Introduction to the Vineland-3: The New Revision of the Vineland Adaptive Behavior Scales

Presented by:
J. Lynsey Psimas, PhD, LCP, NCSP
Clinical Assessment Consultant

History of Measuring Adaptive Behavior

- Early 1900’s - The construct of adaptive behavior has early roots in the history of defining Intellectual Disability (ID).

- 1950 - The American Association on Mental Deficiency published a manual that formally including adaptive behavior deficits, in addition to sub-average intelligence, as part of the definition of ID.

Adaptive Behavior in DSM-5 and AAIDD

In the most recent literature, adaptive behavior has been given equal (AAIDD, 2010) or greater (DSM-5) emphasis that IQ scores in classification of ID.

Educational Classification

- IDEA highlights the importance of adaptive behavior assessment in determining eligibility for Special Education services for children from infancy through age 21.

Intellectual Disability in the DSM-5 & AAIDD

**AAIDD:**
- Intellectual disability is characterized by significant limitations in both intellectual functioning and in adaptive behavior.
- This disability originates before the age of 18.

**DSM-5:**
- Intellectual disability involves impairments of general mental abilities that impact adaptive functioning in three domains (Conceptual, Social, and Practical).
- These three domains determine how well an individual copes with everyday tasks.

Definition of Intellectual Disability – AAIDD and DSM-5

**Intellectual Functioning**

- “General mental capacity, such as learning, reasoning, problem solving” – Typically, an IQ score of around 70 or as high as 75 indicates a limitation in intellectual functioning.

**Adaptive Behavior**

- The collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives”
Adaptive Domains – AAIDD and DSM-5

- The **conceptual domain** includes skills in language, reading, writing, math, reasoning, knowledge, and memory.
- The **social domain** refers to empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities.
- The **practical domain** centers on self-management in areas such as personal care, job responsibilities, money management, recreation, and organizing school and work tasks.

Intellectual Disability: Additional Considerations

In defining and assessing intellectual disability, the AAIDD stresses that additional factors must be taken into account...

- **Community and environment** typical of the individual's peers and culture.
- **Linguistic diversity and cultural differences** in the way people communicate, move, and behave.
- Assessments must also assume that **limitations in individuals often coexist with strengths**, and that a person’s level of life functioning **will improve** if appropriate personalized supports are provided over a sustained period.

History of the Vineland

**Vineland-3**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Edgar Doll</td>
<td>Sara Sparrow, David Balla, Dominic Cichetti</td>
</tr>
<tr>
<td>Adaptive behavior is developmental and multidimensional.</td>
<td>Education for All Handicapped Children Act of 1975 (now IDEA).</td>
</tr>
<tr>
<td>Adaptive behavior is best assessed using a third-party administration.</td>
<td>Included domains Socialization, Communication, Daily Living Skills, Motor Skills.</td>
</tr>
<tr>
<td>Most reliable method of obtaining accurate information on adaptive behavior is through a clinical interview with parent or caregiver.</td>
<td></td>
</tr>
</tbody>
</table>

About the Vineland-3

- Long history of research; Dates back to 1935
- Aids in diagnosis and provides valuable information for developing educational and treatment plans.
- Can be used for individuals with ID, ASD, ADHD, Brain Injury, Hearing Impairment, Dementia/Alzheimer's
**Structure of the Vineland-3**

- The first three (core) domains align with the major adaptive behavior areas for the diagnosis of intellectual disability (ID):
  - Communication (Conceptual)
  - Daily Living (Practical)
  - Socialization (Social)

  AAIDD, 2010; DSM-5

**Vineland-3 Domains & Subdomains**

<table>
<thead>
<tr>
<th>Domains</th>
<th>Subdomains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Receptive Expressive Written</td>
</tr>
<tr>
<td>Daily Living</td>
<td>Personal Domestic Community</td>
</tr>
<tr>
<td>Socialization</td>
<td>Interpersonal Relationships</td>
</tr>
<tr>
<td>Motor Skills (optional)</td>
<td>Fine Motor Gross Motor</td>
</tr>
<tr>
<td>Maladaptive Behavior (optional)</td>
<td>Internalizing Externalizing Critical Items</td>
</tr>
</tbody>
</table>

