Assessing Adaptive Behavior in Young Children

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Objectives

- Describe adaptive behavior and the adaptive skills typically demonstrated by young children;

- Describe assessment of adaptive skills.
### Adaptive Behavior Scales*

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Age Range</th>
<th>Areas Assessed</th>
</tr>
</thead>
</table>

*These Adaptive Behavior Scales will be referenced during the presentation.*
What is Adaptive Behavior?

“the effectiveness or degree with which an individual meets the standards of personal independence and social responsibility expected for age and cultural group” (Grossman, 1983).

“the collection of conceptual, social, and practical skills that have been learned by people in order to function in their everyday lives (AAMR, 2002, p. 41).
Adaptive Skills are . . .

- age-related
- defined by the expectations or standards of other people

- modifiable
- defined by typical performance
What is Adaptive Behavior?

“the effectiveness or degree with which an individual meets the standards of personal independence and social responsibility expected for age and cultural group” (Grossman, 1983).

“the collection of conceptual, social, and practical skills that have been learned by people in order to function in their everyday lives (AAMR, 2002, p. 41).
Motor Skills

Typical preschool-age children use motor control and motor coordination to run, climb, hop, kick, bounce a ball, and ride a tricycle. They manipulate blocks and books and they use crayons and pencils to write and draw.
Communication

Typical preschool-age children understand and use language.
Typical preschool-age children are able to perform personal care tasks, such as feeding, dressing, brushing teeth, toileting, and washing hands.
Social Behaviors

Typical preschool-age children interact appropriately with adults and peers. They are able to adapt to new situations, make choices, and seek adult help when needed.
Figure 1.1 Structure of the Vineland–II Teacher Rating Form

Ages 3 through 6

- Adaptive Behavior Composite
  - Communication Domain
  - Daily Living Skills Domain
  - Socialization Domain
  - Motor Skills Domain

Ages 7 and older

- Adaptive Behavior Composite
  - Communication Domain
  - Daily Living Skills Domain
  - Socialization Domain
Not all children will have age-appropriate adaptive skills when they begin school.
Therefore, we must provide instruction and practice opportunities for children to develop adaptive skills.
Domains: National Association for the Education of Young Children (NAEYC)

- Physical Development/Health/Self-Help Skills
- Social-Emotional Development/Self-Help Skills
- Approaches to Learning
- Cognitive Abilities
- Language
“Why Preschoolers Need PE”

Here are some examples of activities early childhood teachers can implement to develop motor skills.

– To improve children’s physical fitness and motor development, provide outdoor play and offer dance activities during circle time.

– Use games like Simon Says (played without the elimination process) to teach children to identify parts of the body.

– To develop understanding of personal space, have children stand on a carpet square and reach as high, bend as low, and stretch as wide as they can.

(Rae Pica, Children’s Physical Activity Specialist)
Assessment of Adaptive Behavior

When Should We Assess Adaptive Behavior?
Contributions of Edgar A. Doll

- Recognized the importance of assessing adaptive behavior for individuals with intellectual disabilities. Developed the Vineland Social Maturity Scale (1930s).
- Understood that adaptive behavior is developmental and encompasses several domains.
- Used a “third party” as the respondent for the administration of adaptive behavior scales.
Diagnostic Evaluation

An evaluation of adaptive behavior and intellectual ability is required for a diagnosis of Intellectual Disability.

See definitions from the

1. American Association on Intellectual and Developmental Disabilities (AAIDD)
2. American Psychiatric Association
## Diagnostic Evaluation

| AAIDD                                      | • significantly subaverage intellectual functioning,  
|                                            | • related limitations in 2 or more applicable adaptive skill areas.  
|                                            | • manifests before age 18 years.  

| American Psychiatric Association | A. significantly subaverage intellectual functioning.  
|                                | B. significant limitations in 2 or more adaptive skill areas.  
|                                | C. onset before age 18 years.  

| IDEA                        | • significantly subaverage general intellectual functioning,  
|                            | • deficits in adaptive behavior,  
|                            | • manifested during the developmental period,  
|                            | • adversely affects a child’s educational performance.  

Court Cases related to Adaptive Behavior Assessment

- Larry P. v. Riles (1972, 1979)

Both cases emphasized the importance of assessing adaptive behavior to classify and diagnose intellectual disability.
Autism

Children with autism exhibit developmental difficulties which may include

- Qualitative impairments in communication and social interaction; and/or
- Restricted, repetitive, and stereotyped patterns of behavior, interests, and activities.

Assessment of adaptive behavior should include social competence, play and leisure skills, and self-help/independent living skills. (Harrison & Boney, 2002).
Other Disabilities

- Emotional Disturbance: the more severe the emotional disturbance, the more severe the adaptive deficits.

- Multiple Disabilities - sensory, physical. Assessment of adaptive behavior provides information for goals and supports.

(Harrison & Boney, 2002).
Developmental Evaluation

• The *Individuals with Disabilities Education Improvement Act* (IDEIA, 2004) lists developmental delay as an eligibility category for children from birth through 9 years.

