

# Vineland-3

Adaptive Behavior Scales—Third Edition

Vineland Adaptive Behavior Scales, Third Edition (Vineland™-3)  
Domain-Level Interview Form Report  
*Sara S. Sparrow, Domenic V. Cicchetti, and Celine A. Saulnier*

#### Examinee Information

ID: 1  
Name:  
Gender: Male  
Birth Date: 01/01/2009  
Age: 11:1  
Overall IQ Score: 85

#### Test Information

Test Date: 12/02/2020  
Interview Respondent Name:  
Relationship:  
Examiner Name:



Vineland-3 (Vineland Adaptive Behavior Scales, Third Edition)  
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[ 1.2 / RE1 / QG1 ]

## OVERALL SUMMARY

The Vineland-3 is a standardized measure of adaptive behavior--the things that people do to function in their everyday lives. Whereas ability measures focus on what the examinee can do in a testing situation, the Vineland-3 focuses on what he or she actually does in daily life. Because it is a norm-based instrument, the examinee's adaptive functioning is compared to that of others his or her age.

The individual was evaluated using the Vineland-3 Domain-Level Interview Form on 12/02/2020.

The individual's overall level of adaptive functioning is described by his score on the Adaptive Behavior Composite (ABC). His ABC score is 78, which is well below the normative mean of 100 (the normative standard deviation is 15). The percentile rank for this overall score is 7.

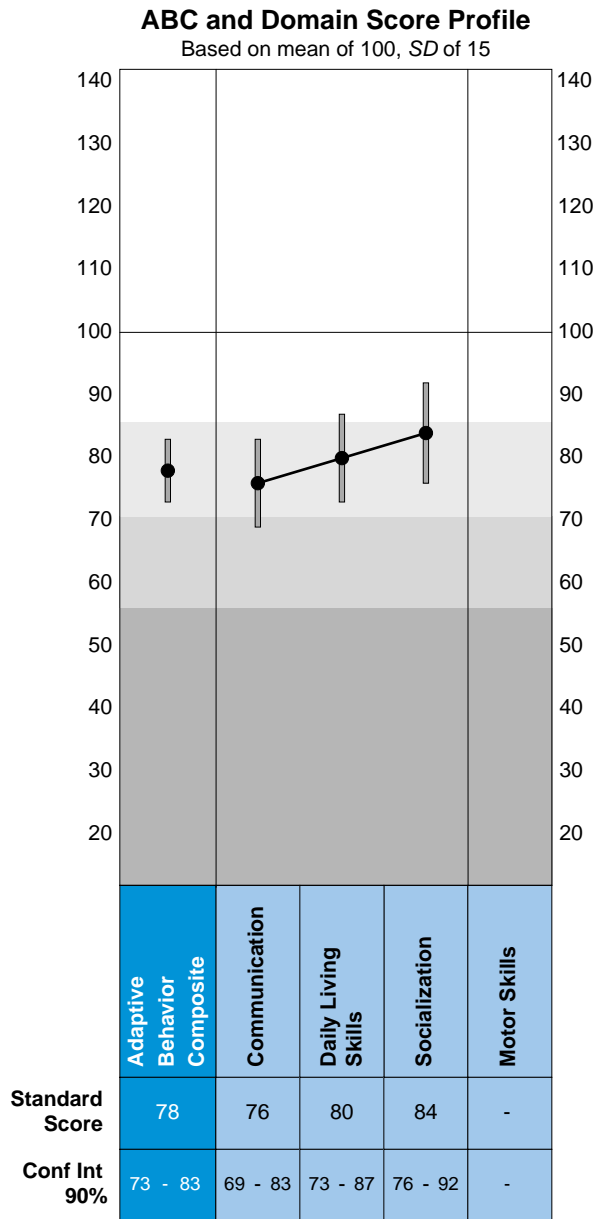
The ABC score is based on scores for three specific adaptive behavior domains: Communication, Daily Living Skills, and Socialization. The domain scores are also expressed as standard scores with a mean of 100 and standard deviation of 15.

The Communication domain measures how well the individual listens and understands, expresses himself through speech, and reads and writes. His Communication standard score is 76. This corresponds to a percentile rank of 5.

