WPS®

unlocking potential

WPS® Online
Evaluation System

User Guide

WPS® Online Evaluation System

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Contents

Introduction

The WPS® Online Evaluation System is an Internet-based platform for administering and scoring assessments. This guide explains how to navigate and use the Online Evaluation System through examples drawn from assessments published by WPS. The term "platform" is used throughout this guide as shorthand in referring to this system. Other terminology is used to refer to persons involved in the evaluation and to platform elements and processes.

Persons Involved in the Evaluation

- *Practitioner:* The clinician or assessment professional who is using the platform to conduct an evaluation of a client.
- *Organization:* A group of practitioners who can share clients and licenses on the platform.
- *Client:* The person who is being evaluated.
- *Rater:* The person who completes an online test form using the platform. The rater may be a parent, a teacher, a member of the school staff, or, with some assessments, the client.
- *Organization manager:* The person who holds administrative rights for an organization with a platform account. The organization manager (or simply "manager") can transfer clients and licenses among practitioners who are part of the organization.

Platform Elements and Processes

- *Evaluation:* The process of evaluating a client to determine a plan for intervention, or to arrive at a diagnosis.
- *Assessment:* A test or behavior rating scale, such as the Sensory Processing Measure (SPM™), that is administered on the platform. An assessment includes one or more forms that may be completed by different raters.
- *Administration:* A single use of an assessment. For example, an SPM administration is conducted by having raters complete SPM forms on the platform.
- *Form:* A set of items completed by a rater. On the platform, a rater accesses a form through an Internet browser window.
- *License:* A code (or activation key), purchased from WPS, that allows you to administer an assessment on the platform.
- *Use:* A credit that allows you to score one completed form on the platform. Each license includes a certain number of uses, which are activated when you enter the code on the platform.
- *Item:* A question or statement about a client's behavior that is answered or rated by a rater.
- *Score report:* A PDF document summarizing the scores from a form.
- *Interpretive report*:* A PDF document that explains all scores, gives suggestions for interpreting them, and highlights areas that may warrant clinical attention.
- *Rater report*:* A PDF document that provides information about the areas measured by an assessment and summarizes the individual's scores. It is intended to be read by the person who rated the individual, and to help the rater understand the results.
- *Rater comparison report*:* A PDF document that allows comparison of results when two people rate the same individual using different rating forms.
- *Progress monitoring report*:* A PDF document that allows a practitioner to monitor score changes across multiple forms of the same assessment.
- *Intervention report*:* A PDF document listing intervention strategies selected by the practitioner.

*Some reports are available only for certain assessments.

Using the Platform: Overview

The WPS online platform is easy to navigate and use. To begin using the platform, you must purchase licenses for assessments by calling WPS Customer Service (1-800-648-8857 or 424-201-8800) or online (www.wpspublish.com/store). You register on the platform by creating an account. You can then log in and start using the system by activating your licenses.

To conduct an evaluation on the platform, you first create a new *client record* for the client you are evaluating. You create a new *administration* by selecting an *assessment* to be used with the client. To start the administration, you select a *form* and designate a *rater*. You then send an email link to the rater, allowing them to complete the form online. You can send forms separately to parents, teachers, and other raters. The platform also allows raters to complete forms on the computer in your office, or you may choose to enter the responses from a previously completed paper form or response sheet (i.e., a downloadable list of items available on the platform for raters to complete offline).

The platform allows you to see when raters have finished working on their forms. You then check the forms for completeness. If there are missing responses, you can send a new email to the rater, asking them to provide the missing information.

Once a form has been submitted, you can create a *score report.* The report is stored on the platform, but it can also be downloaded to your local computer as a PDF document. Optional modules in some assessments allow you to select intervention tips on an item-by-item basis and generate a customized *intervention report.*

Requirements for Use

You will need the following in order to use the WPS Online Evaluation System:

1. Internet access

2. One of the following compatible web browsers:
   - Mozilla® Firefox® version 35 and above (recommended)
   - Google® Chrome™ version 40 and above
   - Microsoft® Internet Explorer® version 10 and above
   - Apple Safari version 7.1.6 and above

3. Adobe® Reader® (get.adobe.com/reader) or other PDF viewer for viewing reports

Note: On tablets, viewing in horizontal mode is recommended.

Key Actions and Screens

1. **Register and create your account.** The first page that you see is *Practitioner Login.* Click **Register**, which brings up the *Account Registration* page. Provide your account information. You will receive an email with a link that allows you to confirm your registration.

2. **Log in** by entering your user name and password on the *Practitioner Login* page. Logging in takes you to the *My Dashboard* page.

3. **Activate licenses to use assessments**. Purchase licenses by calling WPS Customer Service (1-800-648-8857 or 424-201-8800) or online (www.wpspublish.com/store). On the *My Dashboard* page, click **My Account** and then **Activate Licenses**. Enter your license activation key to begin using the platform.

4. **Create a new client record** by clicking **New Client** on the *My Dashboard* page.
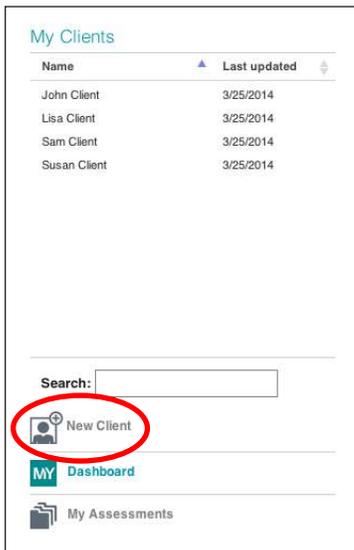
5. On the *Client Home* page, **create a new administration** of an assessment by clicking **New administration** and selecting the appropriate assessment.
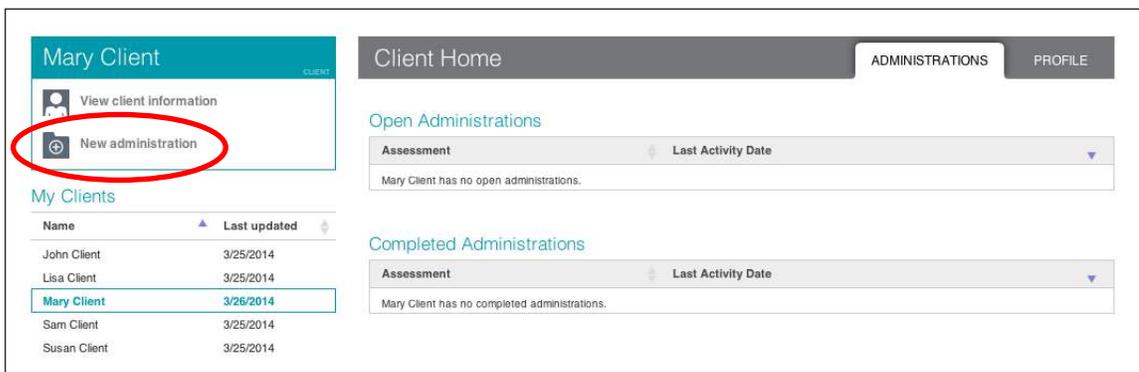
6. **Adding and sending forms:** Add a form to the administration and send it to the rater via the *Email* delivery method. Administration may also be completed in person.

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7. **Reviewing and scoring forms:** After the rater submits the form, score the form and generate a Score Report.

8. **Viewing and saving Score Reports:** Click **Report** in the *View* column to see the report in a new browser tab. The report can be saved to your computer as a PDF document.

9. **Creating Intervention Reports:** Select items and intervention tips for an Intervention Report and generate the report. The Intervention Report can be saved as a PDF file.

First, click **Create Intervention Report**.

Then, select the items for which you would like to generate intervention tips.

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Finally, generate the Intervention Report.

Sensory Processing Measure **SPM**

Quick Tips Intervention Report: Home Form

Child information
Name/ID#: Mary Client
Age: 7 years 0 month
Gender: Female
Grade: 1

Parent/Guardian information
Name/ID#: Mama Client
Relationship: Mother

Administration date: 3/28/2014
Processing date: 3/28/2014

SPM scale	SPM item number	SPM item	Sensory vulnerability	SPM Quick Tip number	SPM Quick Tip
Touch	35	Seem bothered when someone touches his or her face?	Overresponsive	0205	Play with different face-painting materials or makeup.
				0210	If bath time is challenging, sing "Rubba Scrubba" *(Sensory Songs for Tots)*, which includes calming strategies for engaging the muscles and providing firm maintained-touch pressure before, during, and after the bath.
Balance and Motion (movement, vestibular)	58	Avoid balance activities, such as walking on curbs or on uneven ground?	Overresponsive	0338	Make it playful.
				0339	Find alternatives that provide more feedback and still challenge the movement system (e.g., walking on a mat, sand, or park grass).
Balance and Motion (movement, vestibular)	63	Show distress when his or her head is tilted away from the upright, vertical position?	Overresponsive	0370	During activities, allow the child to change position slightly. For instance, you might let him sit, kneel, or participate on hands and knees.
				0373	Rule out ear infections.

