Learning Objectives

Participants will be able to

1. Compare and contrast the fundamental changes from the Vineland-II to the Vineland-3
2. Describe how the Vineland-3 is administered and scored, along with the subsequent impact on the interpretation of results
3. Identify the use of the Comprehensive versus Domain Level forms
4. List several advantages of the semi-structured interview format for adaptive skills assessment
Adaptive Behavior

Definition: the performance of daily activities required for personal and social sufficiency.

Four important principles:
1. Adaptive behavior is age-related.
2. Adaptive behavior is evaluated in a social context.
3. Adaptive behavior is modifiable.
4. Adaptive behavior is defined by typical performance, not by ability.

Vineland-3 Instruments

<table>
<thead>
<tr>
<th>Interview Form</th>
<th>Parent/Caregiver Form</th>
<th>Teacher Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>Domain-Level</td>
<td></td>
</tr>
<tr>
<td>Core Adaptive Scales</td>
<td>3 Domains</td>
<td>5 Domains</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Subtests</td>
<td>Motor Skills</td>
</tr>
<tr>
<td>Adaptive Behavior</td>
<td>3 Domains</td>
<td>5 Domains</td>
</tr>
<tr>
<td>Maladaptive Behavior</td>
<td></td>
<td>Motor Skills</td>
</tr>
<tr>
<td>Age Range</td>
<td>Birth to 90+</td>
<td>Birth to 30</td>
</tr>
<tr>
<td>Test Content</td>
<td>522</td>
<td>195</td>
</tr>
</tbody>
</table>

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Updates

Vineland-3 Updates

Three Forms
- Interview
- Teacher
- Each form has Comprehensive and Domain Level

Domains
- Communication
- Daily Living Skills
- Socialization
- Motor Skills
- Maladaptive Behavior

Subdomains
- Personal
- Domestic/Functional
- Comm/School
- Play & Leisure
- Gross Motor
- Fine Motor

Maladaptive Sections
- Internalizing
- Externalizing
- Critical

- Removed the words “Rating,” “Survey,” & “Expanded.”
- Motor Skills & Maladaptive Behavior are optional.
- Removed “Other” section.
- Gross/Fine Motor are optional.

Vineland-3 Updates (continued)

New Online Administration

1. Basal and ceiling rules
2. Suggested interview questions and item-specific probes

Item Scoring Changes

Later Start Ages

Parent/Caregiver Forms in Spanish

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Updated Item Content

- Items were updated to current standards
- Outdated items were dropped or modified
- Communication domain items were modified to allow for alternative/augmentative forms of communication (e.g., sign language; voice output devices)
- Items are more culturally sensitive with wording to allow for cultural differences (e.g., utensils vs. chopsticks)
- Efforts to reduce redundancy and streamline similar items to specific subdomains (e.g., moving all conversational items to Socialization)

Updated Item Content

- Expanded **Receptive subdomain** includes more items at all developmental levels
  - e.g., more items about gesture use and nonverbal communication
- Expanded **Written subdomain** includes more items at all developmental levels
  - e.g., more items about pre-reading & writing skills, as well as more advanced skills
- Addition of items in the **Personal subdomain** reflects healthy eating habits and exercise choices
  - e.g., not only showing awareness that some foods are healthier than others, but also taking the initiative to make healthy eating choices
  continued...

Updated Item Content

- Updated **Community subdomain** reflects use of technology for everyday purposes
  - e.g., using the internet to obtain information
- Addition of items in the **Coping subdomain** assesses for social gullibility
  - e.g., "understands that a friendly appearing person may actually intend harm"; "recognizes that advertising messages may not be accurate"
Online Administration

- Options for online completion of all 3 forms
- Q-global will automatically keep track of basal, ceiling, and subdomain completion rules

INTERVIEW FORM:
- Q-global conveniently organizes items with related content by topic
- Interview Topics include 2 to 6 items
- All information for the items within an Interview Topic is displayed on a single screen

Interview Topic Screen

- TOPIC AREA: The topic area name is at the top of the screen
  - e.g., "Friendships"
- SUGGESTED INTERVIEW QUESTION: Listed beneath the Topic Area
  - e.g., "Tell me about Stella’s Friendships"
- ITEM-SPECIFIC PROBE: Click to see a more detailed question
  - e.g., "How does Stella Try to make friends with others her age?"
- SCORING CRITERIA: Click to see scoring criteria
  - e.g., "Examples include asking for a play date or to go somewhere with another child"

SUGGESTED INTERVIEW QUESTIONS AND PROBES ARE AVAILABLE IN THE VINELAND-3 BOOKLET AND MANUAL.

