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This Vineland must be scored by staff at Assessments Australia and is to be returned by post if the referral is not proceeding.

Vineland-3

Vineland Adaptive Behavior Scales™ –Third Edition

Please ensure *all* questions on this page are answered fully and correctly.

Student name:		School:	Jackson School
Date of birth:	DD /MM /YYYY	Date of evaluation:	DD /MM /YYYY
Name of Vineland informant:			
Position of Vineland informant (please tick): <input type="checkbox"/> Classroom teacher <input type="checkbox"/> Preschool teacher <input type="checkbox"/> Day care provider <input type="checkbox"/> Other* (please specify): _____	*If the Vineland has been completed by someone other than the educators listed, provide an explanation for this, along with evidence to indicate this person has the <i>best</i> knowledge of the student's adaptive behaviour in their educational setting: _____ _____ _____		
Length of time the informant has taught the student (not including standard transition/orientation programs):** _____	**If the informant has not taught the student for at least 2 months, provide evidence to indicate they have extensive knowledge of the student in their educational setting: _____ _____ _____		

I have read and understood the instructions for completing the Vineland and believe my responses to be true and correct:

To be signed by the informant: _____ (Signature) _____ (Date)

from the rest of the booklet by gently pulling them off at the staples.

PEARSON

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 **PsychCorp**

Product Number 31324

SCORING CRITERIA

RECEPTIVE

13. Both verbal and nonverbal responses count.
14. Other examples include fingers apart to show *this small*, holding nose to show *that stinks*, and shrugging shoulders to mean *I don't know*.
15. Score 2 if the student *usually* does this, without reminders. Score 1 if he/she *sometimes* does this without reminders, but sometimes fails to perform both requested actions without reminders. Score 0 if he/she *never* does this, or never does it without reminders.
16. Score 2 if the student *usually* does this, without reminders. Score 1 if he/she *sometimes* does this without reminders, but sometimes fails to perform the complete action without reminders. Score 0 if he/she *never* does this, or never does it without reminders.
18. Both verbal and nonverbal responses count.
19. Score 2 if the student *usually* does this, without reminders. Score 1 if he/she *sometimes* does this without reminders, but sometimes fails to perform both requested actions without reminders. Score 0 if he/she *never* does this, or never does it without reminders.
21. Both verbal and nonverbal responses count.
22. A "show" includes a TV show, video, live performance, or other entertainment.
23. Score 2 if the student *usually* does this, without reminders. Score 1 if he/she *sometimes* does this without reminders, but sometimes fails to perform all three actions without reminders. Score 0 if he/she *never* does this, or never does it without reminders.
25. Score 2 if the student *usually* knows left from right on his/her body. Score 1 if he/she *sometimes* makes mistakes. Score 0 if he/she does not know left from right on his/her body.
27. A "show" includes a TV show, video, live performance, or other entertainment.
30. Score 2 if the student *usually* remembers, without reminders. Score 1 if he/she *sometimes* remembers without reminders, but sometimes fails to remember or needs reminders. Score 0 if he/she *never* remembers, or never remembers without reminders.

EXPRESSIVE

- 1, 2. Articulation need not be perfect, but words must be understandable.
3. Articulation need not be perfect, but name must be understandable.
4. Articulation need not be perfect, but words must be understandable.
7. Articulation need not be perfect.
8. Articulation need not be perfect, but names must be understandable.
9. Articulation need not be perfect.
10. Articulation need not be perfect, but words must be understandable.
18. Articulation need not be perfect, but name must be understandable.
21. It's okay if gender is incorrect (for example, using "he" to refer to a female) or grammar is incorrect (for example, "Her happy," "Him ball").
26. Using *because* as a one-word response doesn't count.
34. To receive credit, the student must express the thought in a different way, rather than simply repeating or nearly repeating the same words.

WRITTEN

- 7, 9. One or more letters may be written with incorrect orientation, as long as the correct letter is copied.

Your Name: _____ Today's Date: _____
(first, middle, last) (month, day, year)

Student's Name: _____ Student's Birth Date: _____ Student's Sex: Male Female
(first, middle, last) (month, day, year)

Your Relationship to Student: Preschool Teacher General Education Teacher Special Education Teacher Other _____

DIRECTIONS

This form asks you to report on the student's adaptive behaviors at school. Adaptive behaviors are the day-to-day things that students do to communicate, take care of themselves, and get along with others.

Here is a sample item from the Expressive Communication section:

EXPRESSIVE	COMMUNICATION DOMAIN				
Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never					
8. Calls other students by their name or nickname.	<table border="1"> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	2	1	0	<input type="checkbox"/>
2	1	0	<input type="checkbox"/>		

Read each item and think about, when the behavior is needed or appropriate, how often the student performs it *on his/her own, without requiring help or prompting*. Then choose the score that best describes the student's behavior.

SCORING THE ITEMS

Score each item 2, 1, or 0 as follows:

- 2 = **Usually or Often**. Circle 2 if, when the behavior is needed or appropriate, the student *usually or often* performs it without help or prompting (or if he/she has outgrown the behavior—see below).
- 1 = **Sometimes**. Circle 1 if, when the behavior is needed or appropriate, the student *sometimes* performs it without help or prompting.
- 0 = **Never**. Circle 0 if the student *never* performs the behavior, or never performs it without help or prompting. Some reasons why you might give a score of 0 are:
 - The student has not learned the behavior.
 - The student is not physically able to perform the behavior.
 - The student is not expected or allowed to perform the behavior.
 - The student can perform the behavior, but chooses not to.

If you have not had the opportunity to observe a behavior, estimate a score for that item. Base your estimated score on what you know about related behaviors. In addition to circling the item score, also check the box to the right of the item score, in the column labeled Check if Est.

If you think that the student does not perform a behavior because he/she has outgrown it, score 2. Do this when, based on the student's current behavior, it makes sense that he/she performed the behavior when younger. If you don't know for sure that the student performed the behavior when younger, also check the Estimated box.

Some items include a Scoring Tip, shown in gray underneath the item text, and marked by the symbol . Use the tips to help you score those items. For example, some items have a Scoring Tip that tells you to use a different scoring system: 2 = Yes, 0 = No.

The pull-off pages labeled Scoring Criteria contain additional guidance on scoring some of the items.

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 of 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 items 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 the Estimated box.

