

Adaptive Behavior Assessment System - Second Edition (ABAS-II)
Interpretive Report
Teacher Form (Ages 5-21)

A WPS TEST REPORT by Patti L. Harrison, Ph.D., and Thomas Oakland, Ph.D.
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Version 1.210

Examinee Information

Name:	Carey Brooks	Date of Birth:	04/09/1996
ID Number:	Sample-04	Age:	14 years 2 months
Gender:	Male	Age at Testing:	14 years 1 month
Ethnicity:	Other White Background	City:	Seattle
Grade:	8th	State:	WA
School/Daycare:	Hamilton		
Disabling Condition:	None		

Assessment Information

Date of Assessment:	06/04/2010
Date of Report:	06/28/2010
Respondent:	Cheryl Arnett
Relationship to Examinee:	General Education Teacher

Users of this WPS TEST REPORT should be familiar with the information presented in the ABAS-II Manual (WPS Product No. W-486M). All interpretations made on the basis of the information in this report must be verified against informed clinical judgment.

Intelligence Assessment Results

No intelligence assessment information was reported.

Reason for Referral

Referral information for Carey is unknown at this time.

Background Information

Carey's General Education Teacher, Cheryl Arnett, completed the ABAS-II Teacher Form on 06/04/2010. Carey was 14 years 1 month at the time of the assessment and attending 8th grade. No disabling conditions were reported. The primary language spoken in Carey's home is English.

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Interpretive Report

Validity Information

Skill Area	Number of Items Skipped by Respondent	Number of Items Report as Guessed by Respondent
Communication (Com)	1	2
Community Use (CU)	2	0
Functional Academics (FA)	0	0
School Living (SL)	0	0
Health and Safety (HS)	1	0
Leisure (LS)	2	0
Self-Care (SC)	2	2
Self-Direction (SD)	0	0
Social (Soc)	0	0

Interpretation of ABAS-II Results

Adaptive Behavior Composite Scores

The General Adaptive Composite score (GAC) summarizes performance across all skill areas excluding Work. Carey obtained a GAC score of 89. His true score is likely to fall within the range of 87-91 at a 90% level of confidence. Carey's current overall level of adaptive behavior is in the Below Average range, as high as or higher than the score of 23.0% of children of the same age. Because the GAC provides the most complete measure of adaptive behavior, it is likely to be the most reliable and accurate estimate of overall adaptive functioning. However, more detailed information about Carey's unique profile of adaptive functioning may be obtained by reviewing performance within composites and skill areas if significant differences exist between skill area scaled scores.

The Conceptual composite score summarizes performance across the Communication, Functional Academics, and Self-Direction skill areas. Carey's Conceptual composite score of 93 (90% confidence interval of 90-96) is in the Average range, as high as or higher than the score of 32.0% of children of the same age.

The Social composite score summarizes performance across the Leisure and Social skill areas. Carey's Social composite score of 94 (90% confidence interval of 90-98) is in the Average range, and as high as or higher than the score of 34.0% of children of the same age.

The Practical composite score summarizes performance across the Community Use, School Living, Health and Safety, and Self-Care skill areas. Carey's Practical composite score of 87 (90% confidence interval of 84-90) is in the Below Average range, as high as or higher than the score of 19.0% of children of the same age.

Discrepancy Comparisons between Adaptive Behavior Composites

A comparison of performance between the adaptive behavior composites also provides useful information for interpretation. Carey's overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior) is significantly more developed than his general skills in the areas of community and school living, health and safety, and self-care (practical adaptive behavior). 26.3% of the standardization sample displayed such a

discrepancy in functioning between the Conceptual and Practical composites. Additionally, Carey's overall ability to participate in social and leisure activities (social adaptive behavior) is significantly more developed than his general practical adaptive behavior. The rate at which such a discrepancy in functioning between the Social and Practical composites occurred in the standardization sample was 23.1%.

Adaptive Skill Area Results

Skill areas within the Conceptual composite provide a more detailed view of Carey's functioning. Carey's communication abilities, including speech, vocabulary, listening, conversation and nonverbal communication skills are in the Borderline range. He functions in the Average range when performing basic academic skills such as reading, writing, and mathematics as well as functional skills such as measurement and telling time. His ability to make independent choices, exhibit self-control and take responsibility when appropriate is in the Average range.

