

Name of student: Andrea Thomas **Gender:** Female
School: Midvale High School **Grade:** 10
City: Midvale **State:** PA
Date of rating: 2003 11 (month) 2 (day)
Date of birth: 1987 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 08/31/2003 **To** 11/02/2003

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	59	12	1.91	Social	110	11	1.37
Self-Care	49	11	1.88	Leisure	49	12	2.27
				Self-Direction	51	9	2.04
				Functional Academics	79	12	1.88
				Home Living	58	10	2.55
				Community Use	34	9	2.92
				Health & Safety	55	12	2.06
				Work	40	9	3.04
Sum of Subscale SS	23	107	61	Sum of Subscale SS	52	98	45
Domain Quotient (Appendix B)	107	61	%ile (Appendix B)	Domain Quotient (Appendix B)	101	%ile (Appendix B)	%ile (Appendix B)
TOTAL SCORE	TOTAL SUM OF SUBSCALE STANDARD SCORES		ADAPTIVE SKILLS QUOTIENT (Appendix C)	ADAPTIVE SKILLS QUOTIENT SEM (Appendix D)	CONFIDENCE INTERVAL		
	107		99	4.41	99%		
			48				

Standard Scores	SUBSCALES							QUOTIENTS			PERCENTILE RANKS						
	Communi- cation	Self- Care	Social	Leisure	Self- Direction	Functional Academics	Home Living	Community Use	Health & Safety	Conceptual Domain Quotient	Social Domain Quotient	Practical Domain Quotient	Adaptive Skills Quotient	Conceptual Domain %ile rank	Social Domain %ile rank	Practical Domain %ile rank	Adaptive Skills %ile rank
20										150				≥99			
19										45				95			
18										110				90			
17										125				85			
16										130				80			
15										125				75			
14										120				70			
13										115				65			
12										110				60			
11										105				55			
10										100				50			
9										95				45			
8										90				40			
7										85				35			
6										80				30			
5										75				25			
4										70				20			
3										65				15			
2										60				10			
1										55				5			
										50				≤1			

The **Conceptual** domain assesses adaptive behaviors related to cognitive, communication, and academic skills. Specific areas of adaptive skill which are assessed by this domain include **Communication** and **Self-Care**.

The **Communication** subscale includes the ability to comprehend and express information through symbolic behaviors (e.g., spoken word, written word/orthography, graphic symbols, sign language, manually coded English) or nonsymbolic behaviors (e.g., facial expression, body movement, touch, gesture). Specific examples include the ability to comprehend and/or receive a request, an emotion, a greeting, a comment, a protest, or rejection. Higher level skills of communication (e.g., writing a letter) would also relate to functional academics (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the **Communication** subscale.

9. Expresses complete sentences or complete thoughts in legible handwriting

The **Self-Care** subscale includes skills involved in toileting, eating, dressing, hygiene, and grooming (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the **Self-Care** subscale.

21. Takes care of personal property (e.g., clothing, toys, books, pencils, etc.)

The **Social** domain assesses adaptive behaviors associated with interpersonal skills and social competence. Specific areas of adaptive skill which are assessed by this domain include **Social**, **Leisure**, and **Self-Direction**.

The **Social** subscale measures skills related to social exchanges with other individuals, including initiating, interacting, and terminating interaction with others; receiving and responding to pertinent situational cues; recognizing feelings; providing positive and negative feedback; regulating one's own behavior; being aware of peers and peer acceptance; gauging the amount and type of interaction with others; assisting others; forming and fostering of friendships and love; coping with demands from others; making choices; sharing; understanding honesty and fairness; controlling impulses; conforming conduct to laws; violating rules and laws; and displaying appropriate socio-sexual behavior (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the **Social** subscale.