**Descriptions of Vineland-3 Subdomains**

<table>
<thead>
<tr>
<th>Subdomains</th>
<th>Communication</th>
<th>Daily Living Skills</th>
<th>Socialization</th>
<th>Motor Skills</th>
<th>Maladaptive Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive</td>
<td>Expressive</td>
<td>Written</td>
<td>Interpersonal</td>
<td>Play &amp; Leisure</td>
<td>Internalmalizing</td>
</tr>
<tr>
<td>Expressive</td>
<td>Written</td>
<td>Personal</td>
<td>Play &amp; Leisure</td>
<td>Coping Skills</td>
<td>Externalmalizing</td>
</tr>
<tr>
<td>Written</td>
<td>Personal</td>
<td>Expressive</td>
<td>Domestic</td>
<td>Expressive</td>
<td>Critical Items</td>
</tr>
<tr>
<td>Personal</td>
<td>Domestic</td>
<td>Interpersonal</td>
<td>Community</td>
<td>Fine Motor</td>
<td></td>
</tr>
<tr>
<td>Expressive</td>
<td>Domestic</td>
<td>Interpersonal</td>
<td>Community</td>
<td>Gross Motor</td>
<td></td>
</tr>
<tr>
<td>Written</td>
<td>Domestic</td>
<td>Interpersonal</td>
<td>Community</td>
<td>Fine Motor</td>
<td></td>
</tr>
</tbody>
</table>

**Major Features that are NOT Changing**

- Three Forms: Interview | Parent/Caregiver | Teacher
- 4 Domains: Communication | Daily Living Skills | Socialization | Motor Skills
- 11 Subdomains: Receptive | Expressive | Written | Interpersonal | Domestic | Play & Leisure | Community | Coping | Internalmalizing | Externalmalizing | Critical Items
- Maladaptive Sections: Internalmalizing | Externalmalizing | Critical
- Removed the word “Rating”
- Motor Domain is Optional
- Gross/Fine Motor are Optional
- Removed “Other” Section
Motor Skills & Maladaptive Domains (Optional)

- **Motor Skills** domain:
  - Optional (no longer included in the ABC)
  - Age range extended upward (birth to age 9)

- **Maladaptive Behavior** domain:
  - Ages 3 to adult
  - Includes Internalizing, Externalizing, & Critical Items
  - No basal & ceiling rules (administer all items)

Updated Item Content for Vineland-3

- Item content updated to reflect changes in the nature of everyday life as well as changes in the conceptions of developmental disabilities (e.g., autism spectrum disorders).
- Outdated items were dropped or modified & many more contemporary items have been added.
- Incorporates more culturally sensitive wording to allow for cultural differences.

Changes to the Parent/Caregiver & Teacher Forms

- **Basal and ceiling rules** to Parent/Caregiver + Teacher forms
  - Comprehensive versions only; all items completed for Domain-level forms

- **Interview + Parent/Caregiver forms are now separate**
  - New, separate norms
  - Item wording differences – Same topics covered w/ simplified wording for Parent/Caregiver Form (5th grade reading level)

- **Spanish-language Parent/Caregiver form available**
  - Paper forms or digital format available for online completion

Modified wording for response choices

- Usually or Often = 2 pts
- Sometimes = 1 pt.
- Never = 0 pts.

- “Sometimes” has replaced “Partially” to distinguish activities that are performed partially vs. activities performed independently sometimes
- Eliminated “Don’t Know” and “No opportunity”
- “Estimate” option remains available

IMPORANT REMINDER:

- Adaptive behavior scores should reflect what a person chooses to do, **not** what they are capable of doing.
- Scores should best describe what the person does on his or her own without needing help or reminders.
**Reliability & Internal Consistency**

<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 for Intellectual Disability** (Comprehensive Interview Form)

Comparison of the percentage of individuals with ID (vs. matched controls in parentheses) having Adaptive Behavior Composite (ABC) 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>IQ 50 – 70</td>
<td>79% ABC ≤75 (vs. 2%)</td>
<td>90% ABC ≤75 (vs. 0%)</td>
</tr>
<tr>
<td>IQ &lt; 50</td>
<td>93% ABC ≤75 (vs. 2%)</td>
<td>100% ABC ≤75 (vs. 0%)</td>
</tr>
</tbody>
</table>

- Nearly all mean ABC & domain-level scores are below 70 for individuals with ID Supports the use of the Vineland-3 as a valid instrument for assessing adaptive deficits for determinations of ID.

