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## Introduction to the Vineland-3: The New Revision of the Vineland Adaptive Behavior Scales

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# Vineland-3

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## Agenda

- History of Measuring Adaptive Behavior
- Structure of the Vineland-3
- Standardization
- New Features of the Vineland-3:
  - Interview Form
  - Parent/Caregiver & Teacher Forms
  - Domain-Level Forms
- Online Administration, Scoring, & Reporting with Q-global
- Training Resources

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## History of Measuring Adaptive Behavior

- Early 1900's - The construct of adaptive behavior has early roots in the history of defining Intellectual Disability (ID).
- 1950 - The American Association on Mental Deficiency published a manual that formally including adaptive behavior deficits, in addition to sub-average intelligence, as part of the definition of ID.

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## Adaptive Behavior in DSM-5 and AAIDD

In the most recent literature, adaptive behavior has been given equal (AAIDD, 2010) or greater (DSM-5) emphasis that IQ scores in classification of ID.

Educational Classification

- IDEA highlights the importance of adaptive behavior assessment in determining eligibility for Special Education services for children from infancy through age 21.

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## Intellectual Disability in the DSM-5 & AAIDD

AAIDD:

- Intellectual disability is characterized by significant limitations in both **intellectual functioning** and in **adaptive behavior**.
- This disability originates **before the age of 18**.

DSM-5:

- Intellectual disability involves impairments of **general mental abilities** that impact **adaptive functioning** in three domains (Conceptual, Social, and Practical).
- These three domains determine how well an individual copes with everyday tasks.

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## Definition of Intellectual Disability – AAIDD and DSM-5

Intellectual Functioning

- “General mental capacity, such as learning, reasoning, problem solving”
  - Typically, an IQ score of around 70 or as high as 75 indicates a limitation in intellectual functioning.

Adaptive Behavior

- “The collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives”

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### Adaptive Domains – AAIDD and DSM-5


- The **conceptual domain** includes skills in language, reading, writing, math, reasoning, knowledge, and memory.
- The **social domain** refers to empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities.
- The **practical domain** centers on self-management in areas such as personal care, job responsibilities, money management, recreation, and organizing school and work tasks.

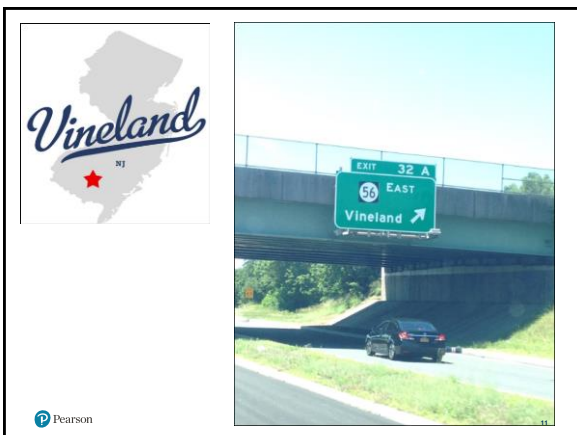
### Intellectual Disability: Additional Considerations

In defining and assessing intellectual disability, the AAIDD stresses that additional factors must be taken into account...

- **Community and environment** typical of the individual's peers and culture.
- **Linguistic diversity** and **cultural differences** in the way people communicate, move, and behave.
- Assessments must also assume that **limitations in individuals often coexist with strengths**, and that a person's level of life functioning *will improve* if appropriate personalized supports are provided over a sustained period.



History of the 		Vineland-3
Vineland Social Maturity Scale (1935 & 1965)	Vineland Adaptive Behavior Scales (1984; 2005; 2008; 2016)	
Edgar Doll	Sara Sparrow, David Balla, Dominic Cichetti	
Adaptive behavior is developmental and multidimensional.	Education for All Handicapped Children Act of 1975 (now IDEA).  Included domains Socialization, Communication, Daily Living Skills, Motor Skills.	
Adaptive behavior is best assessed using a third-party administration.	Most reliable method of obtaining accurate information on adaptive behavior is through a clinical interview with parent or caregiver.	



### About the Vineland-3

- Long history of research; Dates back to 1935
- Aids in diagnosis and provides valuable information for developing educational and treatment plans.
- Can be used for individuals with ID, ASD, ADHD, Brain Injury, Hearing Impairment, Dementia/Alzheimer's

## Structure of the Vineland-3 Vineland-3

- The first three (core) domains align with the major adaptive behavior areas for the diagnosis of intellectual disability (ID):
  - ❖ Communication (Conceptual)
  - ❖ Daily Living (Practical)
  - ❖ Socialization (Social)

*AAIDD, 2010; DSM-5*

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## Structure 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	3 Domains	3 Domains	3 Domains	3 Domains	3 Domains
	9 Subdomains Overall ABC	Overall ABC	9 Subdomains Overall ABC	Overall ABC	9 Subdomains Overall ABC	Overall ABC
<b>Optional Domains</b>	Motor Skills	Motor Skills	Motor Skills	Motor Skills	Motor Skills	Motor Skills
	Maladaptive Behavior	Maladaptive Behavior	Maladaptive Behavior	Maladaptive Behavior	Maladaptive Behavior	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>Item Count</b>	502	195	502	180	333	149