24. Demonstrates appropriate social interaction skills (e.g., maintains appropriate distance from others, greets others appropriately, etc.)
35. Responds appropriately to typical physical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.)
36. Responds appropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)
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.)
38. Demonstrates the ability to appropriately resolve disagreements (e.g., withdrawal, talking, etc.)
45. Functions appropriately in the presence of verbal and physical stimuli in the classroom (i.e., impulse control)
46. Responds appropriately to the feelings of others (e.g., with humor, with seriousness, with sympathy, etc.)
52. Is truthful (i.e., reports events, situations, facts, etc., honestly)
54. Is socially accepted by others

The **Leisure** subscale measures the development of a variety of leisure and recreational interests (e.g., self-entertainment and interactional) that reflect personal preferences and choices and, if the activity will be conducted in public, age and cultural norms. Skills include choosing and self-initiating interests, using and enjoying home and community leisure and recreational activities alone and with others, playing socially with others, taking turns, terminating or refusing leisure or recreational activities, extending one's duration of participation, and expanding one's repertoire of interests, awareness, and skills. Related skills include behaving appropriately in the leisure and recreation setting, communicating choices and needs, participating in social interaction, applying functional academics, and exhibiting mobility skills (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the **Leisure** subscale.

39. Makes appropriate use of free time

The **Self-Direction** subscale measures skills related to making choices; learning and following a schedule; initiating activities appropriate to the setting, conditions, schedule, and personal interests; completing necessary or required tasks; seeking assistance when needed; resolving assertiveness and self-advocacy skills (AAMR, 1992).

Andrea scored within one standard deviation below the mean on the **Self-Direction** subscale.

23. Is ready for an activity at the specified time (e.g., learning and following a daily routine, schedule, etc.)
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.)
67. Completes assignments or tasks during the time provided
68. Demonstrates problem-solving skills in new or unique situations (i.e., in situations that are different from previous events)
98. Begins assignments after receiving directions, instructions, etc.
99. Completes assignments with an acceptable level of accuracy
100. Is dependable (e.g., in attendance, on time, prepared, ready to work, etc.)
101. Makes realistic decisions regarding the spending of money (i.e., makes purchases appropriate for his/her situation)

The *Practical* domain assesses adaptive behaviors related to independent living and daily life skills. Specific areas of adaptive skill which are assessed by this domain include *Functional Academics, Home Living, Community Use, Health & Safety, and Work*.

The *Functional Academics* subscale measures cognitive abilities and skills related to learning at school that also have direct application in one's life (e.g., writing, reading, using basic practical math concepts, basic science as it relates to awareness of the physical environment and one's health and sexuality, geography, and social studies). It is important to note that the focus of this skill area is not on grade-level academic achievement but, rather, on the acquisition of academic skills that are functional in terms of independent living (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the *Functional Academics* subscale.

33. Uses money to make purchases (e.g., knows how much things cost, knows the amount of money to give a cashier, knows approximately how much change there should be, etc.)

The *Home Living* subscale measures skills related to functioning within a home, which include clothing care, housekeeping, property maintenance, food preparation and cooking, planning and budgeting for shopping, home safety, and daily scheduling. Related skills include orientation and behavior in the home and nearby neighborhood, communication of choices and needs, social interaction, and application of functional academics in the home (AAMR, 1992).

Andrea scored at the mean on the *Home Living* subscale.

29. Plans and budgets for shopping
31. Plans a daily routine (e.g., school day, work day, weekend)
32. Accesses assistance for such areas as communication from the IRS, billings from utilities, insurance forms, social services, food stamps, etc.

The *Community Use* subscale measures skills related to the appropriate use of community resources, including traveling in the community; grocery and general shopping at stores and markets; purchasing or obtaining services from other community businesses (e.g., gas stations, repair shops, doctor and dentist's offices); attending church or synagogue; using public transportation and public facilities, such as schools, libraries, parks and recreational areas, and streets and sidewalks; attending theaters; and visiting other cultural places and events. Related skills include behavior in the community, communication of choices and needs, social interaction, and the application of functional academics (AAMR, 1992).

Andrea scored within one standard deviation below the mean on the *Community Use* subscale.

33. Uses money to make purchases (e.g., knows how much things cost, knows the amount of money to give a cashier, knows approximately how much change there should be, etc.)
59. Conducts business with community services (e.g., contact repair services, cable hookup, medical services, etc.)

The *Health & Safety* subscale measures skills related to maintenance of one's health in terms of eating; illness identification, treatment, and prevention; basic first aid, sexuality; physical fitness; basic safety considerations (e.g., following rules and laws, using seat belts, crossing streets, interacting with strangers, seeking assistance); regular physical and dental check-ups; and personal habits. Related skills include protecting oneself from criminal behavior, using appropriate behavior in the community, communicating choices and needs, participating in social interactions, and applying functional academics (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the *Health & Safety* subscale.

