



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*

Instrument	Age Range	Areas Assessed
Adaptive Behavior Assessment System-Second Edition (ABAS-II)	0 thru 89:0 yrs	Communication, Community Use, Functional Academics, Home Living, Health and Safety, Leisure, Self-Care, Self-Direction, Social, and Motor
Vineland Adaptive Behavior Scales-Second Edition (Vineland-II)	Birth thru 90:0 yrs	Communication, Daily Living Skills, Socialization, Motor, Maladaptive Behavior

***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

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Motor Skills

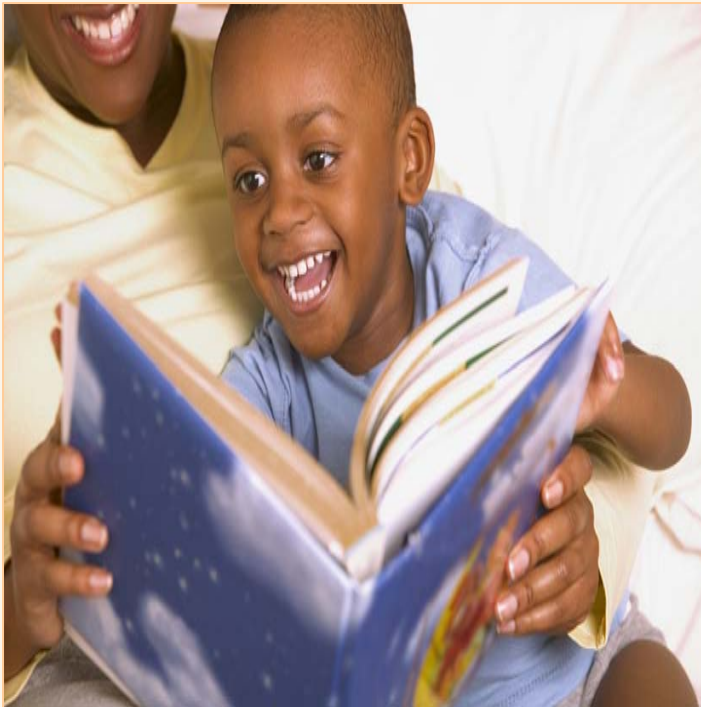
Typical preschool-age children use motor control and motor coordination to run, climb, hop, kick, bounce a ball, and ride a tricycle.

They manipulate blocks and books and they use crayons and pencils to write and draw.



Communication

Typical preschool-age children understand and use language.