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## Vineland-3 Domains & Subdomains Vineland-3

Domains	Subdomains
<b>Communication</b>	Receptive Expressive Written
<b>Daily Living Skills</b>	Personal Domestic Community
<b>Socialization</b>	Interpersonal Relationships Play & Leisure Coping Skills
Motor Skills (optional)	Fine Motor Gross Motor
Maladaptive Behavior (optional)	Internalizing Externalizing Critical Items

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## Descriptions of Vineland-3 Subdomains Vineland-3

Communication	Receptive	Attending, understanding, responding appropriately to info from others
	Expressive	Using words & sentences to express oneself verbally
	Written	Using reading & writing skills
Daily Living Skills	Personal	Self-sufficiency in areas of eating, dressing, personal care, hygiene, etc.
	Domestic	Performing household tasks (cleaning up, chores, food prep, etc.)
	Numeric*	Practical applications of numeric concepts (e.g., time, dates, money)
	Community	Functioning in outside world (e.g., safety, using money, rights, travel)
Socialization	School Community*	Meeting expectations for appropriate behavior in school setting
	Interpersonal Relationships	Responding & relating to others (e.g., friendships, caring, conversation, social appropriateness)
	Play & Leisure	Engaging in play & fun activities w/ others
	Coping Skills	Demonstrating behavioral & emotional control in situations w/ others
Motor Skills	Gross Motor	Physical skills in using arms & legs for movement & coordination
	Fine Motor	Physical skills in using hands & fingers to manipulate objects in daily life
Maladaptive Behavior	Internalizing	Problem behaviors of an emotional nature
	Externalizing	Problem behaviors of an acting-out nature
	Critical Items	More severe maladaptive behaviors (reported at item-level)

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# What's Changing?

## ... What's staying the same?

## Major Features that are NOT Changing Vineland-3

**Three Forms**  
 Interview | Parent/Caregiver | Teacher

Removed the word "Rating"

**4 Domains**  
 Communication | Daily Living Skills | Socialization | Motor Skills\*\*

Motor Domain is Optional

**11 Subdomains**  
 Receptive Gross\*\* Fine\*\* | Personal Expressive Written | Interpersonal Domestic Play/Leisure Community Coping

Gross/Fine Motor are Optional

**Maladaptive Sections**  
 Internalizing | Externalizing | Critical

Removed "Other" Section

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## Motor Skills & Maladaptive Domains (Optional)

Vineland-3

- **Motor Skills** domain:
  - *Optional* (no longer included in the ABC)
  - *Age range extended upward* (birth to age 9)
- **Maladaptive Behavior** domain:
  - Ages 3 to adult
  - Includes Internalizing, Externalizing, & Critical Items
  - No basal & ceiling rules (administer all items)



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## Highlights of What's New

Vineland-3

Updated  
Item  
Content

New  
Online  
Administration

Comprehensive  
vs.  
Domain-Level  
Forms

Updated Norms

Intervention  
Guidance



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## Updated Item Content for Vineland-3

Vineland-3

- Item content updated to reflect changes in the nature of everyday life as well as changes in the conceptions of developmental disabilities (e.g., autism spectrum disorders).
- Outdated items were dropped or modified & many more contemporary items have been added.
- Incorporates more culturally sensitive wording to allow for cultural differences.



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## Changes to the Parent/Caregiver & Teacher Forms

Vineland-3

- **Basal and ceiling rules** to Parent/Caregiver + Teacher forms
  - Comprehensive versions only; all items completed for Domain-level forms
- **Interview + Parent/Caregiver forms are now separate**
  - New, separate norms
  - Item wording differences – Same topics covered w/ simplified wording for Parent/Caregiver Form (5<sup>th</sup> grade reading level)
- **Spanish-language Parent/Caregiver form available**
  - Paper forms or digital format available for online completion



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## Modified wording for response choices

Vineland-3

- Usually or Often = 2 pts
- Sometimes = 1 pt.
- Never = 0 pts.
- **“Sometimes” has replaced “Partially”** to distinguish activities that are performed partially vs. activities performed independently *sometimes*
- Eliminated **“Don’t Know”** and **“No opportunity”**
- **“Estimate”** option remains available



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## IMPORANT REMINDER:

- Adaptive behavior scores should reflect what a person chooses to do, **not** what they are capable of doing.
- Scores should best describe what the person does on his or her own without needing help or reminders.



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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)

Legend: ■ Race/Ethnicity ■ Maternal Education Level

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### Reliability & Internal Consistency 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 (ABC)	.97	.97	.97
Motor Skills	.86	.91	.91

Comprehensive Forms  
Domain-Level Forms

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### Clinical Sensitivity for Intellectual Disability Vineland-3

#### (Comprehensive Interview Form)

Comparison of the percentage of individuals with ID (vs. matched controls in parentheses) having Adaptive Behavior Composite (ABC) scores falling at or below 75 in four samples:

IQ Range	School-Age with ID	Adults with ID
IQ 50 – 70	79% ABC ≤75 (vs. 2%)	90% ABC ≤75 (vs. 0%)
IQ < 50	93% ABC ≤75 (vs. 2%)	100% ABC ≤75 (vs. 0%)

- Nearly all mean ABC & domain-level scores are below 70 for individuals with ID. Supports the use of the Vineland-3 as a valid instrument for assessing adaptive deficits for determinations of ID.

