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**Agenda**

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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

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**History/Timeline and Goals of the revision**

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**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 3<sup>rd</sup> 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

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## 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 3<sup>rd</sup> 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.



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## 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*



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## Vineland-3 Highlights

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## Overview of the Vineland-3

**Vineland-3**

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

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## 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
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**Maladaptive Sections**

Internalizing | Externalizing | Critical Items

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Only one Interview Form

Motor Domain is Optional

Gross-Fine Motor are Optional

Removed "Other" Section

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## Highlights of What's New

**Vineland-3**

Updated  
Item  
Content

New  
Online  
Administration!

Comprehensive  
vs.  
Domain-Level  
Forms

Item-Level  
Comparison

Intervention  
Guidance

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### 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)

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### 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”)

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### 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

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## 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

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## 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

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## 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"

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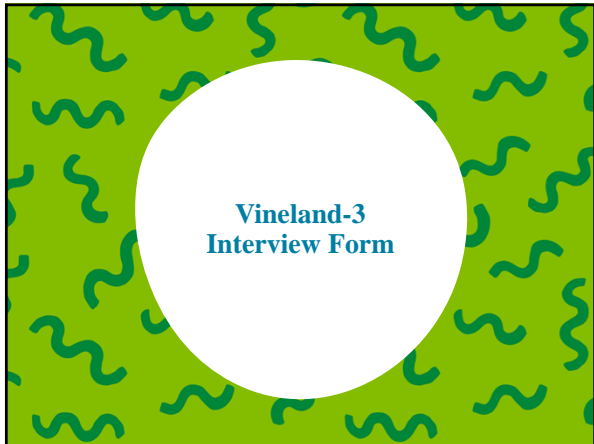
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**Vineland-3 Interview Form:** **Vineland-3**

- 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

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**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

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### 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

[www.pearsonclinical.com](http://www.pearsonclinical.com)

Pearson Vineland Adaptive Behavior Scales, Third Edition [23]

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### 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 supportive, like him/her, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

**Additional Scoring Criteria if Needed:** Comments or Observations:

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## Interview Topic Screen

**Vineland-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 VINELAND-3 BOOKLET AND MANUAL*



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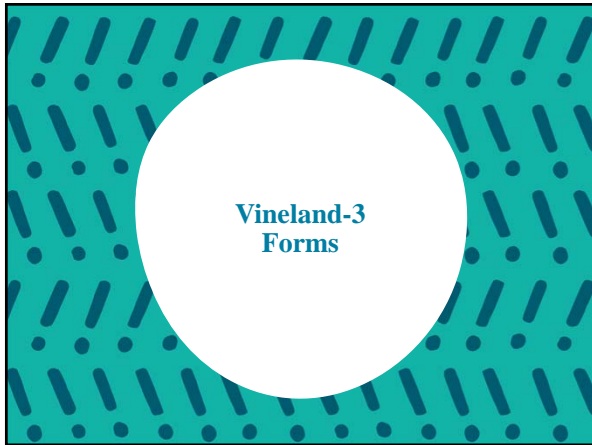
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## Online Administration of the Parent/Caregiver & Teacher Forms

**Vineland-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



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### 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

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### 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 5<sup>th</sup>-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

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### 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)

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### 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 7<sup>th</sup>-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

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### 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)

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**Domain-Level Forms** **Vinland-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**

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**Vinland-3  
Reports**

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**Computer-Generated Reports** **Vinland-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

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## Multi-Rater Report: Scale-Level Comparisons

**Vinland-3**

**SCORE SUMMARY**

	Respondent 1 Sabrina Murney	Respondent 2 John Z
<b>Overall Composite Standard Score</b>		
Adaptive Behavior Composite	51	57
<b>Domain Standard Scores</b>		
Communication	47	58
Daily Living Skills	55	55
Socialization	50	64
Motor Skills	49	
<b>Subdomain v-Scale Scores</b>		
Receptive	4	9
Expressive	4	7
Written	7	9
Personal	3	6
Domestic	8	
Community	9	
Home		7
School/Community		6
Interpersonal Relationships	6	6
Play and Leisure	5	8
Coping Skills	8	9
Class Motor	5	
Free Motor	5	
<b>Maladaptive v-Scale Scores</b>		
Internalizing	12	14
Externalizing	17	15