Using the Platform: Detailed Instructions

Creating a New Account (Registering) on the Platform

To begin using the WPS online platform, you must first create a new account by clicking **Register** in the upper-right corner of the platform home page. You can register either as an individual practitioner or an organizational user.
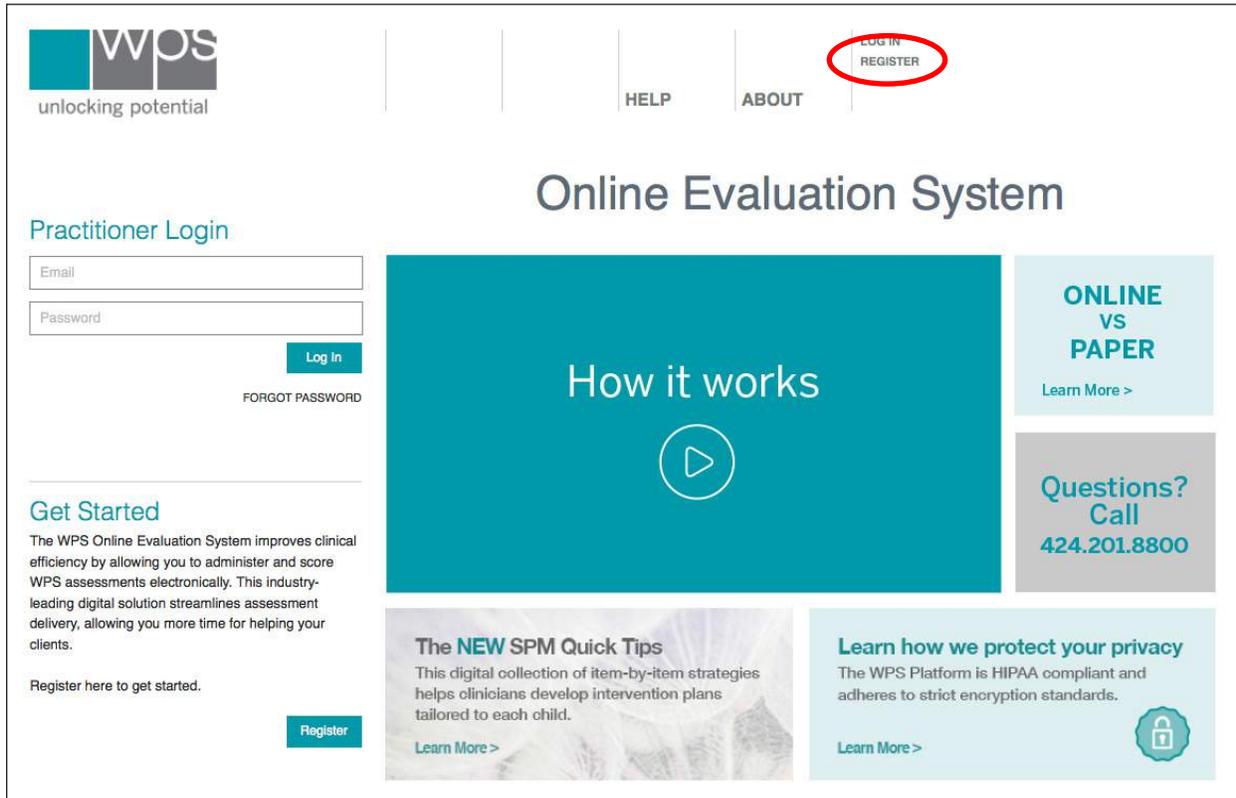
Registering as an Individual Practitioner

Clicking **Register** takes you through a three-step registration process. First, indicate whether you are registering as part of an organization:

Clicking **No** on the initial *Account Registration* page lets you create an individual practitioner account. Enter your email address and name, create a password, and then enter your professional qualifications (highest degree, field of practice, and professional license information).

After clicking **Next**, you will see the WPS Business Associate Agreement, which explains the roles and responsibilities of WPS and yourself in complying with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Please scroll through and read the entire agreement, then click *I agree*. You will also have the option to indicate whether you want to receive information about WPS products and services via email.

Clicking **Register** sends an email to the address associated with your account. Clicking the link in that email activates your account. (If you do not receive the email, please call WPS Customer Service at 1-800-648-8857 or 424-201-8800.)

Registering as an Organizational User

Clicking **Yes** on the initial *Account Registration* page allows you to register as an organizational user.

You can either join an existing organization already registered on the platform or create a new organization. Typing into the search box enables you to search existing organizations. Clicking **Can't find your organization?** allows you to browse the entire list of registered organizations.

Clicking **Create New Organization** allows you to enter the name and address of the new organization. Then, clicking *I agree* confirms that you are authorized to order WPS assessments on behalf of this organization, and that the organization has qualified professionals who can supervise the use of these assessments.

Clicking **Next** allows you to create your own account as a user within the new organization. As with an individual practitioner account, you enter your name and email address and create a password.

Clicking **Next** takes you to the final step of confirming your account information. You will see the WPS Business Associate Agreement, which explains the roles and responsibilities of WPS and yourself in complying with the requirements of HIPAA. Please scroll through and read the entire agreement, then click *I agree*. You will also have the option to indicate whether you want to receive information about WPS products and services via email.

Clicking **Register** sends an email to the address associated with your account. Clicking the link in that email activates your account. (If you do not receive the email, please call WPS Customer Service at 1-800-648-8857 or 424-201-8800.)

Logging In and Managing *My Account*

Once you've created your account, you can log in from the platform home page by entering your email address and password. Logging in takes you to the *My Dashboard* page, from which you can access your account information, create new client records, and initiate new administrations of an assessment.

My Account Features: Individual Practitioner

By clicking **My Account** on *My Dashboard,* you can access and edit your account information. You can change your password or edit your contact information, billing address, or shipping address by clicking the edit links. You can return to *My Dashboard* by clicking the link at the upper right at any time when using the platform.

My Account Features: Organizational Management Functions

If you are registered on the platform as an organization manager, your *My Account* page has two tabs on the right side of the top bar. One is the *Account Profile* tab, where you can access and edit your personal account information in the same way you would for an individual practitioner account.
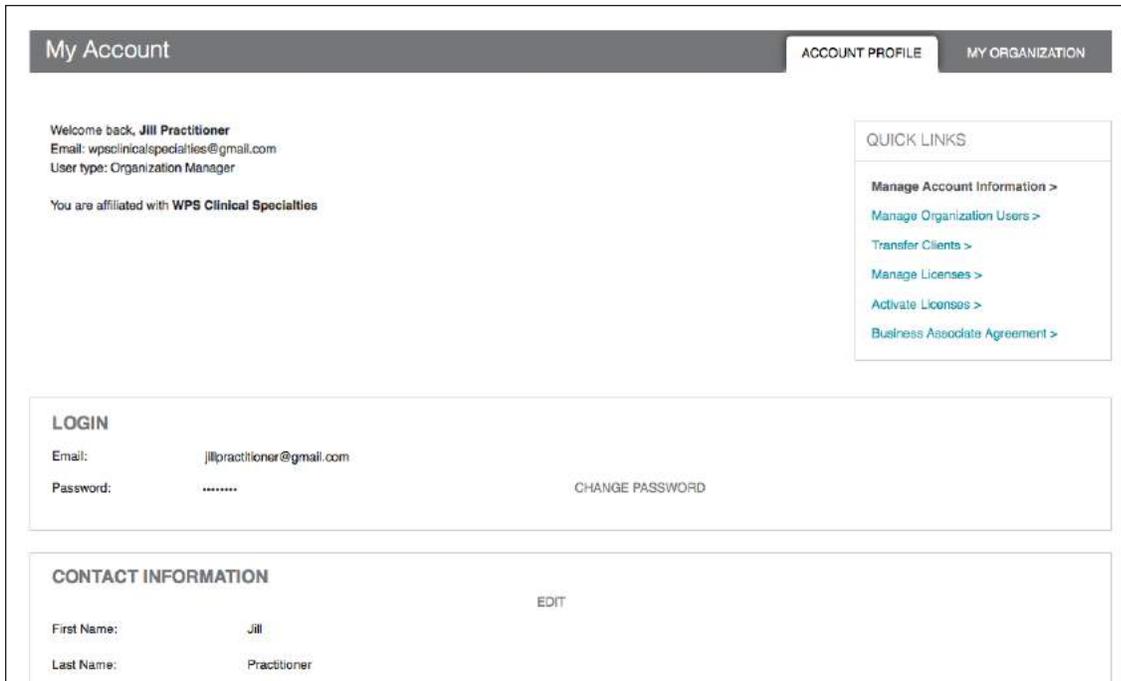
The second tab is *My Organization,* where you can manage users, licenses, and clients within your organization. This tab shows all the users who are registered in your organization, and allows you to edit permissions or deactivate or remove existing users. As a manager, you can give manager rights to any other user by clicking **Edit Permissions**, selecting the *Admin Rights* check box, and clicking **Save**.
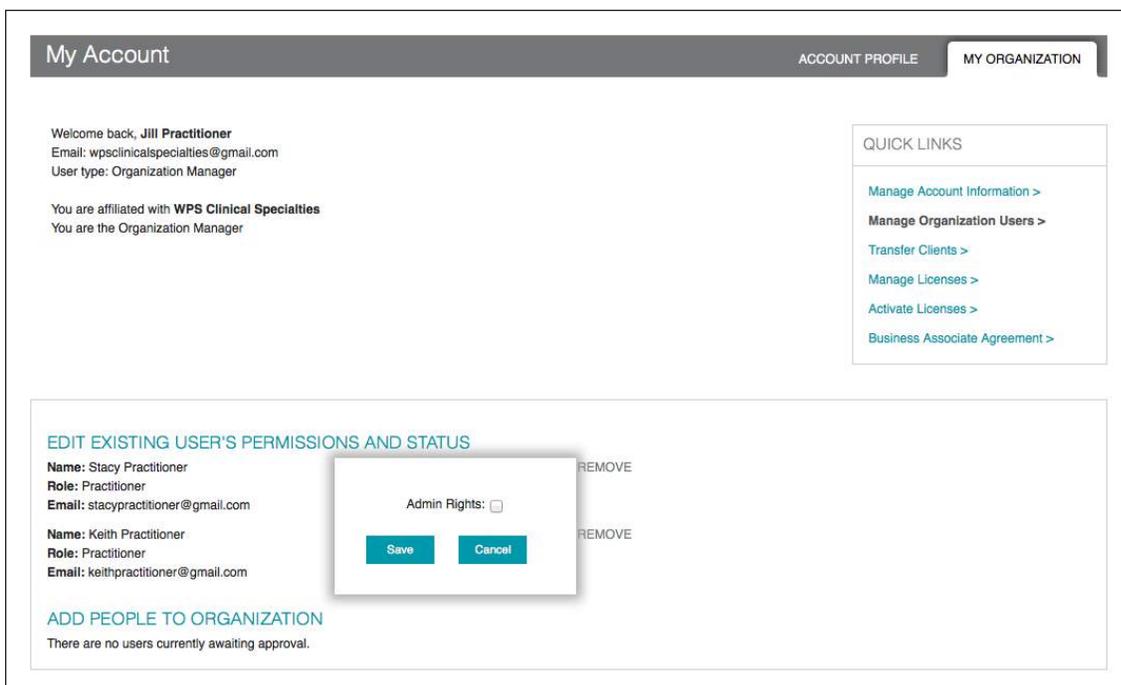
You can also *deactivate* a user, which prevents the user from using the platform without deleting that user's account, or *remove* a user, which deletes the user's account.

