
White	Retired	
Disability or other limitation		**Client ID**

Assessment Information

Date of assessment	Date of report	Rater
4/29/2015	4/29/2015	Amanda Sample
Rater occupation	**Relationship to individual**	
	Child	

Intelligence Assessment Results

No intelligence assessment information was reported.

Reason for Referral

Referral information for John is unknown at this time.

Background Information

John's Child, Amanda Sample, completed the ABAS-3 Adult Form on 4/29/2015. No disabilities or other limitations were reported. The primary language spoken in John's home is English. John was 70 years at the time of the assessment.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Validity Information			
Adaptive skill Area	**Raw score**	**Number of skipped items**	**Number of guessed items**
Communication	44	0	0
Community Use	32	0	0
Functional Academics	56	0	0
Home Living	43	0	0
Health and Safety	43	0	0
Leisure	56	0	0
Self-Care	39	0	0
Self-Direction	56	0	0
Social	67	0	0
Work			

The rater completed a sufficient number of items without guessing or skipping in all administered adaptive skill areas. Thus, the ABAS-3 can be fully scored and interpreted.

Interpretation of ABAS-3 Results

Adaptive Behavior Standard Scores

The General Adaptive Composite (GAC) summarizes performance across all skill areas. John obtained a GAC score of 73. His true score is likely to fall within the range of 70 - 76 at a 95% level of confidence. John's current overall level of adaptive behavior is in the Low range, as high as or higher than 4% of individuals of the same age. Because the GAC provides the most complete measure of adaptive behavior, it is likely to be the most reliable and accurate estimate of overall adaptive functioning. However, more detailed information about John's unique profile of adaptive functioning may be obtained by reviewing performance within adaptive domains and skill areas if significant differences exist between adaptive domain standard scores or skill area scaled scores.

The Conceptual domain standard score summarizes performance across the Communication, Functional Academics, and Self-Direction skill areas. John's Conceptual domain standard score of 73 (95% confidence interval of 70 - 76) is in the Low range, as high as or higher than 4% of individuals of the same age.

The Social domain standard score summarizes performance across the Leisure and Social skill areas. John's Social domain standard score of 92 (95% confidence interval of 87 - 97) is in the Average range, as high as or higher than 30% of individuals of the same age.

The Practical domain standard score summarizes performance across the Community Use, Home Living, Health and Safety, Self-Care, and Work skill areas. John's Practical domain standard score of 67 (95% confidence interval of 62 - 72) is in the Extremely Low range, as high as or higher than 1% of individuals of the same age.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Adaptive Domain Comparisons

A comparison of performance between the adaptive behavior domains also provides useful information for interpretation. John's general ability to participate in social and leisure activities (social adaptive behavior) is significantly more developed than his overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior). 5% or less of the standardization sample displayed such a discrepancy in functioning between the Social and Conceptual domains. However, John's overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior) is consistent with his general skills in the areas of community and home living, health and safety, and self-care (practical adaptive behavior). Finally, John's overall ability to participate in social and leisure activities (social adaptive behavior) is significantly more developed than his general skills in the areas of community and home living, health and safety, and self-care (practical adaptive behavior). 5% or less of the standardization sample displayed such a discrepancy in functioning between the Social and Practical domains.

Scatter in Adaptive Skill Area Scaled Scores

An individual's adaptive skill area scaled scores may be relatively consistent or may show considerable variability. The scatter analysis allows you to determine whether the degree of scatter (i.e., the range between the person's highest and lowest scaled scores) warrants clinical attention.

The degree of scatter is neither statistically significant nor unusual (i.e., it has a high base rate) in the Social, Practical domain(s). Moreover, although the degree of scatter in the Conceptual domain(s) is statistically significant, it is not unusual (i.e., it has a high base rate). Thus, the domain standard scores may be considered a robust measure of adaptive functioning for this individual.

Adaptive Skill Area Results

Adaptive skill areas within the Conceptual domain provide a more detailed view of John's functioning. John's communication abilities, including speech, vocabulary, listening, conversation, and nonverbal communication skills, are in the Extremely Low range. He functions in the Below Average range when performing basic academic skills such as reading, writing, and mathematics, as well as functional skills such as taking measurements and telling time. His ability to make independent choices, exhibit self-control and take responsibility when appropriate is in the Below Average range.

A more in-depth look at John's specific skill sets within the Social domain may be obtained by examining the adaptive skill areas. The leisure skills needed for engaging in play and planning recreational activities are in the Average range for John. His ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is in the Average range.

Adaptive skill areas within the Practical domain offer a more specific picture of John's capabilities. His ability to function and get around in the community, including shopping and using community resources, is in the Extremely Low range. John's level of functioning inside the home, including cleaning, food preparation, performing chores, and taking care of personal possessions, is in the Extremely Low range. John's ability to protect his physical well-being and prevent and respond to injuries, including following safety rules, showing caution, and using medicine when appropriate, is in the Extremely Low range. His ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is in the Extremely Low range.