**Developmentally Delayed vs. Matched Controls (Interview Form)**

<table>
<thead>
<tr>
<th>Comprehensive Form Domains ABC</th>
<th>Developmentally delayed</th>
<th>Matched control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Communication</td>
<td>74.9</td>
<td>19.0</td>
</tr>
<tr>
<td>Daily Living Skills</td>
<td>89.0</td>
<td>17.1</td>
</tr>
<tr>
<td>Socialization</td>
<td>89.7</td>
<td>16.7</td>
</tr>
<tr>
<td>Adaptive Behavior Composite</td>
<td>77.0</td>
<td>14.5</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>79.3</td>
<td>18.1</td>
</tr>
</tbody>
</table>

**Diagnostic group results:**

- Autism Spectrum Disorder
- Distinct patterns of results were observed in the ASD sample
- Vineland-3 subdomains most relevant to deficits in social communication & social interaction include:
  - Communication → Receptive & Expressive
  - Socialization → Interpersonal relationships & Play & Leisure
- The Critical Items category of Maladaptive Behaviors captures behaviors such as repetitive movements & speech, fixed interests, unusual sensory experiences & lack of response to pain
Autism Spectrum Disorder (IQ ≤ 70) vs. Matched Controls: Interview Form

### Ages 3-8

<table>
<thead>
<tr>
<th>Domains</th>
<th>ASD: IQ ≤ 70</th>
<th>Matched control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>55.1</td>
<td>23.3</td>
</tr>
<tr>
<td>Daily Living Skills</td>
<td>60.8</td>
<td>15.4</td>
</tr>
<tr>
<td>Socialization</td>
<td>54.9</td>
<td>16.8</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>66.8</td>
<td>19.2</td>
</tr>
<tr>
<td>Adaptive Behavior Composite</td>
<td>54.3</td>
<td>16.7</td>
</tr>
</tbody>
</table>

### Ages 9-20

<table>
<thead>
<tr>
<th>Domains</th>
<th>ASD: IQ ≤ 70</th>
<th>Matched control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>59.3</td>
<td>21.0</td>
</tr>
<tr>
<td>Daily Living Skills</td>
<td>53.3</td>
<td>23.2</td>
</tr>
<tr>
<td>Socialization</td>
<td>54.9</td>
<td>21.9</td>
</tr>
<tr>
<td>Adaptive Behavior Composite</td>
<td>46.9</td>
<td>20.1</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Diagnostic groups results for ASD sample are reported separately for samples with IQs below 70 and IQs above 70.

### Subdomains

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

### Autism Spectrum Disorder (IQ ≤ 70) vs. Matched Controls: Interview Form

<table>
<thead>
<tr>
<th>Domains</th>
<th>ASD: IQ ≤ 70</th>
<th>Matched control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive</td>
<td>5.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Expressive</td>
<td>5.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Written</td>
<td>8.6</td>
<td>5.4</td>
</tr>
<tr>
<td>Personal</td>
<td>5.7</td>
<td>4.3</td>
</tr>
<tr>
<td>Domestic</td>
<td>8.3</td>
<td>3.0</td>
</tr>
<tr>
<td>Community</td>
<td>7.2</td>
<td>3.5</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td>4.8</td>
<td>3.2</td>
</tr>
<tr>
<td>Play &amp; Leisure</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Coping Skills</td>
<td>7.9</td>
<td>2.5</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>9.3</td>
<td>4.1</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>7.7</td>
<td>4.0</td>
</tr>
</tbody>
</table>

