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Adaptive Behavior Assessment System - Revised Edition (ABAS-II)

Interpretive Report

Parent Factor (Ages 5-21)

© 1997 WESTBROOK by David J. Harrison, Ph.D., and Thomas Oakland Ph.D.  
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 1004 Wilshire Blvd., Los Angeles, California 90024-2141  
 Version 1.04

Personnel Information

**ID Number:** 75496-01  
**Name:** Parent Factor  
**Gender:** Female  
**Age:** 49 years 2 months  
**Age at Testing:** 49 years 7 months  
**State:** CA  
**City:** San Diego  
**Relationship:** Mother/Stepmother  
**Reading/Spelling:** None

Assessment Information

**Date of Assessment:** 01/17/2005  
**Date of Report:** 01/26/2005  
**Respondent:** David J. Harrison  
**Respondent Occupation:** Educator  
**Relationship to Respondent:** None

Users of this WPPSI-III REPORT should be familiar with the information presented in the WPPSI-III Manual (WPPSI-III Product No. W-4399A). All interpretations made on the basis of the information in this report must be verified against information from the subject.

Intelligence Assessment Results

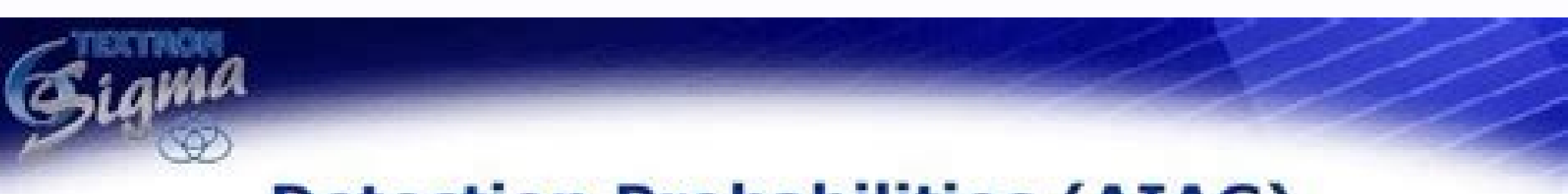
**Intelligence Assessment:** Wechsler Intelligence Scale for Children-Parent Factor (WISC-III)  
**Test Date:** 01/16/2005  
**Full Scale IQ (FSIQ):** 95

Reason for Referral

Refer for information for Social Assessment at 4th grade.

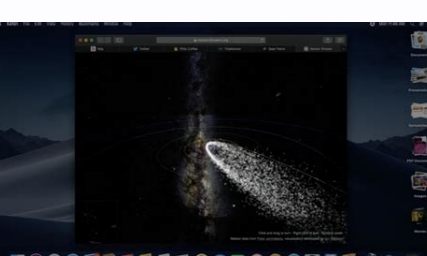
Background Information

Parent's Report. Child's IQ score is slightly below the 15-18 Point Percentile (95th Percentile) for 4 years 7 months of the time of the assessment and slightly below grade (reading) conditions were reported. The primary language spoken is English. Some vocabulary. No other findings at time.



### Detection Probabilities (AIAG)

Detection	Criteria: Likelihood the existence of a defect will be detected by test content before product advances to next or subsequent process	Ranking
Almost Impossible	Test content detects < 80 % of failures	10
Very Remote	Test content must detect 80 % of failures	9
Remote	Test content must detect 82.5 % of failures	8
Very Low	Test content must detect 85 % of failures	7
Low	Test content must detect 87.5 % of failures	6
Moderate	Test content must detect 90 % of failures	5
Moderately High	Test content must detect 92.5 % of failures	4
High	Test content must detect 95 % of failures	3
Very High	Test content must detect 97.5 % of failures	2
Almost Certain	Test content must detect 99.5 % of failures	1



kills Area	Mean (SD)	t-value (df)	p-value
cores (M=100; SD=15)	82.71 (12.07)	-9.173 (40)	<.001*
	72.95 (11.68)	-14.83 (40)	<.001*
	78.71 (16.34)	-8.35 (40)	<.001*
ptive composite (M=10; SD=3)	74.76 (12.85)	-12.58 (40)	<.001*
tion	6.15 (2.61)		
use	7.22 (3.57)		
academics	8.78 (2.52)		
g	4.20 (2.93)		
safety	7.54 (2.88)		
	6.07 (2.43)		
	6.44 (3.05)		
n	5.07 (3.16)		
	3.27 (2.80)		