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

0-5	1. Understands the meaning of at least three basic gestures (for example, head nod for <i>yes</i> , head shake for <i>no</i> , hand out for <i>give me</i> , waving, clapping).	2	1	0	<input type="checkbox"/>
	2. Identifies at least three <i>actual</i> objects when asked (for example, points to a book, toy, etc.).	2	1	0	<input type="checkbox"/>
	3. Identifies at least three body parts on self when asked (for example, points to own nose, mouth, hands, feet, etc.).	2	1	0	<input type="checkbox"/>
	4. Identifies at least three objects pictured in a book, magazine, or electronic screen when asked (for example, points to a dog, car, cup, key, etc.).	2	1	0	<input type="checkbox"/>
	5. Identifies at least three body parts pictured in a book, magazine, or electronic screen when asked (for example, points to a nose, a mouth, hands, feet, etc.).	2	1	0	<input type="checkbox"/>
	6. Follows instructions requiring only one action (for example, "Sit down," "Come here").	2	1	0	<input type="checkbox"/>
	7. Follows instructions with one action and one object (for example, "Bring me the book," "Close the door").	2	1	0	<input type="checkbox"/>
6-9	8. When you look or point at something, looks in that direction.	2	1	0	<input type="checkbox"/>
	9. Identifies at least three basic actions pictured in a book, magazine, or electronic screen when asked (for example, points to someone eating, sitting, jumping, etc.).	2	1	0	<input type="checkbox"/>
	10. Looks when someone calls his/her name.	2	1	0	<input type="checkbox"/>
	11. Understands the meaning of at least three facial expressions on others (for example, frown, smile, surprised look, angry face).	2	1	0	<input type="checkbox"/>
	12. Pays attention to a story for at least 5 minutes. <input type="checkbox"/> If you think the student did this when younger, but has now outgrown listening to stories, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
13. Responds to questions that use <i>who</i> (for example, when asked "Who is that?" replies "That's Jamie").	2	1	0	<input type="checkbox"/>	
10+	14. Understands the meaning of at least three more advanced gestures (for example, motioning <i>come here</i> , finger over lips meaning <i>be quiet</i> , hands apart to show <i>this big</i>).	2	1	0	<input type="checkbox"/>
	15. Follows instructions with two related actions (for example, "Pick up those toys and put them away," "Get your coat and put it on").	2	1	0	<input type="checkbox"/>
	16. Follows instructions with one action and two objects (for example, "Bring me the crayons and the ball," "Tell Jose and Andy to come inside").	2	1	0	<input type="checkbox"/>
	17. Follows instructions in "if-then" form (for example, "If you're thirsty, then get a drink"; "If you think you know the answer, then raise your hand").	2	1	0	<input type="checkbox"/>
	18. Responds to questions that use <i>why</i> (for example, when asked "Why are you crying?" replies "My toy broke").	2	1	0	<input type="checkbox"/>
	19. Follows instructions with two unrelated actions (for example, "Close your book and come to the front of the room").	2	1	0	<input type="checkbox"/>
	20. Pays attention to a story for at least 15 minutes. <input type="checkbox"/> If you think the student did this when younger, but has now outgrown listening to stories, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	21. Responds to questions that use <i>when</i> (for example, when asked "When do you go home?" replies "After lunch").	2	1	0	<input type="checkbox"/>
	22. Pays attention to a show for at least 30 minutes and understands what is happening.	2	1	0	<input type="checkbox"/>
	23. Follows instructions requiring three actions (for example, "Take out pen and paper, print your name at the top, and look up when you are ready to begin").	2	1	0	<input type="checkbox"/>
	24. Pays attention to an informational presentation (for example, a lecture or educational video) for at least 15 minutes and understands what is being said.	2	1	0	<input type="checkbox"/>
	25. Identifies left and right on own body (for example, hands, feet, arms).	2	1	0	<input type="checkbox"/>
	26. Follows instructions involving left and right (for example, "Go to the left," "Look to the right").	2	1	0	<input type="checkbox"/>

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

27. Pays attention to a show for at least 60 minutes and understands what is happening.	2	1	0	<input type="checkbox"/>
28. Understands sarcasm (for example, understands when a comment like "That's just great!" really means "That's awful!").	2	1	0	<input type="checkbox"/>
29. Pays attention to an informational presentation (for example, a lecture or educational video) for at least 30 minutes and understands what is being said.	2	1	0	<input type="checkbox"/>
30. When instructed to do something up to an hour later, remembers to do it (for example, "When you finish the exercise, start reviewing Chapter 6").	2	1	0	<input type="checkbox"/>

Comments or Observations: _____

Calculation of % Est (see Manual)		Raw Score Calculation	
No. of Est	<input type="text"/> A	Highest-Numbered Basal Item	<input type="text"/> × 2 = <input type="text"/> C
No. of Items Answered	<input type="text"/> B	Points Between Basal and Ceiling	<input type="text"/> D
(A ÷ B) × 100 = <input type="text"/> % Est		rec Raw Score	<input type="text"/> C + D

Office Use Only

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

0-5	1. Says the names of at least three objects (for example, dog, ball, doll).	2	1	0	<input type="checkbox"/>	
	2. Says the names of at least 10 objects.	2	1	0	<input type="checkbox"/>	
	3. Says own first name or nickname.	2	1	0	<input type="checkbox"/>	
	4. Says the names of at least three actions (for example, drink/drinking, eat/eating, play/playing).	2	1	0	<input type="checkbox"/>	
	5. Says "no;" must actually mean <i>no</i> , not just repeat the word.	2	1	0	<input type="checkbox"/>	
	6. Says "yes;" must actually mean <i>yes</i> , not just repeat the word.	2	1	0	<input type="checkbox"/>	
6-7	7. Says at least 50 words. ☑ Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>	
	8. Calls other students by their name or nickname.	2	1	0	<input type="checkbox"/>	
	9. Says at least 100 words. ☑ Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>	
	10. Uses phrases with a noun and a verb (for example, "Katie stay," "Give ball").	2	1	0	<input type="checkbox"/>	
	11. Says correct age when asked. Holding up fingers counts.	2	1	0	<input type="checkbox"/>	
	12. Uses <i>and</i> in phrases or sentences (for example, "Mom and Dad," "I want ice cream and cake").	2	1	0	<input type="checkbox"/>	
	13. Uses pronouns to refer to self; grammar does not need to be correct (for example, "Give me," "Me want," "Mine toy").	2	1	0	<input type="checkbox"/>	
	14. Says what he/she is doing using simple sentences; grammar does not need to be correct (for example, "Ginger and me play," "Dan read me a book").	2	1	0	<input type="checkbox"/>	
	15. Uses simple adjectives to describe things (for example, <i>dirty, pretty, big, loud</i>).	2	1	0	<input type="checkbox"/>	
	8-9	16. Uses plural nouns (for example, "two cats," "more crackers," "those flowers").	2	1	0	<input type="checkbox"/>
		17. Uses possessives in phrases or sentences; grammar does not need to be correct (for example, "This is mine," "Your book," "This is Carol's desk").	2	1	0	<input type="checkbox"/>
		18. Says both first and last name when asked.	2	1	0	<input type="checkbox"/>
		19. Uses negatives in sentences; grammar does not need to be correct (for example, "I won't drink it," "Me no go").	2	1	0	<input type="checkbox"/>
		20. Asks questions beginning with <i>who</i> (for example, "Who's that?"; "Who goes first?"); just asking "Who?" (one word) doesn't count.	2	1	0	<input type="checkbox"/>
		21. Uses pronouns to refer to others; pronoun gender and grammar do not need to be correct (for example, "You want?"; "Her happy"; "Him ball").	2	1	0	<input type="checkbox"/>
22. Uses pronouns correctly; pronoun gender and grammar must be correct (for example, "I want," "Their ball," "Call her").		2	1	0	<input type="checkbox"/>	
23. Asks questions beginning with <i>when</i> (for example, "When is lunch?"; "When can we go home?"); just asking "When?" (one word) doesn't count.		2	1	0	<input type="checkbox"/>	
10+		24. Asks questions beginning with <i>why</i> (for example, "Why do I have to go?"; "Why did you put my stuff away?"); just asking "Why?" (one word) doesn't count.	2	1	0	<input type="checkbox"/>
		25. Uses past tense verbs (for example, <i>talked, wanted</i>).	2	1	0	<input type="checkbox"/>
		26. Uses <i>because</i> in phrases or sentences (for example, "Because I want to," "Kathy went home because she was sick").	2	1	0	<input type="checkbox"/>
		27. Gives simple directions involving one or two steps (for example, how to make, find, or do something).	2	1	0	<input type="checkbox"/>
		28. Uses <i>behind, in front of, and between</i> correctly in phrases or sentences (for example, "Terrell is behind you," "I walked in front of her," "The ball went between the cars").	2	1	0	<input type="checkbox"/>

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

29. Tells the basic parts of a familiar story or book or movie plot (the characters, what happens, how it ends, etc.).	2	1	0	<input type="checkbox"/>
30. Uses compound sentences joined by <i>and</i> or <i>but</i> (for example, "She asked me, and I told her no"; "Jerome wanted to go, but I didn't").	2	1	0	<input type="checkbox"/>
31. Says both the month and day of his/her birthday when asked.	2	1	0	<input type="checkbox"/>
32. Tells about experiences in detail (for example, when asked to describe a trip, tells who was involved, where the activity took place, etc.).	2	1	0	<input type="checkbox"/>
33. Uses own knowledge or opinions to comment on things, situations, and emotions (for example, "I think he's mad at her because she said mean things about him").	2	1	0	<input type="checkbox"/>
34. Clarifies by restating with different words when he/she is not fully understood at first.	2	1	0	<input type="checkbox"/>
35. Says complete home address correctly when asked (that is, street or rural route, apartment number, city, and state, with or without zip code).	2	1	0	<input type="checkbox"/>
36. Gives complex directions involving three or more steps in logical order (for example, to a distant location, for a complex assignment).	2	1	0	<input type="checkbox"/>