The *Work* subscale measures skills related to holding a part or full-time job or jobs in the community in terms of specific job skills, appropriate social behavior, and related work skills (e.g., completion of tasks, awareness of schedules, ability to seek assistance, take criticism, and improve skills, money management, financial resources allocation, and the application of other functional academic skills; and skills related to going to and from work, preparation of work, management of oneself while at work, and interaction with co-workers) (AAMR, 1992).

Andrea scored within one standard deviation below the mean on the *Work* subscale.

29. Plans and budgets for shopping
32. Accesses assistance for such areas as communication from the IRS, billings from utilities, insurance forms, social services, food stamps, etc.
89. Learns from mistakes and attempts to improve skills, etc.
97. Learns specific job skills (e.g., skills necessary for bussing tables, mowing yards, etc.)
101. Makes realistic decisions regarding the spending of money (i.e., makes purchases appropriate for his/her situation)
103. Accepts constructive criticism

SUMMARY OF SCORES											
CONCEPTUAL DOMAIN		SOCIAL DOMAIN		PRACTICAL DOMAIN							
Raw Score	Standard Score (Appendix A)	Raw Score	Standard Score (Appendix A)	Raw Score	Standard Score (Appendix A)						
Communication	49	8	2.01	Social	97	8	1.39	Functional Academics	42	4	2.66
Self-Care	49	11	2.37	Leisure	33	5	2.24	Home Living	31	4	3.04
				Self-Direction	38	5	2.35	Community Use	22	7	4.18
				Health & Safety	38			Health & Safety	38	6	2.97
				Work	16	4	3.43	Work	16	4	3.43
				Sum of Subscale SS	19			Sum of Subscale SS	25		
				Domain Quotient (Appendix B)	94			Domain Quotient (Appendix B)	76		
				%ile (Appendix B)	34			%ile (Appendix B)	7		
				TOTAL SCORE	62			TOTAL SCORE	78		
				TOTAL SUM OF SUBSCALE STANDARD SCORES	62			TOTAL SUM OF SUBSCALE STANDARD SCORES	78		
				ADAPTIVE SKILLS QUOTIENT (Appendix C)	78			ADAPTIVE SKILLS QUOTIENT (Appendix C)	7		
				%ile (Appendix C)	7			%ile (Appendix C)	7		
				ADAPTIVE SKILLS QUOTIENT SEM (Appendix D)	5.6			ADAPTIVE SKILLS QUOTIENT SEM (Appendix D)	5.6		
				CONFIDENCE INTERVAL	99%			CONFIDENCE INTERVAL	99%		

Name of child: Andrea Thomas Gender: Female
 School: Midvale Grade: 7
 City: Midvale State: PA
 Date of rating: 2003 (year) 11 (month) 10 (day)
 Date of birth: 1990 (year) 10 (month) 6 (day)
 Age at rating: 13 (years) 1 (months) 4 (days)
 Rated by (observer's name): M. Thomas

Dates during which observation of child occurred:
 From _____ To _____
 Relationship to child: Mother

Standard Scores	SUBSCALES					QUOTIENTS			PERCENTILE RANKS									
	Communication	Self-Care	Social	Leisure	Self-Direction	Functional Academics	Home Living	Community use	Health & Safety	World Quotient	Conceptual Domain Quotient	Social Domain Quotient	Practical Domain Quotient	Adaptive Skills Quotient	Conceptual Domain %ile rank	Social Domain %ile rank	Practical Domain %ile rank	Adaptive Skills %ile rank
20										150					≥99			
19										145					95			
18										140					90			
17										137					85			
16										130					80			
15										125					75			
14										120					70			
13										115					65			
12										110					60			
11		X								105					55			
10										100					50			
9	X									95	X				45			
8										90					40			
7										85					35			
6								X		80					30			
5										75					25			
4									X	70					20			
3										65					15			
2										60					10			
1										55					5			
										50					≤1			

The **Conceptual** domain assesses adaptive behaviors related to cognitive, communication, and academic skills. Specific areas of adaptive skill which are assessed by this domain include **Communication** and **Self-Care**.