All children with HFASDs for all comparisons.  
 were based on two-tailed tests, Standards for Cohen's *d*: small=0.20, medium  
 Cohen 1988).  
 Bonferroni adjusted critical value for composites (.05/4)

## INSTRUCTIONS for the RANBOT<sup>®</sup> PRESCHOOL SPHERE-DUPLICITY TEST

The RANBOT<sup>®</sup> Preschool Sphere-Duplicity Test provides an easily administered quantitative test for children between 6;2 years of age. Its purpose is to measure how quickly the two eyes can detect differences in the distribution of objects from the observer. Depth adjustments such as size, overlapping positions, etc., must be included to demonstrate the ability of the subject's perception. This test includes horizontal, vertical, and diagonal planes. The images on the left and right sides may be reproduced and stereoscopic disparities introduced in printed steps. The steps of responses measured in this test is in 100 seconds of any level of any.

### GENERAL

The test is composed of three (3) tests. All subjects should be familiar with the test stimuli #1. Depending on the client's response to Test #1, the client should subsequently be tested with Test #2 or #3. In each test, the left hand page shows two-dimensional objects and white silhouettes of two eyes of four test shapes. The right-hand page contains two sets of four random-dot patterns of different responses that are on the left-hand page. In each set of four random-dot patterns, one contains the test shapes; write the remaining common test shapes.

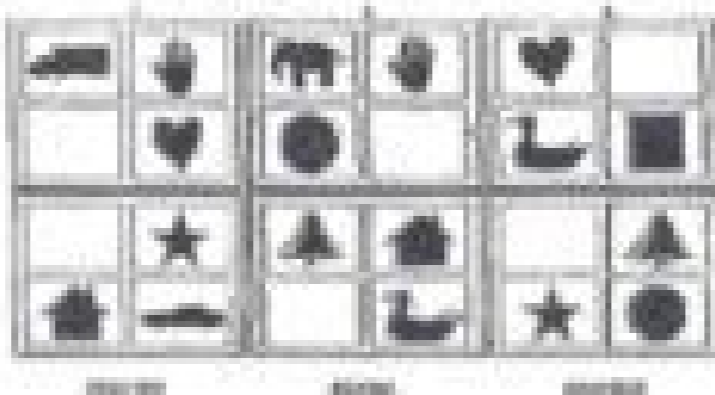
## TEST PROTOCOL

The test subject places a pair of three-colored Polaroid Glasses in front of their eyes. At each disparity level, the subject must identify objects at least two on the three test shapes. Testing begins with Test #1. The subject correctly first ability to recognize each of the test shapes by pointing to the shapes on the left page of the board in number of steps seen while pointing to the test target in the subject response correctly at the 100 seconds of any level (Top of Test #1), proceed to the 100 seconds of any level (Bottom of Test #1). If correct responses are obtained at the 100 seconds of any level, testing proceeds in Test #2, at the 60 and 40 seconds of any level. If correct responses are demonstrated in Test #1, then proceed to Test #2 at the 60 and 40 seconds of any level.

### SCORING AND INTERPRETATION

If the child is unable to consistently identify more of the two-dimensional shapes on the left hand page, the test is not scored. Otherwise, the standard is clearly defined. The child is able to identify 2 of 3 test shapes in recorded on the necessary format children, ages 6 to 7 years, typically achieve reliability 200 to 400 seconds of any.