Personal Care

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

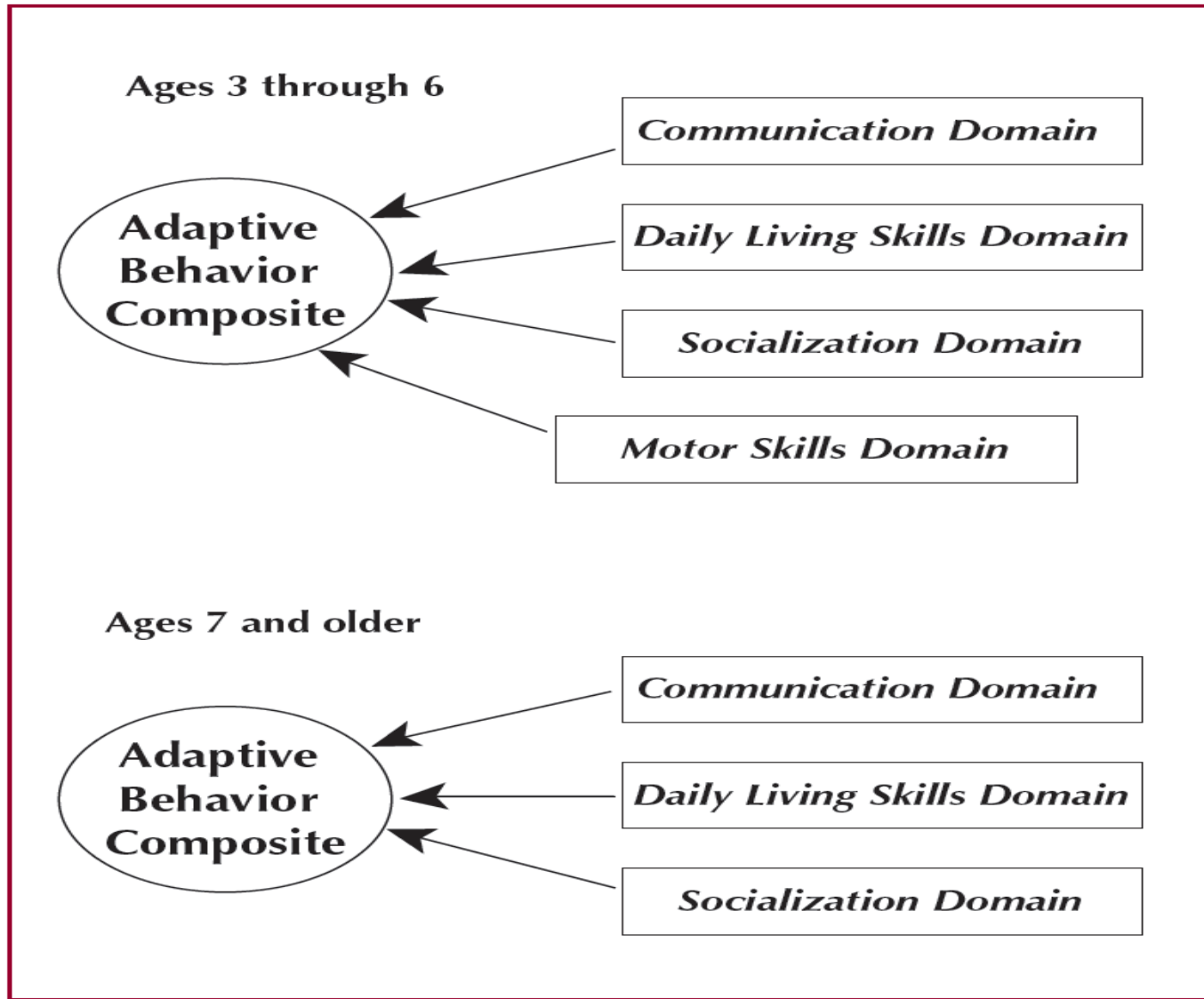


Social Behaviors

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



**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
3. Individuals with Disabilities Education (2004)

Diagnostic Evaluation

AAIDD	<ul style="list-style-type: none">• significantly subaverage intellectual functioning,• related limitations in 2 or more applicable adaptive skill areas.• manifests before age 18 years.
American Psychiatric Association	<ul style="list-style-type: none">A. significantly subaverage intellectual functioning.B. significant limitations in 2 or more adaptive skill areas.C. onset before age 18 years.
IDEA	<ul style="list-style-type: none">• 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)
- Marshall v. Georgia (1984)

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).