Sample Interview Topic Screen

SECURITY NOTE:
Due to test security and copyright law, item content cannot be revealed in this handout.
Changes to Basal & Ceiling Rules

### Comprehensive Forms

<table>
<thead>
<tr>
<th>Form</th>
<th>Basal/ Ceiling</th>
<th>VINELAND-II</th>
<th>VINELAND-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>Basal</td>
<td>4 consecutive scores of 2</td>
<td>4 consecutive scores of 2</td>
</tr>
<tr>
<td></td>
<td>Ceiling</td>
<td>4 consecutive scores of 0</td>
<td>4 consecutive scores of 0</td>
</tr>
<tr>
<td>Parent/ Caregiver</td>
<td>Basal</td>
<td>Parent completed entire form</td>
<td>5 consecutive scores of 2</td>
</tr>
<tr>
<td></td>
<td>Ceiling</td>
<td>Parent completed entire form</td>
<td>5 consecutive scores of 0</td>
</tr>
<tr>
<td>Teacher</td>
<td>Basal</td>
<td>Teacher completed age range</td>
<td>5 consecutive scores of 2</td>
</tr>
<tr>
<td></td>
<td>Ceiling</td>
<td>Teacher completed age range</td>
<td>5 consecutive scores of 0</td>
</tr>
</tbody>
</table>

Vineland-3 Report Updates

- **Item-Level Comparison**

- **Intervention Guidance**

 Modifications to Scoring Responses

<table>
<thead>
<tr>
<th>RESPONSE OPTION</th>
<th>VINELAND-II</th>
<th>VINELAND-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Usually</td>
<td>Usually (Int.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Usually or Often (P/C &amp; T)</td>
</tr>
<tr>
<td>1</td>
<td>Sometimes or Partially</td>
<td>Sometimes</td>
</tr>
<tr>
<td>0</td>
<td>Never</td>
<td>Never</td>
</tr>
<tr>
<td>Maladaptive Domain</td>
<td>Usually</td>
<td>Often</td>
</tr>
</tbody>
</table>
Rationale for Modifying the Wording of a Score of “1”

- In the Vineland-II, a score of 1 could be obtained if an individual performed the behavior sometimes with independence, or performed only part of the behavior with independence.
- This scoring method gave credit for partial independence.
- The Vineland-3 considers a behavior fully independent only if the entire behavior is performed.

Introduction of Estimated Items

- Elimination of “Don’t Know” and “No Opportunity” item response options from Vineland-II.
- Introduction of Estimated Item response options for every item across all 3 forms.
- Rationale is that a very familiar respondent’s “educated guess” will be more accurate than an assignment of DK or N/O, which were given partial credit (i.e., a score of 1) in Vineland-II.

Ages for Administration

<table>
<thead>
<tr>
<th>Domain</th>
<th>Subdomain</th>
<th>Ages Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Receptive</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Expressive</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Written</td>
<td>3 and Older</td>
</tr>
<tr>
<td>Daily Living</td>
<td>Personal</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Domestic/Numeric*</td>
<td>3 and Older</td>
</tr>
<tr>
<td></td>
<td>Community/School*</td>
<td>3 and Older</td>
</tr>
<tr>
<td>Socialization</td>
<td>Interpersonal Relations</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Pay and Leisure</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Coping Skills</td>
<td>2 and Older</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross Motor</td>
<td>Birth through 9</td>
</tr>
<tr>
<td></td>
<td>Fine Motor</td>
<td>Birth through 9</td>
</tr>
<tr>
<td>Maladaptive</td>
<td>Behaviors</td>
<td>3 through Adult</td>
</tr>
</tbody>
</table>

