

VINELAND

ADAPTIVE BEHAVIOR SCALES

Sara S. Sparrow, David A. Balla, and Domenic V. Cicchetti
A revision of the *Vineland Social Maturity Scale* by Edgar A. Doll

CLASSROOM EDITION

Questionnaire Booklet

ABOUT THE CHILD:

Name Sex

Home Address

Telephone () Grade

School

Present classification or diagnosis

Race (if pertinent)

Socioeconomic background (if pertinent)

Other pertinent information

AGE: **YEAR** **MONTH** **DAY**

Questionnaire date

Birth date

Chronological age

ABOUT THE TEACHER:

Name Sex

Grade or subject area

School

DATA FROM OTHER TESTS:

Intelligence

Achievement

Adaptive behavior

Other

REASON FOR THE QUESTIONNAIRE:

BEFORE COMPLETING THIS QUESTIONNAIRE, READ THE DIRECTIONS ON PAGE 2 CAREFULLY.

For the Person Scoring and Interpreting: For reference when computing the scores, the highest possible total is printed in the upper right corner of each subdomain raw score box.

COMMUNICATION DOMAIN RECE

Observed
Performance

ITEM SCORES
2—Yes, usually
1—Sometimes or partially
0—No, never

Observed
Performance

COMMUNICATION DOMAIN

1. Demonstrates understanding of the meaning of "no" (for example, stops an ongoing activity or indicates knowledge that it should stop).	2	1	0
2. Demonstrates understanding of the meaning of "yes" or "okay" (for example, smiles or proceeds with an activity).	2	1	0
3. Demonstrates understanding of the meaning of at least 10 words (for example, picks up a book when asked, "Where's your book?").	2	1	0
4. Points accurately to at least one major body part when asked. (Examples are head, face, eyes, nose, mouth, arms, and legs.)	2	1	0
5. Points accurately to all body parts when asked. (The child points to head, face, eyes, nose, mouth, arms, legs, hands, feet, fingers, elbows, teeth, ears, tongue, neck, knees, toes, stomach, and hair.) DO NOT SCORE 1.	2		0
6. Listens attentively to instructions when spoken to directly.	2	1	0
7. Listens attentively to a story for at least five minutes.	2	1	0
8. Attends to school or public lecture for more than 15 minutes. (If the child attends only to "interesting" lectures, score 1.)	2	1	0
9. Follows instructions requiring an action and an object. (Examples are "Get your book" and "Find your shoe.")	2	1	0
10. Follows instructions in "if-then" form. (The word <i>then</i> may be inferred, as in "If you are cold, get a sweater.")	2	1	0

FOR PERSON SCORING AND
INTERPRETING ONLY:

Sum of 2s, 1s, 0s

RECEPTIVE RAW SCORE
(Total observed and estimated sums)

1. Imitates sounds of adults within a few seconds after hearing them. (For example, the child says "buh-buh," "ma-ma," or "wa-wa." If the child says words, score 2.)	2	1	0
2. Gestures appropriately to indicate "yes," "no," and "I want."	2	1	0
3. Indicates preference, vocally or by gesture, when offered a choice (for example, "Would you like to go to the store or watch TV?").	2	1	0
4. Names at least 20 familiar objects without being asked. DO NOT SCORE 1.	2		0
5. Says at least 50 recognizable words. DO NOT SCORE 1.	2		0
6. Says at least 100 recognizable words. DO NOT SCORE 1.	2		0
7. Uses phrases containing a noun and a verb, or two nouns (for example, "Sally go" or "Mike chair").	2	1	0
8. Uses sentences of four or more words. (Correct grammar and articulation are not required to score 2.)	2	1	0
9. Speaks in full sentences containing a subject and a verb, using generally correct grammar.	2	1	0
10. Delivers a simple message (for example, "We're going to the playground").	2	1	0
11. Spontaneously relates experiences in simple terms. (The child may use single words or simple phrases, such as "cook," "doggy," and "play ball" to score 2.)	2	1	0
12. Relates experiences in detail when asked. (The amount of detail, not grammar or articulation, is important.)	2	1	0

The next item is on the following page.
Before going on, please determine that you
recorded a score for every item on this
page.