Strengths and Weaknesses in Adaptive Skill Areas

It is important to look at relative strengths and areas for improvement within an individual's adaptive skills profile for the purposes of assessment, treatment and intervention planning, and progress monitoring. In order to determine the areas of personal strength and weakness within John's profile, each skill area scaled score was compared to his average across all adaptive skill areas within the same domain (i.e., Conceptual, Social, or Practical) to look for differences at the .05 level of statistical significance.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Strengths and Weaknesses in Adaptive Skill Areas

John's Communication skill area scaled score was significantly lower than his average across all adaptive skill areas within the Conceptual domain, representing a relative weakness within this domain. This difference occurred infrequently in the standardization sample, suggesting that John's difficulties with communication skills including speech, vocabulary, listening, conversation, and nonverbal communication are an observable area of weakness within his everyday adaptive functioning.

In John's case, the adaptive skill area scaled scores within the Social domain did not differ significantly enough from each other to be considered strengths or weaknesses within the domain.

In John's case, no adaptive skill area scaled score was significantly different from his average within the Practical domain, so there were no strengths or weaknesses within the domain.

Summary of ABAS-3 Results

John's overall adaptive behavior can be characterized as lower functioning than that of most other individuals his age. John's conceptual adaptive behavior can be characterized as lower functioning than that of most other individuals his age. John's social adaptive behavior can be characterized as typical for his age. John's practical adaptive behavior can be characterized as lower functioning than that of almost all individuals his age.

Summary of Adaptive Behavior and Intelligence Assessment Results

Intelligence Assessment results were not reported for John; therefore no statement can be made comparing his adaptive behavior and intelligence assessment results.

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Score Summary

	Year	Month	Day
Testing date	2015	4	29
Date of birth	1945	4	5
Age	70	0	24

Raw Score to Scaled Score Conversions

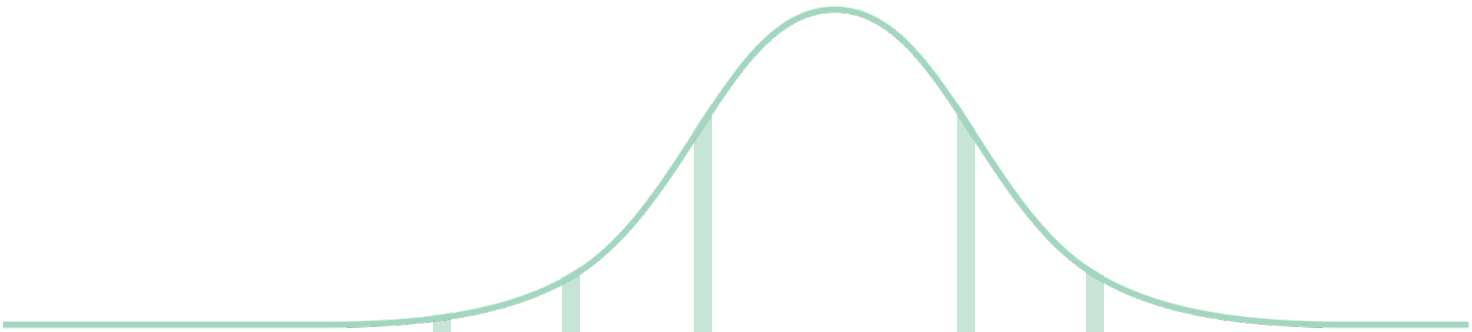
Adaptive skill area	Raw score	Scaled scores			
Communication	44	2	2		
Community Use	32	1			1
Functional Academics	56	6	6		
Home Living	43	3			3
Health and Safety	43	2			2
Leisure	56	9		9	
Self-Care	39	1			1
Self-Direction	56	6	6		
Social	67	8		8	
(Work)					
Sum of scaled scores		**38**	**14**	**17**	**7**
		GAC	Conceptual	Social	Practical

Sum of Scaled Scores to General Adaptive Composite (GAC) and Adaptive Domain Score Conversions

	Sum of scaled scores	Standard score	Percentile rank	Confidence interval ☐ 90% ☑ 95%
General Adaptive Composite (GAC)	**38**	73	4	70 - 76
Conceptual	**14**	73	4	70 - 76
Social	**17**	92	30	87 - 97
Practical	**7**	67	1	62 - 72

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Score Profile



Percentage of cases	2.2	6.7	16.1	50	16.1	6.7	2.2
Standard scores	70	80	90	100	110	120	
Qualitative descriptions	Extremely low	Low	Below average	Average	Above average	High	