* Different Subdomain used in the Teacher Form
Vineland-3 Domains & Subdomains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Subdomain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Receptive</td>
</tr>
<tr>
<td></td>
<td>Expressive</td>
</tr>
<tr>
<td></td>
<td>Written</td>
</tr>
<tr>
<td>Daily Living Skills</td>
<td>Personal</td>
</tr>
<tr>
<td></td>
<td>Domestic/Numeric*</td>
</tr>
<tr>
<td></td>
<td>Community/School Community*</td>
</tr>
<tr>
<td>Socialization</td>
<td>Interpersonal Relationships</td>
</tr>
<tr>
<td></td>
<td>Play and Leisure</td>
</tr>
<tr>
<td>Motor Skills (optional)</td>
<td>Gross Motor</td>
</tr>
<tr>
<td></td>
<td>Fine Motor</td>
</tr>
<tr>
<td>Maladaptive Behaviors (optional)</td>
<td>Internalizing, Externalizing, &amp; Critical Items (Sections)</td>
</tr>
</tbody>
</table>

* A different subdomain is used in the Teacher Form.

Motor Skills Domain

- On Vineland-II, Motor Skills Domain was required for computing the ABC score for ages birth to 6.
- On Vineland-3, Motor Skills Domain no longer required to compute the ABC score.
- Primary reason for removal of the Motor Skills Domain from the ABC score:
  - To align with criteria currently specified by AAIDD in diagnosis of intellectual disability (i.e., two standard deviations below the mean on conceptual, social, or practical; or two standard deviations below mean on one standardized measure of conceptual, social, and practical skills)
Maladaptive Behavior Domain

- Provides a brief assessment of problem behaviors
- Aids in diagnosis or intervention planning for examinees ages 3 and older
- Divided into three sections: Internalizing, Externalizing, and Critical Items
  - Internalizing and Externalizing sections have a v-scale score with normative mean of 15 and standard deviation of 3
  - Critical items cover a wide range of severe problem behaviors, including disordered thinking, restrictive and repetitive behaviors and interests, self-harm, and extreme violence and cruelty

Completion Times in Minutes

<table>
<thead>
<tr>
<th>Examinee Age</th>
<th>Core Domains</th>
<th>Motor Skills (O)</th>
<th>Maladaptive Behavior (O)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Interview Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-2</td>
<td>20-25</td>
<td>4-5</td>
<td>N/A</td>
</tr>
<tr>
<td>3-9</td>
<td>15-40</td>
<td>2-3</td>
<td>3-4</td>
</tr>
<tr>
<td>10-90+</td>
<td>25-30</td>
<td>N/A</td>
<td>3-4</td>
</tr>
<tr>
<td>Domain-Level Interview Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-90+</td>
<td>23-27</td>
<td>2-3*</td>
<td>2-3</td>
</tr>
<tr>
<td>Comprehensive Parent/Caregiver Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-2</td>
<td>10-15</td>
<td>3-4</td>
<td>N/A</td>
</tr>
<tr>
<td>3-9</td>
<td>20-25</td>
<td>2-3</td>
<td>2-3</td>
</tr>
<tr>
<td>10-90</td>
<td>15-20</td>
<td>N/A</td>
<td>2-3</td>
</tr>
<tr>
<td>Domain-Level Parent/Caregiver Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-90+</td>
<td>10-15</td>
<td>2-3*</td>
<td>2-3</td>
</tr>
<tr>
<td>Comprehensive Teacher Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-9</td>
<td>15-20</td>
<td>1-2</td>
<td>1-2</td>
</tr>
<tr>
<td>10-21</td>
<td>10-15</td>
<td>N/A</td>
<td>1-2</td>
</tr>
<tr>
<td>Domain-Level Teacher Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-21</td>
<td>8-10</td>
<td>1-2*</td>
<td>1-2</td>
</tr>
</tbody>
</table>