Comments or Observations: _____

Calculation of % Est (see Manual)		Raw Score Calculation	
Office Use Only	No. of Est <input type="text"/> A	Highest-Numbered Basal Item <input type="text"/> × 2 = <input type="text"/> C	
	No. of Items Answered <input type="text"/> B	Points Between Basal and Ceiling <input type="text"/> D	
	$(A \div B) \times 100 =$ <input type="text"/> % Est	exp Raw Score <input type="text"/> C + D	

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

0-7	1. Holds a book correctly for reading and turns the pages from front to back.	2	1	0	<input type="checkbox"/>
	2. Identifies one or more alphabet letters.	2	1	0	<input type="checkbox"/>
	3. Recognizes own name in printed form.	2	1	0	<input type="checkbox"/>
	4. Understands what direction his/her language is written in (for example, from left to right in English; in other languages from right to left or top to bottom).	2	1	0	<input type="checkbox"/>
	5. Identifies at least 10 alphabet letters. ☑ Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>
	6. Writes in the correct direction (for example, from left to right in English; in other languages from right to left or top to bottom).	2	1	0	<input type="checkbox"/>
	7. Copies own first name without mistakes. ☑ If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
8. Looks at words in a book and tries to read them out loud (for example, points to and/or tries to say letters or words).	2	1	0	<input type="checkbox"/>	
8-9	9. Copies simple words from an example without mistakes (for example, <i>cat, see, go</i>); copying name doesn't count. ☑ If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	10. Writes alphabet letters using the correct orientation (that is, not reversed or upside down).	2	1	0	<input type="checkbox"/>
	11. Identifies all alphabet letters, both uppercase and lowercase. ☑ Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>
	12. Writes both first and last name from memory.	2	1	0	<input type="checkbox"/>
	13. Reads at least 10 words out loud. ☑ Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>
10+	14. Reads simple sentences of three or more words out loud.	2	1	0	<input type="checkbox"/>
	15. Copies phrases or sentences of four or more words without mistakes. ☑ If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	16. Writes at least 10 simple words from memory (for example, <i>bat, ball, the</i>); may make small spelling errors. ☑ Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>
	17. Reads simple stories out loud. ☑ If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	18. Writes simple sentences of three or more words; may make small errors in spelling or grammar.	2	1	0	<input type="checkbox"/>
	19. Writes at least 20 words from memory; may make small spelling errors. ☑ Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>
	20. Understands alphabetical order (for example, how to find a word in a dictionary, how to alphabetize a list of words).	2	1	0	<input type="checkbox"/>
	21. Writes simple notes, letters, emails, or texts that include at least three sentences (for example, thank you notes, postcards, invitations); may use abbreviated words and make small errors in spelling or grammar. ☑ Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>
	22. Accurately interprets information presented in simple tables, graphs, or charts.	2	1	0	<input type="checkbox"/>
	23. Reads and understands material of a second-grade level or higher. ☑ Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

24. Writes short reports or summaries (for example, a summary of something read) at least three sentences long; must use own words rather than simply borrowing or copying from other sources.	2	1	0	<input type="checkbox"/>
25. Completes paper or electronic forms of one page or less for school, work, etc.	2	1	0	<input type="checkbox"/>
26. Writes or draws instructions for others (for example, how to do something, how to get somewhere).	2	1	0	<input type="checkbox"/>
27. Uses a table of contents or index to find information within a book or electronic resource.	2	1	0	<input type="checkbox"/>
28. Writes emails, stories, letters, journal entries, etc. at least 10 sentences long; may use abbreviated words and make small errors in spelling or grammar. ☑ Score 2 for Yes or 0 for No.	2		0	<input type="checkbox"/>
29. Uses the Internet or a library to find information for writing a paper or other assignment.	2	1	0	<input type="checkbox"/>
30. Edits or corrects own written work before handing it in (for example, checks punctuation, spelling, grammar, etc.); use of computer spell checker is okay.	2	1	0	<input type="checkbox"/>
31. Plans, organizes, or outlines material to be written.	2	1	0	<input type="checkbox"/>
32. Reads and understands material of a fourth-grade level or higher. ☑ Score 2 for Yes or 0 for No.	2		0	<input type="checkbox"/>
33. Writes reports, papers, or essays at least one page long; must use own words rather than simply borrowing or copying from other sources.	2	1	0	<input type="checkbox"/>
34. Reads and understands material of a sixth-grade level or higher. ☑ Score 2 for Yes or 0 for No.	2		0	<input type="checkbox"/>
35. Writes reports or compositions at least three pages long; must use own words rather than simply borrowing or copying from other sources.	2	1	0	<input type="checkbox"/>
36. Reads and understands material of a ninth-grade level or higher. ☑ Score 2 for Yes or 0 for No.	2		0	<input type="checkbox"/>

Comments or Observations: _____

	Calculation of % Est (see Manual)	Raw Score Calculation
Office Use Only	No. of Est <input type="text"/> A	Highest-Numbered Basal Item <input type="text"/> × 2 = <input type="text"/> C
	No. of Items Answered <input type="text"/> B	Points Between Basal and Ceiling <input type="text"/> D
	(A ÷ B) × 100 = <input type="text"/> % Est	wrn Raw Score <input type="text"/> C + D

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

0-7	1. Feeds self with a fork; may spill.	2	1	0	<input type="checkbox"/>
	2. Drinks from a regular cup or glass (sippy cups don't count); some spilling may occur.	2	1	0	<input type="checkbox"/>
	3. Pulls up clothing with elastic waistbands (for example, underwear, sweatpants).	2	1	0	<input type="checkbox"/>
	4. Removes clothing that opens in the front (for example, a coat or jacket); does not have to unbutton or unzip the clothing.	2	1	0	<input type="checkbox"/>
	5. Drinks from a regular cup or glass without spilling (sippy cups don't count).	2	1	0	<input type="checkbox"/>
	6. Feeds self with a spoon without spilling.	2	1	0	<input type="checkbox"/>
	7. Puts on clothing that opens in the front (for example, a coat or jacket); does not need to zip or button.	2	1	0	<input type="checkbox"/>
	8. Washes hands using soap and water and dries them; must turn the water on and off, and adjust the temperature if needed.	2	1	0	<input type="checkbox"/>
	9. Puts on shoes; may be on the wrong feet and does not need to tie or fasten.	2	1	0	<input type="checkbox"/>
	10. Uses the toilet when needed, without help.	2	1	0	<input type="checkbox"/>
	11. Wipes or blows nose using tissue, napkin, toilet paper, or other appropriate material.	2	1	0	<input type="checkbox"/>
	12. Wipes up own spills.	2	1	0	<input type="checkbox"/>
	13. Finds and uses an appropriate restroom.	2	1	0	<input type="checkbox"/>
	14. Puts clothing on with the right side forward and correct side out.	2	1	0	<input type="checkbox"/>
8+	15. Takes care of personal possessions at school (that is, does not lose or damage them).	2	1	0	<input type="checkbox"/>
	16. Buttons large buttons, in the correct buttonholes (for example, coat buttons).	2	1	0	<input type="checkbox"/>
	17. Selects appropriate clothing during wet or cold weather (for example, raincoat, boots, sweater).	2	1	0	<input type="checkbox"/>
	18. Fastens snaps.	2	1	0	<input type="checkbox"/>
	19. Covers mouth and nose when coughing or sneezing.	2	1	0	<input type="checkbox"/>
	20. Puts shoes on the correct feet and securely ties or fastens them.	2	1	0	<input type="checkbox"/>
	21. Connects and zips zippers that are not already fastened at the bottom (for example, on a coat or jacket).	2	1	0	<input type="checkbox"/>
	22. Buttons small buttons, in the correct buttonholes (for example, shirt buttons).	2	1	0	<input type="checkbox"/>
	23. Keeps fingernails trimmed and clean.	2	1	0	<input type="checkbox"/>
	24. Shows awareness that some foods are healthier than others (for example, states that fruits and vegetables are healthier than foods high in sugar or fat).	2	1	0	<input type="checkbox"/>

