

ADAPTIVE BEHAVIOR EVALUATION SCALE REVISED SECOND EDITION: 4-12 YEARS (ABES-R2: 4-12 Years)

Stephen B. McCarney, Ed.D.
&
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The *Adaptive Behavior Evaluation Scale-Revised Second Edition (ABES-R2)* provides a measure of adaptive skills necessary for success in educational and residential settings. The **ABES-R2** 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-R2** assesses 10 areas of adaptive skills grouped under the three adaptive behavior domains defined in the *10th AAMR Definition of Mental Retardation (AAMR, 2002)*. The **Conceptual** domain assesses the adaptive skills areas of *Communication* and *Functional Academics*. The **Social** domain assesses the *Social, Leisure, and Self-Direction* adaptive skills areas. *Self-Care, Home Living, Community Use, Health & Safety, and Work* are the adaptive skills areas assessed in the Practical domain.

The **ABES-R2:4-12 School Version** was standardized on a total of 3,288 students. The **ABES-R2: 4-12 Home Version** was standardized on a total of 1,998 students. 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-R2: 4-12 School Version** fell at or above .85 for each subscale. Test-retest reliability yielded correlation coefficients ranging from .61 to .78, indicating substantial reliability for each of the 10 subscales. Coefficients for inter-rater reliability for the subscales ranged from .60 to .80 for all age levels. Content validity was established through the initial development process. The scale was compared to the *Vineland Adaptive Behavior Scales-Classroom Edition (1985)* and *Adaptive Behavior Scale - School: Second Edition (1993)* 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-R2: 4-12** uses frequency-referenced quantifiers. Each item on the **ABES-R2: 4-12** is rated on a six point scale from (0) NOT DEVELOPMENTALLY APPROPRIATE FOR AGE to (5) DEMONSTRATES THE BEHAVIOR OR SKILL CONSISTENTLY. Following administration, 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. Using the subscale standard scores, a profile of the student's level of functioning across the 10 subscales may be constructed.

The **ABES-R2: 4-12** takes approximately 20 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, clinical personnel, other school personnel, or the parent/guardian. The **ABES-R2: 4-12** complete kit consists of school and home version rating forms and technical manuals, and the *Adaptive Behavior Intervention Manual: 4-12 Years*. The intervention manual includes goals, objectives, and intervention strategies for the behaviors on the scale and was designed for the convenient development of the student's IEP.

The **ABES-R2: 4-12** is a valuable tool designed to assist school personnel in making diagnostic, placement, and programming decisions for mentally retarded and emotionally disturbed/behaviorally disordered children and adolescents. The strong correlation of school and home ratings of adaptive skills makes the **ABES-R2: 4-12** an efficient and effective means of measuring adaptive skills for educational decision-making. The companion *Adaptive Behavior Intervention Manual: 4-12 Years* is a must for use in program development and implementation for handicapped students. The **ABES-R2: 4-12 Quick Score** is a Windows®-compatible program which converts raw scores to standard and percentile scores.



H A W T H O R N E

Phone: (800) 542-1673 FAX: (800) 442-9509

SCHOOL VERSION RATING FORM: 4-12 YEARS

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The student should be rated by educational personnel with primary observational opportunities who work directly with the student during instructional situations.
- If a rater has no knowledge of the student's ability to perform a particular item on the scale, it is recommended that another educator be consulted to provide information for that item. No boxes are to be left blank.
- The rater should rely on his/her observation of the student's behavior as it occurs naturally in the educational environment.
- It is recommended that the rater read each quantifier with the item, before rating the item. Using item 8 as an example, the rater would first read, "Is not developmentally appropriate for age to tie or fasten shoes," then "Does not demonstrate tying or fastening shoes," "Is developing tying or fastening shoes," "Demonstrates tying or fastening shoes inconsistently," "Demonstrates tying or fastening shoes most of the time," and finally "Demonstrates 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.
- The ABES-R2 is not a test which requires a performance demonstration for each item on the scale. The rater should rely on observations of the student's ability to perform the behaviors on the scale as those behaviors occur naturally in the educational environment.
- If the behavior or skill is developmentally beyond what is expected for the student's age, the rating should be **0**
NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.
- If the student has not yet developed the behavior or skill or chooses not to demonstrate the behavior or skill, the rating should be **1**
DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL.
- If the student is beginning to develop/demonstrate the behavior or skill, but it is not yet developed to the point where the student is successful; the rating should be **2**
IS DEVELOPING THE BEHAVIOR OR SKILL.
- If the student has developed the behavior or skill but does not demonstrate the behavior or skill on a regular basis, the rating should be **3**
DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY.
- If the student demonstrates the behavior or skill at most every opportunity, and performs the behavior or skill successfully except in a few instances, the rating should be **4**
DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME.
- If the student functions at the most successful level, and is consistently successful in all situations relative to the behavior or skill, the rating should be **5**
DEMONSTRATES THE BEHAVIOR OR SKILL CONSISTENTLY.