A more in-depth look at Carey's specific skill sets within the Social composite may be obtained by examining the skill areas. The leisure skills needed for engaging in play and planning recreational activities are in the Average range for Carey. His ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is in the Average range.

Skill areas within the Practical composite offer a more specific picture of Carey's capabilities. His ability to function and get around in the community, including shopping and using community resources is in the Below Average range. Carey's level of functioning in a classroom setting, including maintenance of school property and taking care of personal possessions is in the Average range. Carey's ability to protect his physical well-being and prevent and respond to injuries, including following safety rules, showing caution, and using medicine when appropriate is in the Average range. His ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is in the Extremely Low range.

Adaptive Skill Area Strengths and Weaknesses

It is important to look at relative strengths and areas for improvement within an individual's adaptive skills profile for the purposes of assessment, treatment and intervention planning, and progress monitoring. In order to determine the areas of personal strength and weakness within Carey's profile, each skill area scaled score was compared to his average scaled score across all skill areas to look for differences at the .05 level of statistical significance.

Carey's Self-Direction skill area scaled score was significantly higher than his average across all skill areas, representing a relative strength within his profile. This difference occurred infrequently in the standardization sample, suggesting that Carey's ability to make independent choices, exhibit self-control and take responsibility when appropriate is an observable area of strength within his everyday adaptive functioning.

Carey's Communication skill area scaled score was significantly lower than his average across all skill areas, representing a relative weakness within his profile. This difference occurred infrequently in the standardization sample, suggesting that Carey's difficulties with communication skills including speech, vocabulary, listening, conversation, and nonverbal communication are an observable area of weakness within his everyday adaptive functioning.

Carey's Self-Care skill area scaled score was significantly lower than his average across all skill areas, representing a relative weakness within his profile. This difference occurred infrequently in the standardization sample, suggesting that Carey's difficulties with self-care activities such as eating, dressing, and taking care of personal hygiene form an observable area of weakness within his everyday adaptive functioning.