The **Communication** subscale includes the ability to comprehend and express information through symbolic behaviors (e.g., spoken word, written word/orthography, graphic symbols, sign language, manually coded English) or nonsymbolic behaviors (e.g., facial expression, body movement, touch, gesture). Specific examples include the ability to comprehend and/or receive a request, an emotion, a greeting, a comment, a protest, or rejection. Higher level skills of communication (e.g., writing a letter) would also relate to functional academics (AAMR, 1992).

Andrea scored within one standard deviation below the mean on the **Communication** subscale.

10. Comprehends graphic symbols, sign language, etc.
12. Applies functional academics to communication (e.g., reads a letter, writes a letter, reads and fills out a job application form, etc.)

The **Self-Care** subscale includes skills involved in toileting, eating, dressing, hygiene, and grooming (AAMR, 1992).

Andrea scored within one standard deviation above the mean on the **Self-Care** subscale.

The **Social** domain assesses adaptive behaviors associated with interpersonal skills and social competence. Specific areas of adaptive skill which are assessed by this domain include **Social**, **Leisure**, and **Self-Direction**.

The **Social** subscale measures skills related to social exchanges with other individuals, including initiating, interacting, and terminating interaction with others; receiving and responding to pertinent situational cues; recognizing feelings; providing positive and negative feedback; regulating one's own behavior; being aware of peers and peer acceptance; gauging the amount and type of interaction with others; assisting others; forming and fostering of friendships; and long-term coping with demands from others; making choices; sharing; understanding honesty and fairness; controlling impulses; conforming conduct to laws; violating rules and laws; and displaying appropriate socio-sexual behavior (AAMR, 1992).

Andrea scored within one standard deviation below the mean on the **Social** subscale.

22. Demonstrates appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)
44. Demonstrates appropriate behavior in group games (e.g., follows existing rules, shows good sportsmanship, etc.)
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.)

The **Leisure** subscale measures the development of a variety of leisure and recreational interests (e.g., self-entertainment and interactional) that reflect personal preferences and choices and, if the activity will be conducted in public, age and cultural norms. Skills include choosing and self-initiating interests, using and enjoying home and community leisure and recreational activities alone and with others, playing socially with others, taking turns, terminating or refusing leisure or recreational activities, extending one's duration of participation, and expanding one's repertoire of interests, awareness, and skills. Related skills include behaving appropriately in the leisure and recreation setting, communicating choices and needs, participating in social interaction, applying functional academics, and exhibiting mobility skills (AAMR, 1992).

Andrea scored more than one standard deviation below the mean on the **Leisure** subscale.

88. Chooses his/her own leisure/recreational activities (e.g., television, radio, reading, etc.)
90. Engages in leisure/recreational activities alone
94. Is willing to try new leisure-time activities

The **Self-Direction** subscale measures skills related to making choices; learning and following a schedule; initiating activities appropriate to the setting, conditions, schedule, and personal interests; completing necessary or required tasks; seeking assistance when needed; resolving assertiveness and self-advocacy skills (AAMR, 1992).

Andrea scored more than one standard deviation below the mean on the **Self-Direction** subscale.

53. Makes appropriate choices for the situation (e.g., purchases, employment, etc.)
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.)
68. Demonstrates problem-solving skills in new or unique situations (i.e., in situations that are different from previous events)
69. Demonstrates problem-solving skills in typical situations (i.e., in situations that are experienced on a regular basis)
101. Makes realistic decisions regarding the spending of money (i.e., makes purchases appropriate for his/her situation)

The *Practical* domain assesses adaptive behaviors related to independent living and daily life skills. Specific areas of adaptive skill which are assessed by this domain include *Functional Academics, Home Living, Community Use, Health & Safety, and Work*.

The *Functional Academics* subscale measures cognitive abilities and skills related to learning at school that also have direct application in one's life (e.g., writing, reading, using basic practical math concepts, basic science as it relates to awareness of the physical environment and one's health and sexuality, geography, and social studies). It is important to note that the focus of this skill area is not on grade-level academic achievement but, rather, on the acquisition of academic skills that are functional in terms of independent living (AAMR, 1992).