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TO RATER: Rate every item using the quantifiers (0-5) provided.
Every item (1-55) must be rated. Do not leave any boxes blank.

NOT DEVELOPMENTALLY APPROPRIATE FOR AGE	DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL	IS DEVELOPING THE BEHAVIOR OR SKILL	DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY	DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME	DEMONSTRATES THE BEHAVIOR OR SKILL CONSISTENTLY
0	1	2	3	4	5
<input checked="" type="checkbox"/> 1. Comprehends typical verbal communications (e.g., verbal directions, conversations, questions, etc.)					
<input checked="" type="checkbox"/> 2. Provides relevant verbal responses to conversations, questions, etc.					
<input checked="" type="checkbox"/> 3. Communicates name, address, and phone number					
<input checked="" type="checkbox"/> 4. Has an adequate expressive vocabulary					
<input checked="" type="checkbox"/> 5. Comprehends written communication (e.g., understands written directions, signs, symbols, warnings, etc.)					
<input checked="" type="checkbox"/> 6. Applies functional academics to communication (e.g., reads a letter, writes a letter, reads and fills out a form, etc.)					
<input checked="" type="checkbox"/> 7. Takes care of toileting needs					
<input checked="" type="checkbox"/> 8. Ties or fastens shoes					
<input checked="" type="checkbox"/> 9. Fastens articles of clothing (e.g., zips, buttons, snaps, etc.)					
<input checked="" type="checkbox"/> 10. Demonstrates appropriate hygiene (e.g., clean hands and face, free of body odor, changes clothing when appropriate, etc.)					
<input checked="" type="checkbox"/> 11. Demonstrates appropriate mealtime behavior (i.e., skills involved in eating, drinking, disposing of trash, etc.)					
<input checked="" type="checkbox"/> 12. Turns on faucet, flushes toilet, operates light switch, etc.					
<input checked="" type="checkbox"/> 13. Takes care of personal property (e.g., clothing, toys, books, pencils, etc.)					
<input checked="" type="checkbox"/> 14. Demonstrates appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)					
			<input checked="" type="checkbox"/> 15. Is ready for an activity at the specified time (e.g., learning and following a daily routine, schedule, etc.)		
			<input checked="" type="checkbox"/> 16. Demonstrates appropriate social interaction skills (e.g., maintains appropriate distance from others, greets others appropriately, etc.)		
			<input checked="" type="checkbox"/> 17. Responds appropriately to typical physical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.)		
			<input checked="" type="checkbox"/> 18. Responds appropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)		
			<input checked="" type="checkbox"/> 19. 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.)		
			<input checked="" type="checkbox"/> 20. Demonstrates the ability to appropriately resolve disagreements (e.g., withdrawal, talking, etc.)		
			<input checked="" type="checkbox"/> 21. Makes appropriate use of free time		
			<input type="checkbox"/> 22. Responds appropriately to environmental social cues (e.g., when it is appropriate to interact, when it is not appropriate to interact, etc.)		
			<input checked="" type="checkbox"/> 23. Interacts appropriately with one other person (e.g., in a tutoring situation, in a team situation, at lunch, at work, etc.)		
			<input checked="" type="checkbox"/> 24. Shares with others		
			<input checked="" type="checkbox"/> 25. Adjusts behavior to expectations of different situations (e.g., classrooms, recess, etc.)		
			<input checked="" type="checkbox"/> 26. Demonstrates appropriate behavior in group games (e.g., follows existing rules, shows good sportsmanship, etc.)		