	Observed Performance		
13. Asks questions beginning with "what," "where," "who," "why," and "when." (The child must use all of these words.) DO NOT SCORE 1.	2	0	
14. Uses first names or nicknames of siblings, friends, or peers, or states their names when asked.	2	1	0
15. States own first name and last name when asked.	2	1	0
16. States month and day of birthday when asked.	2	1	0
17. States telephone number when asked. (The area code is not required for a score of 2.)	2	1	0
18. States complete home address, including city and state, when asked. (The zip code is not required for a score of 2.)	2	1	0
19. Tells basic parts of popular story, fairy tale, lengthy joke, or television show plot without being prompted.	2	1	0
20. States which of two objects not present is bigger. (For example, the child answers correctly when asked, "Which is bigger, a cat or a mouse?")	2	1	0
21. Uses "a" and "the" in phrases or sentences. (Examples are "a dog" and "the ball." If the child uses <i>either</i> "a" or "the" appropriately, but not both, score 1.)	2	1	0
22. Uses either "behind" or "between" as a preposition in a phrase (for example, "behind the desk" or "between the table and the window").	2	1	0
23. Uses "around" as a preposition in a phrase (for example, "around the corner").	2	1	0
24. Uses phrases or sentences containing "but" and "or." (Examples are "Mike or Sue" and "I want to go, but Jane wants to stay here." Score 1 if the child uses <i>either</i> "but" or "or" but not both.)	2	1	0

ITEM SCORES
 2—Yes, usually
 1—Sometimes or partially
 0—No, never

Observed Performance

25. Uses irregular plurals (for example, "geese," "mice," and "women"), which require a change in form other than adding an s to the singular. (If the child uses most irregular plurals correctly, score 2.)	2	1	0
26. Articulates clearly, without sound substitutions. (Examples of sound substitutions are "frow" for throw and "wabbit" for rabbit. If there is one sound substitution, score 1.)	2	1	0
27. Expresses ideas in more than one way, without assistance. (For example, the child says, "She's a nice person . . . I mean cheerful, happy, friendly.")	2	1	0
28. Gives complex directions to others (for example, gives directions to a place some distance away).	2	1	0
29. Has realistic long-range goals and describes in detail plans to achieve them. (If the child makes only isolated comments such as "I want to be a teacher," with no follow-up on how this would be achieved, score 0.)	2	1	0

FOR PERSON SCORING AND INTERPRETING ONLY:

Sum of 2s, 1s, 0s
EXPRESSIVE RAW SCORE
 (Total observed and estimated sums)

The next subdomain begins on the following page. Before going on, please determine that you recorded a score for every item on this page.

COMMUNICATION DOMAIN

	Observed Performance		
1. Recites all letters of the alphabet from memory. (Letters may be in or out of sequence. If the child sings the "ABC song" but does not say the alphabet, score 1.)	2	1	0
2. Identifies all printed letters of the alphabet, uppercase and lowercase.	2	1	0
3. Reads at least three common signs. (Examples are In, Push, Restrooms, and Walk signs. If the child recognizes the signs by shape or symbol but does not read the words, score 1.)	2	1	0
4. Reads at least 10 words silently or aloud.	2	1	0
5. Reads simple stories (for example, <i>The Cat in the Hat</i> or <i>Little Bear</i>) to a listener.	2	1	0
6. Reads on own initiative. (Interest and spontaneous selection of a book are important.)	2	1	0
7. Reads books of at least second-grade level silently or aloud. (Ability is more important than interest.)	2	1	0
8. Reads books of at least fourth-grade level silently or aloud. (Ability is more important than interest.)	2	1	0
9. Reads adult newspaper stories. (The child must have read and understood at least two newspaper stories to score 2.)	2	1	0
10. Reads at least four adult newspaper or magazine stories each week, on own initiative.	2	1	0
11. Arranges items or words alphabetically by first letter. (The child must have independently arranged index cards or other items alphabetically, or have alphabetized a list of words, at least twice to score 2.)	2	1	0
12. Uses a dictionary. (If help is needed in spelling a word in order to find the entry, score 1. The child must have used a dictionary independently at least twice to score 2.)	2	1	0
13. Uses the table of contents in reading materials. (The child must have used a table of contents independently at least twice to score 2.)	2	1	0

ITEM SCORES
2—Yes, usually
1—Sometimes or partially
0—No, never

	Observed Performance		
14. Uses the index in reading materials. (The child must have used an index independently at least twice to score 2.)	2	1	0
15. Prints or writes own first name and last name.	2	1	0
16. Prints or writes at least 10 words from memory.	2	1	0
17. Prints or writes simple sentences of three or four words. (Perfect grammar or spelling is not necessary.)	2	1	0
18. Prints or writes short notes or messages. (The child must have independently written at least three notes or messages to score 2 and one note to score 1.)	2	1	0
19. Writes in cursive most of the time. (If the child writes only his or her name in cursive, score 0.) DO NOT SCORE 1.	2		0
20. Writes beginning letters. (The child must have written and mailed at least two letters of at least three sentences each.) DO NOT SCORE 1.	2		0
21. Writes advanced letters. (The child must have written and mailed, on own initiative, at least five letters of at least 10 sentences each to score 2, and at least three such letters to score 1.)	2	1	0
22. Writes business letters. (The child must have independently written and mailed at least two business letters.) DO NOT SCORE 1.	2		0
23. Addresses envelopes completely. (The child must have addressed at least three envelopes to score 2. Another person may supply the addresses. If only the zip code is omitted, score 1.)	2	1	0
24. Writes reports or compositions. (The child must have written at least two reports or compositions of at least one page each.) DO NOT SCORE 1.	2		0