New users who register as part of an existing organization must be approved by the organization's manager before they can begin using the platform. The screen below shows that Amy Practitioner has registered as a user in the organization WPS Clinical Specialties. The manager has the option to approve or remove Amy Practitioner from the WPS Clinical Specialties organizational account.
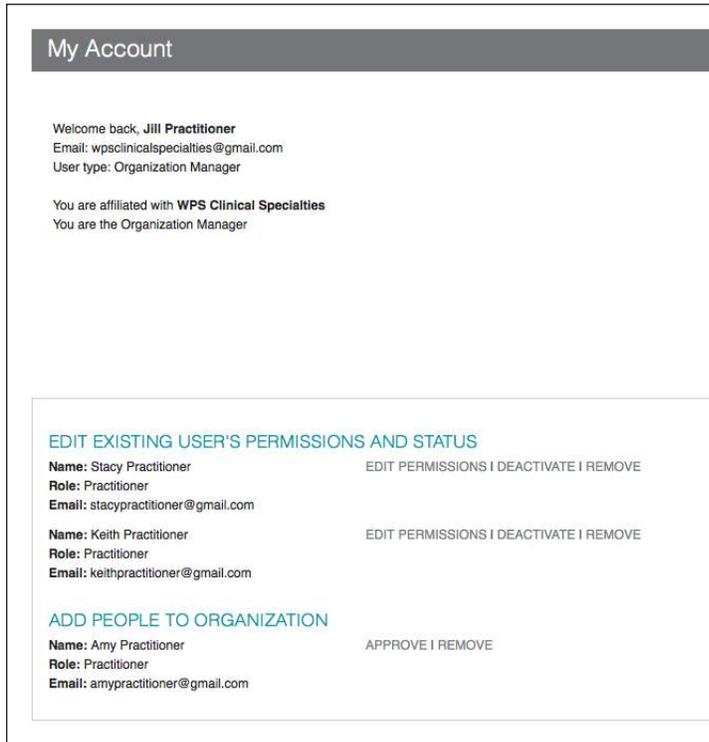
Transferring Clients

On the right side of the *My Organization* tab are several "quick links," including **Transfer Clients**, **Manage Licenses**, and **Activate Licenses**. Clicking **Transfer Clients** allows you to transfer clients among different users within your organization. You might want to use this function if, for example, one user within your organization needs to follow the clients of another user who is on vacation.
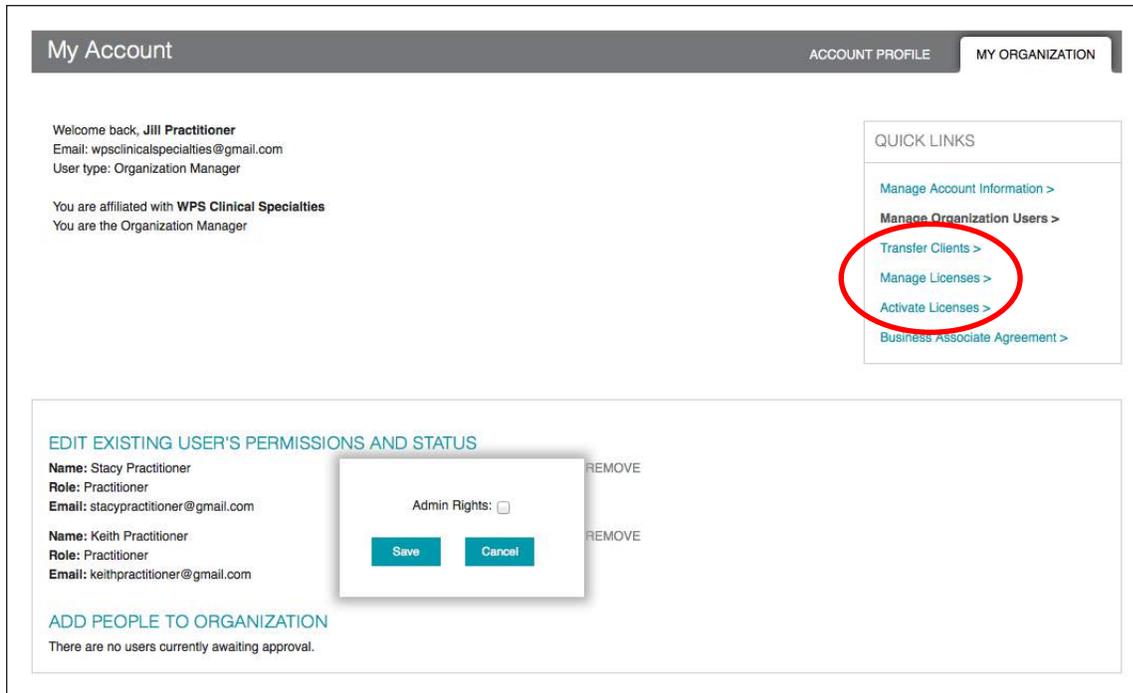
On the *Transfer Clients* screen, you can select any user in your organization from the pull-down menu at the top and view a list of that user's clients. You can search the list by typing into the search box that appears below the list. You can select clients to transfer to another user by clicking one or more of the *Select Client* check boxes in the left column of the list. Finally, you can select a second user to receive the selected clients from the pull-down menu below the search box. Clicking **Submit** carries out the transfer.
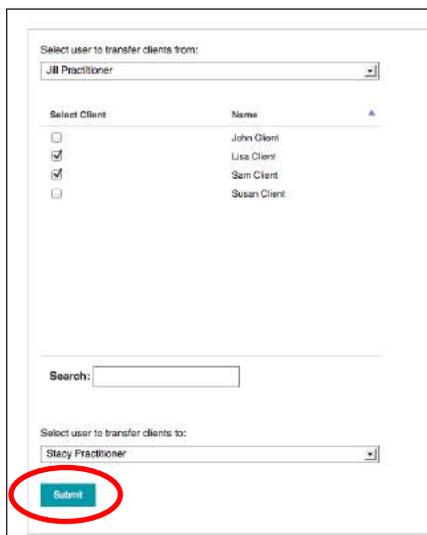
Activating Licenses

A *license* is a code (or activation key), purchased from WPS, that allows you to administer an assessment on the platform. Once you purchase licenses for a particular assessment, a license activation key will be sent to the email address stated on the order. Once the license has been activated for a particular assessment, that assessment appears on the *My Assessments* bookshelf (i.e., the assessment has been *activated*). Each license includes a certain number of *uses*, which are activated when you enter the code on the platform. One use allows you to score one form on the platform. When you use all of the uses included with your license, you will still be able to start new administrations and send forms to raters. You will not be able to score those forms, however, until you purchase more uses.

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The procedure for activating licenses is identical for individual practitioners and organization managers. Licenses and additional uses can be purchased by calling WPS Customer Service (1-800-648-8857 or 424-201-8800) or online (www.wpspublish.com/store). **Please note: Licenses and uses cannot be purchased directly via the platform at this time.** When you purchase a license from WPS, you receive an email with a license activation key. With an individual practitioner account, you access the *License Activation* screen by clicking **Activate Licenses** at the upper right of the *My Account* page. With an organization manager account, you click the **Activate Licenses** quick link on the *My Organization* tab.

You then copy and paste the license activation key from the email into the labeled field and click **Validate**.
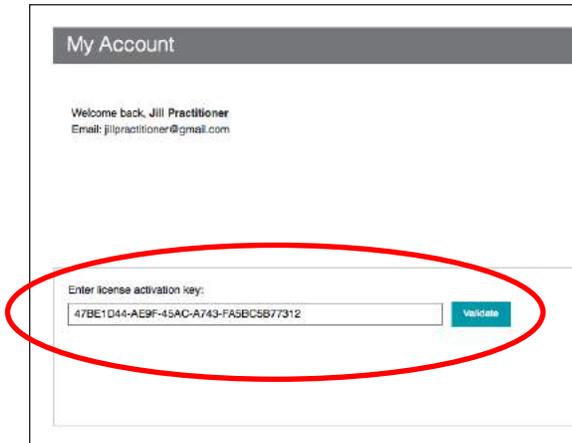
Information is displayed about the licenses you are activating, including the assessment, license type, form name, quantity of uses, and license status. Clicking **Activate** brings up a message that the license has been successfully activated.
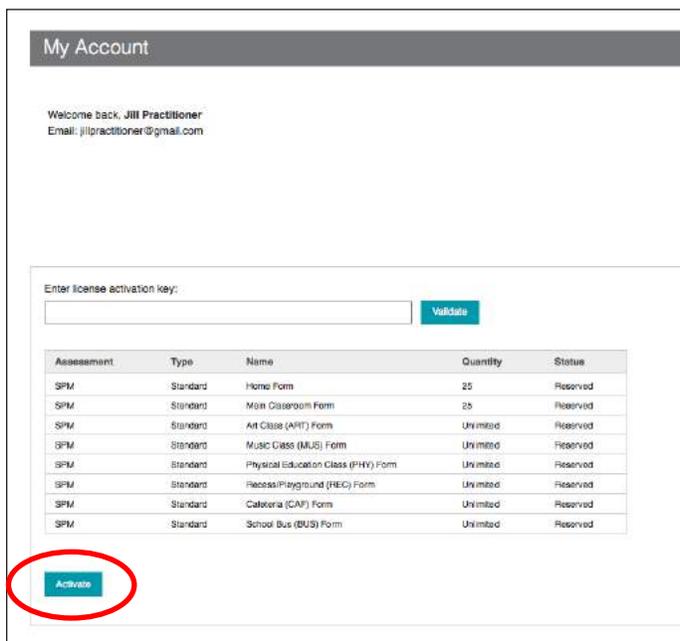
Managing Licenses and Uses

As an organization manager, you can distribute uses among the users in your organization by clicking the **Manage Licenses** quick link on the *My Organization* tab. At the top of the next screen, you can select a user to transfer uses from, and an assessment, from the pull-down menus.