NOT DEVELOPMENTALLY APPROPRIATE FOR AGE	DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL	IS DEVELOPING THE BEHAVIOR OR SKILL	DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY	DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME	DEMONSTRATES THE BEHAVIOR OR SKILL CONSISTENTLY
0	1	2	3	4	5
5 10. Functions appropriately in the presence of verbal and physical stimuli in the classroom (i.e., impulse control)				4 24. Understands the concept of time (e.g., tells time, uses a calendar, etc.)	
5 11. 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 25. Understands the concept of measurement (e.g., length, volume, weight, etc.)	
5 12. Is socially accepted by others				4 26. Uses resources to solve daily math problems (e.g., a calculator to perform practical math, a timer, etc.)	
4 13. Makes and keeps friends				5 27. Engages in a variety of leisure and recreational interests (e.g., listening to music, watching television, participating in sports, etc.)	
5 14. Follows the rules of the classroom				4 28. Learns from mistakes and attempts to improve skills, etc.	
5 15. Follows the rules of the school				4 29. Engages in leisure/recreational activities alone	
5 16. Adjusts behavior to the expectations of community situations (e.g., sitting quietly in a movie theater, standing in a line, etc.)				5 30. Engages in leisure/recreational activities with others	
5 17. Seeks assistance when appropriate				4 31. Takes turns when appropriate (e.g., playing games, in group conversations, choosing musical selections, etc.)	
5 18. 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 32. Articulates preferences, makes refusals, and terminates an activity or situation (i.e., can be assertive in protecting his/her interests)	
5 19. Completes assignments or tasks during the time provided				5 33. Demonstrates necessary mobility skills to participate in leisure/recreational activities	
5 20. Demonstrates problem-solving skills in typical situations (i.e., in situations that are experienced on a regular basis)				5 34. Begins assignments after receiving directions, instructions, etc.	
4 21. Determines when he/she is not well and seeks appropriate treatment (e.g., tells the teacher, asks to see nurse, etc.)				5 35. Completes assignments with an acceptable level of accuracy	
5 22. Demonstrates knowledge of requirements for personal safety (e.g., using school equipment, obeying crosswalk signs, remaining seated on a bus, etc.)				4 36. Is dependable (e.g., in attendance, on time, prepared, ready to work, etc.)	
4 23. Applies functional academics to his/her health and safety (e.g., reads informational signs, reads poison warnings, etc.)				4 37. Accepts constructive criticism	
				5 38. Demonstrates the ability to find necessary locations in the building (e.g., classes, cafeteria, restroom, etc.)	

SCORING FORM

CONCEPTUAL		SOCIAL		PRACTICAL	
Communication	Functional Academics	Social	Leisure	Self-Care	Health & Safety
1. <u>5</u>	5. <u>5</u>	14. <u>5</u>	14. <u>5</u>	7. <u>5</u>	10. <u>5</u>
2. <u>5</u>	6. <u>5</u>	16. <u>5</u>	23. <u>5</u>	8. <u>5</u>	19. <u>5</u>
3. <u>5</u>	40. <u>4</u>	17. <u>5</u>	44. <u>5</u>	9. <u>5</u>	23. <u>5</u>
4. <u>5</u>	41. <u>4</u>	18. <u>4</u>	45. <u>4</u>	10. <u>5</u>	31. <u>5</u>
5. <u>5</u>	42. <u>4</u>	19. <u>5</u>	46. <u>4</u>	11. <u>5</u>	32. <u>5</u>
6. <u>5</u>	43. <u>4</u>	20. <u>5</u>	47. <u>5</u>	12. <u>5</u>	38. <u>4</u>
<div style="border: 1px solid black; padding: 2px; display: inline-block;">30</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">26</div>	21. <u>5</u>	48. <u>5</u>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">30</div>	39. <u>5</u>
Raw Score	Raw Score	22. <u>4</u>	49. <u>4</u>	Raw Score	40. <u>4</u>
		23. <u>5</u>	50. <u>5</u>	Home Living	<div style="border: 1px solid black; padding: 2px; display: inline-block;">38</div>
		24. <u>5</u>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">42</div>	5. <u>5</u>	Raw Score
		25. <u>5</u>	Raw Score	11. <u>5</u>	
		26. <u>5</u>	Self-Direction	12. <u>5</u>	Work
		27. <u>3</u>	15. <u>5</u>	13. <u>5</u>	10. <u>5</u>
		28. <u>5</u>	34. <u>5</u>	14. <u>5</u>	14. <u>5</u>
		29. <u>5</u>	35. <u>5</u>	15. <u>5</u>	15. <u>5</u>
		30. <u>4</u>	36. <u>5</u>	41. <u>4</u>	16. <u>5</u>
		31. <u>5</u>	37. <u>5</u>	42. <u>4</u>	19. <u>5</u>
		32. <u>5</u>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">25</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">38</div>	23. <u>5</u>
		37. <u>5</u>	Raw Score	Raw Score	34. <u>5</u>
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">92</div>		Community Use	36. <u>5</u>
		Raw Score		1. <u>5</u>	45. <u>4</u>
				2. <u>5</u>	51. <u>5</u>
				19. <u>5</u>	52. <u>5</u>
				21. <u>5</u>	53. <u>4</u>
				23. <u>5</u>	54. <u>4</u>
				33. <u>5</u>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">62</div>
				55. <u>5</u>	Raw Score
				<div style="border: 1px solid black; padding: 2px; display: inline-block;">35</div>	
				Raw Score	