### ANSWER KEY



TEST #	TEST POSITION	DISPARITY (seconds of any)
1	TOP	100
1	BOTTOM	100
2	TOP	60
2	BOTTOM	40
3	TOP	100
3	BOTTOM	100

Intellectual developmental disorders: Towards a new name, definition and framework for 'mental retardation/intellectual disability' in ICD-11. Google Scholar Hu, L., & Bentler, P. User's guide to accompany the 11th edition of intellectual disability: Definition, classification, and systems of supports. Each of these forms can be scored on average in 5-10 minutes (Harrison & Oakland, 2000). SAGE Publications. Flora, D. Measuring adaptive behaviors has been important to school psychologists and a variety of mental health professionals who are interested in assessment, diagnosis, and client treatment for many years (Oakland & Daley, 2013). For example, if the ABAS-2 claims to measure adaptive behaviors, then it will be measuring those behaviors. L., & Velozo, C. The Guilford Press NY DeVellis, R. M. Google Scholar Wang, Y. Customer Reviews, including Product Star Ratings help customers to learn more about the product and decide whether it is the right product for them. For reliability in the ABAS, there is evidence of internal consistency, test-retest, interrater, and cross-form consistency reliability (Floyd et. in San Antonio, Texas and was developed by Patti Harrison, PhD and Thomas Oakland, PhD (Harrison & Oakland, 2000). The appropriate ages for this assessment are between the range of birth-89 years old (Harrison & Oakland, 2000). These forms and their correlating age groups are administered as the Parent/Primary Caregiver Form (ages 0-5), Teacher/Daycare Provider Form (ages 2-5), Parent Form (ages 5-11), Teacher Form (ages 5-11), and Adult Form (ages 16-89) (Western Psychological Services, 2018). J., Baguley, T., & Brunsden, V. However, this assessment can also evaluate individuals with learning difficulties, motor disorders, speech and language disorders, hearing disorders, and neuropsychological disorders (Harrison & Oakland, 2000). Routledge. Core Team, R. Construção e evidências de validade de conteúdo da Escala de Funcionamento Adaptativo para Deficiência Intelectual (EFA-DI). Escala Wechsler de inteligência Para crianças (WISC IV) e escala Wechsler de inteligência Para adultos (WAIS) [Wechsler adult intelligence scale and Wechsler intelligence scale for children]. (2015). Escala Wechsler Abreviada de inteligência WASI. (2011). Métodos de avaliação do comportamento adaptativo em pessoas com deficiência intelectual: Uma revisão de literatura [assessment methods of adaptive behavior in people with intellectual disabilities: A literature review]. These skills areas cover communication, community use, functional academics, home/school living, leisure, health and safety, self-care, self-direction, social, and motor/work (Harrison & Oakland, 2000). Structural Equation Modeling: A Multidisciplinary Journal, 6(1), 1-55. M. Google Scholar Olsson, U. WISC-IV: Wechsler intelligence scale for children integrated: Technical and interpretive manual, (4th ed.). Google Scholar Tassé, M. No two clients are the same, so it is helpful that this assessment can be applicable for anyone between the ages of 0-89, those who differ in gender, and a variety of races. Lavan: An R package for structural equation modeling. The ABAS-2 was published by Harcourt Assessment, Inc. Concurrent validity is the degree to which a test is measuring what it says it will measure (Johnson, 2015). Maximum likelihood estimation of the polychoric correlation coefficient. L., Balboni, G., Bersani, H., Borthwick-Duffy, S. Construção e estudo de evidências de validade e fidedignidade do Inventário Dimensional de Avaliação do Desenvolvimento Infantil [Construction and study of validity and reliability evidences of the Dimensional Child Development Assessment Inventory] [Doctoral dissertation]. (2016). Revista Educação Especial, 1(1), 193-208. Diagnostic and statistical manual of mental disorders (5th ed.). Journal of Statistical Software, 48(2), 1-36. Google Scholar Salvador-Carulla, L., Reed, G. This would be helpful when creating treatment plans for children and when choosing reliable interventions. (2014). (2020). This is beneficial to the test-taker because it does not approach the individual from one angle. Rasch analysis of minimum data set mandated in skilled nursing facilities. Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. M., & Araujo, J. Sage Publications. Dunn, T. On a 4-point response scale, raters indicate the frequency in which the individual performs each activity (Harrison & Oakland, 2000). 