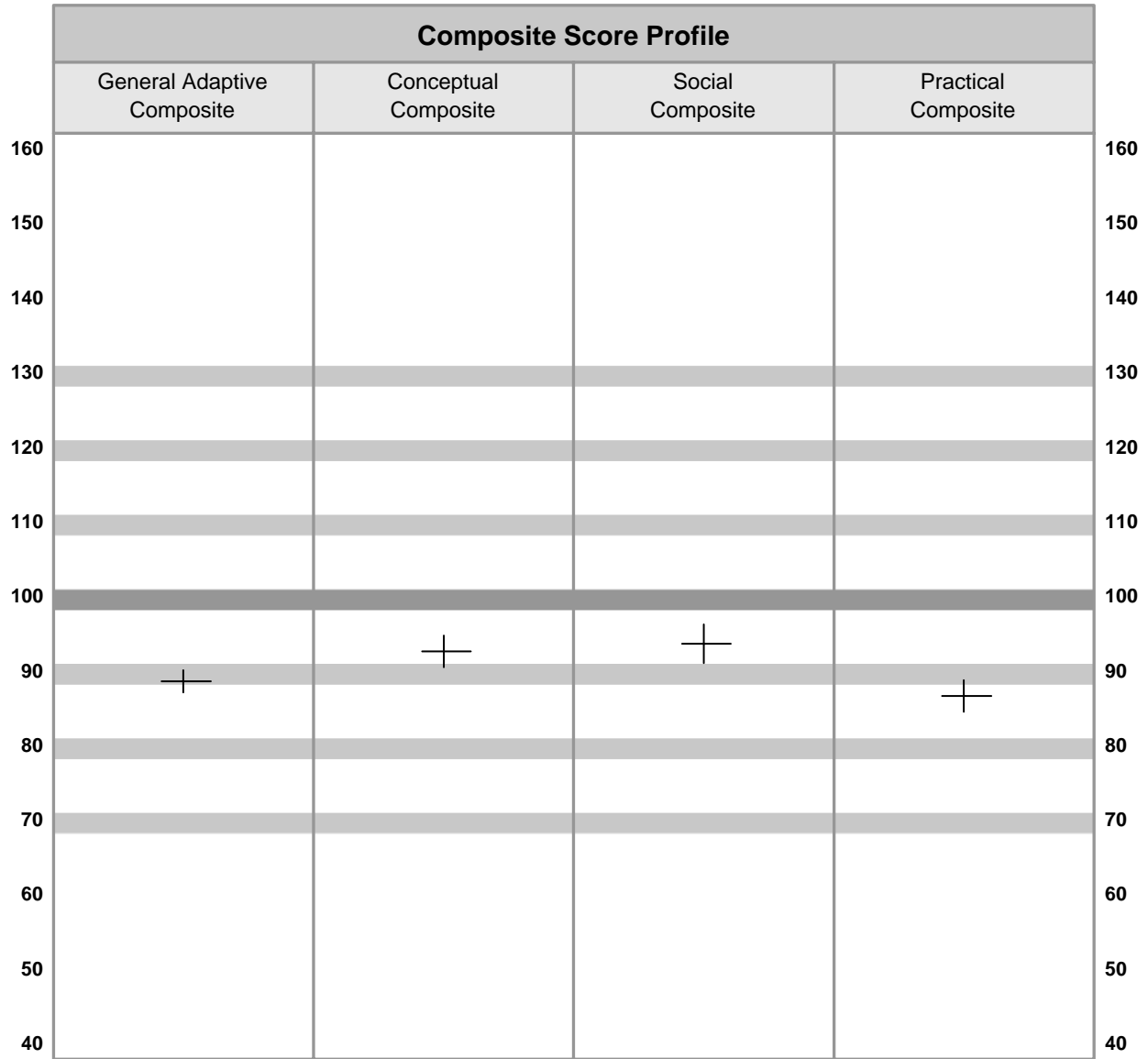
Summary of ABAS-II Results

Carey's overall adaptive behavior can be characterized as somewhat lower functioning than is typical for his age. Carey's conceptual adaptive can be characterized as typical for his age. Carey's social adaptive behavior can be characterized as typical for his age. Carey's practical adaptive behavior can be characterized as somewhat lower functioning than is typical for his age.

Summary of Adaptive Behavior and Intelligence Assessment Results

Intelligence Assessment results were not reported for Carey; therefore no statement can be made comparing his adaptive behavior and intelligence assessment results.

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Vertical bar represents the Standard Error of Measurement.

Composite	Score	SEM
GAC	89	1.50
CON	93	2.12
SO	94	2.60
PR	87	2.12

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Sum of Scaled Scores to Composite Score Conversions

Composite	Sum of Scaled Scores	Composite Score	SEM	Percentile Rank	90% Confidence Interval	Qualitative Range
GAC	67	89	1.50	23.0	87 - 91	Below Average
Conceptual	23	93	2.12	32.0	90 - 96	Average
Social	18	94	2.60	34.0	90 - 98	Average
Practical	26	87	2.12	19.0	84 - 90	Below Average

Discrepancy Comparisons

Pairs	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y/N)	Base Rate in Standardization Sample
Conceptual -- Social	93	94	-1	6.58	N	49.7%
Conceptual -- Practical	93	87	6	5.88	Y	26.3%
Social -- Practical	94	87	7	6.58	Y	23.1%

Discrepancies based on Statistical Significance (Critical Values) at the .05 level.

Raw Score to Scaled Score Conversions

Skill Areas	Raw Score	Scaled Score	Qualitative Range
Communication (Com)	52	4	Borderline
Community Use (CU)	37	6	Below Average
Functional Academics (FA)	59	9	Average
School Living (SL)	50	9	Average
Health and Safety (HS)	45	9	Average
Leisure (LS)	40	9	Average
Self-Care (SC)	49	2	Extremely Low
Self-Direction (SD)	55	10	Average
Social (Soc)	50	9	Average

Strengths and Weaknesses

Skill Areas	Scaled Score	Mean Scaled Score	Difference from Mean	Critical Value	Strength (S) or Weakness (W)	Base Rate in Standardization Sample
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Conceptual

Communication	4	7.44	-3.44	1.92	W	5-10%
Functional Academics	9	7.44	1.56	1.67		>25%
Self-Direction	10	7.44	2.56	1.65	S	10-25%