The Daily Living Skills domain assesses the individual's performance of the practical, everyday tasks of living that are appropriate for his age. His standard score for Daily Living Skills is 80, which corresponds to a percentile rank of 9.

The individual's score for the Socialization domain reflects his functioning in social situations. His Socialization standard score is 84. The percentile rank is 14.

## SCORE SUMMARY PROFILE



*Motor Skills domain was not administered because the examinee is older than age 9.*

## SCORE SUMMARY

### ABC and Domain Score Summary

ABC	Standard Score (SS)	90% Confidence Interval	Percentile Rank	SS Minus Mean SS*	Strength or Weakness**	Base Rate
Adaptive Behavior Composite	78	73 - 83	7			
<b>Domains</b>						
Communication	76	69 - 83	5	-4.0		
Daily Living Skills	80	73 - 87	9	0.0		
Socialization	84	76 - 92	14	4.0		

\*The examinee's Mean Domain Standard Score (Mean SS) = 80.0

\*\*Significance level chosen for strength/weakness analysis is .10

## PAIRWISE DIFFERENCE COMPARISONS

### Domain Pairwise Difference Comparisons

In the table below the first domain corresponds to Standard Score 1 and the second domain corresponds to Standard Score 2.

Comparison	Standard Score 1	Standard Score 2	Standard Score Difference	Significant Difference*	Base Rate
<b>Domains</b>					
Communication < Daily Living Skills	76	80	4.0	No	
Communication < Socialization	76	84	8.0	No	
Daily Living Skills < Socialization	80	84	4.0	No	

\*Significance level chosen for pairwise difference comparisons is .10

## MALADAPTIVE BEHAVIOR RESULTS

Maladaptive Scale	Raw Score	v-Scale Score
Internalizing	13	22
Externalizing	6	19

v-scale scores have a mean of 15, *SD* of 3

### Critical Items Scored 2 (Often) or 1 (Sometimes)

- 4. Uses strange or repetitive speech. **(Often)**
- 7. Gets so fixated on a topic that it annoys others. **(Often)**
- 8. Talks about killing himself or has tried to. **(Sometimes)**
- 10. Threatens to hurt or kill someone. **(Sometimes)**
- 11. Is tricked into doing something that could cause harm. **(Sometimes)**

## ABOUT THE VINELAND-3 SCORES

The Vineland-3 score interpretation that follows describes the results presented on the previous pages using a narrative format. This section provides a brief overview of the scores and analyses that are included in the interpretation. Please consult the Vineland-3 Manual for more detail.

The Vineland-3 Domain-Level Interview Form provides norm-referenced scores for domains and an overall Adaptive Behavior Composite (ABC). Three kinds of results are provided on page 4 and included in the interpretation below. *Standard scores* have a mean of 100 and *SD* of 15. *Confidence intervals* reflect the effects of measurement error and provide, for each standard score, a range within which the individual's true standard score falls with a certain probability or confidence. **The confidence level chosen for this report is the 90% confidence interval.** A *percentile rank* is the percentage of individuals in the individual's normative age group who scored the same or lower than the individual. For example, a percentile rank of 41 indicates that the examinee scored higher than (or the same as) 41% of the age-matched norm sample.

### Strength/Weakness and Pairwise Difference Comparisons

The norm-referenced scores included in the narrative interpretation describe how the individual's adaptive functioning compares to that of others in his age group. Two other components of the interpretation address the extent to which the individual's functioning may be relatively better in some adaptive behavior areas than in others, regardless of his overall level. These analyses--strength/weakness analysis and pairwise difference comparisons--help identify ways in which the score variation *within the individual's score profile* is statistically meaningful, and therefore more likely to be important in interpreting and using his Vineland-3 results.

Strength/weakness analysis involves comparing each domain standard score to the mean of all scores (these results are included in the tables on page 4). Scores that are greater than the mean by a statistically significant amount indicate strengths, and scores that are less than the mean by a statistically significant amount indicate weaknesses.

Pairwise difference comparisons provide information that complements the findings from strength/weakness analysis. Each domain standard score is compared with every other standard score, and the differences are evaluated for statistical significance.