*Ages 3-9 only*
Uses of the Vineland-3

- Diagnosing Developmental Delay, Intellectual Disability, and Autism Spectrum Disorder (ASD)
- Eligibility determination
- Intervention Planning
- Progress Monitoring

Materials

Vineland-3 Materials

- Interview form: Comprehensive Domain-Level
- Parent/Caregiver Form: Comprehensive Domain-Level
- Teacher Form: Comprehensive Domain-Level
Vineland-3 Interview Form:

*The interviewer*

- Does **not** read the items to the respondent or ask him/her to provide item scores
- Uses open-ended questioning to prompt the respondent to talk about the examinee’s behavior in the adaptive areas that are assessed
- Uses the obtained information to score the items

*NOTE:* This is different from the Parent/Caregiver form, where items are read and scored by the parent/caregiver on his/her own (both forms cover the same adaptive areas)
Vineland-3 Interview Form: Suggested Questions and Item-Specific Probes

• Suggested interview questions are general questions designed to begin discussion of an adaptive behavior content area.
• Item-specific probes can be used to obtain more accurate information to score individual items.
  – These are for optional use.
  – Assists less experienced interviewers.
  – Helps to "lower the learning curve" of the adaptive interview.
  – These are NOT intended to fully script an interview!

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Domain-Level Interview

SECURITY NOTE:
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Vineland-3 Parent/Caregiver and Teacher Forms

- Introduction of basal & ceiling rules to Comprehensive Parent/Caregiver and Teacher Forms (for Domain-Level forms all items are completed)
- Separation of Interview and Parent/Caregiver Forms
  - Item content & item wording differences
  - Separate norms
- Spanish version of the Parent/Caregiver Forms
- Teacher Form (ages 3-21)
  - 18-year-old norms utilized for students ages 19-21

Comprehensive Teacher Form Scoring Criteria

Separate the outside pages (pages 1-2 and 23-24 containing the Scoring Criteria) from the rest of the booklet by gently pulling them off at the staples.

**SCORING CRITERIA**

**RECEPTIVE**
1. Short verbal and nonverbal responses are correct.
2. Often makes errors before giving a correct response.
3. Frequent errors are made (i.e., repeating the same error on more than half of items).
4. Sometimes makes errors but, with prompting, is able to correct.
5. Sometimes makes errors but, with prompting, is able to correct.
6. Sometimes makes errors but, with prompting, is able to correct.
7. Sometimes makes errors but, with prompting, is able to correct.
8. Sometimes makes errors but, with prompting, is able to correct.
9. Sometimes makes errors but, with prompting, is able to correct.
10. Sometimes makes errors but, with prompting, is able to correct.

**EXPRESSION**
1. Question must be put forward, but word must be utterable.
2. Question must be put forward, but word must be utterable.
3. Question must be put forward, but word must be utterable.
4. Question must be put forward, but word must be utterable.
5. Question must be put forward, but word must be utterable.
6. Question must be put forward, but word must be utterable.
7. Question must be put forward, but word must be utterable.
8. Question must be put forward, but word must be utterable.
9. Question must be put forward, but word must be utterable.
10. Question must be put forward, but word must be utterable.

Comprehensive Teacher Form Start Point & Discontinue

**WHICH ITEMS TO ANSWER**

The person who gave you this form may have crossed out one or more sections. Just skip any crossed-out sections. You must complete all the sections that are not crossed out.

You will see that an item has been circled in each section. Start with the circled item in each section—**you don't have to answer any item before the circled item**. Keep answering items until you have given five scores of 0 in a row. When that happens, stop and go on to the next section. If you have answered the items up to the end of a section and still don't have five 0s in a row, it's OK—just go on to the next section.

Please score every item from the circled start item in a section until you have given five scores of 0 in a row (or reached the end of the section). **Do not leave any blank.** If you are not sure about a score, make your best estimate and check theEstimated box. 

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Parent/Caregiver Form

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Interactive Discussion:
Which form should you choose? Why?