ABES-R2: 4-12 Years Rating Form
School Version Sample

Name of Student: Andrea Thomas Gender: 7

School: Midvale Elementary Grade: 5

City: Midvale State: MS

Date of rating: 2003 (year) 10 (month) 29 (day)

Date of birth: 1993 (year) 7 (month) 23 (day)

Age at rating: 2003 (years) 10 (months) 29 (days)

Rated by (observer's name): M. Jackson

Dates during which observation of student occurred:

From 8/31/03 To 10/29/03

Amount of time spent with student: 6 hours Per week: 30 hours

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>30</u> <u>12</u> <u>1.98</u>	Social	<u>92</u> <u>12</u> <u>1.12</u>	Self-Care	<u>50</u> <u>11</u> <u>1.84</u>
Functional Academics	<u>26</u> <u>11</u> <u>2.42</u>	Leisure	<u>42</u> <u>11</u> <u>1.92</u>	Home Living	<u>28</u> <u>11</u> <u>1.88</u>
		Self-Direction	<u>25</u> <u>12</u> <u>2.12</u>	Community Use	<u>35</u> <u>12</u> <u>2.14</u>
				Health & Safety	<u>38</u> <u>11</u> <u>1.76</u>
				Work	<u>62</u> <u>12</u> <u>1.36</u>
Sum of Subscale SS	<u>23</u> <u>105</u> <u>64</u>	Sum of Subscale SS	<u>36</u> <u>109</u> <u>73</u>	Sum of Subscale SS	<u>57</u> <u>107</u> <u>68</u>
TOTAL SCORE		TOTAL SCORE		TOTAL SCORE	
Total Sum of Subscale Standard Scores		Adaptive Skills Quotient (Appendix C)		Adaptive Skills Quotient SEM (Appendix D)	
<u>116</u>		<u>106</u>		<u>4.02</u>	
		Percentile (Appendix C)		Confidence Interval	
		<u>66</u>		<u>95</u> %	

Standard Scores	SUBSCALES							QUOTIENTS				PERCENTILE RANKS							
	Communication	Functional Academics	Social	Leisure	Self-Direction	Self-Care	Home Living	Community Use	Health & Safety	Work	Conceptual Domain Quotient	Social Domain Quotient	Practical Domain Quotient	Adaptive Skills Quotient	Percentiles	Conceptual Domain Percentile Rank	Social Domain Percentile Rank	Practical Domain Percentile Rank	Adaptive Skills Percentile Rank
20	•	•	•	•	•	•	•	•	•	•	•	•	•	•	>99	•	•	•	•
19	•	•	•	•	•	•	•	•	•	•	•	•	•	•	95	•	•	•	•
18	•	•	•	•	•	•	•	•	•	•	•	•	•	•	90	•	•	•	•
17	•	•	•	•	•	•	•	•	•	•	•	•	•	•	85	•	•	•	•
16	•	•	•	•	•	•	•	•	•	•	•	•	•	•	80	•	•	•	•
15	•	•	•	•	•	•	•	•	•	•	•	•	•	•	75	•	•	•	•
14	•	•	•	•	•	•	•	•	•	•	•	•	•	•	70	•	•	•	•
13	•	•	•	•	•	•	•	•	•	•	•	•	•	•	65	•	•	•	•
12	•	•	•	•	•	•	•	•	•	•	•	•	•	•	60	•	•	•	•
11	•	•	•	•	•	•	•	•	•	•	•	•	•	•	55	•	•	•	•
10	•	•	•	•	•	•	•	•	•	•	•	•	•	•	50	•	•	•	•
9	•	•	•	•	•	•	•	•	•	•	•	•	•	•	45	•	•	•	•
8	•	•	•	•	•	•	•	•	•	•	•	•	•	•	40	•	•	•	•
7	•	•	•	•	•	•	•	•	•	•	•	•	•	•	35	•	•	•	•
6	•	•	•	•	•	•	•	•	•	•	•	•	•	•	30	•	•	•	•
5	•	•	•	•	•	•	•	•	•	•	•	•	•	•	25	•	•	•	•
4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	20	•	•	•	•
3	•	•	•	•	•	•	•	•	•	•	•	•	•	•	15	•	•	•	•
2	•	•	•	•	•	•	•	•	•	•	•	•	•	•	10	•	•	•	•
1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	5	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	≤1	•	•	•	•