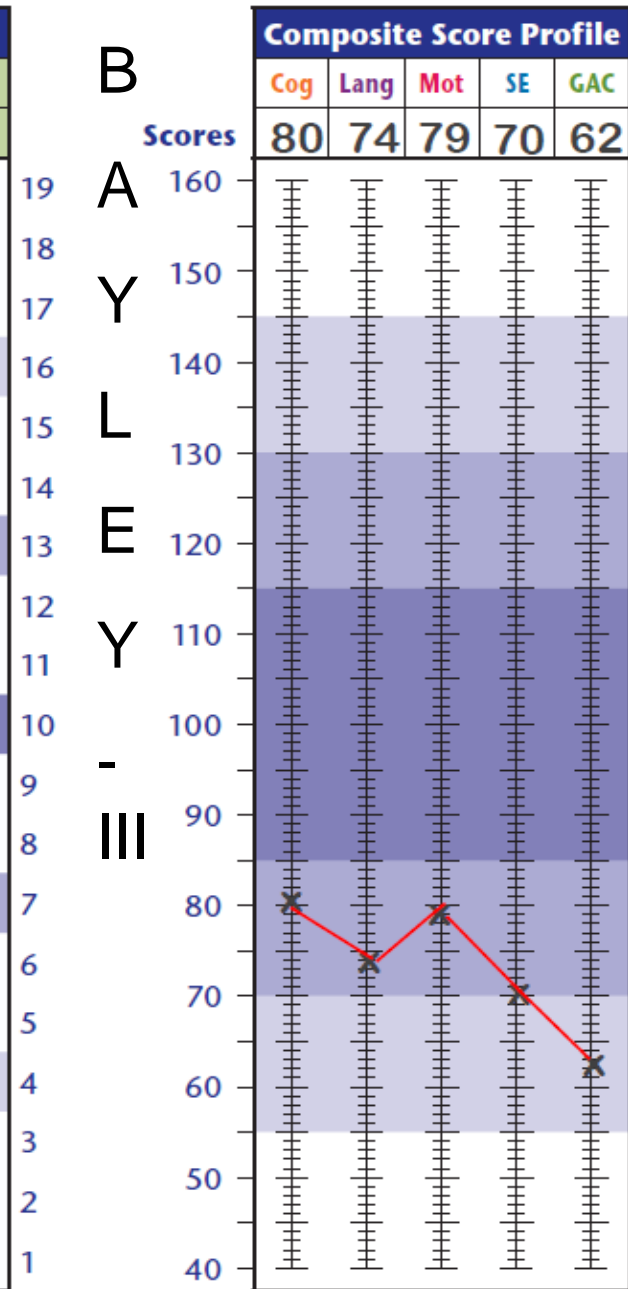
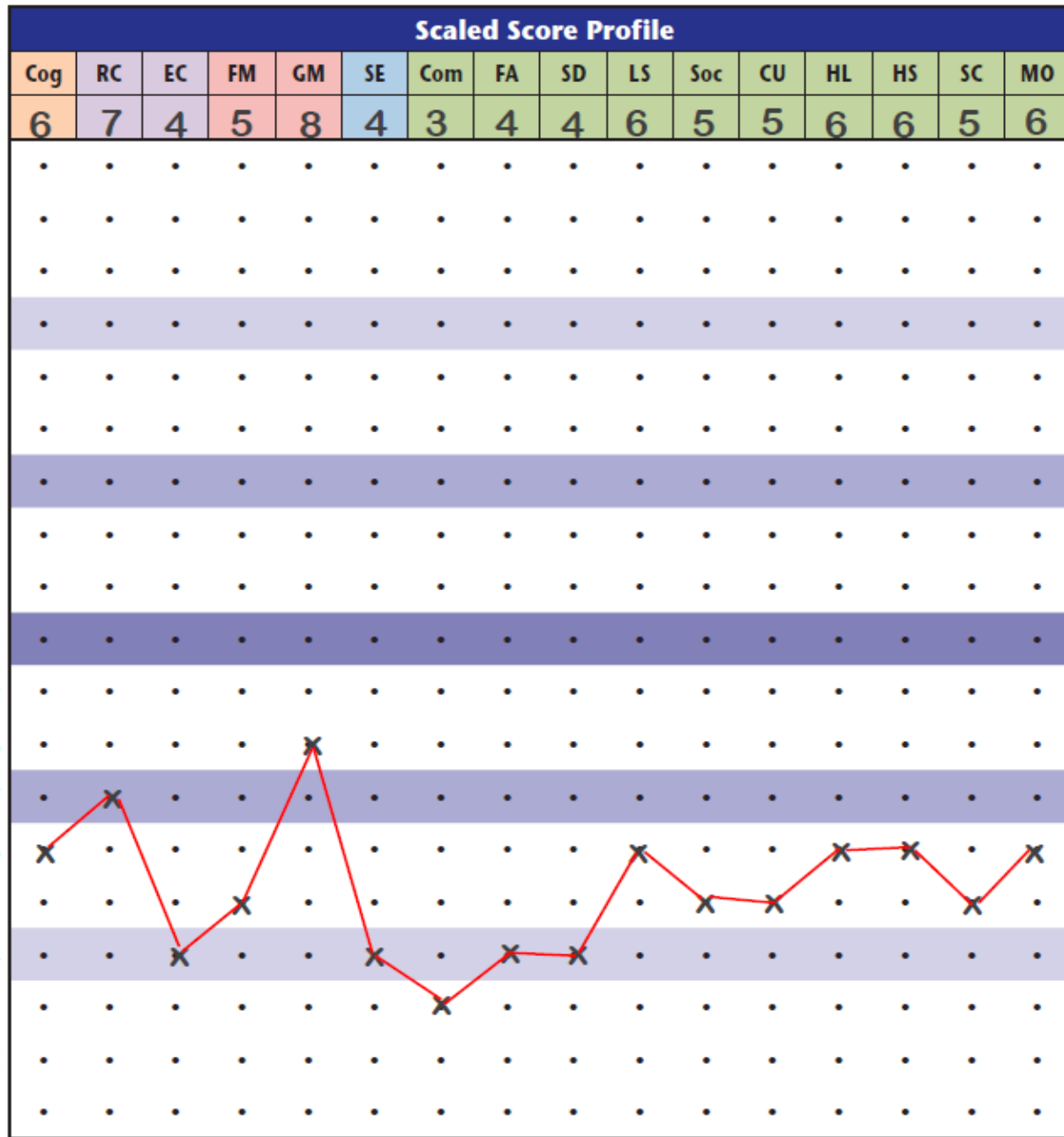
Other Disabilities

- 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.



Program Planning and Progress Monitoring

Bayley-III ABAS-II

Sum of Scaled Scores to Composite Score Conversions (See Table A.6.)				
Composite	Sum of Scaled Scores	Composite Score	Percentile Rank	Confidence Interval (90 %)
GAC	50	62	1	59 - 65
Conceptual	11	57	0.2	52 - 62
Social	11	71	3	65 - 77
Practical	22	70	2	66 - 74

Discrepancy Comparisons				Difference	Critical Value	Significant Difference (Y) or (N)	Base Rate in Standardization Sample
Domain-Composite	Score 1	Score 2					
Conceptual-Social	CON 57	SO 71		-14	9.29	Y	9.2
Conceptual-Practical	CON 57	PR 70		-13	7.78	Y	12.7
Social-Practical	SO 71	PR 70		1	8.82	N	

Statistical Significance Level
<input type="checkbox"/> .15
<input checked="" type="checkbox"/> .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)

Index/Subtest	Composite & Scaled Score	Index/Subtest	Composite & Scaled Score
<i>Verbal Comprehension</i>	66	<i>Working Memory</i>	61
Information	3	Picture Memory	3
Similarities	3	(Zoo Locations)	3
<i>Visual Spatial</i>	61	<i>Processing Speed</i>	66
Block Design	3	Bug Search	4
Object Assembly	3	(Cancellation)	3
<i>Fluid Reasoning</i>	59	<i>Full Scale IQ = 69</i>	
Matrix Reasoning	3		
(Picture Concepts)	2		

Adaptive Behavior (Vineland-II)

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

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Comments and Questions

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