Comments or Observations: _____

Calculation of % Est (see Manual)		Raw Score Calculation	
Office Use Only	No. of Est	<input type="text"/>	Highest-Numbered Basal Item <input type="text"/> × 2 = <input type="text"/>
	No. of Items Answered	<input type="text"/>	Points Between Basal and Ceiling <input type="text"/>
	(A ÷ B) × 100 =	<input type="text"/> % Est	per Raw Score <input type="text"/> C + D

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check
if
Est

0-9	1. Counts at least 10 objects, one by one.	2	1	0	<input type="checkbox"/>
	2. Understands that money is used to buy things.	2	1	0	<input type="checkbox"/>
	3. Understands that a clock is used to tell time; does not have to tell time himself/herself.	2	1	0	<input type="checkbox"/>
	4. Says numbers 1 through 20 in sequence.	2	1	0	<input type="checkbox"/>
	5. Identifies written numbers 1 through 9.	2	1	0	<input type="checkbox"/>
	6. Says all seven days of the week in order when asked.	2	1	0	<input type="checkbox"/>
10-12	7. Says the current day of the week when asked.	2	1	0	<input type="checkbox"/>
	8. Says the current month of the year when asked.	2	1	0	<input type="checkbox"/>
	9. Names a penny, nickel, dime, and quarter; does not have to know their value.	2	1	0	<input type="checkbox"/>
	10. Says all 12 months of the year in order when asked.	2	1	0	<input type="checkbox"/>
	11. Identifies a specific date (either the current date or another) on a calendar when asked.	2	1	0	<input type="checkbox"/>
	12. Understands that some items cost more than others (for example, might say "I have enough money to buy gum but not a candy bar" or "Which pens cost less?").	2	1	0	<input type="checkbox"/>
13+	13. Tells time using a digital clock or watch.	2	1	0	<input type="checkbox"/>
	14. Says the value of a penny (1 cent), nickel (5 cents), dime (10 cents), and quarter (25 cents) when asked.	2	1	0	<input type="checkbox"/>
	15. Says the time that daily activities usually take place (for example, might say "10:30 is recess" or "12:00 is lunchtime").	2	1	0	<input type="checkbox"/>
	16. Understands the following mathematical signs: +, -, x, and ÷.	2	1	0	<input type="checkbox"/>
	17. Subtracts single-digit numbers without using fingers.	2	1	0	<input type="checkbox"/>
	18. Adds double-digit numbers when carrying is required.	2	1	0	<input type="checkbox"/>
	19. Uses a ruler, tape measure, or other measuring device to measure in inches and feet.	2	1	0	<input type="checkbox"/>
	20. Subtracts double-digit numbers when borrowing is required.	2	1	0	<input type="checkbox"/>
	21. Understands common fractions (for example, 1/2, 1/3, 1/4).	2	1	0	<input type="checkbox"/>
	22. Shows mastery of the multiplication facts through 9.	2	1	0	<input type="checkbox"/>
	23. Understands how to use percentages (for example, might say "If this \$50 item is 20% off, then it costs \$40").	2	1	0	<input type="checkbox"/>

Comments or Observations: _____

Calculation of % Est (see Manual)		Raw Score Calculation	
Office Use Only	No. of Est <input type="text"/> A	Highest-Numbered Basal Item <input type="text"/> × 2 = <input type="text"/> C	
	No. of Items Answered <input type="text"/> B	Points Between Basal and Ceiling <input type="text"/> D	
	(A ÷ B) × 100 = <input type="text"/> % Est	num Raw Score <input type="text"/> C + D	

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

0+	1. Obeys simple instructions from teacher (for example, "Be quiet," "Sit down," "Open your book to page 25").	2	1	0	<input type="checkbox"/>
	2. Responds appropriately to emergency alarms (that is, does not overreact and follows school procedures).	2	1	0	<input type="checkbox"/>
	3. Obeys school rules (for example, standing in line, walking in the halls, following lunchroom rules).	2	1	0	<input type="checkbox"/>
	4. Stays on task for at least 5 minutes without needing teacher's attention.	2	1	0	<input type="checkbox"/>
	5. Cleans up desk or play area at the end of an activity (for example, picks up and throws away scraps or trash, wipes up spilled glue or paint).	2	1	0	<input type="checkbox"/>
	6. Understands the right to personal privacy for self and others (for example, while using the restroom or changing clothes).	2	1	0	<input type="checkbox"/>
	7. Returns borrowed items (for example, things borrowed from friends, library books).	2	1	0	<input type="checkbox"/>
	8. Stays alert and focused while teacher is talking during class.	2	1	0	<input type="checkbox"/>
	9. Asks for help when he/she doesn't understand something.	2	1	0	<input type="checkbox"/>
	10. Works with or near others without becoming distracted.	2	1	0	<input type="checkbox"/>
	11. Attempts to improve work quality or classroom behavior after receiving feedback from teacher.	2	1	0	<input type="checkbox"/>
	12. Stays on task for at least 15 minutes without needing teacher's attention.	2	1	0	<input type="checkbox"/>
	13. Delivers notes, forms, etc. from school to home and from home to school; the student must be involved rather than parents or teachers simply retrieving materials from a backpack.	2	1	0	<input type="checkbox"/>
	14. Operates school-provided technology needed to work on assignments (computers, etc.).	2	1	0	<input type="checkbox"/>
	15. Brings needed materials to class (for example, textbooks, a band instrument, gym clothes).	2	1	0	<input type="checkbox"/>
	16. Completes homework assignments and turns them in on time.	2	1	0	<input type="checkbox"/>
	17. Is well prepared for class discussions.	2	1	0	<input type="checkbox"/>
	18. Uses independent work time productively in class (for example, reads ahead, does a homework assignment).	2	1	0	<input type="checkbox"/>
	19. Accurately relates new material to what he/she already knows.	2	1	0	<input type="checkbox"/>
	20. Keeps track of when it is time to do something (for example, attend a special class or study group).	2	1	0	<input type="checkbox"/>
	21. Checks own work for mistakes or errors.	2	1	0	<input type="checkbox"/>
	22. Plans and organizes long-term projects to meet deadlines (for example, figures out the tasks involved, estimates time needed to complete the assignment).	2	1	0	<input type="checkbox"/>

Comments or Observations: _____

Calculation of % Est (see Manual)		Raw Score Calculation	
Office Use Only	No. of Est <input type="text"/> A	Highest-Numbered Basal Item <input type="text"/> × 2 = <input type="text"/> C	
	No. of Items Answered <input type="text"/> B	Points Between Basal and Ceiling <input type="text"/> D	
	$(A \div B) \times 100 =$ <input type="text"/> % Est	scm Raw Score <input type="text"/> C + D	