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

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HOME VERSION RATING FORM: 4-12 YEARS

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The child or youth should be rated by a parent, guardian, houseparent, etc., with primary observational opportunities. This person would usually be someone who lives with the child or youth in his/her home or residential environment.
- It is recommended that the rater read each quantifier with the item, before rating the item. Using item 11 as an example, the rater would first read, "Is not developmentally appropriate for age to tie or fasten shoes," then "Does not demonstrate tying or fastening shoes," "Is developing tying or fastening shoes," "Demonstrates tying or fastening shoes inconsistently," "Demonstrates tying or fastening shoes most of the time," and finally "Demonstrates tying or fastening shoes consistently."
- It is not necessary to complete the rating of the child or youth in one day. Several days may elapse before the rater is able to complete the scale.
- The ABES-R2 is not a test which requires a performance demonstration for each item on the scale. The rater should rely on his/her observations of the child's/youth's ability to perform the behaviors on the scale as those behaviors occur naturally in the home/residential environment.
- If the item/skill is developmentally beyond what is expected for the child's/youth's age, the rating should be **0**
NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.
- If the child/youth has not yet developed the behavior or skill or chooses not to demonstrate the behavior or skill, the rating should be **1**
DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL.
- If the child/youth is beginning to develop/demonstrate the skill, but it is not yet developed to the point where the child/youth is successful in that area; the rating should be **2**
IS DEVELOPING THE BEHAVIOR OR SKILL.
- If the child/youth has developed the behavior or skill but does not demonstrate the behavior or skill on a regular basis, the rating should be **3**
DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY.
- If the child/youth demonstrates the behavior or skill at most every opportunity, and performs the behavior or skill successfully except in a few instances, the rating should be **4**
DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME.
- If the child/youth functions at the most successful level, and is consistently successful in all situations relative to the behavior or skill, the rating should be **5**
DEMONSTRATES THE BEHAVIOR OR SKILL CONSISTENTLY.

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

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

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

SCORING FORM

CONCEPTUAL		SOCIAL		PRACTICAL	
Communication	Functional Academics	Social	Leisure	Self-Care	Health & Safety
1. <u>5</u>	7. <u>4</u>	3. <u>4</u>	3. <u>4</u>	10. <u>5</u>	3. <u>4</u>
2. <u>5</u>	39. <u>3</u>	5. <u>4</u>	17. <u>4</u>	11. <u>5</u>	13. <u>3</u>
3. <u>4</u>	44. <u>3</u>	17. <u>4</u>	21. <u>4</u>	12. <u>5</u>	21. <u>4</u>
4. <u>5</u>	47. <u>3</u>	19. <u>3</u>	24. <u>4</u>	13. <u>3</u>	24. <u>4</u>
5. <u>4</u>	48. <u>3</u>	20. <u>4</u>	50. <u>5</u>	14. <u>4</u>	37. <u>4</u>
6. <u>4</u>	49. <u>4</u>	21. <u>4</u>	51. <u>5</u>	15. <u>5</u>	44. <u>3</u>
7. <u>4</u>	20	22. <u>3</u>	52. <u>4</u>	27	45. <u>4</u>
8. <u>3</u>	Raw Score	23. <u>3</u>	53. <u>3</u>	Raw Score	46. <u>4</u>
9. <u>3</u>		24. <u>4</u>	54. <u>5</u>	<u>Home Living</u>	30
37		25. <u>5</u>	55. <u>4</u>	3. <u>4</u>	Raw Score
Raw Score		26. <u>4</u>	56. <u>4</u>	5. <u>4</u>	<u>Work</u>
		27. <u>5</u>	57. <u>4</u>	7. <u>4</u>	13. <u>3</u>
		28. <u>3</u>	58. <u>4</u>	14. <u>4</u>	17. <u>4</u>
		29. <u>4</u>	59. <u>4</u>	15. <u>5</u>	18. <u>4</u>
		30. <u>4</u>	58	16. <u>3</u>	21. <u>4</u>
		31. <u>4</u>	Raw Score	17. <u>4</u>	24. <u>4</u>
		32. <u>4</u>	<u>Self-Direction</u>	18. <u>4</u>	40. <u>3</u>
		33. <u>4</u>	3. <u>4</u>	37. <u>4</u>	42. <u>4</u>
		34. <u>3</u>	18. <u>4</u>	47. <u>3</u>	52. <u>4</u>
		35. <u>4</u>	40. <u>3</u>	48. <u>3</u>	60. <u>4</u>
		36. <u>4</u>	41. <u>4</u>	42	61. <u>4</u>
		37. <u>4</u>	42. <u>4</u>	Raw Score	62. <u>4</u>
		43. <u>5</u>	43. <u>5</u>	<u>Community Use</u>	63. <u>3</u>
		90	24	21. <u>4</u>	45
		Raw Score	Raw Score	23. <u>3</u>	Raw Score
				24. <u>4</u>	
				38. <u>4</u>	
				39. <u>3</u>	
				18	
				Raw Score	