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### Developmentally Delayed vs. Matched Controls (Interview Form) Vineland-3

Comprehensive Form Domains/ABC	Developmentally delayed		Matched control	
	Mean	SD	Mean	SD
Communication	74.9	19.0	102.2	14.2
Daily Living Skills	80.0	17.1	100.0	14.7
Socialization	80.7	16.7	99.4	12.5
Adaptive Behavior Composite	77.0	14.5	100.8	14.1
Motor Skills	79.3	18.1	101.7	14.0

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- ### Diagnostic group results: Autism Spectrum Disorder Vineland-3
- Distinct patterns of results were observed in the ASD sample
  - Vineland-3 subdomains most relevant to deficits in *social communication & social interaction* include:
    - ❖ Communication → Receptive & Expressive
    - ❖ Socialization → Interpersonal relationships & Play & Leisure
  - The Critical Items category of Maladaptive Behaviors captures behaviors such as *repetitive movements & speech, fixated interests, unusual sensory experiences & lack of response to pain*
- Pearson Vineland Adaptive Behavior Scales, Third Edition 130

### Autism Spectrum Disorder (IQ ≤ 70) vs. Matched Controls: Interview Form Vineland-3

Ages 3-8	ASD: IQ ≤ 70		Matched control	
	Mean	SD	Mean	SD
Communication	45.1	23.3	100.3	11.1
Daily Living Skills	60.8	15.4	100.0	11.8
Socialization	52.3	16.9	102.7	11.6
Motor Skills	66.8	19.2	101.9	14.0
Adaptive Behavior Composite	54.5	16.7	101.0	12.4

*Diagnostic groups results for ASD sample are reported separately for samples with IQs below 70 and IQs above 70*

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### Autism Spectrum Disorder (IQ ≤ 70) vs. Matched Controls: Interview Form Vineland-3

Ages 3-8	ASD: IQ ≤ 70		Matched control	
	Mean	SD	Mean	SD
Subdomains				
Receptive	5.6	4.4	15.2	2.3
Expressive	3.8	4.1	15.4	2.3
Written	8.6	5.4	14.7	2.5
Personal	5.7	4.3	14.9	2.6
Domestic	8.3	3.0	15.0	2.4
Community	7.2	3.5	15.2	2.8
Interpersonal Relationships	4.9	3.2	15.6	2.7
Play & Leisure	5.7	4.0	15.5	2.6
Coping Skills	7.9	2.5	15.2	2.5
Gross Motor	9.3	4.1	15.3	2.5
Fine Motor	7.7	4.0	15.1	2.6

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### Autism Spectrum Disorder (IQ ≤ 70) vs. Matched Controls: Interview Form Vineland-3

Ages 9-20	ASD: IQ ≤ 70		Matched control	
	Mean	SD	Mean	SD
Communication	38.9	21.0	101.9	8.5
Daily Living Skills	53.3	23.2	98.0	10.2
Socialization	44.9	21.9	101.3	11.0
Adaptive Behavior Composite	46.9	20.1	100.4	9.7
Motor Skills	--	--	--	--

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### Autism Spectrum Disorder (IQ ≤ 70) vs. Matched Controls: Interview Form Vineland-3

Ages 9-20	ASD: IQ ≤ 70		Matched control	
	Mean	SD	Mean	SD
Subdomains				
Receptive	4.7	4.6	15.5	2.2
Expressive	3.2	3.9	15.6	1.9
Written	5.0	3.8	15.1	1.9
Personal	5.7	5.0	14.8	2.1
Domestic	7.9	4.1	14.6	2.6
Community	4.9	3.7	14.8	1.9
Interpersonal Relationships	4.7	4.1	15.4	2.3
Play & Leisure	3.7	4.1	15.3	2.7
Coping Skills	6.5	3.9	15.2	2.6
Gross Motor	--	--	--	--
Fine Motor	--	--	--	--

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- ### Vineland-3 forms: Vineland-3
- 3 basic administration formats (2 versions of each):**
- Interview (Comprehensive) – with or without probes
  - Interview (Domain)
  - Teacher (Comprehensive)
  - Teacher (Domain)
  - Parent/Caregiver (Comprehensive)
  - Parent/Caregiver (Domain)
- Pearson Vineland Adaptive Behavior Scales, Third Edition 136

### Domain-Level Forms Vineland-3

- Brief administration format
  - Consists of items drawn from each subdomain in the Comprehensive form.
- Provides overall scores for each domain & the ABC (no subdomain scores are provided).
- This format may be a better choice if:
  - If the primary focus of assessment is eligibility determination
  - If a relatively brief assessment is desired or time is limited.
  - Can be used for progress-tracking purposes or if further evaluation is needed in a particular domain of functioning

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### 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**