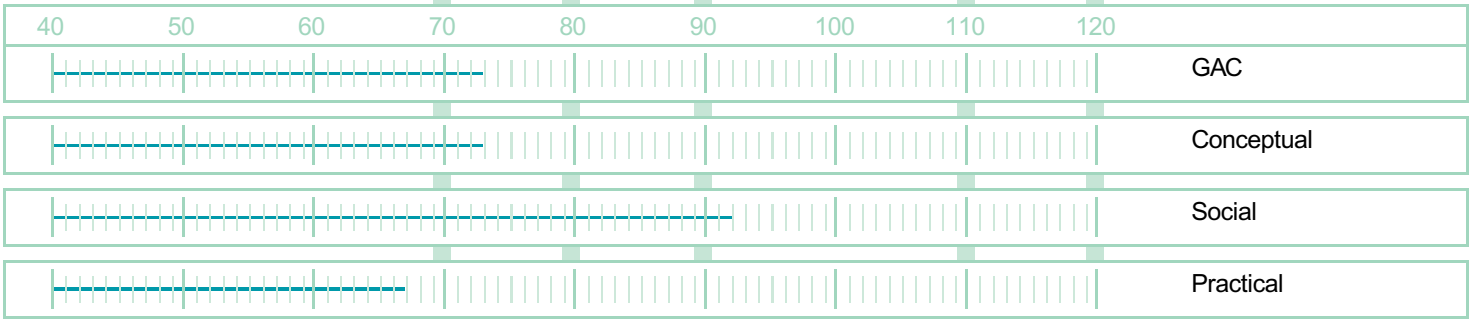
Adaptive skill area scaled scores

Score ranges	≤ 3	4 - 5	6 - 7	8 - 12	13 - 14	≥ 15

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Conceptual	Communication	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Functional Academics	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Self-Direction	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Social	Leisure	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Social	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Practical	Community Use	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Home Living	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Health and Safety	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Self-Care	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Work	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

GAC and adaptive domain standard scores

Score ranges	≤ 70	71 - 79	80 - 89	90 - 109	110 - 119	≥ 120



Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

Optional Analyses

Adaptive Domain Comparisons

Domain comparison	Standard score 1	Standard score 2	Difference	Significance		Base rate in standardization sample
				Critical value	.05 level	
Conceptual-Social	73	92	-19	6.57	Y	☐ ≤15% ☑ ≤5%
Conceptual-Practical	73	67	6	6.57	N	☐ ≤15% ☐ ≤5%
Social-Practical	92	67	25	7.2	Y	☐ ≤15% ☑ ≤5%

Scatter in Adaptive Skill Area Scaled Scores

Comparison used ☐ General Adaptive Composite (GAC)(all skill areas) ☑ Adaptive domains

GAC/Domain	Highest skill area		Lowest skill area		Difference between scaled scores	Significance		Base rate in standardization sample
	Name	Scaled score	Name	Scaled score		Critical value	.05 level	
GAC: All skill areas								☐ ≤15% ☐ ≤5%
Conceptual skill areas	Functional Academics	6	Communication	2	4	1.95	Y	☐ ≤15% ☐ ≤5%
Social skill areas	Leisure	9	Social	8	1	1.76	N	☐ ≤15% ☐ ≤5%
Practical skills areas	Home Living	3	Self-Care	1	2	2.2	N	☐ ≤15% ☐ ≤5%

Strengths and Weaknesses in Adaptive Skill Areas

Comparison used ☐ General Adaptive Composite (GAC)(all skill areas) ☑ Adaptive domains

Calculate the mean scaled scores for adaptive skill areas

	GAC		Adaptive domain			
	9 skill areas without work	10 skill areas with work	Conceptual	Social	Practical without work	Practical with work
Sum of scaled scores			14	17	7	
Number of skill areas	÷ 9	÷ 10	÷ 3	÷ 2	÷ 4	÷ 5
Mean scaled score			4.67	8.5	1.75	

Determine strengths and weaknesses in adaptive skill areas

	Skill area	Skill area scaled score	Mean scaled score from above	Difference from mean	Significance		Base rate in standardization sample
					Critical value	.05 level	
Conceptual	Communication	2	4.67	-2.67	1.86	Y	☑ ≤15% ☐ ≤5%
	Functional Academics	6	4.67	1.33	1.95	N	☐ ≤15% ☐ ≤5%
	Self-Direction	6	4.67	1.33	1.76	N	☐ ≤15% ☐ ≤5%
Social	Leisure	9	8.5	0.5	1.76	N	☐ ≤15% ☐ ≤5%
	Social	8	8.5	-0.5	1.66	N	☐ ≤15% ☐ ≤5%
Practical	Community Use	1	1.75	-0.75	2.12	N	☐ ≤15% ☐ ≤5%
	Home Living	3	1.75	1.25	2.12	N	☐ ≤15% ☐ ≤5%
	Health and Safety	2	1.75	0.25	2.28	N	☐ ≤15% ☐ ≤5%
	Self-Care	1	1.75	-0.75	2.28	N	☐ ≤15% ☐ ≤5%
	Work						☐ ≤15% ☐ ≤5%

Copyright © 2015 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124