**The significance level chosen for strength/weakness analysis and pairwise difference comparisons in this report is .10.** Though not included in the interpretation below, each statistically significant strength, weakness, or pairwise score difference is associated with a base rate in the tables on page 4. The base rate is the frequency of occurrence in the norm sample of a score difference of that size or greater.

### Qualitative Descriptors

Sometimes standard scores are grouped into bands, with qualitative descriptors assigned to the score bands. Although qualitative descriptors can help in communicating test results to individuals who are unfamiliar with quantitative test scores, they have serious limitations (e.g., semi-arbitrary cutoffs that do not account for measurement error), as described in the Manual. Because of these limitations, qualitative descriptors are not included in the presentation of results on the previous pages. They are also not included in the narrative description of results below. However, for situations where they might serve a purpose, the following qualitative descriptors may be used:

Adaptive Level	Domain and ABC Standard Scores
High	130 to 140
Moderately High	115 to 129
Adequate	86 to 114
Moderately Low	71 to 85
Low	20 to 70

## VINELAND-3 SCORE INTERPRETATION

### Estimated Responses

For the following domain, the respondent indicated that 15% or more of the item responses were estimates (i.e., best guesses). Results for this domain should be interpreted with caution.

Domain	Percent Estimated
Communication	20.0

### Adaptive Behavior

The Adaptive Behavior Composite (ABC) provides an overall summary measure of the individual's adaptive functioning. His ABC standard score is 78, with a 90% confidence interval of 73 to 83. His percentile rank of 7 means that his score was greater than or equal to 7% of individuals in the individual's age group in the Domain-Level Interview Form normative sample. These scores are about as expected given his reported IQ score of 85.

The Communication domain measures how well the individual exchanges information with others. This includes taking in information, expressing himself verbally, and reading and writing. His Communication standard score is 76, with a 90% confidence interval of 69 to 83. This corresponds to a percentile rank of 5. These scores are in line with his reported IQ score of 85.

The Daily Living Skills domain assesses the individual's performance of the practical, everyday tasks of living that are appropriate for his age. Such tasks include various aspects of self-care (e.g., dressing, hygiene), helping around the home, and functioning in the community (e.g., buying things). His standard score for Daily Living Skills is 80, with a 90% confidence interval of 73 to 87 and a percentile rank of 9. These scores are about as expected given his reported IQ score of 85.

The individual's score for the Socialization domain reflects his functioning in social situations. This domain covers his interpersonal relationships, play and leisure activities, and coping skills in social situations. His Socialization standard score is 84, with a 90% confidence interval of 76 to 92. The percentile rank is 14. These scores are in line with his reported IQ score of 85.

### Strengths/Weaknesses and Pairwise Difference Comparisons

The individual's three domain standard scores were compared to his mean domain standard score of 80.0 to determine possible areas of strength and weakness. The results show that there are no statistically significant strengths or weaknesses at the domain level.

In addition, pairwise difference comparisons were performed between all pairs of domain standard scores. The findings are that none of the differences between domain scores are statistically significant.

### Maladaptive Behavior

The Maladaptive Behavior domain provides a brief assessment of problem behaviors. The additional information it provides can prove helpful in diagnosis or intervention planning. It may also be used as a screener to determine if a more in-depth assessment of problematic behavior is warranted.

The domain includes brief scales measuring Internalizing (i.e., emotional) and Externalizing (i.e., acting-out) problems. These scales are reported using *v*-scale scores, which are scaled to a mean of 15 and standard deviation of 3. Higher Internalizing and Externalizing *v*-scale scores indicate more problem behavior. If qualitative descriptors are desired, scores of 1 to 17 may be considered Average, 18 to 20 Elevated, and 21 to 24 Clinically Significant.

The individual received *v*-scale scores of 22 for Internalizing and 19 for Externalizing.

The Maladaptive Behavior domain also includes a set of Critical Items covering more severe maladaptive behaviors. Because the Critical Items do not form a unified construct, they are not scored as a scale, but instead are reported at the item level. The Critical Items for which the individual received a score of 2 (Often) or 1 (Sometimes) are listed earlier in this report.