FOR PERSON SCORING AND
INTERPRETING ONLY:

Sum of 2s, 1s, 0s

WRITTEN RAW SCORE
(Total observed and estimated sums)

The next subdomain begins on the following page. Before going on, please determine that you recorded a score for every item on

DAILY LIVING SKILLS DOMAIN

	Observed Performance		
1. Sucks or chews on crackers (for example, zwieback or graham crackers; someone else may hold the food)._____	2	1	0
2. Eats solid food. (Examples are cooked vegetables, chopped meat, and apples. The child must chew and swallow to score 2, but the food need not be difficult to chew.)_____	2	1	0
3. Drinks from cup or glass unassisted. (Some spilling while drinking may occur.)_____	2	1	0
4. Sucks from straw. (If the child is not given straws, score 0.)_____	2	1	0
5. Gets drink of water from tap unassisted. (The child may be assisted in getting a glass from a high cupboard, and may stand on a chair to reach the faucet.)_____	2	1	0
6. Feeds self with spoon. (Some spilling may occur.)_____	2	1	0
7. Feeds self with spoon without spilling. (The child need not hold the spoon correctly to score 2.)_____	2	1	0
8. Feeds self with fork. (Some spilling may occur.)_____	2	1	0
9. Uses spoon, fork, and knife competently. DO NOT SCORE 1._____	2		0
10. Indicates wet or soiled pants by pointing, vocalizing (other than crying), or pulling at them._____	2	1	0
11. Urinates in toilet or potty-chair. (If the child has only partial bladder control, score 1.)_____	2	1	0
12. Defecates in toilet or potty-chair. (If the child has only partial bowel control, score 1.)_____	2	1	0
13. Asks to use toilet, or uses it on own initiative._____	2	1	0

ITEM SCORES
2—Yes, usually
1—Sometimes or partially
0—No, never

	Observed Performance		
14. Is toilet-trained during the night. (Occasional accidents may occur. If the child wears diapers at night, score 0.)_____	2	1	0
15. Cares for all toileting needs, including flushing toilet and washing hands, without assistance. DO NOT SCORE 1._____	2		0
16. Bathes self with assistance, attempting both washing and drying._____	2	1	0
17. Washes face with soap, and dries face, without assistance._____	2	1	0
18. Dries self with towel without assistance._____	2	1	0
19. Bathes or showers completely and dries self adequately, without assistance. DO NOT SCORE 1._____	2		0
20. Puts toothpaste on toothbrush and brushes teeth without assistance. DO NOT SCORE 1._____	2		0
21. Willingly allows caregiver to wipe nose or wipes own nose. (If the child is not aware that nose is being wiped, score 0.)_____	2	1	0
22. Cares for nose without assistance and without being reminded. DO NOT SCORE 1._____	2		0
23. Cares for own hair without assistance and without being reminded. The child must wash, dry, and comb or brush hair, but may have help in parting, styling, or setting. DO NOT SCORE 1._____	2		0
24. Cares for own fingernails without assistance, keeping nails clean and trimmed with nail clipper, scissors, or nail file. DO NOT SCORE 1._____	2		0
25. Covers mouth and nose with hand, tissue, or handkerchief when coughing or sneezing._____	2	1	0
26. Avoids persons with contagious illnesses, without being reminded. (If the child allows contact with persons with colds, but avoids those with more serious contagious illnesses, score 1. If the child is unaware of the issue of contagion, score 0.)_____	2	1	0

The next item is on the following page.
Before going on, please determine that you
recorded a score for every item on this
page.

Observed
Performance

27. Looks after own health, without assistance. (The child must avoid contact with persons known to be ill, care for cuts and burns, take medicine and use a thermometer properly, and know how to reach a physician in an emergency. If the child does not know how to reach a physician but performs all other tasks, score 1. If the child does not perform any one of the other tasks, score 0.)

2 1 0

28. Removes front-opening coat, sweater, or shirt without assistance. (The child may be assisted in unbuttoning or unzipping the garment.)

2 1 0

29. Puts shoes on correct feet without assistance. (The child need not tie or buckle shoes to score 2.)

2 1 0

30. Ties shoelaces into a bow without assistance.

2 1 0

31. Puts on "pull-up" garments correctly without assistance. (For example, the child puts on pants with elastic waistbands, underpants, or tights—right side out, front in front.)

2 1 0

32. Dresses self completely, except for tying shoelaces. (The child must put on underwear and clothes correctly, including fastening all fasteners, to score 2.)

2 1 0

33. Fastens all fasteners, including zippers, without assistance. DO NOT SCORE 1.

2 0

34. Dresses self completely and correctly, including tying shoelaces and fastening all fasteners. DO NOT SCORE 1.

2 0

35. Demonstrates interest in changing clothes when very wet or muddy.

2 1 0

36. Dresses in anticipation of changes in weather, without being reminded. (For example, the child takes an umbrella or raincoat if rain is likely.)