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## NEW! Item-Level Comparisons for Multi-Rater Report

**Vinland-3**

Receptive Subdomain	Respondent 1 Sabrina Murney	Respondent 2 John Z
<b>+2 (much higher functioning) at home</b>		
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
<b>+1 (higher functioning) at home</b>		
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
<b>Same at home and school</b>		
Understands at least three more advanced gestures	1	1
Identifies at least three pictured actions	0	0
<b>+1 (higher functioning) at school</b>		
Pays attention to a show for at least 30 minutes	1	2
<b>+2 (much higher functioning) at school</b>		
There are no items in this category.		

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## Progress Monitoring

**Vinland-3**

- Administering multiple Vinland-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*

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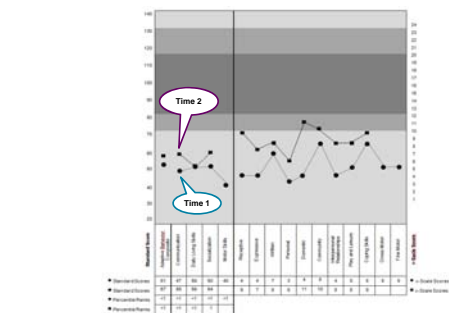
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### Progress Report: Scale-Level Comparisons

Vinland-3



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

Vinland-3

Receptive Subdomain	Time 1	Time 2
	Test 1 May 12, 2014	Test 2 June 4, 2015
<b>Improved</b>		
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 what	0	2
23. Follows instructions with two related actions	0	1
<b>Probably Improved</b>		
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
<b>No Improvement (excludes items scored 2 both times)</b>		
16. Understands at least three more advanced gestures	1	1
21. Identifies at least three pictured actions	0	0
<b>Worsened</b>		
There are no items in this category		

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

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### 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.

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## Intervention Guidance Written Subdomain

**Vinland-3**

Vinland-3 - Comprehensive Interview Form Report  
Interviewer: [Name]     Interview Date: [Date]

Item	Content Area	Item Score
8. Copies own first name without mistakes	C	1
9. Copies simple words from an example without mistakes	C	1
10. Identifies all alphabet letters, both uppercase and lowercase	A	2
11. Writes alphabet letters using the correct orientation	C	1
12. Reads at least 10 words	B	2
13. Writes own first and last name from memory	C	1
14. Reads simple sentences of three or more words out loud	B	1
15. Copies phrases or sentences of four or more words without mistakes	C	0
16. Writes at least 10 simple words from memory	C	0
17. Reads simple stories out loud	B	0
18. Writes simple sentences of three or more words	C	0
19. Writes at least 20 words from memory	C	0
20. Reads and understands material of a second-grade level or higher	B	0*
21. Writes simple notes, letters, emails, or texts	D	0**
22. Finds or sorts things in alphabetical order	D	0**
23. Accurately interprets information presented in simple tables/charts/graphs	D	0**

From Scores of 0 /1 are shaded to highlight skills that need improvement

Use Content Areas to identify intervention targets by topic (e.g., B & C)

**Written Subdomain Content Areas**  
A = Pre-reading  
B = Developing Reading Skills  
C = Developing Writing Skills  
D = Applying Reading & Writing Skills

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## Vinland-3 Psychometrics

## Clinical Samples Included in Vinland-3 Standardization

**Vinland-3**

- Developmental Delay
- Intellectual Disability, School-Age Sample
  - Segmented by IQ: 50-70/35-49/<35
- Intellectual Disability, Adult Sample
  - Segmented by IQ: 50-70/35-49/<35
- Autism Spectrum Disorder
  - Segmented by age (3-8 & 9-20) and IQ: ≤70 vs. >70
- Hearing Impaired
- Visually Impaired

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## 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

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## Norms Compared to U.S. Population

**Vineland-3**

### Total Norm Sample for Each Form

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)

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## 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

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**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

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*Questions?*

**Vineland-3**

*Thank you for attending!*

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**ALWAYS LEARNING**

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