Interview Form vs. Parent/Caregiver Form
- Both cover same adaptive behavior (AB) areas
- Both require adult informant familiar with examinee's everyday functioning
- Parent/Caregiver form can be a source of under- or over-reporting, either deliberately or unintentionally
- Interview format allows for clinician to correct this and to probe more deeply for understanding
- Interview form is the "gold standard" but is not always feasible due to time/location/etc.
**Teacher Form in Combination with Interview Form or Parent/Caregiver Form**

- Complements the Interview Form or Parent/Caregiver Form
- Best practice is to obtain input from different informants
- Some jurisdictions require both parent/caregiver and teacher reports in AB assessments under IDEA

**Domain-Level Forms**

- Utilized with examinees ages 3 and older
- Options for brief administration of Interview, Parent/Caregiver, and Teacher Forms
- Provides overall scores for Communication, Daily Living Skills, Socialization, Motor Skills, and the Adaptive Behavior Composite
- Scores meet AAIDD and DSM-5 requirements for diagnosing Intellectual Disability
- Domains consist of items drawn from each of the Comprehensive Form subdomains (e.g., Interview Form Communication domain consists of 45 items sampled equally from Receptive, Expressive, & Written subdomains)

**Comprehensive vs. Domain-Level**

- Comprehensive takes more time to complete
  - Scores at four levels:
    - Overall Adaptive Behavior Composite (ABC)
    - Domains
    - Subdomains
    - Individual items
- Domain-Level takes less time to complete
  - Scores at three levels:
    - Overall Adaptive Behavior Composite (ABC)
    - Domains
    - Item (fewer)
Preparing to Administer the Vineland-3

1. Decide which form(s) to administer
2. Select the respondent(s)
3. Decide between online and paper administration
4. Decide whether or not to include the optional Motor Skills and Maladaptive Behavior domains.
Semistructured Interview Technique

- Structured Survey
- Unstructured Conversation
- Semi-structured Interview

- You will collect from each respondent information from the same general areas
- You can vary the specific questions, and the way that they are asked

Introducing the Interview

Explain...

<table>
<thead>
<tr>
<th>Explain</th>
<th>The role of adaptive behavior assessment as part of the evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>How the Vineland-3 interview will be used to evaluate examinee's adaptive behavior.</td>
</tr>
<tr>
<td></td>
<td>Emphasize the importance of providing the most accurate information possible.</td>
</tr>
</tbody>
</table>

Structuring the Interview

**Points to emphasize to respondent:**
- No right or wrong answers
- Describe what the individual actually does
- Not all individuals perform the same activities at the same age
Administering the Interview Form: What to do and What not to do

**DO** Arrange time and place for face-to-face interview

**DO** Conduct the interview over the telephone

**DO** Use open-ended questioning

**DO** Read items to the respondent

**DO** Use information from respondent to score items

**DO** Ask respondent to provide item scores

Start Point Age

Based on Examinee’s Developmental Age:

<table>
<thead>
<tr>
<th>Chronological Age</th>
<th>Developmental Age</th>
<th>Start Point Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 years</td>
<td>8 years</td>
<td>8 years</td>
</tr>
<tr>
<td>8 years</td>
<td>5 years</td>
<td>5 years</td>
</tr>
<tr>
<td>8 years</td>
<td>Above 8 years</td>
<td>8 years</td>
</tr>
</tbody>
</table>

Start Points

<table>
<thead>
<tr>
<th>Comprehensive Form</th>
<th>Domain-Level Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start point is based on developmental age</td>
<td></td>
</tr>
<tr>
<td>• If using Q-Global to administer, the start point age is entered and the administration will automatically begin each subdomain with the appropriate interview topic</td>
<td></td>
</tr>
<tr>
<td>• No start point age</td>
<td></td>
</tr>
<tr>
<td>• All items are administered and are organized by interview topic on the form</td>
<td></td>
</tr>
</tbody>
</table>
Basal and Ceiling Rules

