


Agenda

- Introductions
- Structure of the Vineland-3
- Highlights of What is Similar to Vineland-II
- Highlights of What is New to Vineland-3
- Online Administration
 - New Features to the Interview Form
 - New Features to the Parent/Caregiver & Teacher Forms
 - Domain-Level Forms
- Q-global Reports
- Comparisons to Other AB Instruments
- Questions, Answers, & Discussion

Vineland Adaptive Behavior Scales, Third Edition 14




History/Timeline and Goals of the revision

The Vineland Social Maturity Scale 
 (Edgar Doll; 1935 & 1965)

- **Edgar Doll** developed the *Vineland Social Maturity Scale* out of an interest in identifying the relationship between mental deficiency and social competence
- The VSMS encompassed 8 categories: Self-help general; self-help dressing; self-help eating; communication; self-direction; socialization; locomotion; and occupation
- Doll's perspective on adaptive behavior was that it is *developmental, multidimensional, and best assessed using a 3rd party informant (parent/caregiver rather than the individual)*

"No mental diagnosis is complete if it does not begin with a sound estimate of social competence and end with a prediction of social competence following prognosis or treatment."

 Pearson 1

History of the Vineland



Vineland-3

Vineland Adaptive Behavior Scales (1984; 2005; 2008; 2016)

- **Sara Sparrow, David Balla, & Domenic Cicchetti** developed the *Vineland Adaptive Behavior Scales* after US law included deficits in adaptive functioning in the Education for All Handicapped Children Act of 1975 (now IDEA).
- Expanded upon the Social Maturity Scales by focusing on broader areas of adaptive functioning beyond socialization (i.e., communication, daily living skills, & motor skills).
- Similar to Doll, Sparrow also endorsed the 3rd party administration, emphasizing that the most reliable method of obtaining accurate information on adaptive behavior is through a *semi-structured interview* with a parent or caregiver.



1

Uses for the Vineland

- Confirming or establishing Intellectual Disability
- Diagnosis of Autism Spectrum Disorder
- IDEA evaluations in the schools
- Program planning
- Measuring progress/Change over time
- RESEARCH:
 - *In the United States, the Vineland is modeled in the National Institutes of Health's National Database for Autism Research (NDAR) as one of the required measures for the diagnostic characterization of ASD*



1



Vineland-3 Highlights

Overview of the Vineland-3

Vineland-3

	Interview Form		Parent/Caregiver Form		Teacher Form	
	Comprehensive	Domain-Level	Comprehensive	Domain-Level	Comprehensive	Domain-Level
Core Adaptive Scores	3 Domains 9 Subdomains Overall ABC	3 Domains Overall ABC	3 Domains 9 Subdomains Overall ABC	3 Domains Overall ABC	3 Domains 9 Subdomains Overall ABC	3 Domains Overall ABC
Optional Domains	Motor Skills Maladaptive Behavior	Motor Skills Maladaptive Behavior	Motor Skills Maladaptive Behavior	Motor Skills Maladaptive Behavior	Motor Skills Maladaptive Behavior	Motor Skills Maladaptive Behavior
Age Range	Birth to 90+	3 to 90+	Birth to 90+	3 to 90+	3 to 21	3 to 21
Total Item Count (typically not all are completed)	502	195	502	180	333	149
Completion Time (minutes)	35 - 40	23 - 27	20 - 25	10 - 15	15 - 20	8 - 10

Pearson

Vineland Adaptive Behavior Scales, Third Edition 110

Major Features that are **NOT** Changing

Vineland-3

Three Forms

Interview | Parent/Caregiver | Teacher

Four Adaptive Domains

Communication | Daily Living Skills | Socialization | Motor Skills

11 Subdomains

Receptive Expressive Written	Personal Domestic Community	Interpersonal Play/Leisure Coping Skills	Gross Motor Fine Motor
------------------------------------	-----------------------------------	--	---------------------------

Maladaptive Sections

Internalizing | Externalizing | Critical Items

Pearson

Vineland Adaptive Behavior Scales, Third Edition 111

Highlights of What's New

Vineland-3

Updated
Item
Content

New
Online
Administration!