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### Vineland-3 Interview Form: Vineland-3

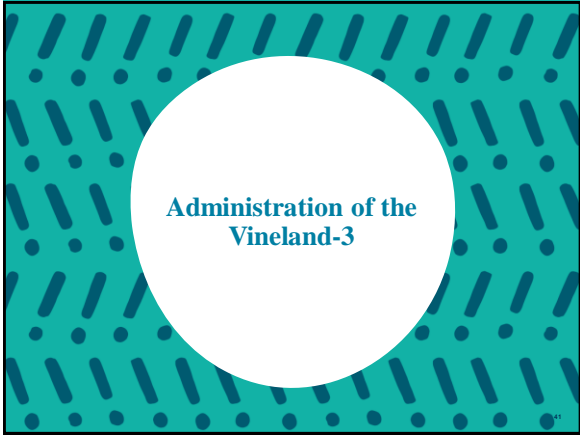
- Open-ended questions elicit more descriptive information about the true frequency & independent application of behaviors.

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### Comprehensive Interview Form – with Item Probes (sample page) – Paper Format Vineland-3

RECEPTIVE		COMMUNICATION DOMAIN	
INTERVIEW TOPICS			
A Responding	D Identifying Things	G Understanding Implied Messages	J Attending to Informational Material
B Understanding Words	E Following Basic Instructions	H Attending to Interacting Material	
C Understanding Nonverbal Communication	F Understanding Questions	I Following Complex Instructions	
<b>Response Options:</b> 2 = Usually, 1 = Sometimes, 0 = Never			
<input checked="" type="checkbox"/>	A 1. Looks toward parent or caregiver when hearing parent's or caregiver's voice. <i>How can you tell that he/she hears your voice or the voice of someone else he/she knows?</i>	2	1 0 <input type="checkbox"/>
<input type="checkbox"/>	A 2. Looks toward parent or caregiver who is gesturing to get his/her attention. <i>What about when you gesture to get his/her attention?</i>	2	1 0 <input type="checkbox"/>
<input type="checkbox"/>	A 3. Responds upon hearing his/her name called (for example, turns toward speaker, smiles). <i>How does he/she react when you call his/her name?</i>	2	1 0 <input type="checkbox"/>
<input type="checkbox"/>	C 4. When parent or caregiver looks or points at something, looks in that direction. <i>What does he/she do when you point or look toward something?</i>	2	1 0 <input type="checkbox"/>
<input type="checkbox"/>	B 5. Understands at least 10 words. <i>Score 2 for Yes or 0 for No.</i>	2	0 <input type="checkbox"/>
<input type="checkbox"/>	C 6. Responds appropriately to at least three basic gestures (for example, head nod for yes, head shake for no, hand out for give, reaching, waving, clapping). <i>What about simple gestures like this one (shake your head "no")?</i>	2	1 0 <input type="checkbox"/>

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### Preparing to Administer the Vineland-3

- Decide Which form(s) to administer
- Select the respondent(s)
- Decide between paper and online administration
- Decide whether or not to include the optional Motor Skills and Maladaptive Behavior domains

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### Decide Which Form(s) to Administer: Parent/Caregiver & Teacher Forms

- Teacher form is usually used in conjunction with either Interview or Parent/Caregiver form to provide a view of the examinee's adaptive functioning from a second source and in a setting different from the home.

### Decide Which form(s) to Administer: Students over age 18

When using the Teacher Form to evaluate students 19, 20, or 21, use the norms for 18-year-olds.

Table 7.3 Means and Standard Deviations of Subdomain Raw Scores: Teacher Form

Age	Communication						Daily Living Skills						Socialization					
	Receptive		Expressive		Written		Personal		Numeric		School Community		Interpersonal Relationships		Play and Leisure		Coping Skills	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
3	42.2	12.2	49.1	18.3	10.2	7.3	32.3	11.5	8.6	7.1	21.5	10.6	28.5	16.1	26.1	9.3	34.4	12.4
4	45.5	10.5	55.9	13.6	17.3	10.6	38.4	8.9	13.4	7.8	24.9	10.1	43.8	12.9	29.2	7.5	36.7	10.9
5	48.6	10.8	60.0	12.9	28.5	13.6	41.9	7.4	18.4	8.7	28.1	10.4	45.8	13.8	29.5	8.4	37.1	11.5
6	52.7	8.0	63.6	10.4	43.7	11.6	45.3	4.8	26.6	8.4	33.5	9.2	50.9	10.8	34.0	6.4	42.5	9.9
7	53.0	8.6	65.4	10.3	50.6	11.0	45.6	6.0	32.5	7.7	34.4	9.1	51.3	11.8	33.0	7.3	41.1	10.1
8	55.5	4.8	67.5	5.9	55.9	10.0	46.8	3.7	38.6	5.9	36.3	7.5	54.2	7.7	35.5	4.0	44.5	6.9
9	56.0	5.6	68.4	6.4	59.0	7.4	47.1	3.1	40.8	5.3	38.5	6.2	55.0	7.9	35.4	4.0	45.9	6.2
10	56.3	7.7	68.1	9.1	62.1	10.8	46.6	4.6	41.8	6.9	38.8	7.6	56.8	9.0	35.6	5.2	45.3	7.1
11	56.9	5.8	68.8	9.2	62.9	11.4	47.4	2.2	42.3	7.1	39.4	7.7	57.3	9.2	35.7	5.7	46.4	7.9
12	58.6	2.6	70.5	3.6	66.4	7.1	47.4	2.1	43.9	3.6	40.7	5.0	58.1	7.1	36.6	3.3	47.0	6.0
13-14	57.8	3.8	70.4	4.0	67.4	6.1	47.7	0.9	44.7	2.7	40.1	6.3	58.0	7.4	36.6	3.5	46.7	6.8
15-16	58.9	2.5	71.3	2.3	69.1	9.1	48.2	1.2	45.9	3.2	41.6	5.0	59.4	4.7	37.1	2.5	48.4	4.1
17-18	58.1	3.1	70.7	4.5	70.0	5.1	48.8	0.8	45.1	2.6	41.2	5.2	59.6	5.1	36.8	3.2	48.2	5.3