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

0-11	1. Shows interest in students the same age (for example, watches them, smiles at them).	2	1	0	<input type="checkbox"/>
	2. Tries to interact with others (for example, smiles, waves, talks).	2	1	0	<input type="checkbox"/>
	3. Smiles in response to praise or compliments (for example, "Good for you," "That's a nice shirt").	2	1	0	<input type="checkbox"/>
	4. Has one or more friends at school. ☑ Score 2 for Yes or 0 for No.	2	0		<input type="checkbox"/>
	5. Recognizes the gender of self and others (for example, might say "I am a boy" or "Maria is a girl").	2	1	0	<input type="checkbox"/>
	6. Says the relationship of familiar people to self (for example, "That's my teacher," "He's my brother").	2	1	0	<input type="checkbox"/>
	7. Helps others when asked.	2	1	0	<input type="checkbox"/>
	8. Converses with both peers and adults.	2	1	0	<input type="checkbox"/>
	9. Recognizes emotions in others (for example, might say "You look sad" or "Rachel is happy").	2	1	0	<input type="checkbox"/>
12+	10. Maintains appropriate eye contact during social interactions.	2	1	0	<input type="checkbox"/>
	11. Uses words to express own emotions (for example, "I'm happy," "I'm scared," "I don't like him").	2	1	0	<input type="checkbox"/>
	12. Answers politely when familiar adults make small talk (for example, if asked "How are you?" says "I'm fine"; if told "You look nice," says "Thank you").	2	1	0	<input type="checkbox"/>
	13. Uses actions or words to show happiness, sympathy, or concern for others on own initiative (for example, hugs, holds hands, asks "Are you OK?").	2	1	0	<input type="checkbox"/>
	14. Maintains an acceptable distance between self and others in social situations (for example, does not get too close to another person when talking).	2	1	0	<input type="checkbox"/>
	15. Speaks using a loudness, speed, and level of excitement that is appropriate for the conversation.	2	1	0	<input type="checkbox"/>
	16. Ends conversations appropriately (for example, says "Good-bye," "See you later").	2	1	0	<input type="checkbox"/>
	17. Notices and helps when another person appears to need it (for example, holds a door open, picks up dropped items).	2	1	0	<input type="checkbox"/>
	18. Participates in class discussions without monopolizing.	2	1	0	<input type="checkbox"/>
	19. Talks with others without interrupting or being rude.	2	1	0	<input type="checkbox"/>
	20. Recognizes that the likes and dislikes of others can differ from his/her own (for example, might say "Kelly likes pizza, but I don't"; "Gretchen doesn't eat meat, but I do").	2	1	0	<input type="checkbox"/>
	21. Talks with others about shared interests (for example, sports, TV shows, summer plans).	2	1	0	<input type="checkbox"/>
	22. Cooperates with others to plan or be part of a group assignment or activity.	2	1	0	<input type="checkbox"/>
	23. Shows reciprocity in conversations (listens and responds, asks for others' views, etc.).	2	1	0	<input type="checkbox"/>
	24. Starts small talk when he/she meets people he/she knows (for example, says "How are you?" "What's up?").	2	1	0	<input type="checkbox"/>
	25. Moves easily from one topic to another in conversation when needed; does not "get stuck" on one topic.	2	1	0	<input type="checkbox"/>
	26. Stays on topic in conversations when needed; does not digress.	2	1	0	<input type="checkbox"/>
27. Contributes own relevant ideas, information, or comments during conversations or discussions.	2	1	0	<input type="checkbox"/>	

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

28. Participates in conversations on a topic not of interest to him/her.	2	1	0	<input type="checkbox"/>
29. Starts conversations with others by talking about things that interest them (for example, "Tyrone tells me you like cars").	2	1	0	<input type="checkbox"/>
30. Responds to hints or indirect cues in conversation (for example, knows that a yawn may mean "I'm bored," an abrupt change of subject may mean "I don't want to talk about that," looking at the time may mean "I need to end this conversation").	2	1	0	<input type="checkbox"/>
31. Provides additional explanation when needed in order for someone to follow what he/she is saying (for example, "In case you missed what I said...", "What we were talking about was...").	2	1	0	<input type="checkbox"/>

Comments or Observations: _____

Calculation of % Est (see Manual)		Raw Score Calculation	
Office Use Only	No. of Est <input type="text"/> A	Highest-Numbered Basal Item <input type="text"/> × 2 = <input type="text"/> C	
	No. of Items Answered <input type="text"/> B	Points Between Basal and Ceiling <input type="text"/> D	
	$(A \div B) \times 100 =$ <input type="text"/> % Est	ipr Raw Score <input type="text"/> C + D	

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

0+

1. Plays simple interaction games with others (for example, peek-a-boo, patty-cake). ☑ If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
2. Plays interactively with one or more students for at least 5 minutes with someone older supervising. ☑ If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
3. Shares toys or possessions when asked.	2	1	0	<input type="checkbox"/>
4. Protects self by moving away from those who try to hurt others or destroy things (those who bite, hit, throw things, smash things, etc.).	2	1	0	<input type="checkbox"/>
5. Plays simple make-believe activities with other students (for example, plays "dress-up," pretends to be superheroes). ☑ If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
6. Takes turns when asked while playing games or sports.	2	1	0	<input type="checkbox"/>
7. Plays with other students with minimal supervision.	2	1	0	<input type="checkbox"/>
8. Plays simple outdoor group games with no score (for example, tag, jump rope, catch). ☑ If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
9. Plays interactively with one or more students for at least 20 minutes with someone older supervising. ☑ If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
10. Joins in with a group when verbal or nonverbal cues indicate that he/she is welcome.	2	1	0	<input type="checkbox"/>
11. Asks others to play or spend time together.	2	1	0	<input type="checkbox"/>
12. Shares toys or possessions without having to be asked.	2	1	0	<input type="checkbox"/>
13. Takes turns without having to be asked while playing games or sports.	2	1	0	<input type="checkbox"/>
14. Shows good sportsmanship in games or sports: Plays fair, is not overly aggressive, congratulates winning players, does not act mean when he/she loses, etc.	2	1	0	<input type="checkbox"/>
15. Engages with other students in elaborate make-believe activities involving more than one role (for example, plays "school" or "restaurant," enacts a TV show or movie). ☑ If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
16. Follows rules in games or sports without being told to do so.	2	1	0	<input type="checkbox"/>
17. Asks permission before using things that belong to or are being used by another.	2	1	0	<input type="checkbox"/>
18. Refrains from entering a group when verbal or nonverbal cues indicate that he/she is not welcome.	2	1	0	<input type="checkbox"/>
19. Plays simple indoor or outdoor games where the players keep score (for example, tic-tac-toe, kickball, card games).	2	1	0	<input type="checkbox"/>

Comments or Observations: _____

	Calculation of % Est (see Manual)	Raw Score Calculation
Office Use Only	No. of Est <input type="text"/> A	Highest-Numbered Basal Item <input type="text"/> × 2 = <input type="text"/> C
	No. of Items Answered <input type="text"/> B	Points Between Basal and Ceiling <input type="text"/> D
	$(A \div B) \times 100 =$ <input type="text"/> % Est	pla Raw Score <input type="text"/> C + D

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

0+	1. Separates easily from parent or caregiver (that is, does not have a temper tantrum, sulk, etc. when parent or caregiver leaves or attempts to leave).	2	1	0	<input type="checkbox"/>
	2. Transitions easily from one activity to another.	2	1	0	<input type="checkbox"/>
	3. Handles changes in school routine without becoming overly distressed.	2	1	0	<input type="checkbox"/>
	4. Calms down within a few minutes when hurt or upset.	2	1	0	<input type="checkbox"/>
	5. Makes an effort to act friendly toward others.	2	1	0	<input type="checkbox"/>
	6. Says <i>thank you</i> when given something.	2	1	0	<input type="checkbox"/>
	7. Uses words or gestures to express distress rather than screaming, hitting, throwing something, etc.	2	1	0	<input type="checkbox"/>
	8. Recovers quickly from a minor setback or disappointment (for example, doesn't pout for long after losing a game or not getting something that he/she wants).	2	1	0	<input type="checkbox"/>
	9. Says <i>please</i> when asking for something.	2	1	0	<input type="checkbox"/>
	10. Controls anger or hurt feelings when plans change for reasons that can't be helped (for example, a school event postponed due to bad weather or a transportation problem).	2	1	0	<input type="checkbox"/>
	11. Accepts helpful suggestions or solutions from teacher or others.	2	1	0	<input type="checkbox"/>
	12. Controls anger or hurt feelings when given constructive criticism (for example, correction of misbehavior, feedback on an assignment).	2	1	0	<input type="checkbox"/>
	13. Controls anger or hurt feelings when he/she does not get his/her way (for example, when a request is denied).	2	1	0	<input type="checkbox"/>
	14. Controls anger when provoked by others.	2	1	0	<input type="checkbox"/>
	15. Apologizes for small, unintentional mistakes (for example, burping, bumping into someone).	2	1	0	<input type="checkbox"/>
	16. Changes behavior intentionally depending on how well he/she knows another person (for example, acts differently with a new classmate than with a good friend).	2	1	0	<input type="checkbox"/>
	17. Acts appropriately when introduced to new people (for example, smiles, shakes hands, says "Happy to meet you").	2	1	0	<input type="checkbox"/>
	18. Is willing to compromise in order to get along with peers.	2	1	0	<input type="checkbox"/>
	19. Copies appropriate behavior of others when in a new situation and unsure how to act.	2	1	0	<input type="checkbox"/>
	20. Modifies voice level for the location or situation (for example, speaks more softly when the class is working silently; raises voice when others can't hear).	2	1	0	<input type="checkbox"/>
	21. Apologizes with sincerity after hurting another's feelings.	2	1	0	<input type="checkbox"/>
	22. Adjusts behavior to keep from disrupting others nearby (for example, is quiet near others who are working).	2	1	0	<input type="checkbox"/>
	23. When possible, avoids or leaves harmful relationships or situations (for example, being bullied, coerced into misbehaving, or otherwise dominated, manipulated, or taken advantage of).	2	1	0	<input type="checkbox"/>
	24. Respects others' time (for example, doesn't keep others waiting or interrupt others who are busy).	2	1	0	<input type="checkbox"/>
	25. Thinks through the consequences of his/her actions before acting (for example, refrains from acting impulsively, considers relevant information).	2	1	0	<input type="checkbox"/>