2 1 0

FOR PERSON SCORING AND
INTERPRETING ONLY:

Sum of 2s, 1s, 0s

PERSONAL RAW SCORE
(Total observed and estimated sums)

72

ITEM SCORES
2—Yes, usually
1—Sometimes or partially
0—No, never

Observed
Performance

DAILY LIVING SKILLS DOMAIN

Note: If child is never asked or permitted to perform a task, or if the activity is routinely performed by another person, score 0.

1. Helps with extra chores when asked (for example, rearranging furniture).

2 1 0

2. Puts possessions away when asked, without having to be told the proper places.

2 1 0

3. Puts clean clothes away without assistance, when asked. (If the child hangs clothes on hangers or puts folded clothes in drawers, but not both, score 1.)

2 1 0

4. Makes own bed when asked. (If the child needs help tucking in the sheets or putting the pillow in its case, score 1.)

2 1 0

5. Makes own bed correctly and changes bedding routinely, without being reminded and without assistance. DO NOT SCORE 1.

2 0

6. Sweeps, mops, or vacuums floor completely, without assistance, when asked.

2 1 0

7. Straightens own room without being reminded.

2 1 0

8. Cleans room other than own (for example, kitchen or bathroom) regularly, without being asked.

2 1 0

9. Uses household cleaning products (for example, laundry detergent, window cleaner) correctly and independently. (To score 2, the child must read instructions when using unfamiliar products. If the child does not or cannot read instructions, score 0.)

2 1 0

10. Uses two or more "basic" tools (for example, hammer, wrench, saw, or shovel) for their appropriate purposes. (If the child has used only one tool, score 1. If the child only plays with tools, score 0.)

2 1 0

The next item is on the following page.
Before going on, please determine that you recorded a score for every item on this page.

Observed
Performance

11. Performs routine household repairs and maintenance tasks (for example, changing lightbulbs, replacing batteries, unclogging drains) without being asked.	2	1	0
12. Clears table of breakable items.	2	1	0
13. Sets table with assistance. (Most of the setting must be done correctly by the child to score 2.)	2	1	0
14. Sets table correctly and without assistance, when asked. (The child must also take the tableware from the storage place.)	2	1	0
15. Assists in preparation of food requiring mixing and cooking (for example, cake mixes or instant mashed potatoes).	2	1	0
16. Uses stove or microwave oven for cooking, without assistance.	2	1	0
17. Prepares foods requiring mixing and cooking (for example, brownies, pancakes, scrambled eggs), without assistance.	2	1	0
18. Plans and prepares main meal of the day without assistance. (The meals must usually include main course, vegetable, and beverage. If the child has planned and prepared at least 10 such meals, score 2. If the child has planned between two and nine meals, or receives assistance in planning but not preparation, score 1.)	2	1	0
19. Sews buttons, snaps, or hooks on clothes when asked. (The child may need assistance in threading the needle and knotting the thread.)	2	1	0
20. Sews own hems or makes other alterations without being asked and without assistance.	2	1	0
21. Takes complete care of own clothes—including washing, drying, ironing, and putting away—without being reminded. DO NOT SCORE 1.	2		0

FOR PERSON SCORING AND
INTERPRETING ONLY:

Sum of 2s, 1s, 0s

DOMESTIC RAW SCORE
(Total observed and estimated sums)

42

ITEM SCORES
2—Yes, usually
1—Sometimes or partially
0—No, never

Observed
Performance

DAILY LIVING SKILLS DOMAIN

1. Demonstrates understanding that hot things are dangerous.	2	1	0
2. Demonstrates understanding that it is unsafe to accept rides, food, or money from strangers. (Verbalization of understanding is sufficient; the child need not have actual experience with strangers to score 2.)	2	1	0
3. Looks both ways before crossing street or road, even when accompanied by another person.	2	1	0
4. Looks both ways and crosses street or road alone.	2	1	0
5. Obeys traffic lights and Walk and Don't Walk signs.	2	1	0
6. Fastens seat belt in automobile, without assistance and without being reminded.	2	1	0
7. Answers the telephone and responds to the caller appropriately.	2	1	0
8. Summons to the telephone the person receiving a call, or indicates that the person is not available.	2	1	0
9. Initiates telephone calls to others. (The number may be supplied by another person.)	2	1	0
10. Uses emergency telephone number in emergency. (O for operator is acceptable. The child need not have been involved in an emergency, but must answer correctly when asked, "What number would you call in an emergency?")	2	1	0
11. Uses the telephone for all kinds of calls, without assistance. (The child may ask for dialing instructions. If the child makes local calls but is not permitted to make long distance calls because of cost, score 1.)	2	1	0
12. Uses a pay telephone.	2	1	0

The next item is on the following page.
Before going on, please determine that you recorded a score for every item on this page.