## ITEMS BY DOMAIN

### Communication

Items	Item Score
1. Names at least three actions	2
2. Says at least 50 words	2
3. Responds to questions that use the word "what"	2
4. Responds to questions that use the word "where"	2
5. Responds to questions that use the word "who"	2
6. Uses phrases with a noun and a verb	2
7. Uses simple adjectives to describe things	2
8. Uses possessives in phrases or sentences	2
9. Uses pronouns correctly	2
10. Uses "behind," "in front of," and "between"	2
11. Follows instructions with two related actions	2
12. Follows instructions with two unrelated actions	2
13. Follows instructions requiring three actions	2
14. Follows "if-then" instructions	2
15. Remembers to do something several hours later	2
16. Says his own first name or nickname	2
17. Says both his first and last name when asked	2
18. Says his complete home address correctly	1
19. Says both the month and day of his birthday	1
20. Pays attention to a story for at least 15 minutes	1
21. Pays attention to a show for at least 30 minutes	2
22. Pays attention to a show for at least 60 minutes	2
23. Pays attention to a 15-minute informational talk	2
24. Pays attention to a 30-minute informational talk	2
25. Tells the basic parts of a familiar story or plot	1
26. Uses own knowledge or opinions to comment	2
27. Tells about everyday experiences in detail	2
28. Clarifies by restating differently when needed	2
29. Identifies left and right on his own body	1
30. Follows instructions involving right and left	1
31. Copies his own first name correctly	2
32. Writes at least 10 simple words from memory	0
33. Writes simple sentences of three or more words	2
34. Writes personal items of at least 10 sentences	0
35. Finds or sorts things in alphabetical order	1
36. Accurately interprets visual instructions	1
37. Uses a table of contents or index	0

Items	Item Score
38. Uses the Internet or a library to find information	0
39. Reads at a second-grade level or higher	2
40. Reads at a fourth-grade level or higher	0
41. Reads at a sixth-grade level or higher	0
42. Reads at a ninth-grade level or higher	0
43. Writes short reports/summaries of three sentences	0
44. Writes reports/papers/essays of at least one page	0
45. Edits or corrects written work before handing it in	1

## Daily Living Skills

Items	Item Score
1. Drinks from a regular cup or glass without spilling	2
2. Feeds himself with a spoon without spilling	2
3. Cuts easy-to-cut food with a table knife	2
4. Urinates in a toilet or potty chair	2
5. Defecates in a toilet or potty chair	2
6. Uses the toilet when needed without help	2
7. Washes and dries his hands	2
8. Bathes or showers and dries himself	1
9. Puts clothing on right side forward/correct side out	2
10. Puts shoes on the correct feet and ties or fastens	2
11. Is careful around hot objects	2
12. Is careful when using sharp objects	2
13. Knows what to do in dangerous situations	1
14. Uses household appliances/equipment carefully	2
15. Secures the home against intruders when leaving	1
16. Wipes up his own spills	2
17. Takes off or wipes dirty shoes before going inside	1
18. Puts dirty clothes in the proper place to be washed	2
19. Puts his clean clothes away where they belong	1
20. Uses household products correctly	1
21. Stays near parent/caregiver when in public places	2
22. Understands signs/symbols used to indicate danger	2
23. Acts safely when working and/or having fun	2
24. Talks with a familiar person using a phone, etc.	2
25. Knows how to make an emergency call	2
26. Uses at least two social interaction technologies	2
27. Brushes his teeth	2
28. Makes healthy eating choices	2
29. Shows awareness that exercise is good for people	1
30. Covers mouth and nose when coughing or sneezing	2

Items	Item Score
31. Takes his own temperature when needed	1
32. Understands that money is used to buy things	1
33. Combines coins to equal a specific amount	1
34. Makes small purchases at a store	1
35. Checks change from purchases for correctness	0
36. Carries or stores money/payment cards securely	2
37. Understands and follows community rules and laws	2
38. Understands the right to vote	0
39. Prepares a simple snack or meal	1
40. Washes fruits/vegetables before eating or cooking	1
41. Puts leftover food away	0
42. Uses at least two simple kitchen appliances	2
43. Uses the stove or oven for cooking or baking	0
44. Sets a short-term goal and achieves it	1
45. Sets a goal requiring six months and achieves it	0