<table>
<thead>
<tr>
<th>Comprehensive Form</th>
<th>Domain-Level Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basal:</strong></td>
<td></td>
</tr>
<tr>
<td>• Four consecutive items with scores of 2</td>
<td>• Does not use basal rules, all items must be completed</td>
</tr>
<tr>
<td>• If no basal, score all items from first item in subdomain up to ceiling</td>
<td></td>
</tr>
<tr>
<td><strong>Ceiling:</strong></td>
<td></td>
</tr>
<tr>
<td>• Four consecutive items with scores of 0</td>
<td>• Does not use basal rules, all items must be completed</td>
</tr>
<tr>
<td>• If no ceiling, score all items from last item in subdomain back to the basal</td>
<td></td>
</tr>
</tbody>
</table>

Administering Maladaptive Domain

In this section ONLY,

• The semistructured interview technique is **not** used - the interviewer reads the items
• Examiner may read, paraphrase or clarify (if needed) each item as it is written
• Respondent is asked whether the behavior occurs often, sometimes, or never
• No basal and ceiling rules are applied - all items must be administered

Administering the Interview Form Online

- **The software . . .**
- Selects appropriate sections to administer
- Uses a built-in logic to sequence Interview Topics
- Keeps track of basals and ceilings (for Comprehensive Form)
- Determines when conditions are met for completing each section
- This frees the interviewer to concentrate solely on posing questions and scoring items
**Vineland-3 Scores**

- **Subdomain scores:** Norm referenced scores reported as v-scale scores
  - Mean = 15; SD = 3
- **Domain scores:** Composite scores
  - Mean = 100; SD = 15
- **Adaptive Behavior Composite (ABC) (composed of Communication, Daily Living Skills, and Socialization)**
  - Mean = 100; SD = 15
Vineland-3 Scoring Process

1. Calculating raw scores
2. Converting raw scores to norm-referenced scores
3. Determining strengths and weaknesses
4. Conducting score comparisons

Vineland-3 Reports

Computer-Generated Reports

- Computerized administration, scoring, and reporting using Q-global
- Reports offer all components of the Vineland-II ASSIST reports:
  - All raw and norm-referenced scores
  - Narrative text describing scores
  - Multivariate comparisons when both Interview and Parent/Caregiver Forms are completed and may include Teacher Form
  - Comparison to prior results when available for monitoring progress

- AND MORE, including item-level comparisons between tests
NEW! Item-Level Comparisons for Progress Report

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NEW: Intervention Guidance

- Generated for the Comprehensive form reports only
- Items in each subdomain are identified with “Content Areas” that can help focus intervention efforts (e.g., Written Communication; Pre-reading; Developing Reading Skills; Developing Writing Skills; Applying Reading & Writing Skills)
- Items within each subdomain are ordered according to increasing developmental sequence (easiest to most difficult) based on normative data
- Lowest subdomain v-scale scores are listed first, followed by second lowest, etc.
- All scores of 0 and 1 can be referenced to normative expectations and prioritized for intervention

Intervention Guidance
Written Subdomain

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Vineland-3 Psychometrics

Norms Compared to U.S. Population
Total Norm Sample for Each Form

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Interview (n=2560)</th>
<th>Parent (n=2560)</th>
<th>Teacher (n=1415)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>53.9 (52.9)</td>
<td>53.8 (52.9)</td>
<td>52.2 (51.7)</td>
</tr>
<tr>
<td>African American</td>
<td>13.8 (13.2)</td>
<td>13.6 (13.2)</td>
<td>14.0 (13.6)</td>
</tr>
<tr>
<td>Asian</td>
<td>3.4 (4.7)</td>
<td>4.0 (4.7)</td>
<td>4.0 (4.7)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>23.5 (23.7)</td>
<td>23.2 (23.7)</td>
<td>23.8 (24.4)</td>
</tr>
<tr>
<td>Less than High School</td>
<td>14.4 (14.9)</td>
<td>13.3 (14.9)</td>
<td>13.0 (13.8)</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>23.4 (23.3)</td>
<td>23.5 (23.3)</td>
<td>22.8 (22.6)</td>
</tr>
<tr>
<td>Some College/Tech/Assoc</td>
<td>31.6 (31.7)</td>
<td>32.3 (31.7)</td>
<td>33.3 (32.6)</td>
</tr>
<tr>
<td>Bachelor’s Degree/more</td>
<td>30.6 (31.0)</td>
<td>30.5 (31.0)</td>
<td>31.0 (30.9)</td>
</tr>
</tbody>
</table>