### Select the respondent(s)

#### 1) Parent/Caregiver Form

- Someone living in the same home.
- Residential – someone who provides care

#### 2) Teacher Form

- Should have frequent contact with the child for at least 2 months.
- Classroom or special education teacher is ideal.
- Should not be completed by babysitter or nanny

### Decide between paper and online administration

#### Online:

- Can be complete on computer, tablet, or a smartphone

#### Advantages:

- No need to order, store, mail paper forms
- Software automatically administers the correct items in the correct sequence
- No basal or ceiling rules to track
- Immediate, error-free scoring, and reporting

### Decide whether or not to include the optional Motor Skills and Maladaptive Behavior domains

Motor Skills: Birth → Age 9

Maladaptive Behavior: Ages 3 → Adult

\*All domains can be administered as stand-alone tests (using paper/pencil booklet), but Communication, Daily Living Skills, and Socialization must be completed to obtain the ABC score.





### Comprehensive Form: Basal and Ceiling Rules

- No basal or ceiling rules on:
  - Domain form
  - Motor domain
  - Maladaptive behavior domain
- Start-points are examiner-assigned developmental ages
  - Cross out areas not completed for Parent/Caregiver

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### 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/Caregiver	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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### Preparing the booklet for the Respondent

**Domain Form:**

- Cross out Motor and/or Maladaptive Behavior
- Summarize Scoring procedures (Directions page of form)

**Comprehensive Form:**

- Mark Start Point
- Note Ceiling Rule (5 scores of 0 in a row)
- Summarize Scoring procedures (Directions page of form)

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### Illustration of Start Points on Comprehensive Parent/Caregiver Form

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### Reminders for Parents: Scoring Procedures

- Items should be scored according to what the examinee does independently, without help or prompting.
- If the examinee does not currently perform a behavior, but he or she performed it when younger and has outgrown it, 2 is the appropriate score.
- If the examinee does not currently perform a behavior and has never performed it (e.g., has not yet learned the behavior), 0 is the appropriate score.
- If the respondent has to guess an item score, he or she should check the Estimated box (abbreviated on the paper forms as *Check if Est*) for that item.

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**Vineland-3 on  
Q-global**

### Assigning the Vineland-3 to an Examinee

Vineland-3

Examinee Group Administration Report Intervention Guide

Include Sub-Accounts

New Examinee Delete Examinee **Assign New Assessment** Create Group More Actions Move To Search

View: Active Reset Sort Order 22 Records

ID	Item ID	Last Name	First Name	Examinee ID	Birth Date	Gender
1	192905	Sample	Roy		03/15/2000	Male
2	1438209	Sample	Kevin		10/15/2000	Male
3	1929905	Smith	Jane		05/04/2007	Female
4	1929523	Doe	Jane		05/04/2007	Female
5	1929997	Doe	John		05/04/2007	Male
6	1886458	Sample	Speech		04/15/2007	Female
7	1792342	Sample	John		05/15/2000	Male
8	1856936	Sample	Cory		04/12/2002	Male
9	1958660	Sample	Kevin		01/10/2005	Male
10	1939962	Tucker	Eric		07/05/2005	Female

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### Assigning the Vineland-3 to an Examinee

Vineland-3

Examinee Group Administration Report Intervention Guide

Include Sub-Accounts

New Examinee All Assessments My Favorites

View: Active Reset Sort Order 22 Records

- Shaywitz DyslexiaScreen Form 2
- Speed DSAL-4
- Vineland-3 Comprehensive Interview Form
- Vineland-3 Comprehensive Parent/Caregiver Form
- Vineland-3 Comprehensive Teacher Form

Add assessments to your Favorites

Cancel **Assign**

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### Choose whether or not to include the optional Motor Skills and/or Maladaptive Behavior domains:

Vineland-3

Assessment Details: John Doe

Save Save and Close Cancel

Examinee Details

First Name: John Middle Name: Last Name: Doe Examinee ID: Gender: Male Birth Date: 05/04/2007 Age: 9 years 2 months