Comprehensive
vs.
Domain-Level
Forms

Item-Level
Comparison

Intervention
Guidance

Pearson

Vineland Adaptive Behavior Scales, Third Edition 112

Updated Item Content of the Vineland-3

- Items were updated to reflect changes in daily living (e.g., technology) and in conceptions of developmental disabilities (e.g., autism)
- Outdated items were dropped or modified
- Items are more general in wording to allow for potential cultural differences
 - “Understands what direction his/her language is written in”
 - “Responds politely when given something” (e.g., more general than “says thank you”)
 - “Maintains culturally appropriate eye contact during social situations”
- Efforts to reduce redundancy and streamline similar items to specific subdomains (e.g., moving all conversational items to Socialization)

Pearson

Vineland Adaptive Behavior Scales, Third Edition 113

Examples of Updated Content

Vineland-3

- We have expanded the **Receptive subdomain** to include more items at all developmental levels (e.g., more items about gesture use and nonverbal communication)
- We have expanded the **Written subdomain** to include more items at all developmental levels (e.g., more items about pre-reading & writing skills, as well as more advanced skills)
- We added items in the **Personal subdomain** to reflect healthy eating habits and exercise choices (e.g., not only showing awareness that some foods are healthier than others, but also taking the initiative to make healthy eating choices)
- We updated the **Community subdomain** to reflect use of technology for everyday purposes; (e.g., using the internet to obtain information)
- And we added items in the **Coping subdomain** to assess for social gullibility (e.g., “understands that a friendly appearing person may actually intend harm”; “recognizes that advertising messages may not be accurate”)

Pearson

Vineland Adaptive Behavior Scales, Third Edition 114

Changes to Basal & Ceiling Rules Comprehensive Forms

Vineland-3

Form	Basal/ Ceiling	VINELAND-II	VINELAND-3
Interview	Basal	4 consecutive scores of 2	4 consecutive scores of 2
	Ceiling	4 consecutive scores of 0	4 consecutive scores of 0
Parent/Care giver	Basal	Parent completed entire form	5 consecutive scores of 2
	Ceiling	Parent completed entire form	5 consecutive scores of 0
Teacher	Basal	Teacher completed age range	5 consecutive scores of 2
	Ceiling	Teacher completed age range	5 consecutive scores of 0

Pearson

Vineland Adaptive Behavior Scales, Third Edition 115

Changes to Item Scoring Options

Vineland-3

RESPONSE OPTION	VINELAND-II	VINELAND-3
2	Usually	Usually
1	Sometimes or Partially	Sometimes
0	Never	Never
Maladaptive Domain: Item Score of 2	Usually	Often

Pearson

Vineland Adaptive Behavior Scales, Third Edition 116

Estimated Items

Vineland-3

- The Vineland-3 no longer has "Don't Know" (DK) or "No Opportunity" (N/O) item response options
- The Vineland-II Teacher Form employed a *Check if Estimated* response option for every item
 - In Vineland-3, this approach is used instead of DK and N/O across all forms
- The % of estimated items per section is the # of estimated items divided by the total number of items answered
- If 2+ sections of the form have >25% estimated items, the form may be invalid
 - % Est < 15%: Validity is not compromised
 - % Est ≥15% but < 25%: Interpret with caution
 - % Est ≥ 25%: Do not interpret scores