A list appears showing the number of available uses for each form. The *Type* column indicates whether the license is *Standard* (allows scoring and online administration), *Scoring Only* (allows scoring of previously completed paper forms, but not online administration), or *Feature* (allows access to intervention tips and/or other intervention-related resources).

You select forms by selecting the check boxes in the *Select* column. You select the number of uses to transfer for each form by entering numbers in the boxes in the *Qty to transfer* column. You can select the recipient of these uses from the pull-down menu near the bottom of the screen. Clicking **Submit** carries out the transfer.

Any user, whether they are registered as an individual practitioner or an organization manager, can view their available licenses and uses by clicking **My Assessments** on the *My Dashboard* page. This takes you to the bookshelf showing the assessments for which you or your organization have purchased licenses. Clicking any assessment brings up the *License Information* screen:

Here you can see information about your licenses, including:

- *Type:* Standard, Scoring Only, or Feature
- *Name:* Form name
- *Avail:* Number of uses currently available
- *Purch:* Total number of uses purchased
- *Xfr In:* Total number of uses transferred from another user (applies only to practitioners who are part of an organization)
- *Xfr Out:* Total number of uses transferred to another user (applies only to practitioners who are part of an organization)
- *Used:* Total number of uses consumed

The number of currently available uses is calculated as follows:

- Avail = (Purch + Xfr In) – (Xfr Out + Used)

Managing Clients

Using *My Dashboard*

Once you have logged into the platform, the *My Dashboard* page is your home base. The page includes a summary of your recent activity on the platform. The 10 most recently updated administrations are shown, with the client name, administration title, assessment, date of last update, and current status displayed for each. Clicking any form on the list takes you to the *Administration Home* page for that form.

At the upper right of *My Dashboard* are links that allow you to log out, go to your *My Account* page, and return to *My Dashboard* from elsewhere in the platform. Moreover, clicking the WPS logo at the upper left returns you to the *My Dashboard* page at any time.
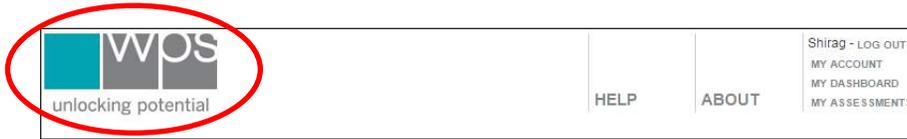
In the left navigation area of *My Dashboard* are several features and links that are available no matter where you are in the platform.
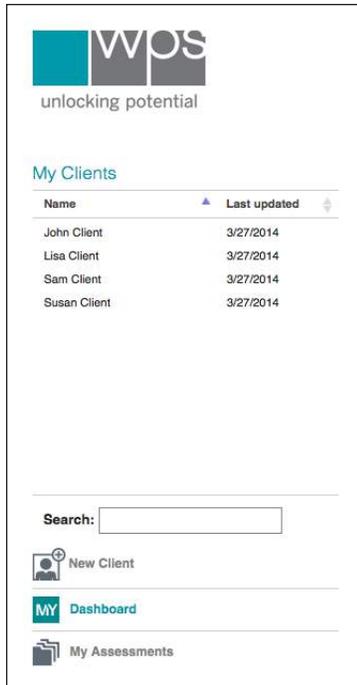
Near the top of the left navigation area is the *My Clients* list, a sortable, searchable list of all clients in your account. You can sort the list by name or date of last update by clicking the up/down arrow icons to the right of the column labels. You can search the list by typing in the search box. As you enter characters, the list narrows automatically, allowing you to quickly locate a client. Clicking any name in the list takes you to the *Client Home* page for that person.

Below the *My Clients* list are three buttons. **New Client** allows you to create a new client record for the client being evaluated. **My Dashboard** returns you to *My Dashboard* from anywhere in the platform. **My Assessments** takes you to a bookshelf showing the assessments for which you have purchased licenses:
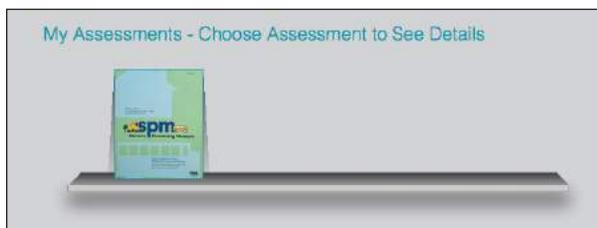
Clicking an assessment on the bookshelf takes you to a page where you can access all manuals, documents, and license information pertaining to that assessment.

Creating a New Client Record

To administer an assessment, you first create a new client record on the platform for the client being evaluated. Clicking **New Client** in the left navigation area takes you to the *Create Client* screen:

Here you enter basic identifying information for your client. First name, last name, gender, and date of birth are required (all required fields in the platform are designated by an asterisk [*]). The platform calculates the client's age in years and months based on today's date. You can enter an ID number (if applicable) and an email address for the client, although neither is required.

After entering the client information, select the next action by clicking one of the teal buttons at the bottom of the screen:

- **Save** saves the client information and takes you to the *Client Home* page for the new client. The new client appears in the *My Clients* list in the left navigation area.
- **Save & Create New** saves the new client and clears the *Create Client* fields so you can enter another new client.
- **Start Administration** allows you to immediately start a new administration of an assessment for the new client. This button takes you to the bookshelf showing the assessments you can use for this client.
- **Cancel** returns you to *My Dashboard* without saving the client information.

Viewing and Modifying Client Information on the *Client Home* Page

Once the information about a new client has been saved, the client appears in the *My Clients* list in the left navigation area. Clicking the client's name takes you to the *Client Home* page for that client:

At the top of the left navigation area of the *Client Home* page, a teal box shows the name of the client being evaluated. Two buttons appear below the client name:

- **View client information** returns you to the *Client Home* page from other locations.
- **New administration** takes you to the *Choose Assessment* window to start a new administration for this client.

Administrations and *Profile* Tabs

Two tabs appear at the upper right of the *Client Home* page. The *Profile* tab shows the identifying information for the client. Clicking **Edit** allows you to edit this information, and you can delete the client by clicking **Delete**. Deleting a client takes you back to *My Dashboard*.
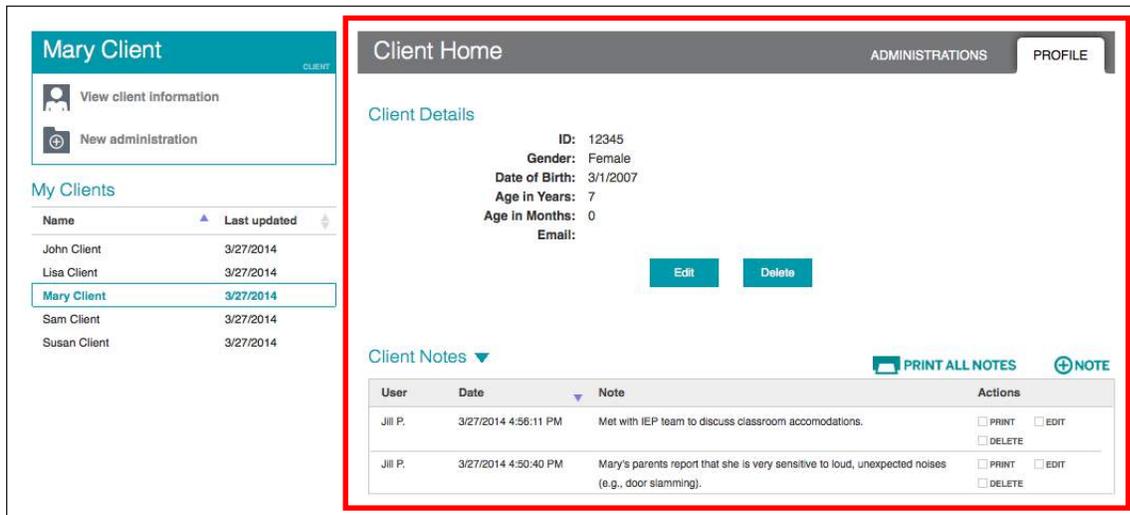
The *Administrations* tab contains lists of open and completed administrations for this client. An administration is considered *open* until you designate it as *complete* by clicking **Complete Administration** (located on the *Administration Home* page for that administration). A completed administration can be reopened at a later time if necessary. Both lists are sortable by assessment name and date of last activity. Sorting is accomplished by clicking the up/down arrow icons to the right of the column labels in the lists.

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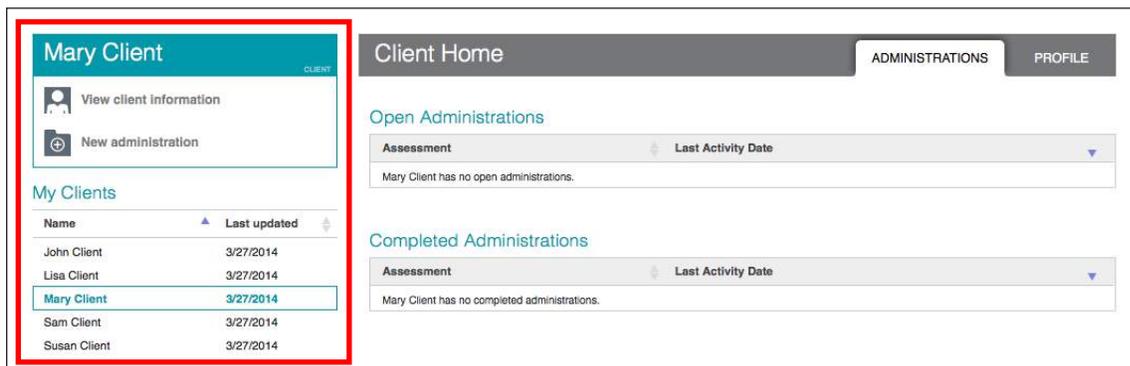
Client Notes

The *Profile* tab allows you to add client notes, which you can use to record information about the client. Clicking **Note** brings up the *Add a New Note* window, where you can type a note. A counter at the lower right shows how many characters remain.

The list of saved notes on the *Profile* tab can be sorted by date. Saved notes can be printed, opened for editing, or deleted, using option buttons in the right-hand column. To print all notes for the case, click **Print All Notes**.