Assessment Options

Include Optional Motor Skills Domain:  Include Optional Maladaptive Behavior Domain:

OK

Assessment Details

Assessment: Vineland-3 Comprehensive Interview Form Batch ID: Ready for Administration Administration Date: 07/10/2016 Age at Administration: 9 years 2 months

### Assessment Details: Select delivery method

Vineland-3

Examinee Details

First Name: John Middle Name: Last Name: Doe Examinee ID: Gender: Male Birth Date: 05/04/2007 Age: 9 years 2 months

Assessment Details

Assessment: Vineland-3 Comprehensive Interview Form Batch ID: Ready for Administration Administration Date: 07/10/2016 Age at Administration: 9 years 2 months Examiner: McMormont, Erin

Delivery: **Manual Entry** On-Screen Administration

Launch with Test Session Lock

Remote On-Screen Administration

### Manual entry of item responses (paper form administration)

Vineland-3

Manual Entry

Launch with Test Session Lock

Remote On-Screen Administration

Save Save and Close Cancel

Demographics Item Entry

Item	Response
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

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### On-Screen Administration

Vineland-3

Assessment Details

Assessment: Vineland-3 Comprehensive Interview Form Batch ID: Ready for Administration Administration Date: 07/10/2016 Age at Administration: 9 years 2 months Examiner: McMormont, Erin

Delivery: Manual Entry On-Screen Administration

Launch with Test Session Lock

Remote On-Screen Administration

Save Save and Close **Start Assessment** Cancel

Demographics Item Entry

Start Point Age (0 - 149): IQ Score (40 - 160):

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### Remote On-Screen Administration

**Vineland-3**

Assessment Details

Assessment: **Vineland-3 Comprehensive Parent/Caregiver Form**  
 Batch ID:  
 Status: **Ready for Administration**  
 Administration Date: **07/10/2016**  
 Age at Administration: **9 years 2 months**  
 Examiner: [None] **Now Examiner**

Delivery:  Manual Entry  **On-Screen Administration**

**Launch with Test Session Lock**  
 Test Session Lock will block examinees from accessing your computer during And after testing. When finished, press **Ctrl + Shift + Q** to unlock.  
 To use this feature, you must **download and install Test Session Lock (one time only).**

**Remote On-Screen Administration**

Start Date: 07/10/2016  
 Expiration Date: 08/10/2016

Recipient: An email invitation to complete the Remote On-Screen Administration of the assessment will be sent to the recipient specified below.

Send the email invitation to the Examinee  
 **Send the email invitation to someone other than the Examinee (Rater)**

First Name: Jane  
 Last Name: Sample  
 E-mail: jane.sample@email.com

**Save Save and Close Preview and Send Invitation Cancel**

### Remote On-Screen Administration: Customize your email invitation

**Vineland-3**

Assessment Invitation Email

View Templates: All Templates  
 Apply Template: **Rater Invitation Email**  
 Type: System Generated

Recipient First Name: Jane  
 Recipient Last Name: Sample  
 Recipient Email Address: jane.sample@email.com  
 Subject: Invitation to Complete Quest  
 Copy Me:

**Send Invitation**

**Preview and Send Invitation**

Preview:

Dear {recipient\_first\_name},

You have been requested to complete a questionnaire (or rater form) for {examinee\_first\_name} {examinee\_last\_name}.

To complete the form, please click the following link:  
[{test\\_production\\_url}](#)

Follow the directions on the screen. If you have any questions, please contact your Assessment Administrator (DO NOT REPLY TO THIS EMAIL).

{test\_first\_name} {test\_last\_name}  
 {test\_email}

Regards,  
 Pearson

### Remote On-Screen Administration: Sample invitation email

**Vineland-3**

Dear Jane,

You have been requested to complete a questionnaire (or rater form) for John Doe.

To complete the form, please click the following link:  
[Click here](#)

Follow the directions on the screen. If you have any questions, please contact your Assessment Administrator (DO NOT REPLY TO THIS EMAIL).

Erin McClymont  
[erin.mcclymont@pearson.com](mailto:erin.mcclymont@pearson.com)

Regards,  
 Pearson

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### Vineland-3: Q-global Reporting

### Computer-Generated Reports

**Vineland-3**

All raw and norm-referenced scores

Narrative summary describing scores

Comparison scores (multi-rater, item-level, etc.)

Comparison to prior results for monitoring progress

*Intervention Content* – specific areas of weakness are “flagged” for further evaluation & easily identify target areas in need of improvement

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### How to generate a Vineland-3 report on Q-global:

**Vineland-3**

Examinee Group Administration **Report** Intervention Guide

**Generate Reports**

- Generate a report for one Examinee.
- Generate a report type that includes more than one Examinee.
- Reports that include more than one Examinee are processed in a queue for later download. [Download processed reports here](#).

Select an Examinee with reportable assessment records.