	Observed Performance		
13. Demonstrates understanding of the function of money.	2	1	0
14. States value (in cents) of penny, nickel, dime, and quarter. (If the child states the value of one, two, or three of these coins, score 1.)	2	1	0
15. Correctly counts change from purchase costing more than a dollar.	2	1	0
16. Voluntarily saves for and has purchased at least one major recreational item (for example, a bicycle or electronic game).	2	1	0
17. Earns spending money regularly, by doing work other than chores required at home.	2	1	0
18. Budgets for weekly expenses (for example, food, entertainment, and laundry).	2	1	0
19. Budgets for monthly expenses (for example, utilities and rent).	2	1	0
20. Manages own money without assistance, paying all own expenses except room and board. (If the child manages money responsibly but many expenses are paid by the caregiver, score 1.)	2	1	0
21. Has checking account and uses it responsibly. (If the child has a savings account only, score 0.)	2	1	0
22. Demonstrates understanding of the function of a clock, either standard or digital. (For example, the child looks at a clock and asks, "What time is it?")	2	1	0
23. Tells time by five-minute segments on a standard (not digital) clock. (For example, the child says, "It's five to one" or "It's twenty after six.")	2	1	0
24. Arrives at school on time.	2	1	0
25. States current day of the week when asked.	2	1	0
26. States current date (day of the week, month, date, and year) when asked.	2	1	0

ITEM SCORES			
2—Yes, usually			
1—Sometimes or partially			
0—No, never			
	Observed Performance		
27. Identifies left and right on others.....	2	1	0
28. Orders own complete meal (including main dish, salad or vegetable, and beverage) in restaurant. (If the child cannot read the menu, score 0.).....	2	1	0
29. Identifies and names most common colors.....	2	1	0
30. Completes homework assignments.....	2	1	0
31. Says numerals 1 through 20 in sequence. (If the child counts to 10 but not to 20, score 1. If the child does not count to 10, score 0.).....	2	1	0
32. Counts at least 10 objects, one by one. (If the child counts 5 or more objects but not 10, score 1. If the child counts fewer than 5, score 0.).....	2	1	0
33. Recognizes all numerals through 20. (If the child recognizes all numerals through 10 and some, but not all, of numerals 11 through 19, score 1.).....	2	1	0
34. Adds one-digit numerals without using fingers.....	2	1	0
35. Subtracts one-digit numerals without using fingers.....	2	1	0
36. Adds two-digit numerals with carrying required. (Only one of the numerals need have two digits to score 2, for example, 75 + 8.).....	2	1	0
37. Subtracts two-digit numerals when borrowing is required. (Only one numeral need have two digits to score 2, for example, 75 - 8.).....	2	1	0
38. Uses ruler, tape measure, or other measuring device to measure in inches and feet.....	2	1	0
39. Demonstrates understanding of the following signs: +, -, X, ÷. (If the child demonstrates understanding of only two or three of the signs, score 1.).....	2	1	0

The next item is on the following page.
Before going on, please determine that you recorded a score for every item on this page.

ITEM SCORES
 2—Yes, usually
 1—Sometimes or partially
 0—No, never

Observed
 Performance

SOCIALIZATION DOMAIN

1. Shows desire to please parent or caregiver or other familiar person (for example, gives a gift or performs a helpful task). _____

2 1 0

2. Labels happiness, sadness, fear, and anger in self (for example, says, "I'm sad"). _____

2 1 0

3. Imitates simple adult movements, such as clapping hands or waving good-bye, in response to a model. _____

2 1 0

4. Imitates a relatively complex task several hours after it was performed by another. (For example, the child imitates sweeping, hammering nails, or drying dishes. Any object required to do the actual task need not be present.) _____

2 1 0

5. Imitates adult phrases heard on previous occasions. (For example, the child has one doll call to another, "Honey, I'm home.") _____

2 1 0

6. Addresses at least two familiar people by name (for example, "Mommy," "Daddy," a first name, or a nickname). _____

2 1 0

7. Identifies people by characteristics other than name, when asked (for example, says, "That's Tony's sister"). _____

2 1 0

8. Laughs or smiles appropriately in response to positive statements. (The child must understand what is being said, not simply respond to the tone of voice, to score 2.) _____

2 1 0

9. Responds verbally and positively to good fortune of others. (For example, the child congratulates a friend who receives an award.) _____

2 1 0

10. Initiates conversations on topics of particular interest to others. (If the child does so only when the topic is also of interest to the child, score 0.) _____

2 1 0

The next item is on the following page.
 Before going on, please determine that you recorded a score for every item on this page.