Pearson

Vineland Adaptive Behavior Scales, Third Edition 117

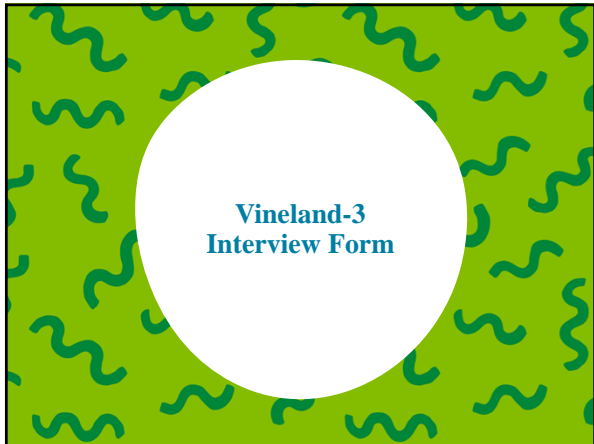
Maladaptive Behavior Domain

Vineland-3

- Vineland-3 Interview Form has 3 Maladaptive Behavior sections to *briefly* assess for problem behaviors:
 - Internalizing
 - Externalizing
 - Critical Items
- The Parent/Caregiver & Teacher Forms label these as Sections A, B, & C, respectively, so as not to inadvertently influence responses.
- These domains are optional for individuals over the age of 3
- Internalizing and Externalizing sections yield a v-scale score with a Mean of 15 and SD of 3 (more on v-scale scores later)
- The Critical Items section does not generate a scaled score, as these items are not a unified construct
- Scores of "2" indicate "OFTEN" rather than "USUALLY"

Pearson

Vineland Adaptive Behavior Scales, Third Edition 118



Vineland-3 Interview Form: **Vineland-3**

- The Vineland Interview Form remains the **LEADING MEASURE FOR ASSESSING ADAPTIVE BEHAVIOR!**
- Drs. Sparrow and Doll believed that an open-ended interview between a clinician and a caregiver provides more accurate and comprehensive information about adaptive behavior.
- Adaptive behavior is **NOT** capacity or repertoire of skills; it is the independent & functional application of skills to daily contexts and routines.
- Helps to differentiate the “can do” from the “does do”
- The test items **are not** read to the respondent; rather, open-ended questioning is used to probe for the true frequency and independent application of behaviors.

P Pearson Vineland Adaptive Behavior Scales, Third Edition 120

Vineland-3 Interview Form: **Vineland-3**

Suggested Questions and Item-Specific Probes

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

P Pearson Vineland Adaptive Behavior Scales, Third Edition 121



Online Administration Vineland-3

- Options for online completion of all 3 forms
- Q-global** will automatically keep track of basal, ceiling, and subdomain completion rules
- INTERVIEW FORM:**
 - Process is the same as Vineland-II
 - BUT Q-global** conveniently organizes items with related content by topic
 - Interview Topics include 2 to 6 items
 - All information for the items within an Interview Topic is displayed on a single screen
 - Q-global** automatically tracks basals and ceilings
- Training for Q-global will start in July**
www.pearsonclinical.com

Vineland Adaptive Behavior Scales, Third Edition [23]

Sample Interview Topic Screen Vineland-3

Topic Area: Interpersonal Relationships: FRIENDSHIPS

Suggested Question to Introduce Topic: Suggested Interview Question: Tell me about Stella's friendships.

Item-Specific Probe	Response Options			Check if Estimated
	2 Usually	1 Sometimes	0 Never	
Likes to make friends with others his/her age (that is, shows particular interest in interacting with certain other children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Has a best friend or a few good friends. Scoring Tip: Score 2 for Yes or 0 for No.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Maintains friendships over time. (For example, has had the same good friend for over a year)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Is a good friend. Treats his/her friends fairly and with respect, is supportive, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Chooses friends with good qualities. Friends who treat him/her with respect, are trustworthy, like him/her, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Additional Scoring Criteria if Needed: Comments or Observations:

← →

Interview Topic Screen

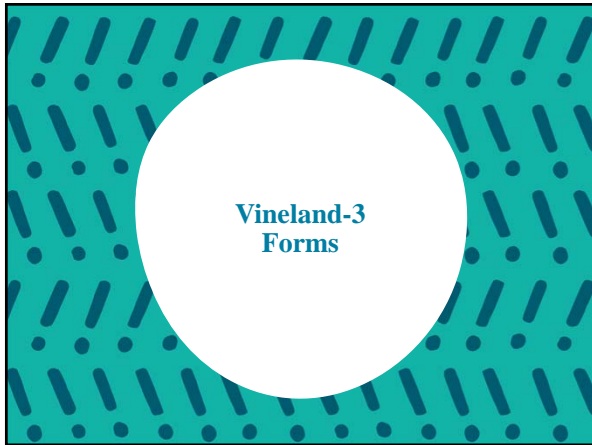
Vinland-3

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

SUGGESTED INTERVIEW QUESTIONS AND PROBES WILL BE AVAILABLE IN THE VINLAND-3 BOOKLET AND MANUAL



Vinland Adaptive Behavior Scales, Third Edition 125



Online Administration of the Parent/Caregiver & Teacher Forms

Vinland-3

- These are self-administering questionnaires conducted on the Q-global platform
- Q-global allows the examiner to send an email link to the parent/caregiver or teacher, who completes the form using a [computer](#), [tablet](#), or [smartphone](#)
- Q-global selects the appropriate sections to administer and uses built-in logic to sequence items and to track basals and ceilings
- Forms can be completed in one session or in multiple sessions



Vinland Adaptive Behavior Scales, Third Edition 127

Changes to BOTH the Parent/Caregiver & Teacher Forms

Vineland-3

- Introduction of basal and ceiling rules to the *administration* of the Comprehensive Parent/Caregiver & Teacher Forms
 - Basal: 5 consecutive scores of 2
 - Ceiling: 5 consecutive scores of 0
- This significantly reduces administration time of both forms for the *computerized administration on Q-global*
- For the *paper* Parent/Caregiver & Teacher Forms, the examiner will need to carefully prepare the test booklet to ensure that the required items are completed:
 - Clearly cross out sections not to be completed - based on the examinee's age and decisions about optional Motor & Maladaptive
 - Circle the Start Item in each subdomain - based on the Start Point Age that you determine for the examinee

Pearson

Vineland Adaptive Behavior Scales, Third Edition 128

Changes to the Parent/Caregiver Form

Vineland-3

- Separation of the Interview and Parent/Caregiver Forms in Vineland-3
 - Reason for the change
 - Item *content* is identical between forms; however, item *wording* differs to achieve a 5th-grade reading level in the Parent/Caregiver Form
 - The two forms now have separate norms
- Vineland-3 Parent/Caregiver Forms (both Comprehensive and Domain-Level) are available in Spanish

Pearson

Vineland Adaptive Behavior Scales, Third Edition 129

Choosing between the Interview Form vs. Parent/Caregiver Form

Vineland-3

Advantages of the Interview Approach

- Involvement of a professional interviewer protects against potential sources of inaccuracy in parent reporting
 - Misunderstanding of item content and/or item scoring rules
 - *Deliberate* over-reporting or under-reporting of adaptive competencies - designed to influence outcome of the assessment
 - *Unintentional* over-reporting or under-reporting of adaptive competencies - driven by unconscious motives
- Provides more in-depth information regarding the examinee's functioning and his/her home environment

Advantages of the Parent Questionnaire Approach

- Reliable & valid assessment of adaptive behavior when a face-to-face interview is not possible (also Spanish availability)

Pearson

Vineland Adaptive Behavior Scales, Third Edition 130

Changes to the Teacher Form

Vineland-3

- Overall, the Teacher Form is the least changed of the three forms relative to Vineland-II
- Maladaptive Behavior domain added to assess problem behaviors in the school setting
- Motor domain now optional (as with the Interview & Parent/Caregiver Forms)
- Teacher Form is at a 7th-grade reading level
- As with Vineland-II, test range is ages 3 to 21, with 18-year-old norms used for ages 19, 20, & 21