Percentages of Special Ed Groups in the Normative Sample

<table>
<thead>
<tr>
<th>Special Education classification</th>
<th>Interview Form Normative Sample</th>
<th>Parent/Caregiver Form Normative Sample</th>
<th>Teacher Form Normative Sample</th>
<th>U.S. Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>1.0</td>
</tr>
<tr>
<td>Developmental delay</td>
<td>0.7</td>
<td>0.8</td>
<td>1.1</td>
<td>0.8</td>
</tr>
<tr>
<td>Emotional disturbance</td>
<td>0.8</td>
<td>0.8</td>
<td>0.2</td>
<td>0.7</td>
</tr>
<tr>
<td>Intellectual disability</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Specific learning disability</td>
<td>4.2</td>
<td>4.1</td>
<td>4.3</td>
<td>4.6</td>
</tr>
<tr>
<td>Speech or language impairment</td>
<td>2.7</td>
<td>2.9</td>
<td>2.8</td>
<td>2.7</td>
</tr>
<tr>
<td>All other IDEA disability categories</td>
<td>1.7</td>
<td>2.0</td>
<td>2.3</td>
<td>2.2</td>
</tr>
<tr>
<td>All IDEA disability categories combined</td>
<td>11.9</td>
<td>12.2</td>
<td>12.5</td>
<td>12.9</td>
</tr>
</tbody>
</table>
### Internal Consistency Reliability

<table>
<thead>
<tr>
<th>Domain</th>
<th>Interview</th>
<th>Parent</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>.95</td>
<td>.97</td>
<td>.97</td>
</tr>
<tr>
<td>Daily Living Skills</td>
<td>.94</td>
<td>.97</td>
<td>.96</td>
</tr>
<tr>
<td>Socialization</td>
<td>.96</td>
<td>.98</td>
<td>.98</td>
</tr>
<tr>
<td>Adaptive Behavior Composite</td>
<td>.98</td>
<td>.99</td>
<td>.99</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>.90</td>
<td>.96</td>
<td>.96</td>
</tr>
<tr>
<td>Communication</td>
<td>.93</td>
<td>.94</td>
<td>.93</td>
</tr>
<tr>
<td>Daily Living Skills</td>
<td>.92</td>
<td>.93</td>
<td>.92</td>
</tr>
<tr>
<td>Socialization</td>
<td>.94</td>
<td>.95</td>
<td>.95</td>
</tr>
<tr>
<td>Adaptive Behavior Composite</td>
<td>.97</td>
<td>.97</td>
<td>.97</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>.86</td>
<td>.91</td>
<td>.91</td>
</tr>
</tbody>
</table>

### Clinical Sensitivity of the Comprehensive Interview Form

**Comparison of the percentage of individuals with ID (vs. matched controls in parentheses) having Adaptive Behavior Composite scores falling at or below 75 in four samples**

<table>
<thead>
<tr>
<th>IQ Range</th>
<th>School-Age with ID</th>
<th>Adults with ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 70</td>
<td>79% ABC ≤75 (vs. 2%)</td>
<td>90% ABC ≤75 (vs. 0%)</td>
</tr>
<tr>
<td>&lt; 50</td>
<td>93% ABC ≤75 (vs. 2%)</td>
<td>100% ABC ≤75 (vs. 0%)</td>
</tr>
</tbody>
</table>

This provides evidence that the Interview Form is highly sensitive to identifying ID

### Comparisons to Other Measures of Adaptive Behavior

- Vineland-II
- Bayley Scales of Infant and Toddler Development (Bayley-III)
  - Parent/Caregiver and Teacher
- Adaptive Behavior Assessment System (ABAS-3)
  - Parent/Caregiver and Teacher
Questions?

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Vineland-3

Thank you!