**Advanced Examinee Search**

Include Sub-Accounts

Page 1 of 3

System ID	Last Name	First Name	Examinee ID	Birth Date	Gender
1 1752342	Sample	John		05/15/2000	Male
2 1925997	Doe	John		05/04/2007	Male
3 2077809	Sample	Roy		03/15/2000	Male
4 1428209	Sample	Kevin		10/19/2000	Male
5 1529693	Smith	Jane		08/04/2007	Female
6 1428419	Fox	Lucy		08/04/2007	Female

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Select the completed assessment, then click "Configure Report" to customize report options:

Vineland-3

Assessment ID	Assessment Name	Admin Date	Delivery	Status	Group Assessments
2961941	Vineland-3 Comprehens 07/06/2016		On-Screen Administr	Ready for Reporting	
2961950	Vineland-3 Comprehens 07/06/2016		Remote On-Screen Adm	Ready for Reporting	

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Customize report options, then click "Generate Report"

Vineland-3

Report Configuration

Generate Report Cancel

Examinee: Sample, Roy  
 Examinee ID: Vineland-3  
 Assessment: Comprehensive Interview Form  
 Status: Ready for Reporting  
 Report: Vineland-3 Comprehend

Format: Adobe (pdf)  
 Records Selected: 1  
 Inventory Needed: 1 report usage(s).  
 Available Inventory: 1,000 report usage(s). Buy More

Include:

- Use Respondent Name
- Include Narrative Interpretation of Results
- Include Intervention Guidance
- Include Comments
- Include Item Responses
- Include Parent/Caregiver Feedback Report
- Include Across-Domain Subdomain Comparisons

Select:

Confidence Interval Level:  85%  90%  95%

Significance Level for Strength/Weakness and Fairness Comparisons:  .05  .10

Comparisons:

Please Select... Please Select...  
 Please Select... Please Select...  
 Please Select... Please Select...

Interpreting Vineland-3 Results

Pearson

Types of Scores on Vineland-3: ABC and Domain-Levels

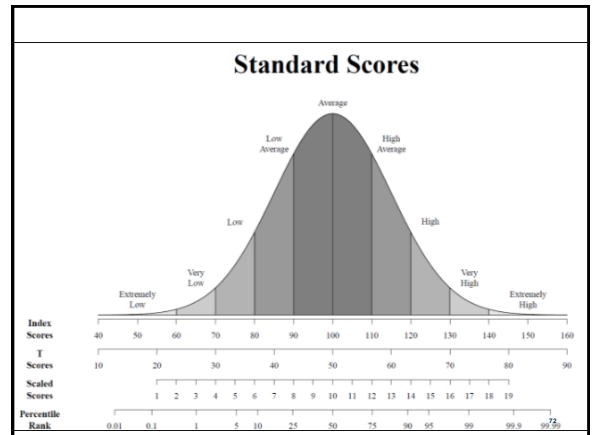
- **Standard Score**  
 Mean = 100; SD = 15; range = 20-140
- **Percentile Ranks**  
 Percentage of individuals in norm group who scored the same or lower than examinee.
- **Confidence Intervals (85%, 90%, or 95%)**  
 Higher level chosen, greater likelihood true score lies within the interval

Pearson

Types of Scores on Vineland-3: Sub-domains

- **V-scale** is a scaled score with a mean of 15 and SD of 3;
- Range = 1 - 24 - greater score range allows for greater differentiation among extremely impaired individuals.

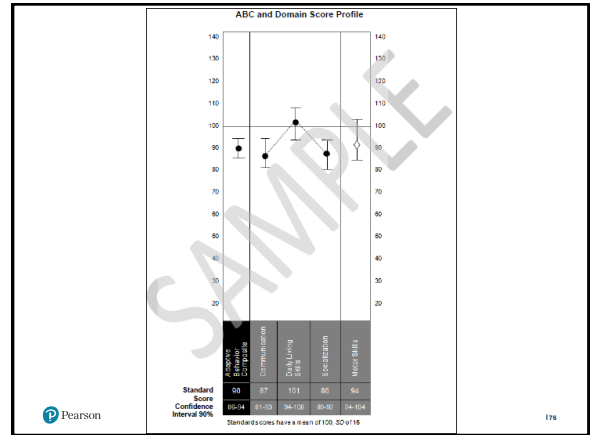
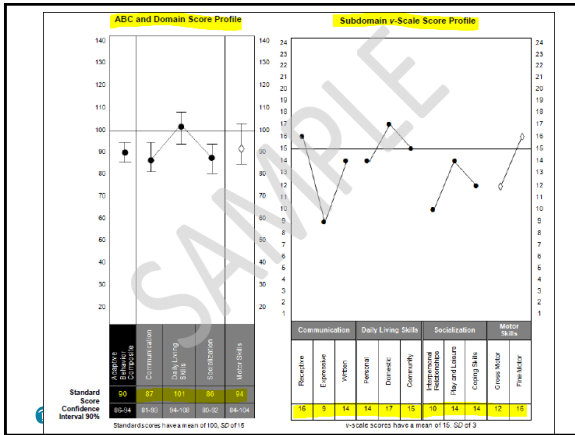
Pearson



### Qualitative Descriptors

Adaptive Level	Subdomain v-scale Scores	Domain and ABC Standard Scores
High	21 to 24	130 to 140
Moderately High	18 to 20	115 to 129
Adequate	13 to 17	86 to 114
Moderately Low	10 to 12	71 to 85
Low	1 to 9	20 to 70