• According to this legislation, a child may be identified as developmentally delayed if significant delays are present in one or more of the following areas of development: cognitive, adaptive, communication, social or emotional, or motor.
### Scaled Score Profile

<table>
<thead>
<tr>
<th>Cog</th>
<th>RC</th>
<th>EC</th>
<th>FM</th>
<th>GM</th>
<th>SE</th>
<th>Com</th>
<th>FA</th>
<th>SD</th>
<th>LS</th>
<th>Soc</th>
<th>CU</th>
<th>HL</th>
<th>HS</th>
<th>SC</th>
<th>MO</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Composite Score Profile

<table>
<thead>
<tr>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
</tr>
<tr>
<td>74</td>
</tr>
<tr>
<td>79</td>
</tr>
<tr>
<td>70</td>
</tr>
<tr>
<td>62</td>
</tr>
</tbody>
</table>

### Graphs

- **Bayley III**
  - Scores distribution
  - Comparison with expected scores

- **Composite Score Profile**
  - Cog: 80
  - Lang: 74
  - Mot: 79
  - SE: 70
  - GAC: 62
Program Planning and Progress Monitoring

Bayley-III
ABAS-II

### Sum of Scaled Scores to Composite Score Conversions
(See Table A.6.)

<table>
<thead>
<tr>
<th>Composite</th>
<th>Sum of Scaled Scores</th>
<th>Composite Score</th>
<th>Percentile Rank</th>
<th>Confidence Interval (90 %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAC</td>
<td>50</td>
<td>62</td>
<td>1</td>
<td>59 - 65</td>
</tr>
<tr>
<td>Conceptual</td>
<td>11</td>
<td>57</td>
<td>0.2</td>
<td>52 - 62</td>
</tr>
<tr>
<td>Social</td>
<td>11</td>
<td>71</td>
<td>3</td>
<td>65 - 77</td>
</tr>
<tr>
<td>Practical</td>
<td>22</td>
<td>70</td>
<td>2</td>
<td>66 - 74</td>
</tr>
</tbody>
</table>

### Discrepancy Comparisons

<table>
<thead>
<tr>
<th>Domain-Composite</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Difference</th>
<th>Critical Value</th>
<th>Significant Difference (Y or N)</th>
<th>Base Rate in Standardization Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual–Social</td>
<td>CON 57</td>
<td>SO 71</td>
<td>-14</td>
<td>9.29</td>
<td>Y</td>
<td>9.2</td>
</tr>
<tr>
<td>Conceptual–Practical</td>
<td>CON 57</td>
<td>PR 70</td>
<td>-13</td>
<td>7.78</td>
<td>Y</td>
<td>12.7</td>
</tr>
<tr>
<td>Social–Practical</td>
<td>SO 71</td>
<td>PR 70</td>
<td>1</td>
<td>8.82</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

### Statistical Significance Level
- **.15**
- **.05**
Sample Data . . .
Susie  Age 4:11

- Born prematurely at 26 weeks gestation.
- Identified with a global developmental delay when she was 6 months old.
- She received early intervention services followed by services in an Early Head Start program.
- The current evaluation is being conducted in preparation for Susie’s transition to a public school program.
# Intellectual Ability (WPPSI-IV)

<table>
<thead>
<tr>
<th>Index/Subtest</th>
<th>Composite &amp; Scaled Score</th>
<th>Index/Subtest</th>
<th>Composite &amp; Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>66</td>
<td>Working Memory</td>
<td>61</td>
</tr>
<tr>
<td>Information</td>
<td>3</td>
<td>Picture Memory</td>
<td>3</td>
</tr>
<tr>
<td>Similarities</td>
<td>3</td>
<td>(Zoo Locations)</td>
<td>3</td>
</tr>
<tr>
<td>Visual Spatial</td>
<td>61</td>
<td>Processing Speed</td>
<td>66</td>
</tr>
<tr>
<td>Block Design</td>
<td>3</td>
<td>Bug Search</td>
<td>4</td>
</tr>
<tr>
<td>Object Assembly</td>
<td>3</td>
<td>(Cancellation)</td>
<td>3</td>
</tr>
<tr>
<td>Fluid Reasoning</td>
<td>59</td>
<td></td>
<td>Full Scale IQ = 69</td>
</tr>
<tr>
<td>Matrix Reasoning (Picture Concepts)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Adaptive Behavior (Vineland-II)

<table>
<thead>
<tr>
<th>Domain/Subdomain</th>
<th>Standard &amp; v-Scale Score</th>
<th>Domain/Subdomain</th>
<th>Standard &amp; v-Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>69 (72)</td>
<td>Daily Living Skills</td>
<td>72 (79)</td>
</tr>
<tr>
<td>Receptive</td>
<td>10 (11)</td>
<td>Personal</td>
<td>11 (12)</td>
</tr>
<tr>
<td>Expressive</td>
<td>10 (10)</td>
<td>Academic (Domestic)</td>
<td>9 (12)</td>
</tr>
<tr>
<td>Written</td>
<td>9 (10)</td>
<td>[School] Community</td>
<td>11 (11)</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>72 (81)</td>
<td>Socialization</td>
<td>72 (75)</td>
</tr>
<tr>
<td>Gross</td>
<td>12 (14)</td>
<td>Interpersonal Relations</td>
<td>9 (11)</td>
</tr>
<tr>
<td>Fine</td>
<td>9 (10)</td>
<td>Play &amp; Leisure Time</td>
<td>10 (11)</td>
</tr>
<tr>
<td>Teacher (Parent)</td>
<td></td>
<td>Coping Skills</td>
<td>11 (10)</td>
</tr>
</tbody>
</table>

Adaptive Behavior Composite = 67
Summary

- Assessment of adaptive skills is necessary for a diagnosis/classification of Intellectual Disability.
- Even when not required, assessment of adaptive skills provides information that is beneficial for program planning and treatment.
References


References


References


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Comments and Questions
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