Comments or Observations: _____

	Calculation of % Est (see Manual)	Raw Score Calculation
Office Use Only	No. of Est <input type="text"/> A	Highest-Numbered Basal Item <input type="text"/> × 2 = <input type="text"/> C
	No. of Items Answered <input type="text"/> B	Points Between Basal and Ceiling <input type="text"/> D
	$(A \div B) \times 100 =$ <input type="text"/> % Est	cop Raw Score <input type="text"/> C + D

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

0-5	1. Walks to get around; does not need to hold on to anything.	2	1	0	<input type="checkbox"/>
	2. Safely gets on and off an adult-sized chair.	2	1	0	<input type="checkbox"/>
	3. Runs without falling; may be awkward and uncoordinated.	2	1	0	<input type="checkbox"/>
	4. Safely climbs on and off low objects (for example, child's chair, low climbing toy). <input type="checkbox"/> If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	5. Squats or bends down to pick up objects without falling.	2	1	0	<input type="checkbox"/>
	6. Walks up stairs, putting both feet on each step; may use railing. <input type="checkbox"/> If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	7. Kicks a ball while standing; accuracy not important.	2	1	0	<input type="checkbox"/>
	8. Walks down stairs, facing forward, putting both feet on each step; may use railing. <input type="checkbox"/> If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	9. Runs smoothly without falling.	2	1	0	<input type="checkbox"/>
	10. Throws a ball of any size in a specific direction.	2	1	0	<input type="checkbox"/>
6-9	11. Jumps off the ground with both feet without falling.	2	1	0	<input type="checkbox"/>
	12. Safely climbs up and down high objects (for example, jungle gym, 4-foot slide ladder).	2	1	0	<input type="checkbox"/>
	13. Walks up stairs, alternating feet; may use railing.	2	1	0	<input type="checkbox"/>
	14. Stands on one foot for at least 2 seconds.	2	1	0	<input type="checkbox"/>
	15. Hops on one foot at least once without falling; may hold on to something for balance.	2	1	0	<input type="checkbox"/>
	16. Walks two or more blocks without having to rest or needing physical support.	2	1	0	<input type="checkbox"/>
	17. Runs smoothly, changing speed and direction (for example, plays tag or sports).	2	1	0	<input type="checkbox"/>
	18. Walks down stairs, alternating feet; may use railing.	2	1	0	<input type="checkbox"/>
	19. Walks carefully on a sidewalk or road that is slippery or uneven.	2	1	0	<input type="checkbox"/>
	20. Catches a small ball from a distance of 2 or 3 feet, using one or both hands extended away from body.	2	1	0	<input type="checkbox"/>
	21. Hops forward on one foot with ease without holding on (for example, during hopscotch).	2	1	0	<input type="checkbox"/>

Comments or Observations: _____

Calculation of % Est (see Manual)		Raw Score Calculation	
Office Use Only	No. of Est <input type="text"/> A	Highest-Numbered Basal Item <input type="text"/> × 2 = <input type="text"/> C	
	No. of Items Answered <input type="text"/> B	Points Between Basal and Ceiling <input type="text"/> D	
	$(A \div B) \times 100 =$ <input type="text"/> % Est	gmo Raw Score <input type="text"/> C + D	

Response Options: 2 = Usually or Often, 1 = Sometimes, 0 = Never

Check if Est

0-5	1. Stacks at least four small blocks or other small objects; alignment need not be perfect, but the stack must remain upright. <input type="checkbox"/> If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	2. Opens doors by turning a doorknob or handle.	2	1	0	<input type="checkbox"/>
	3. Completes puzzles where each piece fits inside a shape in the frame (inset puzzle). <input type="checkbox"/> If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	4. Unwraps small objects (for example, gum or candy).	2	1	0	<input type="checkbox"/>
	5. Turns book or magazine pages one by one; books with cardboard pages don't count.	2	1	0	<input type="checkbox"/>
	6. Completes a jigsaw puzzle with at least two pieces.	2	1	0	<input type="checkbox"/>
	7. Uses a twisting hand-wrist motion (for example, winds up a toy or music box, screws/unscrews the lid of a jar).	2	1	0	<input type="checkbox"/>
	8. Opens and closes scissors with one hand; does not have to cut with them.	2	1	0	<input type="checkbox"/>
6-9	9. Assembles, builds, or creates simple building toy structures, arts and crafts, etc. <input type="checkbox"/> If you think the student did this when younger, but has now outgrown it, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	10. Holds a crayon, pen, or pencil in proper position (that is, using a tripod grasp, not with fist) for writing or drawing.	2	1	0	<input type="checkbox"/>
	11. Draws a circle freehand while looking at an example.	2	1	0	<input type="checkbox"/>
	12. Colors simple shapes or animals; more coloring is inside the lines than outside. <input type="checkbox"/> If you think the student did this when younger, but has now outgrown coloring, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	13. Presses buttons accurately on a small keyboard or touch screen (for example, on a calculator, cell phone, or other handheld device).	2	1	0	<input type="checkbox"/>
	14. Uses tape to hold things together (for example, art projects, torn pages).	2	1	0	<input type="checkbox"/>
	15. Uses scissors to cut along a straight line across a standard sheet of paper.	2	1	0	<input type="checkbox"/>
	16. Draws more than one recognizable form (for example, a person, house, tree).	2	1	0	<input type="checkbox"/>
	17. Uses an eraser without tearing the paper.	2	1	0	<input type="checkbox"/>
	18. Cuts out simple shapes (circles, squares, rectangles, etc.).	2	1	0	<input type="checkbox"/>
	19. Draws a square freehand while looking at an example.	2	1	0	<input type="checkbox"/>
	20. Colors simple pictures with all coloring inside the lines. <input type="checkbox"/> If you think the student did this when younger, but has now outgrown coloring, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	21. Draws a triangle freehand while looking at an example.	2	1	0	<input type="checkbox"/>
	22. Assembles, builds, or creates complex building toy structures, arts and crafts, etc.	2	1	0	<input type="checkbox"/>
	23. Colors a full-page drawing or scene using two or more colors; all coloring is inside the lines. <input type="checkbox"/> If you think the student did this when younger, but has now outgrown coloring, score 2. If you don't know for sure, also check the Estimated box.	2	1	0	<input type="checkbox"/>
	24. Draws a straight line using a ruler or straightedge.	2	1	0	<input type="checkbox"/>
	25. Ties a knot.	2	1	0	<input type="checkbox"/>
	26. Cuts out complex shapes (for example, stars, animals, alphabet letters).	2	1	0	<input type="checkbox"/>

Comments or Observations: _____

	Calculation of % Est (see Manual)	Raw Score Calculation
Office Use Only	No. of Est <input type="text"/> A	Highest-Numbered Basal Item <input type="text"/> × 2 = <input type="text"/> C
	No. of Items Answered <input type="text"/> B	Points Between Basal and Ceiling <input type="text"/> D
	$(A \div B) \times 100 =$ <input type="text"/> % Est	fmo Raw Score <input type="text"/> C+D

The final section asks about problem behaviors that the student may or may not show. The score choices for each item are slightly different:

2 = Often, 1 = Sometimes, 0 = Never

In the sections you have completed so far, a higher score means more *adaptive* behavior. In this section a higher score means more *problem* behavior. Also, in this section you must circle a score for every item.