## Socialization

Items	Item Score
1. Plays with peer(s) for 5 minutes under supervision	2
2. Plays with peer(s) for 30 minutes under supervision	2
3. Moves away from aggressive children nearby	2
4. Asks others to play or spend time together	2
5. Joins in with a group that is nonverbally welcoming	1
6. Stays out of a group that is nonverbally nonwelcoming	2
7. Uses words to express his emotions	2
8. Recognizes emotions in others	2
9. Tries to make friends with others his age	2
10. Maintains friendships over time	0
11. Shares toys/possessions when told to do so	2
12. Asks permission before taking/using another's things	2
13. Takes turns in games or sports when asked	2
14. Follows rules in games or sports without being told	1
15. Asks for help when needed to do something	2
16. Accepts helpful suggestions/solutions from others	2
17. Transitions easily from one activity to another	1
18. Uses words or gestures to express distress	2
19. Controls anger when not getting his way	2
20. Maintains an acceptable personal space	2
21. Maintains culturally appropriate eye contact	1
22. Modulates his speech to fit the conversation	2
23. Talks with others without interrupting or being rude	1

Items	Item Score
24. Acts differently with people depending on familiarity	2
25. Copies others' behavior when in a new situation	2
26. Adjusts behavior to avoid disrupting others nearby	1
27. Moves easily between topics in conversation	1
28. Stays on topic in conversations when needed	1
29. Provides additional explanation when others need it	1
30. Knows that others may have different likes/dislikes	2
31. Starts conversations about things that interest others	2
32. Participates in conversations on nonpreferred topics	0
33. Will do nonpreferred activities suggested by friends	2
34. Follows time limits imposed by parent/caregiver	2
35. Informs parent/caregiver of plans when going out	2
36. Realizes that friendly acting people may intend harm	2
37. Is aware of and uses caution in risky social situations	1
38. Recognizes that advertising messages may mislead	1
39. Thinks through consequences before acting	1
40. Avoids being manipulated or taken advantage of	1
41. Goes places with peers day or night with supervision	2
42. Goes places with peers daytime without supervision	1
43. Plans ahead on his own to do things with peers	0
44. Gets schedule information for movies, events, etc.	0
45. Plans fun activities with many things to be arranged	1

## Maladaptive Behavior

Internalizing Items	Item Score
1. Is overly needy or dependent.	1
2. Has eating problems.	1
3. Has sleep problems.	2
4. Won't go to/stay at school/work for emotional causes.	1
5. Is extremely anxious or nervous.	1
6. Cries or is sad for no clear reason.	1
7. Avoids interacting with others.	1
8. Lacks interest in things that he/she enjoys or used to.	1
9. Is extremely fearful of common objects or situations.	0
10. Worries for no clear reason.	1
11. Is very irritable or moody.	1
12. Feels helpless or hopeless.	1
13. Complains of feeling sick, etc. with no medical reason.	1
Externalizing Items	Item Score
1. Has temper tantrums.	1
2. Disobeys those in authority.	1

<b>Externalizing Items</b>	<b>Item Score</b>
3. Bullies others physically or with words.	0
4. Lies, cheats, or steals.	0
5. Is physically aggressive.	0
6. Is stubborn or argues.	1
7. Is verbally abusive.	2
8. Breaks rules or laws because of peer pressure.	0
9. Is much more active or restless than peers.	1
10. Takes school or work property when not allowed.	0
11. Destroys his or another's possessions on purpose.	0
<b>Critical Items</b>	<b>Item Score</b>
1. Gets fixated on objects or parts of objects.	0
2. Hears voices or sees things that others do not.	0
3. Harms himself.	0
4. Uses strange or repetitive speech.	2
5. Repeats physical movements over and over.	0
6. Eats non-food items such as dirt, paste, or soap.	0
7. Gets so fixated on a topic that it annoys others.	2
8. Talks about killing himself or has tried to.	1
9. Wanders or darts away without regard for safety.	0
10. Threatens to hurt or kill someone.	1
11. Is tricked into doing something that could cause harm.	1

## COMMENTS

### Comments Recorded During the Interview

#### ***Communication Domain Comments***

No Communication Domain interview topic comments were provided.