2 Terms and conditions Privacy statement Accessibility Cookies Follow SpringerOpen SpringerOpen Twitter page SpringerOpen Facebook page. PubMed PubMed Central Google Scholar Ferreira, E. Since anyone between the age of 0-89 is eligible to take this assessment, there are five different forms that are relevant to each age group (Harrison & Oakland). Google Scholar American Psychiatric Association [APA] (2013). Administration time averages around 15-20 minutes for each component and is translated into 11 languages (Harrison & Oakland, 2000). (2012). D. The coefficient for concurrent validity in the ABAS-2 is around 0.8 (Rust & Wallace, 2004). F. British Journal of Psychology, 105(3), 309-412. Universitas Psychologica, 15(4). K., Mascarenhas, M. It also analyzed reviews to verify trustworthiness. World Psychiatry, 10(3), 175-180. Manual Técnico [Wechsler Abbreviated Scale of Intelligence WASI]. The 10 skill areas in the ABAS-2 include more specific adaptive skill areas from each of these domains. Google Scholar Linacre, J. Google Scholar de Ayala, R. (1979). This assessment calls for the administrator to obtain Level C qualifications (Harrison & Oakland, 2000). PubMed PubMed Central Google Scholar Selau, T., Silva, M. There are certain types of validity and reliability that are present in the ABAS-2. Educational Research Association, American Psychological Association, & National Council on Measurement in Education [AERA, APA, & NCME] (2014). N., Mathers, C. There is also the option for the ABAS-2 forms to be scored on a computer, which provides specific steps for monitoring progress and developing programs moving forward (Western Psychological Services, 2018). For the presentation previously given in class, the ABAS-2 was highlighted as being an assessment that can be helpful towards the diagnosis of Attention Deficit/Hyperactivity Disorder. The theory and practice of item response theory. Psychological Corporation. Wechsler, D. Something that I especially like about this particular assessment is that the results have the option of providing the client with specific steps for monitoring progress and developing programs for moving forward. R: A language and environment for statistical computing. J. Convergent validity is the degree to which two measures that should be related are related (Johnson, 2015). What do infit and outfit, mean-square and standardized mean? The assessment fulfills its purpose and has high levels of validity and reliability. B., & Curran, P. From alpha to omega: A practical solution to the pervasive problem of internal consistency estimation. A., & Porto Noronha, A. Rasch Measurement Transactions, 16(2), 878. Each of these forms can be used together to provide an overall composite score for the client (called a General Adaptive Composite), but the client also has the option to complete one of the forms by itself (Harrison & Oakland, 2000). The main problem that I have with this test is that it is slightly expensive, but I think that this is a problem for the majority of assessments that we have studied this semester. Lastly, concurrent validity is the extent to which results of test correspond with previously established measurements of the same construct (Johnson, 2015). S., Cicchetti, D. For the ABAS-2, this type of validity is present between the different forms that can be completed for each participant. Adaptive behavior assessment system (ABAS-3): Manual. J., Angeli dos Santos, A. M., & Wright (1994). (2018). Instrumentação psicológica: Fundamentos e práticas [psychological instrumentation: Fundamentals and practices] Artmed. Avaliação Psicológica, 19(3), 333-341. (2009). Vineland adaptive behavior scales third edition (Vineland-3) Pearson, M., Yates, D. American Journal on Intellectual and Developmental Disabilities, 121(2), 79-94. Washington: American Association on Intellectual and Development Disabilities. (2002). Research in Developmental Disabilities, 32(2), 419-436. The ABAS-2 also targets a wide range of people and is relevant for diverse populations. Artmed. Avaliação psicológica da inteligência e da personalidade. A., & Silveira, L. (dichotomous mean-square) chi-square fit statistics. V., & Saulnier, C. The Adult Form is the only self-rating option that is available for the ABAS-2; all other forms are either completed by a teacher, caregiver, or parent (Harrison & Oakland, 2000). A., & Bandeira, D. One issue with this assessment is that there is the potential for self-report bias. PubMed PubMed Central Google Scholar Harrison, P. D., Dua, T., & Saxena, S. G., & Fox, C. Google Scholar Linacre, J. Is adaptive behaviour too normal to be normally distributed? Hogrefe. Sparrow, S. M., Cooper, S., Leal, R., Bertelli, M., ... Saxena, S. (2010). The Adaptive Behavior Assessment System (ABAS-2) is a behavior rating scale that gives a complete assessment of adaptive skills across the lifespan (Harrison & Oakland, 2000). For instance, the Teacher Form and the Parent Form will be related like they should be. This assessment is multi-dimensional and looks at more than one side of the problem that the client might have with adaptive behaviors. The ABAS-2 measures adaptive, or daily living, skills over the lifespan and can help complete numerous tasks such as: assess adaptive skills, classify disabilities and disorders, show strengths and weaknesses, monitor progress over time, develop treatment plans and training goals, determine eligibility for services, and evaluate capability to live or work independently (Western Psychological Services, 2018). Applying the Rasch model: Fundamental measurement in the human sciences, (3rd. The ABAS-2 is translated into 11 languages, which makes it more accessible to those who do not