Pearson

Vineland Adaptive Behavior Scales, Third Edition 121



Domain-Level Forms

Vineland-3

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

Pearson

Vineland Adaptive Behavior Scales, Third Edition 122

Domain-Level Forms Vineland-3

- **Age Ranges:**
 - Interview Form: 3 to adult
 - Parent/Caregiver Form: 3 to adult
 - Teacher Form: 3 to 21
- **Administration Time:**
 - Interview Form: ~25 minutes
 - Parent/Caregiver Form: ~10 minutes
 - Teacher Form: ~10 minutes
- **No basal and ceiling rules – Every item is administered**

Pearson Vineland Adaptive Behavior Scales, Third Edition 134

**Vineland-3
Reports**

Computer-Generated Reports Vineland-3

- Computerized administration, scoring, and reporting will use Q-global
- Reports will offer all components of the Vineland-II ASSIST reports:

All raw and norm-referenced scores

Narrative text describing scores

Multi-rater comparisons when Interview or Parent/Caregiver Form is given along with Teacher Form

Comparison to prior results when available for monitoring progress

- **AND MORE**, including *item-level comparisons* between tests

Pearson Vineland Adaptive Behavior Scales, Third Edition 136

Multi-Rater Report: Scale-Level Comparisons

Vineland-3

SCORE SUMMARY

	Respondent 1 Sabrina Murney	Respondent 2 John Z
Overall Composite Standard Score		
Adaptive Behavior Composite	51	57
Domain Standard Scores		
Communication	47	58
Daily Living Skills	55	55
Socialization	50	64
Motor Skills	40	
Subdomain v-Scale Scores		
Receptive	4	0
Expressive	4	7
Written	7	0
Personal	3	0
Domestic	8	
Community	0	
Home		7
School/Community		0
Interpersonal Relationships	0	0
Class and Leisure	0	0
Coping Skills	0	0
Class Motor	5	0
Free Motor	0	
Maltiplytic v-Scale Scores		
Internalizing	12	14
Externalizing	17	15

Pearson

Vineland Adaptive Behavior Scales, Third Edition 137

NEW! Item-Level Comparisons for Multi-Rater Report

Vineland-3

Receptive Subdomain	Respondent 1 Sabrina Murney	Respondent 2 John Z
*2 (much higher functioning) at home		
Follows instructions with one action and one object	2	0
Identifies at least three body parts on self	2	0
Responds to questions that use who	2	0
Follows instructions with two related actions	2	0
*1 (higher functioning) at home		
Identifies at least three pictured body parts	2	1
Follows instructions with one action and two objects	2	1
Pays attention to a story for at least 15 minutes	1	0
Follows instructions with two unrelated actions	1	0
Same at home and school		
Understands at least three more advanced gestures	1	1
Identifies at least three pictured actions	0	0
*1 (higher functioning) at school		
Pays attention to a show for at least 30 minutes	1	2
*2 (much higher functioning) at school		
There are no items in this category		

Pearson

Vineland Adaptive Behavior Scales, Third Edition 138

Progress Monitoring

Vineland-3

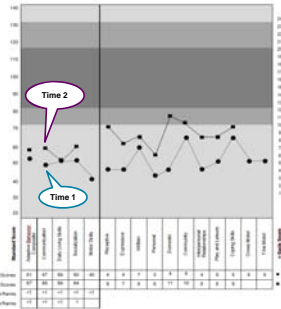
- Administering multiple Vineland-3 assessments over time enables the professional to monitor an individual's progress (or lack thereof) in adaptive behavior
- Q-global enables comparison of results from up to 5 different administrations of the same format
- Results may be compared over time for the Comprehensive and/or Domain-Level versions of all 3 forms (Interview, Parent/ Caregiver, Teacher)
 - However, comparisons should not be made across formats because format differences could obscure actual behavioral changes