#### ***Daily Living Skills Domain Comments***

No Daily Living Skills Domain interview topic comments were provided.

#### ***Socialization Domain Comments***

No Socialization Domain interview topic comments were provided.

#### ***Maladaptive Behavior Domain Comments***

No Maladaptive Behavior Domain comments were provided.

## ITEM RESPONSES

### Communication

1: 2	2: 2	3: 2	4: 2	5: 2	6: 2	7: 2	8: 2	9: 2	10: 2
11: 2	12: 2	13: 2	14: 2	15: 2	16: 2	17: 2	18: 1	19: 1	20: 1
21: 2	22: 2	23: 2	24: 2	25: 1	26: 2	27: 2	28: 2	29: 1	30: 1
31: 2	32: 0	33: 2	34: 0	35: 1	36: 1	37: 0	38: 0	39: 2	40: 0
41: 0	42: 0	43: 0	44: 0	45: 1					

### Daily Living Skills

1: 2	2: 2	3: 2	4: 2	5: 2	6: 2	7: 2	8: 1	9: 2	10: 2
11: 2	12: 2	13: 1	14: 2	15: 1	16: 2	17: 1	18: 2	19: 1	20: 1
21: 2	22: 2	23: 2	24: 2	25: 2	26: 2	27: 2	28: 2	29: 1	30: 2
31: 1	32: 1	33: 1	34: 1	35: 0	36: 2	37: 2	38: 0	39: 1	40: 1
41: 0	42: 2	43: 0	44: 1	45: 0					

### Socialization

1: 2	2: 2	3: 2	4: 2	5: 1	6: 2	7: 2	8: 2	9: 2	10: 0
11: 2	12: 2	13: 2	14: 1	15: 2	16: 2	17: 1	18: 2	19: 2	20: 2
21: 1	22: 2	23: 1	24: 2	25: 2	26: 1	27: 1	28: 1	29: 1	30: 2
31: 2	32: 0	33: 2	34: 2	35: 2	36: 2	37: 1	38: 1	39: 1	40: 1
41: 2	42: 1	43: 0	44: 0	45: 1					

### Maladaptive Behavior - Internalizing

1: 1	2: 1	3: 2	4: 1	5: 1	6: 1	7: 1	8: 1	9: 0	10: 1
11: 1	12: 1	13: 1							

### Maladaptive Behavior - Externalizing

1: 1	2: 1	3: 0	4: 0	5: 0	6: 1	7: 2	8: 0	9: 1	10: 0
11: 0									

### Maladaptive Behavior - Critical Items

1: 0	2: 0	3: 0	4: 2	5: 0	6: 0	7: 2	8: 1	9: 0	10: 1
11: 1									

### End of Report

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## REPORT TO PARENT OR CAREGIVER

The individual was recently evaluated using the Vineland Adaptive Behavior Scales, Third Edition (Vineland-3). This report summarizes the individual's Vineland-3 results.

The Vineland-3 measures adaptive behaviors, which are the things that people need to do to function in their everyday lives. These important everyday behaviors can be grouped into the broad areas of communication, practical daily living skills, and relating to other people. The specific adaptive behaviors that are needed change as a child grows older and depends less on the help of others, but at every age, certain behaviors and skills are expected in the home, school, and community. Learning about a child's adaptive behaviors and skills is part of a process that can help in planning for his education and for any special needs at home or in school.

To determine the level of a child's adaptive behavior, someone who knows that child well--usually a parent, caregiver, or teacher--is asked to describe his daily activities. The level of those activities is compared with that of other children the same age. This allows us to find out the areas in which the child is performing as well as others his age, as well as any areas in which the child is not doing as well and therefore needs help. In this case, the individual's adaptive behaviors were described by the respondent during an interview conducted by the examiner.

The individual's results were compared to those of a norm sample, which is a representative group of children of the same age from across the United States. The labels below describe the individual's standing in the three broad areas described above, plus an overall summary score.

Adaptive Behavior Area	Level Compared to Others His Age
Communication Skills	Moderately Low
Daily Living Skills	Moderately Low
Social Skills and Relationships	Moderately Low
Overall Summary Score	Moderately Low

Please let me know if you would like to discuss these results with me.

Sincerely,