MALADAPTIVE BEHAVIOR DOMAIN

Section A

Response Options: 2 = Often, 1 = Sometimes, 0 = Never

Check if Est

0+	1. Is overly needy or dependent (for example, insists on help even when not needed; is overly clingy with family members, caregiver, or teacher).	2	1	0	<input type="checkbox"/>
	2. Has eating problems (for example, overeats, refuses to eat, will only eat one or two things, hoards food).	2	1	0	<input type="checkbox"/>
	3. Is extremely anxious or nervous.	2	1	0	<input type="checkbox"/>
	4. Cries or is sad for no clear reason.	2	1	0	<input type="checkbox"/>
	5. Avoids interacting with others (withdraws, prefers to be alone, etc.).	2	1	0	<input type="checkbox"/>
	6. Lacks energy or interest in doing things.	2	1	0	<input type="checkbox"/>
	7. Is extremely fearful of one or more common objects or situations (for example, heights, snakes, spiders).	2	1	0	<input type="checkbox"/>
	8. Is extremely shy (for example, gets anxious or upset when approached by others or when entering a group).	2	1	0	<input type="checkbox"/>
	9. Is very irritable or moody.	2	1	0	<input type="checkbox"/>
	10. Complains of feeling sick, exhausted, or in pain, even though there is no medical reason.	2	1	0	<input type="checkbox"/>

Office Use Only Section A Sum

Section B

Response Options: 2 = Often, 1 = Sometimes, 0 = Never

0+	1. Has temper tantrums: Screams, cries, kicks, etc.	2	1	0	<input type="checkbox"/>
	2. Disobeys those in authority.	2	1	0	<input type="checkbox"/>
	3. Bullies others physically or with words.	2	1	0	<input type="checkbox"/>
	4. Lies, cheats, or steals.	2	1	0	<input type="checkbox"/>
	5. Is physically aggressive (for example, hits, kicks, bites).	2	1	0	<input type="checkbox"/>
	6. Is stubborn or argues.	2	1	0	<input type="checkbox"/>
	7. Is verbally abusive (that is, hurts others on purpose with insults, put-downs, etc.).	2	1	0	<input type="checkbox"/>
	8. Breaks rules or laws because of peer pressure.	2	1	0	<input type="checkbox"/>
	9. Is much more active or restless than others his/her age (for example, moves all the time, cannot sit still, fidgets).	2	1	0	<input type="checkbox"/>
	10. Takes or uses school property when not allowed (for example, books, office supplies).	2	1	0	<input type="checkbox"/>
	11. Skips school without permission.	2	1	0	<input type="checkbox"/>
	12. Uses alcohol or illegal drugs during the school day.	2	1	0	<input type="checkbox"/>
	13. Destroys his/her own or someone else's possessions on purpose.	2	1	0	<input type="checkbox"/>

Office Use Only Section B Sum

Section C

Response Options: 2 = Often, 1 = Sometimes, 0 = Never

Check
if
Est

0+		2	1	0	Check if Est
	1. Gets fixated on objects or parts of objects (for example, stares at spinning wheels or fan blades, lines up objects, flips light switches over and over).	2	1	0	<input type="checkbox"/>
	2. Talks about hearing voices that others don't hear, or seeing things that others don't see.	2	1	0	<input type="checkbox"/>
	3. Harms himself/herself (for example, bangs head, hits or bites self, cuts self, tears at skin, pulls out own hair).	2	1	0	<input type="checkbox"/>
	4. Uses strange or repetitive speech (for example, has conversations with self in public, says things that make no sense, repeats the same thing over and over).	2	1	0	<input type="checkbox"/>
	5. Repeats physical movements over and over (for example, rocks back and forth, spins, flaps hands).	2	1	0	<input type="checkbox"/>
	6. Has toileting accidents (that is, wets or soils self when not in diapers).	2	1	0	<input type="checkbox"/>
	7. Eats non-food items such as dirt, paste, or soap.	2	1	0	<input type="checkbox"/>
	8. Engages in compulsive behavior (for example, repeated hand washing, repeatedly checking and rechecking something, other compulsive rituals).	2	1	0	<input type="checkbox"/>
	9. Shows far more interest in weapons or extreme violence than others his/her age.	2	1	0	<input type="checkbox"/>
	10. Has beliefs that are not true (for example, believes he/she has a "true" identity or "special" powers, that others secretly want to cause harm).	2	1	0	<input type="checkbox"/>
	11. Gets so fixated on a particular topic that it annoys others (for example, trains, reptiles, maps, subway systems).	2	1	0	<input type="checkbox"/>
	12. Has no response to pain (for example, does not cry or seek help when cut, bruised, or badly hurt).	2	1	0	<input type="checkbox"/>
	13. Wanders, darts away, or takes off from school or a school group without regard for safety.	2	1	0	<input type="checkbox"/>
	14. Threatens to hurt or kill self or someone else.	2	1	0	<input type="checkbox"/>
	15. Is tricked by others into doing something that could seriously harm self or someone else.	2	1	0	<input type="checkbox"/>
	16. Gets fixated on a person in a way that is annoying or intrusive to that person.	2	1	0	<input type="checkbox"/>
	17. Engages in unwanted sexual behavior (for example, unwanted comments, unwanted physical contact, exposing himself/herself, masturbating or having sex at school).	2	1	0	<input type="checkbox"/>

GENERAL COMMENTS

Use this space for any general comments you want to make about the student, or about this form.

Calculation of Examinee's Age		
Year	Month	Day
Test Date	<input type="text"/>	<input type="text"/>
Birth Date	<input type="text"/>	<input type="text"/>
Test Age	<input type="text"/>	<input type="text"/>

Examinee's Name: _____

Test Date

Examiner's Name: _____

Birth Date

Teacher's Name: _____

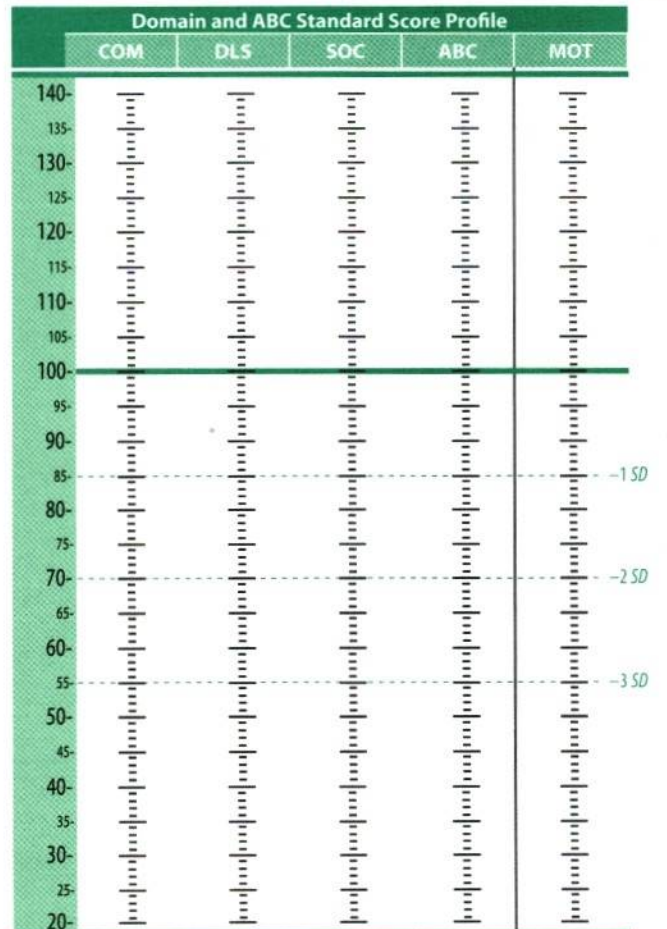
Test Age

Score Summary

	Subdomains				
	Raw Score	v-Scale Score	Age Equivalent (AE)	Growth Scale Value (GSV)	% Est
Receptive (rec)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Expressive (exp)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Written (wrn)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
COMMUNICATION (COM) Sum of v-Scale Scores:	<input type="text"/>	<input type="text" value="1"/>			
Personal (per)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Numeric (num)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
School Community (scm)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
DAILY LIVING SKILLS (DLS) Sum of v-Scale Scores:	<input type="text"/>	<input type="text" value="2"/>			
Interpersonal Relationships (ipr)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Play and Leisure (pla)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Coping Skills (cop)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SOCIALIZATION (SOC) Sum of v-Scale Scores:	<input type="text"/>	<input type="text" value="3"/>			
Gross Motor (gmo)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Fine Motor (fmo)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
MOTOR SKILLS (MOT) Sum of v-Scale Scores:	<input type="text"/>	<input type="text" value="4"/>			