Pearson

Vineland Adaptive Behavior Scales, Third Edition 139

**Progress Report:
Scale-Level Comparisons**

Vinland-3



**NEW! Item-Level Comparisons for
Progress Report**

Vinland-3

Receptive Subdomain	Test 1 May 12, 2014	Test 2 June 4, 2015
Improved		
14. Identifies at least three body parts on self	1	2
15. Follows instructions with one action and one object	1	2
19. Responds to questions that use <i>what</i>	0	2
23. Follows instructions with two related actions	0	1
Probably Improved		
13. Responds to the tone of spoken words	1	2*
24. Follows instructions with one action and two objects	0*	2
26. Pays attention to a story for at least 15 minutes	0*	1
28. Follows instructions with two unrelated actions	0*	1
No Improvement (excludes items scored 2 both times)		
16. Understands at least three more advanced gestures	1	1
21. Identifies at least three pictured actions	0	0
Worsened		
There are no items in this category		

*This item was not administered. The score shown was assigned based on the basal or ceiling rule.

NEW: Intervention Guidance

Vinland-3

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

Comparisons to Other Measures of Adaptive Behavior

Vineland-3

- The Vineland has the longest history, dating back to 1935
- The Vineland is, *by far*, the most researched measure of adaptive behavior
- Vineland-3 now offers the most options for tailoring to meet individual needs:
 - Interview, Parent, and Teacher formats
 - Comprehensive & brief Domain-Level formats
 - Option for online or paper administration
- Vineland-3 now has the most up-to-date, population-representative norms

Pearson

Vineland Adaptive Behavior Scales, Third Edition 146

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

Vineland-3

Demographics	Vineland-3 (U.S. Population)		
	Interview (n=2560)	Parent (n=2560)	Teacher (n=1415)
White	53.9 (52.9)	53.8 (52.9)	52.2 (51.7)
African American	13.8 (13.2)	13.6 (13.2)	14.0 (13.6)
Asian	3.4 (4.7)	4.0 (4.7)	4.0 (4.7)
Hispanic	23.5 (23.7)	23.2 (23.7)	23.8 (24.4)
Less than High School	14.4 (14.0)	13.3 (14.0)	13.0 (13.8)
High School Diploma	23.4 (23.3)	23.9 (23.3)	22.8 (22.6)
Some College/Tech/Assoc	31.6 (31.7)	32.3 (31.7)	33.3 (32.6)
Bachelor's Degree/more	30.6 (31.0)	30.5 (31.0)	31.0 (30.9)

■ Race/Ethnicity
■ Maternal Education Level

Pearson

Vineland Adaptive Behavior Scales, Third Edition 147

Internal Consistency Reliability

Vineland-3

Domain	Interview	Parent	Teacher
Communication	.95	.97	.97
Daily Living Skills	.94	.97	.96
Socialization	.96	.98	.98
Adaptive Behavior Composite	.98	.99	.99
Motor Skills	.90	.96	.96
Communication	.93	.94	.93
Daily Living Skills	.92	.93	.92
Socialization	.94	.95	.95
Adaptive Behavior Composite	.97	.97	.97
Motor Skills	.86	.91	.91

■ Comprehensive Forms
■ Domain-Level Forms

Pearson

Vineland Adaptive Behavior Scales, Third Edition 148

Test-Retest Reliability: Domains/ABC **Vineland-3**

Standard Score	Interview	Parent	Teacher
Communication	.89	.88	.88
Daily Living Skills	.84	.84	.86
Socialization	.79	.80	.84
Adaptive Behavior Composite	.86	.85	.88
Motor Skills	.86	.93	.84
Communication	.79	.88	.86
Daily Living Skills	.75	.85	.84
Socialization	.74	.79	.81
Adaptive Behavior Composite	.82	.87	.88
Motor Skills	.76	.90	.84

■ Comprehensive Forms
■ Domain-Level Forms

P Pearson

Vineland Adaptive Behavior Scales, Third Edition 149

Questions?

Vineland-3

Thank you for attending!

P Pearson

Vineland Adaptive Behavior Scales, Third Edition 150

ALWAYS LEARNING