Andrea scored at two standard deviations below the mean on the *Functional Academics* subscale.

10. Comprehends graphic symbols, sign language, etc.
12. Applies functional academics to communication (e.g., reads a letter, writes a letter, reads and fills out a job application form, etc.)
34. Applies functional academics to home living situations (e.g., using a telephone book, developing and using a budget, reading a simple recipe, paying bills, applying concepts of time and measurement, etc.)
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.)
70. Has an appropriate diet (i.e., eats nutritious foods, appropriate quantities, etc.)
74. Applies fundamental first aid knowledge (e.g., cleans a wound with antiseptic, bandages an injury, applies a cold compress to a burn, etc.)
75. Understands concepts of sexuality (e.g., avoiding sexually transmitted diseases, knowledge of contraception, etc.)
81. Reads and follows a community map
84. Demonstrates the appropriate steps to take to avoid contaminating the environment (e.g., proper disposal of hazardous materials, recycling, etc.)
86. Uses resources to solve daily math problems (e.g., a calculator to perform practical math, a timer, etc.)

The *Home Living* subscale measures skills related to functioning within a home, which include clothing care, housekeeping, property maintenance, food preparation and cooking, planning and budgeting for shopping, home safety, and daily scheduling. Related skills include orientation and behavior in the home and nearby neighborhood, communication of choices and needs, social interaction, and application of functional academics in the home (AAMR, 1992).

Andrea scored at two standard deviations below the mean on the *Home Living* subscale.

27. Completes simple maintenance activities or calls attention to maintenance needs (e.g., changing lightbulb, leaking faucet, toilet repair, broken window, etc.)
28. Prepares a simple meal (e.g., can operate a stovetop, oven, microwave, etc.)
29. Plans and budgets for shopping

The *Community Use* subscale measures skills related to the appropriate use of community resources, including traveling in the community; grocery and general shopping at stores and markets; purchasing or obtaining services from other community businesses (e.g., gas stations, repair shops, doctor and dentist's offices), attending church or synagogue; using public transportation and public facilities, such as schools, libraries, parks and recreational areas, and streets and sidewalks; attending theaters; and visiting other cultural places and events. Related skills include behavior in the community, communication of choices and needs, social interaction, and the application of functional academics (AAMR, 1992).

Andrea scored at one standard deviation below the mean on the *Community Use* subscale.

59. Conducts business with community services (e.g., contact repair services, cable hookup, medical services, etc.)
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.)
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.)
63. Shops for personal needs

The *Health & Safety* subscale measures skills related to maintenance of one's health in terms of eating; illness identification, treatment, and prevention; basic first aid; sexuality; physical fitness; basic safety considerations (e.g., following rules and laws, using seat belts, crossing streets, interacting with strangers, seeking assistance); regular physical and dental check-ups; and personal habits. Related skills include protecting oneself from criminal behavior, using appropriate behavior in the community, communicating choices and needs, participating in social interactions, and applying functional academics (AAMR, 1992).

Andrea scored more than one standard deviation below the mean on the *Health & Safety* subscale.

70. Has an appropriate diet (i.e., eats nutritious foods, appropriate quantities, etc.)
74. Applies fundamental first aid knowledge (e.g., cleans a wound with antiseptic, bandages an injury, applies a cold compress to a burn, etc.)
75. Understands concepts of sexuality (e.g., avoiding sexually transmitted diseases, knowledge of contraception, etc.)
76. Demonstrates knowledge of what activities are necessary to maintain physical fitness (e.g., cardiovascular stimulation, muscle toning, stretching, etc.)

The *Work* subscale measures skills related to holding a part or full-time job or jobs in the community in terms of specific job skills, appropriate social behavior, and related work skills (e.g., completion of tasks, awareness of schedules, ability to seek assistance, take criticism, and improve skills, money management, financial resources allocation, and the application of other functional academic skills; and skills related to going to and from work, preparation of work, management of oneself while at work, and interaction with co-workers) (AAMR, 1992).

Andrea scored at two standard deviations below the mean on the *Work* subscale.

29. Plans and budgets for shopping
32. Accesses assistance for such areas as communication from the IRS, billings from utilities, insurance forms, social services, food stamps, etc.