	Subdomain v-Scale Score Profile											
	COMMUNICATION			DAILY LIVING SKILLS			SOCIALIZATION			MOTOR SKILLS		
	rec	exp	wrn	per	num	scm	ipr	pla	cop	gmo		fmo
24	24
23	23
22	22
21	21
20	20
19	19
18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

Domains and Adaptive Behavior Composite				
	Sum of v-Scale Scores	Standard Score	85% 90% 95% Confidence Interval	Percentile Rank
Communication (COM)	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Daily Living Skills (DLS)	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Socialization (SOC)	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sum of Domain Standard Scores	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
See Table D.3 to convert to ABC				
Adaptive Behavior Composite (ABC)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Motor Skills (MOT)	<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



MALADAPTIVE BEHAVIOR

	Raw Score	v-Score	Critical Items (Circle all item scores of 2 or 1)																
Internalizing (Section A)	<input type="text"/>	<input type="text"/>	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.
Externalizing (Section B)	<input type="text"/>	<input type="text"/>																	

STRENGTH/WEAKNESS ANALYSIS					
	Standard Score (SS)	SS Minus Mean SS	.10 or .05 Critical Value	Strength or Weakness	Base Rate
Domains	COM	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	DLS	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	SOC	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	MOT	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
		<input type="text"/>	<input type="text"/>	Calculation of Mean Domain Standard Score	
		Sum of SS	No. of domains (3 or 4)	Mean SS (one decimal)	

PAIRWISE DIFFERENCE COMPARISONS							
	Standard Score	<, >, or =	Standard Score	Standard Score Difference	.10 or .05 Critical Value	Statistically Significant	Base Rate
Domain Comparisons	COM	—	DLS	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
	COM	—	SOC	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
	DLS	—	SOC	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
	COM	—	MOT	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
	DLS	—	MOT	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
	SOC	—	MOT	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>

	v-Score (vS)	vS Minus Mean vS	.10 or .05 Critical Value	Strength or Weakness	Base Rate
Subdomains	rec	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	exp	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	wrn	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	per	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	num	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	scm	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	iپر	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	pla	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	cop	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	gmo	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
	fmo	<input type="text"/>	<input type="text"/>	S or W	<input type="text"/>
			<input type="text"/>	<input type="text"/>	Calculation of Mean Subdomain v-Score
		Sum of vS	No. of subdomains	Mean vS (one decimal)	

	v-Score	<, >, or =	v-Score	v-Score Difference	.10 or .05 Critical Value	Statistically Significant	Base Rate
Communication							
rec	<input type="text"/>	—	exp	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
rec	<input type="text"/>	—	wrn	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
exp	<input type="text"/>	—	wrn	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
Daily Living Skills							
per	<input type="text"/>	—	num	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
per	<input type="text"/>	—	scm	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
num	<input type="text"/>	—	scm	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
Socialization							
iپر	<input type="text"/>	—	pla	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
iپر	<input type="text"/>	—	cop	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
pla	<input type="text"/>	—	cop	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
Motor Skills							
gmo	<input type="text"/>	—	fmo	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
Across-Domain Comparisons							
	<input type="text"/>	—	<input type="text"/>	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
	<input type="text"/>	—	<input type="text"/>	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>
	<input type="text"/>	—	<input type="text"/>	<input type="text"/>	<input type="text"/>	Y or N	<input type="text"/>

Abbreviations

COM	Communication	DLS	Daily Living Skills	SOC	Socialization	MOT	Motor Skills
rec	Receptive	per	Personal	iپر	Interpersonal Relationships	gmo	Gross Motor
exp	Expressive	num	Numeric	pla	Play and Leisure	fmo	Fine Motor
wrn	Written	scm	School Community	cop	Coping Skills		

SCORING CRITERIA

PERSONAL

- 1, 2, 3. In order to receive credit, the student must do it without help.
4. In order to receive credit, the student must remove the clothing without help.
- 5, 6. In order to receive credit, the student must do it without help.
7. In order to receive credit, the student must put on the clothing without help.
8. In order to receive credit, the student must do it without help.
9. In order to receive credit, the student must put shoes on without help.
- 11, 12. In order to receive credit, the student must do it without help or prompting.
13. In order to receive credit, the student must do it without help.
14. In order to receive credit, the student must do it without help or reminders.
- 16, 18. In order to receive credit, the student must do it without help.
19. In order to receive credit, the student must do it without reminders.
- 20, 21, 22. In order to receive credit, the student must do it without help.

NUMERIC

9. Score 2 if the student *usually* names *all* four coins when asked. Score 1 if he/she *sometimes* names all four coins, but sometimes makes mistakes. Score 0 if he/she *never* names all four coins.
14. Score 2 if the student *usually* correctly states the value of *all* four coins when asked. Score 1 if he/she *sometimes* correctly states the value of all four coins, but sometimes makes mistakes. Score 0 if he/she *never* correctly states the value of all four coins.

SCHOOL COMMUNITY

14. If the school does not provide technology for working on assignments, estimate a score and check the Estimated box.
15. If the student does not need to bring materials to class, score 0.
16. If the student does not need to do homework, score 0.
17. If the student does not need to prepare for class discussions, score 0.

INTERPERSONAL RELATIONSHIPS

4. Friendships must be reciprocal to count.
8. If the student does not have conversations that last at least 2–3 minutes, score 0.
12. In order to receive credit, the student must do it without prompting.
16. If the student does not have conversations that last at least 2–3 minutes, score 0.
17. In order to receive credit, the student must do it without prompting.
- 23, 25, 26, 27, 28, 29, 30. If the student does not have conversations that last at least 2–3 minutes, score 0.
31. To receive credit, the student must take the other's point of view to recognize when he/she needs background information or clarification.

PLAY AND LEISURE

2. An adult may prompt or facilitate the interaction, but the student must participate in it.
4. In order to receive credit, the student must do it without prompting.
9. An adult may prompt or facilitate the interaction, but the student must participate in it.
- 10, 11. In order to receive credit, the student must do it without prompting.
12. Give credit if the student shares when asked by another child or on his/her own initiative, as long as he/she was not told to share by someone older.
14. In order to receive credit, the student must do these things without prompting.
17. In order to receive credit, the student must do it without prompting.

SCORING CRITERIA

COPING SKILLS

4. Does not include instances when the student has a severe injury.
- 6, 9. In order to receive credit, the student must do it without prompting.
- 10, 12, 13. In other words, the student does not respond by pouting, becoming overly upset, or becoming verbally or physically aggressive.
14. In other words, the student does not respond with verbal or physical aggression.
- 15, 17, 20. In order to receive credit, the student must do it without prompting.
21. To receive credit, the student must both recognize that he/she has hurt someone's feelings *and* apologize with sincerity.
22. In order to receive credit, the student must do it without prompting.

GROSS MOTOR

7. To count, the student must kick the ball without losing his/her balance and falling.
20. Trapping the ball against the body doesn't count.

FINE MOTOR

- 2, 4. In order to receive credit, the student must do it without help.
7. To receive credit, the student must not drop the object.
9. For purposes of this item, "simple" means consisting of relatively few parts, repetitive use of identical parts, and a simple assembly or creation process.
11. The drawing need not be perfect, but must be recognizable as a circle.
16. Tracing doesn't count.
19. The drawing need not be perfect, but must be recognizable as a square.
21. The drawing need not be perfect, but must be recognizable as a triangle.
22. For purposes of this item, "complex" means consisting of many parts, use of various different kinds of parts, and a complex assembly or creation process.
25. In order to receive credit, the student must do it without help.

MALADAPTIVE BEHAVIOR

Section C

2. Childhood imaginary friends don't count.
8. Score based on the persistence of the behavior and the level of distress if the student is prevented from engaging in the behavior.
9. Score 2 if the student has actually brought a weapon to school.
10. This item is targeting delusional beliefs, not mere misconceptions about facts.