### Domain and Comprehensive Reports



### Multi-Rater Report

### Multi-Rater Report: Scale-level comparisons

Vineland-3

SCORE SUMMARY



	Respondent 1 Ma Mooney	Respondent 2 Pat 2
Overall Composite Standard Score	51	51
Adaptive Behavior Composite	51	51
<b>Domain Standard Scores</b>		
Communication	47	58
Daily Living Skills	55	55
Socialization	50	64
Motor Skills	40	
<b>Subdomain v-Scale Scores</b>		
Receptive	4	9
Expressive	4	7
Written	7	8
Personal	3	6
Domestic	8	
Community	8	
Numeric		7
School Community	4	6
Interpersonal Relationships	4	8
Play and Leisure	5	8
Coping Skills	8	9
Gross Motor	5	
Fine Motor	5	
<b>Multidimensional v-Scale Scores</b>		
Internalizing	12	14
Externalizing	17	15

### Multi-Rater Report: Item-level comparisons

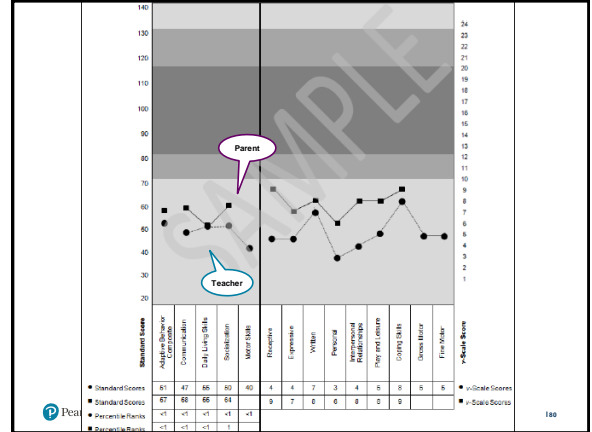
Vineland-3

Parent

Teacher

Receptive Subdomain	Respondent 1 Sabrina Mooney	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 Report

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### Progress Report: Compare results across administrations

Vineland-3

- Compare results over time for up to five administrations of the same form (Interview, Parent/Caregiver, or Teacher) – regardless of whether the brief (Domain-Level) or full-length (Comprehensive) versions of the forms were used on different occasions.
- Scores for the ABC & core domains can be compared across administrations, as well as subdomain-level results
- However, different formats (Interview – Parent – Teacher) should not be compared – results may be confounded by behavioral changes in home vs. school settings.

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### Progress Report: Item-Level Comparisons

Vineland-3

Time 1

Time 2

Receptive Subdomain	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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## Intervention Guidance

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**NEW: Intervention Guidance** Vineland-3


- Available for Comprehensive form reports only.
- Identify examinee's weakest subdomains & refer to item-level data to identify specific behaviors in need of intervention.

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Written Subdomain (v-scale score of 9)  
 Jeremy's raw score is 23. The median raw score for age 6 years, 10 months in the norm sample is 41.1. Therefore, Jeremy is approximately 18 raw score points below the "average" for his age.

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

Item	Content Area	Item Score
1. Holds a book and turns pages correctly for reading	A	2*
2. Recognizes one or more simple signs/icons/symbols	A	2*
3. Identifies one or more alphabet letters	A	2*
4. Recognizes his/her own name in printed form	A	2
5. Identifies at least 10 alphabet letters	A	2
6. Understands how his/her language is written	A	2
7. Writes in the correct direction for his/her language	C	2
8. Copies his/her own first name correctly	C	1
9. Copies simple words from an example correctly	C	1
10. Identifies all alphabet letters, upper- and lowercase	A	2
11. Writes alphabet letters using correct orientation	C	1
12. Reads at least 10 words	B	2
13. Writes both his/her first and last name from memory	C	1
14. Reads sentences of three or more words out loud	B	1

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...For more information on digital administration, scoring, & reporting via Q-global: Vineland-3

Visit [HelloQ.com](http://HelloQ.com) for more information about Q-global

Free training webinars are available on the Vineland-3 product page at [www.pearsonclinical.com](http://www.pearsonclinical.com)

Using the Vineland-3

Presenter: Anne-Marie Kimbel, PhD 

This webinar will provide information about using the new Vineland-3 both in traditional paper and pencil format and on Q-global, Pearson's web-based platform for test administration, scoring, and reporting.

Date: Jul 12, 2016 Time: 10:30 AM EDT [Register Now](#)


Date: Sep 20, 2016 Time: 10:30 AM EDT [Register Now](#)

Date: Dec 09, 2016 Time: 10:30 AM EST [Register Now](#)

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**Vineland-3 – Digital Options** Vineland-3

- Two basic pricing options for the Vineland-3 on Q-global:
  - Pay-per-report** (on-screen administration, scoring, & reporting)
    - Domain-Level
    - Comprehensive
  - Unlimited-use scoring subscription\*** (manual entry of responses from paper forms – does not include on-screen administration)
    - \*Available in 1-, 3-, or 5-year terms


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**Questions?**

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