Starting a New Administration

When creating a new client record, you can start a new administration by clicking **Start Administration** on the *Create Client* page. With an existing case, you can start a new administration by clicking **New administration** in the upper-left navigation area of the *Client Home* page. Either route takes you to the *Choose Assessment* window:
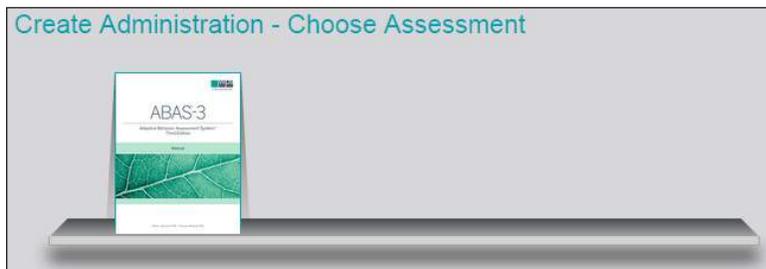
Only assessments valid for use with the client currently being evaluated are displayed on the bookshelf. If the client's age is outside the age range of an assessment, that assessment will not appear on the bookshelf.

Clicking the assessment allows you to enter a title and description for the new administration:

You can switch to a different assessment by clicking **Edit** to the right of the *Assessment* field. Clicking **Cancel** returns you to the *Client Home* page, and **Save** takes you to the *Administration Home* page for a new administration of the assessment.

Managing an Administration

Administration Home Page

The *Administration Home* page displays information and options associated with the current administration. At the top of the left navigation area, a teal box shows the client name associated with this administration. Four buttons appear below the client name:

- **View client information** takes you to the *Profile* tab of the *Client Home* page for this client.
- **View administrations** takes you to the *Administrations* tab of the *Client Home* page.
- **View client reports** takes you to the *Reports* tab of the *Client Home* page.
- **New administration** takes you to the *Choose Administration* window to start another new administration.

The top bar of the *Administration Home* page contains the *Forms* and *Reports* tabs.

Forms and *Reports* Tabs

The *Forms* tab provides details about the administration (assessment used, title and description, start date, and age of client at start of administration). The *Forms* tab also contains two lists comprising all the forms associated with this administration. *Open forms* are those that have been added or sent to a rater, but which the rater has not yet submitted back to you. *Submitted forms* are those that have been submitted by the rater. The *Reports* tab shows score and intervention reports for this administration. Because this is a new client, no reports are listed yet.

Form Status

As a form passes through the different stages of an administration, its status changes. The table below describes a form's status at each administration stage:

Status	Description
Initiated	Form added to administration, no responses entered yet.
Sent	Email link for form sent to rater, but rater has not yet entered any responses.
In Progress	At least one response entered on form, but rater has not yet submitted form.
Cannot Score	Rater submitted form with at least one response entered, but minimum number of responses not met.
Review Required	Rater submitted form, minimum number of responses met, but some responses missing.
Ready to Score	Rater submitted form, all responses present.
Report Created	Form scored, report ready.

Adding a Form and Selecting a Delivery Method

As noted previously, an administration refers to a single use of an assessment. An administration consists of one or more forms containing the items to be completed by the rater.

Forms can be added on the *Forms* tab of the *Administration Home* page. Clicking **Add Form** takes you to the *Form Options* window, which allows you to select a form and one of three delivery methods: *Email, In Person,* or *Enter Data* (only available if you have purchased a *Scoring Only* license type). The upper-left area of the *Form Options* window displays information about the form, including client name, assessment and form name, and form status.

Selecting a delivery method puts the form into *Initiated* status. If the delivery method is *In Person* or *Enter Data,* the form stays in *Initiated* status until at least one response is entered, which changes the status to *In Progress.* If the delivery method is *Email,* the form stays in *Initiated* status until you send the email to the rater, which changes the status to *Sent.* The email contains a link that opens the form in a browser window, allowing the rater to access the form on their own device.

Email Delivery Method

When you select email delivery, fields for the rater's name and email address appear. The *From Email Address* field defaults to the email address in your account profile, but you can enter a different address. **Note that whatever email address appears here will be visible to the rater when they receive the email.** A check box allows you to copy yourself on the outgoing email.

Next are fields for entering the subject and body text of the email. The *Email Body* field is prepopulated with default text that includes the link to the online form (as well as the URL for that form, in case the link fails). The default text can be edited, but make sure that you preserve the link and URL if you do change the default text.

The *Email Body* field has HTML editing capabilities, including:

Bold – Bolds the selected text.
Italic – Italicizes the selected text.
Underline – Underlines the selected text.
Strikethrough – Strikes out the selected text.

Increase Font Size – Increases the font size of the selected text by one unit.
Decrease Font Size – Decreases the font size of the selected text by one unit.

Ordered List – Creates a numbered list.

Unordered List – Creates a bulleted list.

Indent – Indents the selected text.
Outdent – Outdents the selected text.

Justify Left – Left-justifies the selected text.
Justify Center – Centers the selected text.
Justify Right – Right-justifies the selected text.

Link – Adds a hyperlink to the selected text.
Unlink – Removes a hyperlink from the selected text.

Horizontal Rule – Adds a horizontal line at the current cursor location.

Below this is an optional field that allows you to select an expiration date for the form. Clicking the field causes a calendar to appear, from which you can choose an expiration date. After the expiration date passes, the rater will no longer be able to access the form. If you do not enter a date in this field, the rater's access to the form will not expire.

After entering the information required for email delivery, you select the next action by clicking one of three buttons at the bottom of the window:

- **Save & Send Form** sends the email to the rater, returns you to the *Administration Home* page, and changes the status of the form to *Sent.*
- **Save & Close** returns you to the *Administration Home* page. Forms for which the email link has not been sent will have *Initiated* status. You can edit the delivery options by clicking the form, which takes you back to the *Form Options* window. Once the form has been initiated, you can delete it by clicking the teal button at the upper right of the *Form Options* window. However, once a response has been entered, and the form status changes to *In Progress,* the form can no longer be deleted.
- **Cancel & Close** clears the form information and returns you to the *Administration Home* page.

In Person and *Enter Data* Delivery Methods

Two other delivery methods are available in addition to the *Email* method. The *In Person* method allows the rater to use the computer in your office to complete the form. The *Enter Data* method can be used when the rater has completed a printed form, but you want to use the platform to score it and generate a report. In this instance, you would enter the responses from the printed form on the platform.

The *Enter Data* method is only available if you have purchased a *Scoring Only* license type. As its name indicates, the *Scoring Only* license does not allow a rater to administer a form online. When you enter data from a printed form in *Enter Data* mode, only the first four words of each item are visible (e.g., "Becomes distracted by nearby…"). Without the complete text for each item, a rater would be unable to provide a response.

For the *In Person* and *Enter Data* delivery methods, the *Form Options* window has different buttons at the bottom:

- **Save** shows a message that the form has been created, but allows you to continue editing. When you reopen a saved form, a **Delete Form** button appears at the upper right, allowing you to delete the form. Once the form's status changes from *Initiated* to *In Progress,* it can no longer be deleted.
- **Start Form** opens a new browser window to the form you just added, allowing either the rater (*In Person* mode) or you (*Enter Data* mode) to enter responses.
- **Close** returns you to the *Administration Home* page.

Rater Access to Forms

When you use the *Email* delivery method, the rater receives an email similar to the one below:
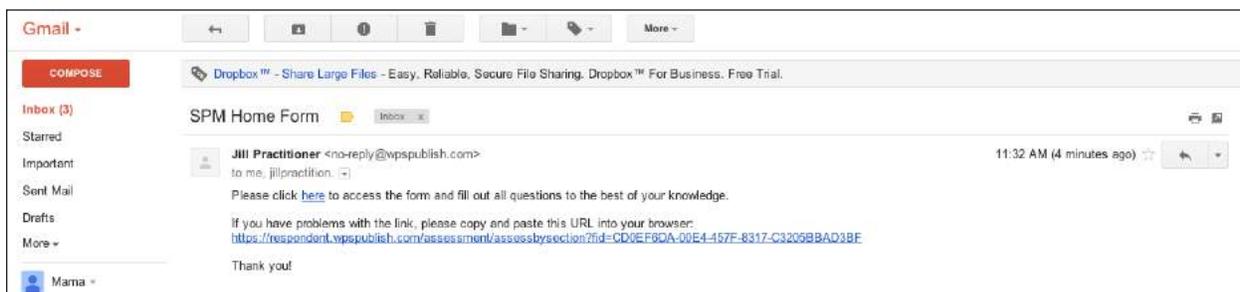
Clicking the link in the email opens a browser window to the *Rater View* of the form. In *Rater View,* the online form is presented in sections, and the rater can navigate between sections by clicking **Next Section** and **Previous Section** at the bottom of the page. Below is an example of a section from the Sensory Processing Measure (SPM) *Home Form:*

The left navigation area shows the rater's progress through the form. Each section is listed, and next to it appears a symbol showing the state of that section:

- *Teal check mark:* All required information is present.
- *Orange warning sign:* Responses are missing (number of missing responses shown in red text).
- *Teal arrow:* Indicates the section currently being worked on.

(Sections not yet visited by the rater are grayed out and preceded by a gray square.)

Once the rater visits any section of the form, the link to that section in the left navigation area becomes active, providing a way of quickly returning to previously visited sections.

The rater completes assessment items by clicking the option button corresponding to their response choice. When the rater enters their first response, the status of the form changes from *Sent* to *In Progress.* The rater can delete a response by clicking **Clear**. The rater can submit the form by clicking **Submit**, which appears only on the last section of the form at the lower right. By submitting the form, the rater indicates that they have finished working on it, in effect sending the form back to you for scoring.

In the example depicted above, the rater left three items without responses. If the rater clicks **Submit**, a dialog box appears noting the missing responses:

The rater can click **Cancel** to return to the form and provide the missing responses, or click **Yes** to submit the form without providing the missing responses. Depending on which browser is being used, the latter action may automatically close the rater's browser window.

In Progress Options

As noted previously, a form goes into *In Progress* status when the rater has entered at least one response, but has not yet submitted the form. The platform allows a rater to stop working on a form after completing part of it, and then return at a later time to complete the remaining items and submit the form.

If you click a form that a rater has started but not submitted (status is *In Progress*), the *Review Form* window appears.