### Autism Spectrum Disorder (IQ ≤ 70) vs. Matched Controls: Interview Form

- Interview (Comprehensive) – with or without probes
- Interview (Domain)
- Teacher (Comprehensive)
- Teacher (Domain)
- Parent/Caregiver (Comprehensive)
- Parent/Caregiver (Domain)
**Domain-Level Forms**

- Brief administration format
  - Consists of items drawn from each subdomain in the Comprehensive form.
- Provides overall scores for each domain & the ABC (no subdomain scores are provided).
- This format may be a better choice if:
  - If the primary focus of assessment is eligibility determination
  - If a relatively brief assessment is desired or time is limited.
  - Can be used for progress-tracking purposes or if further evaluation is needed in a particular domain of functioning

**Age Ranges:**

- Interview Form: 3 to adult
- Parent/Caregiver Form: 3 to adult
- Teacher Form: 3 to 21

**Administration Time:**

- Interview Form: ~25 minutes
- Parent/Caregiver Form: ~10 minutes
- Teacher Form: ~10 minutes

No basal and ceiling rules

**Comprehensive Interview Form – with Item Probes (sample page) – Paper Format**

- Open-ended questions elicit more descriptive information about the true frequency & independent application of behaviors.

**Preparing to Administer the Vineland-3**

1. Decide Which form(s) to administer
2. Select the respondent(s)
3. Decide between paper and online administration
4. Decide whether or not to include the optional Motor Skills and Maladaptive Behavior domains
Decide Which Form(s) to Administer: Parent/Caregiver & Teacher Forms

- Teacher form is usually used in conjunction with either Interview or Parent/Caregiver form to provide a view of the examinee's adaptive functioning from a second source and in a setting different from the home.

Select the respondent(s)

1) Parent/Caregiver Form
   - Someone living in the same home.
   - Residential – someone who provides care

2) Teacher Form
   - Should have frequent contact with the child for at least 2 months.
   - Classroom or special education teacher is ideal.
   - Should not be completed by babysitter or nanny

Decide whether or not to include the optional Motor Skills and Maladaptive Behavior domains

Motor Skills: Birth → Age 9

Maladaptive Behavior: Ages 3 → Adult

*All domains can be administered as stand-alone tests (using paper/pencil booklet), but Communication, Daily Living Skills, and Socialization must be completed to obtain the ABC score.

Decide Which form(s) to Administer: Students over age 18

When using the Teacher Form to evaluate students 19, 20, or 21, use the norms for 18-year-olds.

Select the respondent(s)

1) Parent/Caregiver Form
   - Someone living in the same home.

2) Teacher Form
   - Should have frequent contact with the child for at least 2 months.
   - Classroom or special education teacher is ideal.
   - Should not be completed by babysitter or nanny

Decide between paper and online administration

Online:
   - Can be complete on computer, tablet, or a smartphone

Advantages:
   - No need to order, store, mail paper forms
   - Software automatically administers the correct items in the correct sequence
   - No basal or ceiling rules to track
   - Immediate, error-free scoring, and reporting
Comprehensive Form: Basal and Ceiling Rules

- No basal or ceiling rules on:
- Domain form
- Motor domain
- Maladaptive behavior domain
- Start-points are examiner-assigned developmental ages
- Cross out areas not completed for Parent/Caregiver

Preparation of the booklet for the Respondent

Domain Form:
- Cross out Motor and/or Maladaptive Behavior
- Summarize Scoring procedures (Directions page of form)

Comprehensive Form:
- Mark Start Point
- Note Ceiling Rule (5 scores of 0 in a row)
- Summarize Scoring procedures (Directions page of form)

Reminders for Parents: Scoring Procedures

- Items should be scored according to what the examiner does independently, without help or prompting.
- If the examiner does not currently perform a behavior, but he or she performed it when younger and has outgrown it, 2 is the appropriate score.
- If the examiner does not currently perform a behavior and has never performed it (e.g., has not yet learned the behavior), 0 is the appropriate score.
- If the respondent has to guess an item score, he or she should check the Estimated box (abbreviated: 0) on the paper form as Check 'Est' for that item.
Remote On-Screen Administration

Sample invitation email

Dear [Name],

You have been requested to complete a questionnaire (or raters form) for [John Doe].