Observed
 Performance

40. Demonstrates understanding of $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$. (If the child demonstrates understanding of only one or two of the fractions, score 1.) _____

2 1 0

41. Demonstrates understanding of the following symbols: \$, =, %, and [decimal point]. (If the child demonstrates understanding of only two or three of the symbols, score 1.) _____

2 1 0

42. Demonstrates knowledge of the multiplication tables through 9. (If the child demonstrates knowledge of the multiplication tables through some number between 1 and 9, score 1.) _____

2 1 0

FOR PERSON SCORING AND
 INTERPRETING ONLY:

Sum of 2s, 1s, 0s

COMMUNITY RAW SCORE
 (Total observed and estimated sums)

84

Observed
Performance

11. Responds to hints or indirect cues in conversation. (For example, the child realizes that several yawns may mean "I want you to leave now.")	2	1	0
12. Makes or buys small gifts for caregiver, family member, or other familiar person on major holidays, on own initiative.	2	1	0
13. Remembers birthdays or anniversaries of immediate family members and special friends. (The child must keep track of the occasion and greet the person appropriately on that day, but need not buy a gift.)	2	1	0
14. Shows a relatively consistent preference for some friends over others.	2	1	0
15. Has a preferred friend of either sex. (If the ages of the child and friend are more than two years apart, score 0.)	2	1	0
16. Has a best friend of the same sex. (The relationship must be reciprocal. If the child had such a friend in the past but does not now, score 2.)	2	1	0
17. Has a fairly regular group of friends. (If the child interacts with others only in a group arranged by another person, score 0.)	2	1	0

FOR PERSON SCORING AND
INTERPRETING ONLY:

Sum of 2s, 1s, 0s

INTERPERSONAL RELATIONSHIPS RAW SCORE
(Total observed and estimated sums)

34

ITEM SCORES
2—Yes, usually
1—Sometimes or partially
0—No, never

Observed
Performance

SOCIALIZATION DOMAIN

1. Plays with toy or other object alone or with others.	2	1	0
2. Uses common household objects for play (for example, pots, spoons, or cardboard boxes).	2	1	0
3. Shows interest in activities of others.	2	1	0
4. Plays very simple interaction games with others (for example, peekaboo or shaking hands).	2	1	0
5. Participates in at least one game or activity with others (for example, tug-of-war or ball).	2	1	0
6. Engages in elaborate make-believe activities, alone or with others (for example, playing school, or other activities with more than one role and more than one step).	2	1	0
7. Plays more than one board or card game requiring skill and decision making (for example, Rummy, Monopoly, checkers, or electronic games requiring skill).	2	1	0
8. Follows rules in simple games without being reminded.	2	1	0
9. Shares toys or possessions without being told to do so.	2	1	0
10. Names one or more favorite television programs when asked, and tells on what days and channels the programs are shown.	2	1	0
11. Watches television or listens to radio for information about a particular area of interest (for example, a sports hero, historical era, or species of animal).	2	1	0

The next item is on the following page.
Before going on, please determine that you recorded a score for every item on this page.

ITEM SCORES
 2—Yes, usually
 1—Sometimes or partially
 0—No, never

Observed
 Performance

SOCIALIZATION DOMAIN

1. Says "please" when asking for something, without being reminded. (If the child must be prompted, score 1 for an implicit reminder ["What do you say?"] and 0 for an explicit reminder ["Say please"].) _____

2 1 0

2. Does not talk with food in mouth. _____

2 1 0

3. Uses appropriate table manners without being told. (The child chews with mouth closed, says "please," does not reach in front of others, and does not talk with food in mouth.) DO NOT SCORE 1. _____

2 0

4. Responds appropriately when introduced to strangers (for example, says, "Hi, it's nice to meet you"). _____

2 1 0

5. Ends conversations appropriately (for example, says, "I'll be seeing you" or "Nice talking to you"). _____

2 1 0

6. Follows school rules (for example, stands in line, does not talk out of turn, and does not run in the halls). _____

2 1 0

7. Follows community rules. (Examples are rules against littering, loitering, trespassing, and destroying the property of others. If the child has verbalized knowledge or acceptance of community rules, score 2.) _____

2 1 0

8. Follows time limits set by parent or caregiver or other person. (If the child does not tell time, does not remember the time to return, or relies on another person for a reminder, score 0.) _____

2 1 0

9. Keeps secrets or confidences for more than one day. _____

2 1 0

10. Keeps secrets or confidences for as long as appropriate. _____

2 1 0

11. Apologizes for unintentional mistakes (for example, burping, tripping over someone's foot, or bumping into someone). _____

2 1 0

The next item is on the following page.
 Before going on, please determine that you recorded a score for every item on this page.