Actions are available through the teal buttons along the top bar:

- **Continue In Person:** This button allows a rater to access an *In Progress* form on your computer. Use this option if a rater starts working remotely on a form accessed through an email link, but wants to finish that same form in your office.
- **Send Email:** This button brings up the *Form Options* window, from which you can send another email link to the rater (if, for example, the rater wants to access the form but cannot find the original email).
- **Lock Form:** This button closes rater access to the form, updates the form status, and returns you to the *Review Form* window. Use this option if you no longer want the rater to be able to access this form.
- **Close:** This button closes the *Review Form* window and returns you to the *Administration Home* page.

Reviewing and Scoring Forms

The platform allows a rater to submit a form even if responses are missing. When a rater submits a form, it appears on the *Submitted Forms* list of the *Administration Home* page, with one of three statuses:

- *Ready to Score:* Form has no missing responses.
- *Review Required:* Form has some missing responses, but the minimum number of responses required for scoring has been met.
- *Cannot Score:* Form has too many missing responses to allow scoring.

Ready to Score Status

Clicking a form in *Ready to Score* status brings up the *Review Form* window:

The top bar of this window provides key information and action choices. On the left side are the client name, assessment and form name, and current status of the form. On the right side are action buttons, configured differently for each form status. (**Close** has the same function wherever it appears: it updates the form status and returns you to the *Administration Home* page.)

The *Review Form* window offers two modes of viewing the form. These two modes can be toggled by clicking the icon at the right edge of the top bar.

In *Rater View,* you can see and navigate through the form in the same way as the rater. The left navigation area shows the section-by-section navigation links and identifies the sections with missing responses. In *Single Page View,* all form sections are displayed on a single scrollable screen. *Single Page View* does not include the left navigation features that are present in *Rater View*.

For a form in *Ready to Score* status, the top-bar buttons provide the following actions:

- **Score Form:** Brings up a dialog box asking you to confirm that you want to consume a use by scoring the form. Clicking **Yes** changes the form's status to *Report Created* and automatically brings up the report in a new browser tab. You can also obtain the report by clicking **View Report** in the *Review Form* window.

- **Edit Myself:** Opens the form for you to edit responses. You might choose this action if the rater phones you and wants to change a few responses on a form, but asks you to make the changes on their behalf. After you finish editing, you can click **Validate Form**, which updates the form status and returns you to the *Review Form* window.
  Note: For the Adaptive Behavior Assessment System, Third Edition (ABAS®-3), **Edit Myself** *allows you to access the* Examiner Use Only *section, where you can input a client's reason for referral and intelligence assessment results.*

- **Unlock For Respondent:** Allows the rater to access the form again by clicking the link in the email. It also changes the status of the form to *In Progress*. You might choose this action if the rater phones and wants to go back into the form and change some of their responses. After clicking **Unlock For Respondent**, the available actions are:
  - **Send Email:** Brings up the *Form Options* window where you can send another email link to the rater (if, for example, the rater cannot find the original email).
  - **Lock Form:** Closes rater access to the form, updates the form status, and returns you to the *Review Form* window. If the rater changed responses while the form was unlocked and left none missing, clicking **Lock Form** changes the status of the form to *Ready to Score* and reveals the **Score Form** button.

Review Required Status

If the rater submits a form with some missing responses, but enough responses are present to permit scoring, the form appears on the *Submitted Forms* list with the status *Review Required:*

Clicking a form with *Review Required* status opens the *Review Form* window:

Actions are available through the teal buttons in the top bar:

- **Validate Form:** For certain assessments, this button prompts the practitioner to complete any missing items. For other assessments, this button brings up a dialog box asking if you wish to automatically substitute *median values* for the remaining missing responses.[1] Your action choices are:
  - **Yes:** Substitutes the median values, changes the status of the form to *Ready to Score,* and replaces the **Validate Form** button with the **Score Form** button.
  - **Cancel:** Takes you back to the *Review Form* window.
- **Edit Myself:** Opens the form for you to edit. Use this option if, for example, you have phoned the rater to obtain their answers to the items with missing responses, or if you wish to substitute median values manually. The form opens in *Rater View,* so you can see in the left navigation area which sections have missing responses. When you click a section, any items with missing responses are highlighted in red, making them easy to find. The median response for each item is highlighted in bold. When you are finished editing, you can click:
  - **Validate Form:** Checks for any remaining missing items, updates the form status, and returns you to the *Review Form* window. If all missing responses have been provided, clicking **Validate Form** changes the status of the form to *Ready to Score* and reveals the **Score Form** button.

  Note: For the ABAS-3, **Edit Myself** *allows you to access the* Examiner Use Only *section, where you can input a client's reason for referral and intelligence assessment results.*

- **Unlock For Respondent:** Allows the rater to access the form again by clicking the link in the email. It also changes the status of the form to *In Progress.* After clicking **Unlock For Respondent,** the available actions are:
  - **Continue In Person:** This button allows a rater to access an *In Progress* form on your computer. Use this option if a rater starts working remotely on a form accessed through an email link, but wants to finish that same form in your office.
  - **Send Email:** Brings up the *Form Options* window, where you can send another email link to the rater (if, for example, the rater cannot find the original email).
  - **Lock Form:** Closes rater access to the form, updates the form status, and returns you to the *Review Form* window. If the rater completed all missing responses while the form was unlocked, clicking **Lock Form** changes the status of the form to *Ready to Score* and reveals the **Score Form** button.
  - **Close:** This button closes the *Review Form* window and returns you to the *Administration Home* page.

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[1] The median value for each item represents the typical response given by raters in the standardization study for the assessment. Substituting median values for missing responses allows you to interpret the resulting scores as if the rater had completed all of the items. Note that the option for median missing values is available only if the rater completed the minimum number of items required for scoring.

Cannot Score **Status**

If the rater submits a form with too many missing responses to permit scoring, the form appears in the Submitted Forms list with the status *Cannot Score.* Clicking the form brings up the *Review Form* window:

Actions are available through the teal buttons in the top bar:

- **Edit Myself:** Opens the form for you to edit. Use this option if, for example, you've phoned the rater to obtain their answers to the items with missing responses. **Please note: It is not permissible to substitute median values when the form's status is *Cannot Score.* Median values may only be used when the minimum number of responses required for scoring has been met (*Review Required* status).** When you are finished editing, you can click:

  - **Validate Form:** Checks for any remaining missing items, updates the form status, and returns you to the Review Form window. If all missing responses have been provided, clicking **Validate Form** changes the status of the form to *Ready to Score* and reveals the **Score Form** button.

  *Note: For the ABAS-3, **Edit Myself** allows you to access the* Examiner Use Only *section, where you can input a client's reason for referral and intelligence assessment results.*

- **Unlock For Respondent:** Allows the rater to access the form again by clicking the link in the email. It also changes the status of the form to *In Progress.* After clicking **Unlock For Respondent**, the available actions are:

  - **Continue In Person:** This button allows a rater to access an *In Progress* form on your computer. Use this option if a rater starts working remotely on a form accessed through an email link, but wants to finish that same form in your office.

  - **Send Email:** Brings up the *Form Options* window, where you can send another email link to the rater (if, for example, the rater cannot find the original email).

- **Lock Form:** Closes rater access to the form, updates the form status, and returns you to the *Review Form* window. If the rater completed all missing responses while the form was unlocked, clicking **Lock Form** changes the status of the form to *Ready to Score* and reveals the **Score Form** button.
- **Close:** This button closes the *Review Form* window and returns you to the *Administration Home* page.

When the form has no remaining missing responses, the **Click to review and score** button appears in the *Review Form* window. Clicking this button returns you to the *Administration Home* page, where the *Submitted Forms* list shows that the status of the form is *Ready to Score:*

Clicking the form brings up the *Review Form* window again, this time with a **Score Form** button. Clicking this button brings up a dialog box asking you to confirm that you want to consume a use by scoring the form. Clicking **Yes** changes the form's status to *Report Created* and automatically brings up the report in a new browser tab. You can also obtain the report by clicking **Report** in the *Review Form* window.

Viewing and Saving the Score Report

Returning to the *Administration Home* page, you can click the *Reports* tab to see lists of reports for the current administration:

The *Reports* tab lists Score Reports, which show a summary of the scores for a form, and Intervention Reports, which show a list of item-by-item intervention tips for a form.

When you click **Report** in the *Report Link* column, the selected report comes up as a PDF document in a new browser tab. It can be printed and saved in a separate location, where it can then be opened with the Adobe® Reader® (or similar) PDF viewer. The default file name for the report ends in a number (e.g., SPM_HOME_238.PDF). That number identifies the report in the platform database, allowing WPS technical staff to retrieve the report for you if you accidentally delete your saved copy of it.

Note: To save a report with its actual file name and number (e.g., SPM_HOME_238.PDF), you must use your browser's download function. Simply saving it (e.g., to your computer's desktop) gives the file a name such as "HomeScore - scorereport.pdf."

Sensory Processing Measure **SPM**

Score Report: Main Classroom Form

Student information

Name/ID#:	Mary Client
Age:	7 years 0 month
Gender:	Female
Grade:	1
Ethnicity:	White

Teacher information

Name/ID#:	Jeff Teacher
Relationship:	Teacher

Administration date: 3/28/2014

Processing date: 3/28/2014

Comments on child's behavior/functioning:

Scale	Raw score	T-score	%ile	Interpretive range
Social Participation (SOC)	16	50	50	Typical
Vision (VIS)	10	57	76	Typical
Hearing (HEA)	11	61	86	Some Problems
Touch (TOU)	24	79	>99	Definite Dysfunction
Body Awareness (BOD)	11	59	82	Typical
Balance and Motion (BAL)	29	75	>99	Definite Dysfunction
Planning and Ideas (PLA)	17	58	79	Typical
Total Sensory Systems (TOT)	90	71	98	Definite Dysfunction

Typical (40 *T*-59 *T*)   Some Problems (60 *T*-69 *T*)   Definite Dysfunction (70 *T*-80 *T*)

Scores from SPM School Environments Form

	ART	MUS	PHY	REC	CAF	BUS
Cutoff value:	29	29	28	29	29	19
	☐	☐	☐	☐	☐	☐

Check box if score is greater than or equal to cutoff value. Check indicates that student displays more problems than is typical in that environment.