Social

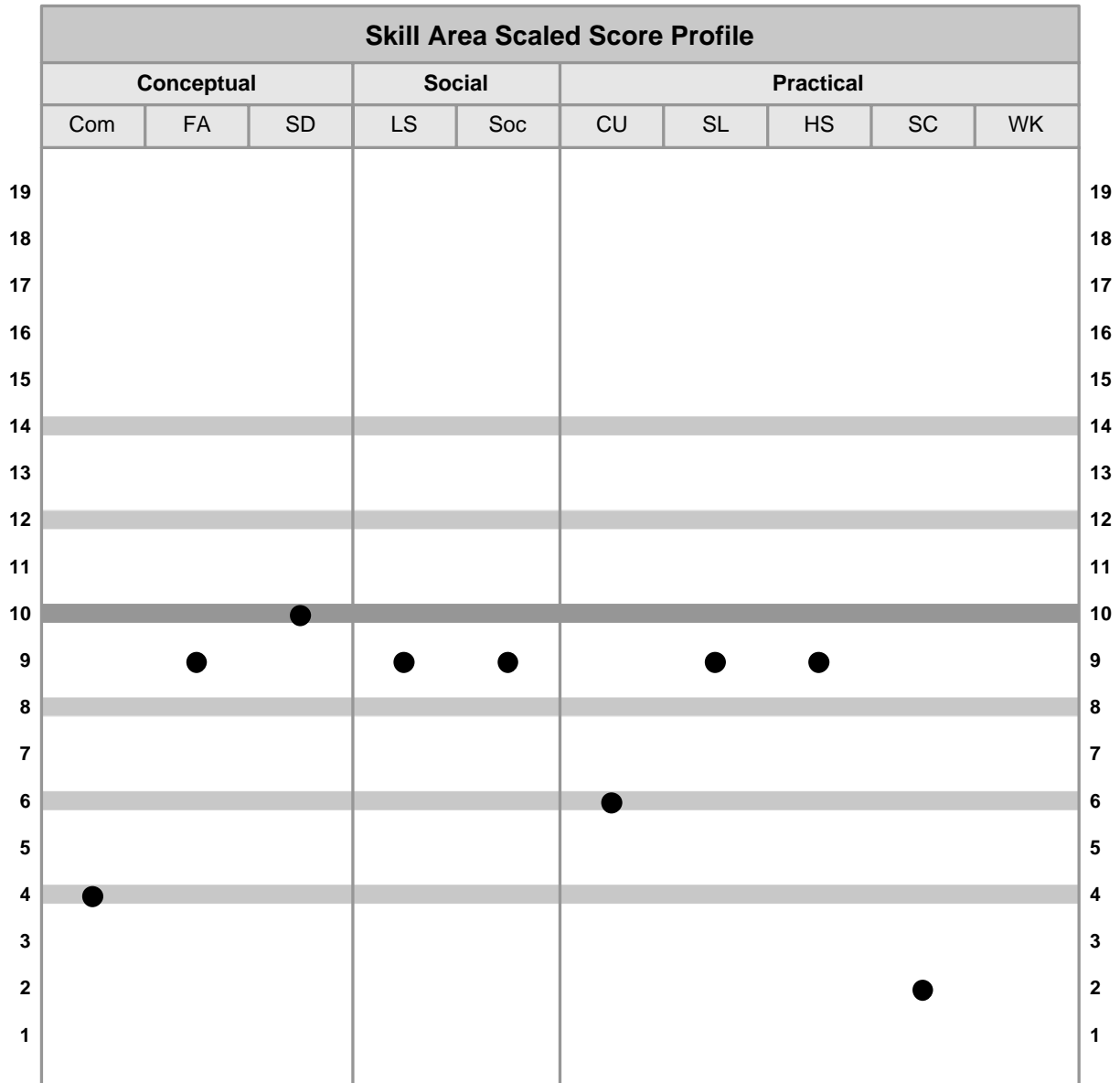
Leisure	9	7.44	1.56	1.98		>25%
Social	9	7.44	1.56	1.73		25%

Practical

Community Use	6	7.44	-1.44	2.61		>25%
School Living	9	7.44	1.56	1.92		25%
Health and Safety	9	7.44	1.56	2.01		25%
Self-Care	2	7.44	-5.44	2.12	W	2-5%

GAC Mean = 7.44. Strengths/Weaknesses are statistically significant at the .05 level.

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Skill Area	Scaled Score
Communication (Com)	4
Functional Academics (FA)	9
Self-Direction (SD)	10
Leisure (LS)	9
Social (Soc)	9
Community Use (CU)	6
School Living (SL)	9
Health and Safety (HS)	9
Self-Care (SC)	2
Work (WK)	n/a