Name: Andrea Thomas Gender: F
 School: Middle Elementary Grade: 5
 City: Middle State: PA
 Date of rating: 2003 (year) 11 (month) 5 (day)
 Date of birth: 1993 (year) 7 (month) 24 (day)
 Age at rating: 10 (years) 3 (months) 11 (days)
 Rated by: M. Thomas
 Relationship to child: mother

SUMMARY OF SCORES			
CONCEPTUAL DOMAIN	SOCIAL DOMAIN	PRACTICAL DOMAIN	
Raw Score (Appendix A)	Standard Score (Appendix A)	Raw Score (Appendix A)	Standard Score (Appendix A)
Communication <u>37</u> Functional Academics <u>20</u>	Social <u>7</u> Leisure <u>8</u> Self-Direction <u>8</u>	Self-Care <u>27</u> Home Living <u>42</u> Community Use <u>18</u> Health & Safety <u>30</u> Work <u>45</u>	2.73 3.15 1.22 1.88 2.86
Sum of Subscale SS <u>14</u>	Sum of Subscale SS <u>23</u>	Sum of Subscale SS <u>31</u>	Domain Quotient (Appendix B) <u>84</u>
%ile (Appendix B) <u>15</u>	Domain Quotient (Appendix B) <u>86</u>	Domain Quotient (Appendix B) <u>79</u>	%ile (Appendix B) <u>18</u>
TOTAL SCORE		ADAPTIVE SKILLS QUOTIENT SEM	
TOTAL SUM OF SUBSCALE STANDARD SCORES <u>68</u>		ADAPTIVE SKILLS QUOTIENT SEM (Appendix D) <u>5.06</u>	
ADAPTIVE SKILLS QUOTIENT (Appendix C) <u>81</u>		CONFIDENCE INTERVAL <u>11</u> <u>99</u> %	

Standard Scores	SUBSCALES							QUOTIENTS				PERCENTILE RANKS					
	Communication	Functional Academics	Social	Leisure	Self-Direction	Self-Care	Home Living	Health & Safety	Work	Conceptual Domain Quotient	Social Domain Quotient	Practical Domain Quotient	Adaptive Skills Quotient	Conceptual Domain Percentile Rank	Social Domain Percentile Rank	Practical Domain Percentile Rank	Adaptive Skills Percentile Rank
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 section titled 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 stated verbally by listening carefully and making an appropriate response on ____ out of ____ trials.
9. The student will repeat what is said with ____% accuracy.

Interventions:

1. Provide the student with a written copy of verbal communications (e.g., directions, questions, announcements, etc.).

2. When the student is required to recall information, remind him/her of the situation in which the material was originally presented (e.g., "Remember yesterday when we talked about...").

3. Allow the student to speak without being interrupted or hurried.

4. Follow a less desirable task with a highly desirable task. Make following of verbal directions and completion of the first task necessary to complete the second task.

5. Communicate clearly to the student when it is time to listen to verbal communications.

6. Use pictures, diagrams, and gestures when delivering information verbally.

7. Communicate in a variety of ways to facilitate the student's understanding (e.g., if the student fails to understand verbal directions, present them in written form).

8. Use multiple modalities (e.g., auditory, visual, tactile, etc.) when presenting verbal communications to the student.

9. Work through steps of the verbal directions as they are delivered to make certain the student follows the directions accurately.

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.