Report Features

Score Report Features

Applicable Assessments: ABAS-3; Developmental Profile 3 (DP™-3); Phonological and Print Awareness Scale™; SPM/SPM-P; Social Responsiveness Scale, Second Edition (SRS™-2)

Score Reports produced using the WPS Online Evaluation System provide a complete score summary (i.e., raw scores converted to standard scores and composite scores) and a score profile that plots all standardized scores. Some assessments' Score Reports additionally include optional analyses (e.g., significant differences between standardized scores) that allow you to examine an individual's scores in more detail.
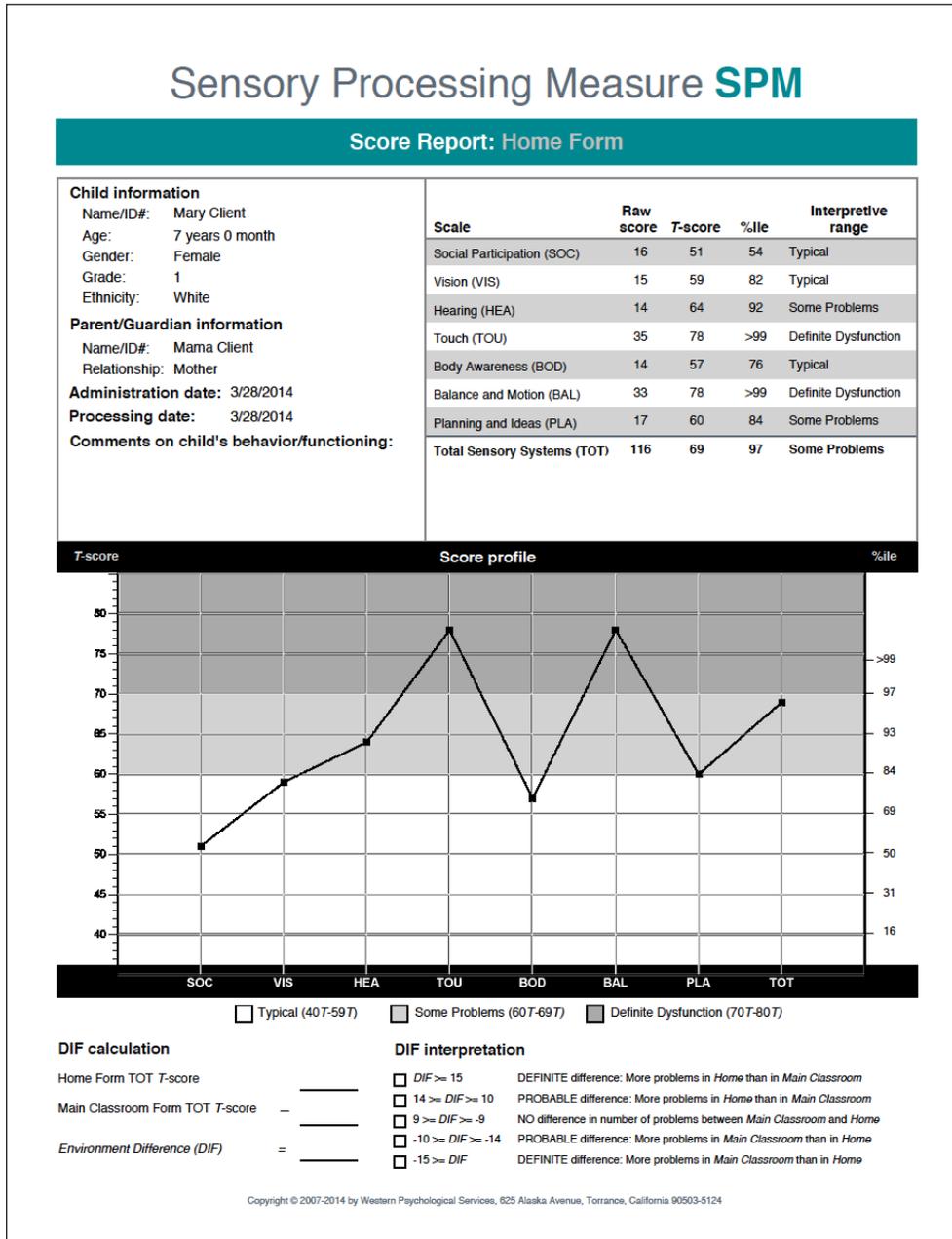
Sample Score Report from SPM

Optional Analyses

Adaptive Domain Comparisons

Domain comparison	Standard score 1	Standard score 2	Difference	Significance		Base rate in standardization sample
				Critical value	.05 level	
Conceptual-Social	79	71	8	8.32	N	
Conceptual-Practical	79	82	-3	7.78	N	
Social-Practical	71	82	-11	7.78	Y	<=15%

Scatter in Adaptive Skill Area Scaled Scores

Comparison used: Adaptive Domains

GAC/Domain	Highest skill area		Lowest skill area		Difference between scaled scores	Significance		Base rate in standardization sample
	Name	Scaled score	Name	Scaled score		Critical value	.05 level	
GAC: All skill areas								
Conceptual skill areas	Communication	13	Functional Academics	3	10	2.28	Y	<=5%
Social skill areas	Leisure	5	Social	4	1	2.04	N	
Practical skill areas	Community Use	13	Self-Care	2	11	2.20	Y	<=5%

Strengths and Weaknesses in Adaptive Skill Areas

Comparison used: Adaptive Domains

Calculate the mean scaled scores for adaptive skill areas

	GAC		Adaptive domain			
	9 skill areas without Work	10 skill areas with Work	Conceptual	Social	Practical without Work	Practical with Work
Sum of scaled scores			20	9		36
Number of skill areas	divide by 9	divide by10	divide by 3	divide by 2	divide by 4	divide by 5
Mean scaled score			6.67	4.5		7.2

Determine strengths and weaknesses in adaptive skill areas

	Skill areas	Skill area scaled score	Mean scaled score from above	Difference from mean	Significance		Base rate in standardization sample
					Critical value	.05 level	
Conceptual	Communication	13	6.67	6.33	2.28	Y	<=5%
	Functional Academics	3	6.67	-3.67	2.20	Y	<=5%
	Self-Direction	4	6.67	-2.67	2.04	Y	<=15%
Social	Leisure	5	4.5	0.5	2.04	N	
	Social	4	4.5	-0.5	2.04	N	
Practical	Community Use	13	7.2	5.8	1.76	Y	<=5%
	Home Living	5	7.2	-2.2	1.76	Y	>15%
	Health and Safety	3	7.2	-4.2	1.76	Y	<=5%
	Self-Care	2	7.2	-5.2	1.76	Y	<=5%
	Work	13	7.2	5.8	1.02	Y	<=15%

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Sample Optional Analyses from ABAS-3

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Interpretive Report Features

Applicable Assessments: ABAS-3

The Interpretive Report includes all of the information provided in the Score Report, and additionally gives an explanation of the scores and offers suggestions for interpreting them. It also highlights areas within an individual's score profile that may warrant further attention.

	Interpretive Report		
	Validity Information		
Adaptive skill area	**Raw score**	**Number of skipped items**	**Number of guessed items**
Communication	75	0	0
Community Use	72	0	0
Functional Academics	48	0	0
Home Living	48	0	0
Health and Safety	40	0	0
Leisure	44	0	0
Self-Care	61	0	0
Self-Direction	50	0	0
Social	50	0	0
Work*	72	0	0

*The Work adaptive skill area is included in the GAC and Practical domain standard scores for individuals under 75 years old if it was administered and no more than three items were skipped.

The rater completed a sufficient number of items without guessing or skipping in all administered adaptive skill areas. Thus, the ABAS-3 can be fully scored and interpreted.

Interpretation of ABAS-3 Results

Adaptive Behavior Standard Scores

The General Adaptive Composite score (GAC) summarizes performance across all adaptive skill areas. Young obtained a GAC score of 77. His true score is likely to fall within the range of 74-80 at a 95% level of confidence. Young's current overall level of adaptive behavior is in the Low range, as high as or higher than 6% of individuals of the same age. Because the GAC provides the most complete measure of adaptive behavior, it is likely to be the most reliable and accurate estimate of overall adaptive functioning. However, more detailed information about Young's unique profile of adaptive functioning may be obtained by reviewing performance within adaptive domains and skill areas if significant differences exist between adaptive domain standard scores or skill area scaled scores.

The Conceptual domain standard score summarizes performance across the Communication, Functional Academics, and Self-Direction skill areas. Young's Conceptual domain standard score of 79 (95% confidence interval of 73-85) is in the Low range, as high as or higher than 8% of individuals of the same age.

The Social domain standard score summarizes performance across the Leisure and Social skill areas. Young's Social domain standard score of 71 (95% confidence interval of 65-77) is in the Low range, as high as or higher than 3% of individuals of the same age.

The Practical domain standard score summarizes performance across the Community Use, Home Living, Health and Safety, Self-Care, and Work skill areas. Young's Practical domain standard score of 82 (95% confidence interval of 77-87) is in the Below Average range, as high as or higher than 12% of individuals of the same age.

Adaptive Domain Comparisons

A comparison of performance between the adaptive behavior domains also provides useful information for interpretation. Young's overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior) is consistent with his general ability to participate in social and leisure activities (social adaptive behavior). However, Young's overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior) is consistent with his general skills in the areas of community and

Sample Interpretive Report page from ABAS-3

Rater Report Features

Applicable Assessments: ABAS-3; DP-3

The Rater Report provides examples of the skills measured by an assessment and summarizes the individual's scores. This report is intended to be read by the person who rated the individual, and to help them understand the results.

Report to Adult (Self-Report)

ABAS®-3

Adaptive Behavior Assessment System, Third Edition

Patti L. Harrison, PhD   Thomas Oakland, PhD

Adult Information	
Name of individual being evaluated (first, middle, last)	Sex
Young Adult	Male
Age at testing	Date of birth	Age
16 years 4 months	01/06/1999	16 years 5 months
Years of education	Occupation
10	Student
Race/Ethnicity	Employment status
White	Full-time job
Disability or other limitation	Client ID
None	

Adaptive Behavior

Adaptive behavior is made up of the skills an individual uses to function in daily life, including taking care of oneself and interacting with other people. The form you completed measures the adaptive behavior of individuals from 16-89 years of age in different skill areas.