Observed
 Performance

12. Watches television or listens to radio for practical, day-to-day information. (Examples are weather reports, school closings, and cancellations of events. The child must independently decide to listen to the television or radio, choose the station, and turn it on and off.) _____

2 1 0

13. Watches television or listens to radio for news independently. (If the child watches or listens to news programs only to learn sports scores or lottery numbers, score 1.) _____

2 1 0

14. Has a hobby. (The child must have pursued a hobby, such as knitting, playing guitar, building models, sewing, painting, or stamp collecting, for more than three months.) _____

2 1 0

15. Participates in nonschool sports. (Examples are baseball, football, and swim team. Participation may be after school or in the summer.) _____

2 1 0

16. Goes to evening school events (for example, plays, ball games, or dances) with friends, when accompanied by an adult. _____

2 1 0

17. Goes to evening school events (for example, plays, ball games, or dances) with friends, without adult supervision. _____

2 1 0

18. Goes to evening nonschool events (for example, plays, concerts, or sports events) with friends, without adult supervision. _____

2 1 0

FOR PERSON SCORING AND
 INTERPRETING ONLY:

Sum of 2s, 1s, 0s

PLAY AND LEISURE TIME RAW SCORE
 (Total observed and estimated sums)

36

	Observed Performance		
12. Apologizes for mistakes or errors in judgment (for example, says, "I made a mistake choosing this game; let's play another one").	2	1	0
13. Refrains from asking questions or making statements that might embarrass or hurt others (for example, "This smells awful" or "That's ugly").	2	1	0
14. Controls anger or hurt feelings when denied own way.	2	1	0
15. Independently weighs consequences of actions before making decisions (for example, whether to buy something or save the money).	2	1	0
16. Makes and keeps appointments. (Examples are music lessons, sports practices, and dates to do things with others.)	2	1	0
17. Returns borrowed toys, possessions, or money to peers, or returns borrowed books to library. (If the child has never borrowed any of these things, score 0.)	2	1	0
18. Repays money borrowed from parent or caregiver. (If the parent or caregiver does not lend money to the child or it has never occurred to the child to borrow money, score 0.)	2	1	0

FOR PERSON SCORING AND
INTERPRETING ONLY:

Sum of 2s, 1s, 0s

COPING SKILLS RAW SCORE
(Total observed and estimated sums)

36

ITEM SCORES
2—Yes, usually
1—Sometimes or partially
0—No, never

Observed
Performance

MOTOR SKILLS DOMAIN

1. Walks steadily, as primary means of getting around, without assistance or support.	2	1	0
2. Walks up stairs, putting both feet on each step. (The child may use a railing. If the child puts hands on the steps or is assisted by another person, score 1.)	2	1	0
3. Walks down stairs, forward, putting both feet on each step. (The child may use a railing. If assisted by another person, score 1.)	2	1	0
4. Walks down stairs with alternating feet, without assistance. (The child may use a railing.)	2	1	0
5. Runs smoothly, with changes in speed and direction (for example, plays tag or runs while attempting to catch a ball).	2	1	0
6. Jumps over small object (for example, a stick of wood or small toy).	2	1	0
7. Climbs both in and out of bed or steady adult chair, without assistance.	2	1	0
8. Climbs on low play equipment (for example, swings, seesaws, or small slides).	2	1	0
9. Climbs on and off high play equipment (for example, monkey bars, jungle gyms, trees, or fences).	2	1	0
10. Hops on one foot at least once, while holding on to another person or a stable object, without falling.	2	1	0
11. Hops forward on one foot at least three times, without losing balance or falling. DO NOT SCORE 1.	2		0
12. Hops forward on one foot with ease. (The child must hop well enough to play hopscotch or a similar game.) DO NOT SCORE 1.	2		0
13. Rolls ball (any size) while sitting.	2	1	0

The next item is on the following page.
Before going on, please determine that you recorded a score for every item on this page.

ITEM SCORES
 2—Yes, usually
 1—Sometimes or partially
 0—No, never

Observed
 Performance

MOTOR SKILLS DOMAIN

1. Screws and unscrews lid of jar, without dropping the jar or lid.	2	1	0
2. Builds three-dimensional structures, with at least five blocks. (The structure must have height, width, and depth; must represent something, such as a house or bridge; and the child must label it as such to score 2.)	2	1	0
3. Completes non-inset puzzle (such as a jigsaw puzzle) of at least six pieces. DO NOT SCORE 1.	2		0
4. Opens doors that require only pushing or pulling (for example, cabinet doors, refrigerator doors, or sliding doors).	2	1	0
5. Opens doors by turning and pulling doorknobs.	2	1	0
6. Unlocks key locks (for example, locks on doors, trunks, diaries, or jewelry boxes).	2	1	0
7. Marks with pencil, crayon, or chalk on appropriate writing surface.	2	1	0
8. Draws more than one recognizable form with pencils or crayons. (If the child only traces, score 0.)	2	1	0
9. Uses eraser without tearing paper.	2	1	0
10. Opens and closes scissors (children's or adults') with one hand.	2	1	0
11. Cuts across piece of paper with scissors. (The cut need not follow a line to score 2.)	2	1	0
12. Cuts paper along a line with scissors, fairly accurately.	2	1	0
13. Cuts out complex items with scissors (for example, paper dolls, pictures from magazines).	2	1	0