speak English. Google Scholar Spreat, S. The Guilford Press. Bond, T. Wechsler abbreviated scale of intelligence manual. Rasch Measurement Transactions, 1, 8(2). Rueda, F. I also appreciate the fact that the ABAS-2 has multiple rating forms and measures 10 adaptive skill areas. Technical Manual]. Adaptive skills refer to behavior that enables a person to get along in his or her environment with greatest success and least conflict with others; this can also be referred to as "life skills" (South County Child and Family Consultants, 2018). This coefficient is between 0.8 and 0.9 (Rust & Wallace, 2004). P. Some apparent forms of validity in this assessment are construct, convergent, and concurrent validity (Floyd et. L., Thissen, D., Balboni, G., Bersani, H., Borthwick-Duffy, S. (2004). As for my overall critique, I believe that I would use and/or recommend the ABAS-2 in the future if needed in my practice. Psychological Methods, 9(4), 466-491. (1999). Google Scholar World Health Organization (WHO). An empirical evaluation of alternative methods of estimation for confirmatory factor analysis with ordinal data. The coefficient for each of these is around 0.8 as well (Rust & Wallace, 2004). PubMed Google Scholar Trentini, C. S. J., Schalock, R. American Educational Research Association. R. This level of qualification also requires that those who administer the assessment are trained specifically in how to give instructions on the assessment and how to interpret the results (Western Psychological Services, 2018). Learn more how customers reviews work on Amazon AADDD User's Guide Work Group (2012). A. Journal of Rehabilitation Research and Development, 45(9), 1385-1399. Article PubMed PubMed Central Google Scholar Wechsler, D. A form of reliability that is especially excellent in the ABAS-2 is internal consistency reliability for domain scores (Floyd et. In Yates, D. A user's guide to Winsteps. Rasch-model computer programs www.winsteps.com. B., & Heck, V. Google Scholar Pasquali, L. Psychometrika, 44(4), 117-132. Evidencia de validez de constructo Para el WISC-IV con muestra brasileña [construct validity evidence for the WISC-IV with a Brazilian sample]. B., Silva, M. Scale development: Theory and applications, (4<sup>th</sup> ed.). F., & Van Munster, M. (2008). Standards for educational and psychological testing. G. Disability, CBR & Inclusive Development, 28(3), 71-79. Article Google Scholar Tassé, M. 89-104). ed., J. A., ... Navas, P. Google Scholar Brazilian Psychology Federal Conselho de Psicologia (2018). (Orgs.) Avaliação psicológica e desenvolvimento humanos: Casos clínicos (pp. For those in the Clinical Mental Health Counseling track, some relevant places that this assessment can be used in are private practices, counseling centers, hospitals, and schools. The domains in this assessment cover conceptual, social, and practical areas of the client's life (Harrison & Oakland, 2000). al. (2015). This means that the ABAS-2 corresponds well with other assessments that also measure adaptive behaviors. This assessment generates norm-referenced standard scores for 10 skill areas within 3 overall domains (Western Psychological Services, 2018). Google Scholar Rosseel, Y. C., Byers, K. International Classification of Diseases for Mortality and Morbidity Statistics (ICD11). The ABAS-2 is typically completed by a parent, caregiver, and/or teacher (Western Psychological Services, 2018). L. Obtaining C level qualifications means that the administrator must have previously received a master's degree in psychology, school counseling, occupational therapy, speech-language pathology, social work, education, special education, or a related field (Western Psychological Services). A., Spreat, S., ... Zhang, D. One pack of 25 forms for the ABAS-2 is approximately \$92 (Western Psychological Services, 2018). Discovering statistics using R. Vienna: R Foundation for Statistical Computing. (2019). Google Scholar Field, A., Miles, J., & Field, Z. American Journal on Intellectual and Developmental Disabilities, 117(4), 291-303. PubMed Google Scholar Nascimento, E., Figueiredo, V. Confirmatory factor analysis for applied research, (2nd ed.). P. Access: T. Menino de 10 anos com múltiplas queixas sugerindo diferentes transtornos do desenvolvimento [10-year-old boy with multiple complaints suggesting different developmental disorders]. Methodology in the social sciences. Prevalence of intellectual disability: A meta-analysis of population-based studies. L., & Oakland, T. (2017). M. M., Vaez-Azizi, L. The construct of adaptive behavior: Its conceptualization, measurement, and use in the field of intellectual disability. To calculate the overall star rating and percentage breakdown by star, we don't use a simple average. Instead, our system considers things like how recent a review is and if the reviewer bought the item on Amazon. B. Development and standardization of the diagnostic adaptive behavior scale: Application of item response theory to the assessment of adaptive behavior. The second addition was published in 2000 (Harrison & Oakland, 2000).

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