How to Understand Your ABAS-3 Results

ABAS-3 results show how your adaptive skills, as rated by yourself, compared to the Adult (Self-Report) ratings of adults the same age from across the United States. The ratings you gave for each skill area were converted into a score from 1 to 19, with 1 being the lowest and 19 being the highest, and scores of 8 to 12 being in the Average range.

Your skill area scores are reported in the first table on the following page. To understand your level of functioning in each skill area, look at the top row of the table to find the score and score classification for that area. A description of each score classification is provided on the last page of the report.

The second table on the following page shows your overall scores, which are summary scores of functioning across skill areas in the conceptual, social, and practical domains, as well as a General Adaptive Composite that includes all the skill areas. These scores are percentiles that show your rank in the comparison group of adults from across the United States. For example, if your percentile ranking were 45, it would mean that your overall score is higher than approximately 45 out of 100 adults of the same age. Percentiles of 25 to 74 are considered to be in the Average range. The overall scores also fall into one of the classifications in the top row of the table. These classifications are another way of viewing your adaptive behavior.

Remember that your adaptive behavior may be rated differently by various individuals. The scores provided in this report reflect your ratings of your skills in a particular setting and time period. Keep in mind that scores from one test cannot measure all the skills you may be capable of using now or developing in the future.

Sample Rater Report page from ABAS-3

Your ABAS-3 Skill Area Scores

Skill area	Skills measured	Extremely low			Low		Below average		Average					Above average		High				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Communication	Speech, language, listening, conversation, and nonverbal communication skills																			
Community Use	Behaving appropriately in the community, knowing where things are and how to get around in public places																			
Functional Academics	Basic reading, writing, and arithmetic skills such as counting money and reading important documents																			
Home Living	Cleaning up around the house, helping with chores, taking care of personal items																			
Health and Safety	Following safety rules, showing caution when needed, staying out of danger, and knowing when to get help																			
Leisure	Playing with others, following rules in games, and planning fun activities																			
Self-Care	Eating, dressing, bathing, toileting, grooming, and hygiene																			
Self-Direction	Self-control, making choices, starting and completing tasks, following a routine, and following directions																			
Social	Getting along with others, expressing affection, making friends, showing and recognizing emotions																			
Work	Completing work tasks, working with supervisors, and following a schedule																			

Your ABAS-3 Overall Scores

Overall score	Skill areas included	%ile	Extremely low	Low	Below average	Average	Above average	High
GAC	All skill areas included	6%		X				
Conceptual	Communication, Functional Academics, and Self-Direction	8%		X				
Social	Leisure and Social	3%		X				
Practical	Community Use, Home Living, Health and Safety, Self-Care, and Work	12%			X			

Note: The Work adaptive skill area is included in the GAC and Practical domain standard scores for individuals under 75 years old if it was administered and no more than three items were skipped.

Sample Rater Report page from ABAS-3

Rater Comparison Report Features

Applicable Assessments: ABAS-3

The Rater Comparison Report allows users to compare results when two people rate the same individual using different rating forms. Score differences between two raters' ratings may warrant further attention when they are both statistically significant and unusual (i.e., they have a low base rate).

FOR EXAMINER USE ONLY

Rater Comparison Report

ABAS®-3

Adaptive Behavior Assessment System, Third Edition

Patti L. Harrison, PhD   Thomas Oakland, PhD

unlocking potential

Adult Information

Name	ID	Date of report
Young Adult		06/29/2015
Date of birth	Sex	Race/Ethnicity
01/06/1999	Male	White

Compare Two Rating Forms: Adult (Self-Report) and Adult (Rated by Others)

See Appendix B, Tables B30 and B31

GAC/Adaptive domain	Adult standard score (self-report) (M = 100, SD = 15)	Adult standard score (rated by others) (M = 100, SD = 15)	Difference between raters	Significance Critical value	Significance .05 level	Base rate in standardization sample
GAC	85	85	0	4.16	N	
Conceptual	77	88	-11	7.20	Y	<=15%
Social	100	80	20	7.20	Y	<=5%
Practical	85	90	-5	6.57	N	

Adaptive skill area	Adult scaled score (self-report) (M = 10, SD = 3)	Adult scaled score (rated by others) (M = 10, SD = 3)	Difference between raters	Significance Critical value	Significance .05 level	Base rate in standardization sample
Communication	5	6	-1	2.12	N	
Community Use	5	6	-1	2.42	N	
Functional Academics	1	5	-4	2.56	Y	<=15%
Home Living	14	14	0	2.35	N	
Health and Safety	5	13	-8	2.42	Y	<=5%
Leisure	13	6	7	2.20	Y	<=5%
Self-Care	1	1	0	1.95	N	
Self-Direction	13	13	0	1.76	N	
Social	8	6	2	1.66	Y	>15%

Page 1 of 1

ReportID : 3934 - 6/29/2015 2:39:11 PM

Sample Rater Comparison Report from ABAS-3

Intervention Report Features

Applicable Assessments: ABAS-3; DP-3; SPM/SPM-P

The Intervention Report provides specific recommended interventions for items selected by the user.

Communication Adaptive Skill Area

The ability to communicate is necessary for almost every area of functioning in life, from making basic needs known to sharing ideas. Communication is one of the primary ways in which people affect one another, exchange information and ideas, and express their needs and desires. Without the ability to communicate, individuals may become frustrated and isolated, and may engage in maladaptive behaviors such as screaming and aggression. These frustrations are not restricted to the inability to engage in speech. That is, there is more to communication than the abilities to speak and hear. Communication includes several other necessary skills, such as looking at individuals who are talking and understanding facial cues such as frowns and squinted eyes. With these and other necessary skills, individuals will be able to successfully communicate with others about their basic needs and topics of interest. Thus, they will be able to navigate a complex world and have a greater chance of living an independent life.

While the abilities to speak and hear are only a part of communication, these basic abilities, along with certain environmental elements, should be checked in the case of individuals who are having difficulties in this area. Specifically, the following should be checked: (1) hearing ability, (2) visual ability, (3) disability diagnoses, and (4) cultural differences. Another important check involves determining whether the individual has adequate language exposure at home and at school or work. Also, verify that the individual's vision is good enough to discern nonverbal elements such as facial cues. Further, a disability diagnosis must be considered when planning communication interventions. For example, an individual who has autism spectrum disorder may require a different set of realistic goals than an individual who has a language disorder and no other impairments. Finally, cultural differences in communication should be taken into consideration when determining whether the individual has a skill deficit (i.e., does not know how to perform the skill) or a performance deficit (i.e., knows how to perform the skill, but does not do it).

Communication intervention activities are provided below with their corresponding Communication adaptive skill area ABAS-3 item.

ABAS-3 item number	Item	Intervention activity
	Communication	
1	Says the names of other people (for example, "Mama," "Daddy," or names of friends).	Point to or show the individual pictures of family members, friends, neighbors, supervisors, or other familiar people. Say their names and ask the individual to repeat their names after you. Encourage the individual to use the names of these people when they see them (for example, "Hi, Daddy" or "There's Suzy").
2	Says "Hello" and "Good-bye" to others.	Say "hello" or "hi" when someone enters the room or when you see people when you are out (for example, in a store or at work). Say "good-bye" when you or they leave. Encourage the individual to do the same, prompting or cueing them by saying, for example, "Now you tell Maria good-bye."
3	Answers the telephone by saying "Hello."	Use a disconnected phone for the individual to practice answering and talking on the telephone. Demonstrate appropriate ways to answer the telephone. Encourage them to imitate you by answering the phone correctly; provide praise or feedback as appropriate. Allow them to answer actual phone calls, and praise or provide feedback about how they answer the phone.
4	Uses sentences with a noun and verb.	Use simple sentences with a familiar noun and verb in your own speech when giving examples to the individual. For example, say, "The apples go in the basket." If necessary, use pictures as cues to form a sentence (for example, line up a picture for apple and another for basket) and move your finger along the pictures as you say the sentence. Then move the individual's finger along the pictures and encourage them to say the words that complete the sentence.

Sample Intervention Report page from ABAS-3

Progress Monitoring Report Features

Applicable Assessments: ABAS-3; DP-3; SRS-2

The Progress Monitoring Report allows users to monitor changes in scores across multiple assessments of the same form.

FOR EXAMINER USE ONLY	Progress Monitoring Report	wps
Adult Form (Rated by Others) Ages 16-89		unlocking potential

ABAS-3

Adaptive Behavior Assessment System, Third Edition

Patti L. Harrison, PhD   Thomas Oakland, PhD

Child Information

Name	Client ID	Date of report
Teen Girl		05/12/2015
Date of birth	Sex	Race/Ethnicity
04/07/1986	Female	American Indian/Alaska Native

Assessment Information

	1st assessment	2nd assessment	3rd assessment	4th assessment
Test date	04/30/2015	04/30/2015		
Age at testing	26 years	29 years		
Rater	Shirag Shemmassian	Shirag Shemmassian		
Relationship	professional caregiver	professional caregiver		

Progress Monitoring

	1st assessment		2nd assessment		3rd assessment		4th assessment	
Adaptive skill area	Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score
Communication	75	14	75	14				
Community Use	34	1	0	1				
Functional Academics	72	14	72	14				
Home Living	72	13	0	1				
Health and Safety	60	15	60	15				
Leisure	66	13	0	1				
Self-Care	78	14	78	14				
Self-Direction	32	1	0	1				
Social	75	13	75	13				
Work	72	14						

GAC/Domain	Standard score	Standard score	Standard score	Standard score
General Adaptive Composite	100	85		
Conceptual domain	93	93		
Social domain	117	83		
Practical domain	102	84		

Note: When comparing scores across multiple assessments for progress monitoring purposes, compare adaptive skill area raw scores to assess change relative to the individual's previous level of functioning. Compare adaptive skill area scaled scores and GAC/domain standard scores to assess change relative to individuals of the same age. Keep in mind the possible effects of different raters on the ratings and resulting scores.

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Sample Progress Monitoring Report from ABAS-3

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