To complete the form, please click on the following link:

Click here

Follow the directions on the screen. If you have any questions, please contact your Assessment Administrator (DO NOT REPLY TO THIS EMAIL).

Eric McCurrent
eric.mccurrent@beamson.com

Regards,

[Name]

Computer-Generated Reports

How to generate a Vineland-3 report on Q-global:

Intervention Content – specific areas of weakness are “flagged” for further evaluation & easily identify target areas in need of improvement
Select the completed assessment, then click “Configure Report” to customize report options:

Customize report options, then click “Generate Report”:

Interpreting Vineland-3 Results

Types of Scores on Vineland-3:

ABC and Domain-Levels

- **Standard Score**
  Mean = 100; SD = 15; range = 20-140

- **Percentile Ranks**
  Percentage of individuals in norm group who scored the same or lower than examinee.

- **Confidence Intervals (85%, 90%, or 95%)**
  Higher level chosen, greater likelihood true score lies within the interval

Types of Scores on Vineland-3:

Sub-domains

- **V-scale** is a scaled score with a mean of 15 and SD of 3;
- Range = 1 – 24 - greater score range allows for greater differentiation among extremely impaired individuals.
Qualitative Descriptors

<table>
<thead>
<tr>
<th>Adaptive Level</th>
<th>Subdomain v-scale Scores</th>
<th>Domain and ABC Standard Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>21 to 24</td>
<td>130 to 140</td>
</tr>
<tr>
<td>Moderately High</td>
<td>18 to 20</td>
<td>115 to 129</td>
</tr>
<tr>
<td>Adequate</td>
<td>13 to 17</td>
<td>86 to 114</td>
</tr>
<tr>
<td>Moderately Low</td>
<td>10 to 12</td>
<td>71 to 85</td>
</tr>
<tr>
<td>Low</td>
<td>1 to 9</td>
<td>20 to 70</td>
</tr>
</tbody>
</table>

Multi-Rater Report: Scale-level comparisons

Score Summary

- Parent
- Teacher

Domain and Comprehensive Reports

Multi-Rater Report

Vineland-3
### Progress Report: Item-Level Comparisons

#### Domain: Basic Living Skills

<table>
<thead>
<tr>
<th>Subdomain</th>
<th>Time 1</th>
<th>Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies at least three body parts on self</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Follows instructions with one action and one object</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Follows instructions with two related actions</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Domain: Academic Skills

<table>
<thead>
<tr>
<th>Subdomain</th>
<th>Time 1</th>
<th>Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Follows instructions with one action and two objects</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15. Follows instructions with two related actions</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Domain: Community Skills

<table>
<thead>
<tr>
<th>Subdomain</th>
<th>Time 1</th>
<th>Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Follows instructions with two unrelated actions</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Intervention Guidance

- **Improvement:**
  - Items scored 2 on both tests.

- **No Improvement:**
  - Items scored 1 on both tests.

### Notes

- The score shown was assigned based on the level of matching on the administration.
NEW: Intervention Guidance

• Available for Comprehensive form reports only.

• Identify examinee’s weakest subdomains & refer to item-level data to identify specific behaviors in need of intervention.

...For more information on digital administration, scoring, & reporting via Q-global:

Visit HelloQ.com for more information about Q-global

Free training webinars are available on the Vineland-3 product page at www.pearsonclinical.com

Vineland-3 – Digital Options

• Two basic pricing options for the Vineland-3 on Q-global:

  ❖ Pay-per-report (on-screen administration, scoring, & reporting)
  ❖ Domain-Level
  ❖ Comprehensive

  ❖ Unlimited-use scoring subscription* (manual entry of responses from paper forms – does not include on-screen administration)

  *Available in 1-, 3-, or 5-year terms

Questions?

J. Lynsey Psimas, PhD, LCP, NCSP
Clinical Assessment Consultant
1-800-627-7271 x 262241
Lynsey.psimas@pearson.com

Customer Support
1-800-627-7271
ClinicalCustomerSupport@pearson.com