FOR PERSON SCORING AND
 INTERPRETING ONLY:

Sum of 2s, 1s, 0s

FINE RAW SCORE
 (Total observed and estimated sums)

26

Observed
 Performance

14. Catches small ball (such as a tennis ball or baseball) thrown from a distance of 10 feet, even if moving is necessary to catch it.	2	1	0
15. Pedals tricycle or other three-wheeled vehicle for at least six feet. (If the child did this in the past but has outgrown it, score 2.)	2	1	0
16. Rides bicycle without training wheels, without falling. (The child must mount and start without assistance to score 2.)	2	1	0

FOR PERSON SCORING AND
 INTERPRETING ONLY:

Sum of 2s, 1s, 0s

GROSS RAW SCORE
 (Total observed and estimated sums)

32

Summary Observations to be Completed by the Teacher

What are the child's strengths?

What are the child's weaknesses?

What are other special characteristics of the child?

Describe the child's performance (or lack of performance) of activities that were not included in the questionnaire items.

List any activities included in questionnaire items that you believe the child *can* perform but *does not* perform. If possible, give the reason the child does not perform the activity.

What are your recommendations for the child?

Additional comments

Vineland Adaptive Behavior Scales:
CLASSROOM EDITION

Child's name

Chronological age

Questionnaire date

Name of person completing score summary and profile

Position

Sex

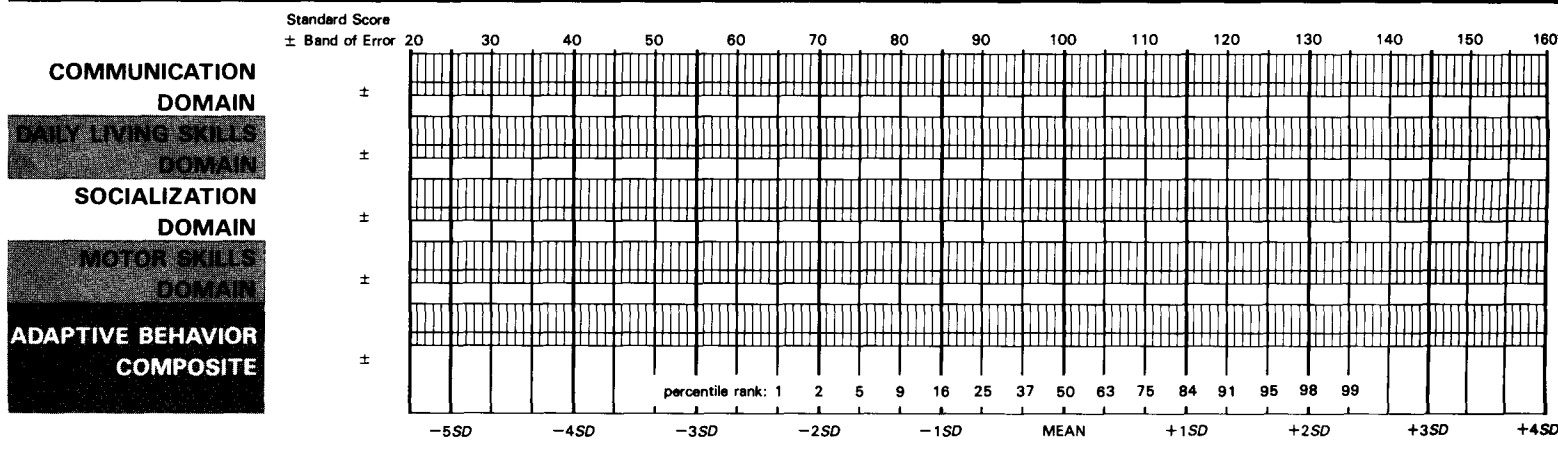
Before beginning the score summary, read Chapter 5 in the manual.

SCORE SUMMARY

SUBDOMAIN	Raw Score	Standard Score $\bar{X}=100$, $SD=15$ Tables B.1 and B.2	Band of Error % Confidence Table B.3	Nat'l %ile Rank Table B.4	Stanine Table B.4	Adaptive Level Tables B.5 and B.6	Age Equivalent Tables B.7 and B.8
Receptive							
Expressive							
Written							
Personal							
Domestic							
Community							
DAILY LIVING SKILLS DOMAIN	SUM						
Interpersonal Relationships							
Play and Leisure Time							
Coping Skills							
Gross							
Fine							
MOTOR SKILLS DOMAIN	SUM						
SUM OF DOMAIN STANDARD SCORES							
ADAPTIVE BEHAVIOR COMPOSITE							

(See Chapter 5 in the manual to graph scores.)

SCORE PROFILE



Additional interpretive information (see Chapters 5 and 6 in the manual)

Recommendations