Report to Parent/Primary Caregiver

ABAS®-3

Adaptive Behavior Assessment System, Third Edition

Patti L. Harrison, PhD   Thomas Oakland, PhD

Child Information

Name of child being evaluated (first, middle, last)	Sex	Grade
Jamie Sample	Male	

Age at testing	Date of birth	Age
2 years and 7 months	9/26/2012	2 years and 7 months

School	City	State

Race/Ethnicity
Black/African American

Disability or other limitation	Client ID

Adaptive Behavior

Adaptive behavior is made up of the skills an individual uses to function in daily life, including taking care of himself and interacting with other people. The form you completed measures the adaptive behavior of children from 0-5 years of age in different skill areas.

How to Understand Jamie's ABAS-3 Results

ABAS-3 results show how Jamie's adaptive skills, as rated by yourself, compared to the Parent/Primary Caregiver ratings of children 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. Jamie's skill area scores are reported in the first table on the following page. To understand Jamie's 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 Jamie's 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 Jamie's rank in the comparison group of children from across the United States. For example, if Jamie's percentile ranking were 45, it would mean that his overall score is higher than approximately 45 out of 100 children 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 Jamie's adaptive behavior.

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

Jamie's ABAS-3 Skill Area Scores

Skill area	Skill measured	Extremely low (1 2 3)	Low (4 5)	Below average (6 7)	Average (8 9 10 11 12)	Above average (13 14)	High (15 16 17 18 19)
Communication	Speech, language, listening, conversation, and nonverbal communication skills	▭ (1–3)					
Community Use	Behaving appropriately in the community, knowing where things are and how to get around in public places		▭ (4–		–12)		
Functional Pre-Academics	Basic pre-reading, pre-writing and pre-arithmetic skills such as knowing letters, numbers, and shapes		▭ (4–				–17)
Home Living	Cleaning up around the house, helping adults with chores, taking care of personal items		▭ (4–		–8)		
Health and Safety	Following safety rules, showing caution when needed, staying out of danger, and knowing when to get help	▭ (1–3)					
Leisure	Playing with others, playing with toys, following rules in games, and planning fun activities	▭ (1)					
Self-Care	Eating, dressing, bathing, toileting, grooming, and hygiene	▭ (1)					
Self-Direction	Self-control, making choices, starting and completing tasks, following a routine, and following directions	▭ (1)					
Social	Getting along with others, expressing affection, making friends, showing and recognizing emotions	▭ (1)					
Motor	Sitting, pulling up to a stand, walking, throwing, kicking, and fine motor skills such as writing and using scissors	▭ (1–3)					

Jamie's ABAS-3 Overall Scores

Overall score	Skill areas included	%ile	Extremely low	Low	Below average	Average	Above average	High
General Adaptive Composite	All skill areas included	2%	X					
Conceptual	Communication, Functional Pre-Academics, and Self-Direction	8%		X				
Social	Leisure and Social	0.1%	X					
Practical	Community Use, Home Living, Health and Safety, and Self-Care	5%		X				

Descriptions of Score Classifications

Classification	Skill area scores	Percentile ranges	Description
High	15-19	≥91	Higher functioning than most children of the same age
Above average	13-14	75-90	Somewhat higher functioning than is typical for the child's age
Average	8-12	25-74	Level of functioning that is most typical for the child's age
Below average	6-7	9-24	Somewhat lower functioning than is typical for the child's age
Low	4-5	3-8	Lower functioning than most children of the same age
Extremely low	1-3	≤2	Lower functioning than almost all children of the same age

How to Use These Results

Identify the areas in which Jamie needs the most help by finding the skill areas with the lowest scores, or those in the Below Average, Low, or Extremely Low ranges. These are the areas that are challenging for him and where he may need the most support. It may be important to focus on other skill areas as well, due to their importance within Jamie's current environment. Also identify strengths by finding the skill areas with the highest scores. Recognizing and encouraging Jamie's progress in these areas can help him feel successful and increase his overall sense of confidence.

Be sure to contact me for specific suggestions on how to help Jamie improve his adaptive behavior, or to discuss any other questions or concerns you have after reviewing these results.

Sincerely,

ABAS®-3

Adaptive Behavior Assessment System, Third Edition

Patti L. Harrison, PhD   Thomas Oakland, PhD

Student Information

Name of student being evaluated (first, middle, last)		Sex	Grade
Anna Sample		Female	7th

Age at testing	Date of birth	Age
13 years and 3 months	1/9/2002	13 years and 3 months

School	City	State
		CA

Race/Ethnicity	Employment status

Disability or other limitation	Client ID

Adaptive Behavior

Adaptive behavior is made up of the skills an individual uses to function in daily life, including taking care of herself and interacting with other people. The form you completed measures the adaptive behavior of individuals from 5-21 years of age in different skill areas.

How to Understand Anna's ABAS-3 Results

ABAS-3 results show how Anna's adaptive skills, as rated by yourself, compared to the Teacher ratings of individuals 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. Anna's skill area scores are reported in the first table on the following page. To understand Anna's 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 Anna's 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 Anna's rank in the comparison group of individuals from across the United States. For example, if Anna's percentile ranking were 45, it would mean that her overall score is higher than approximately 45 out of 100 individuals 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 Anna's adaptive behavior.

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

Anna's ABAS-3 Skill Area Scores

Skill area	Skill 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 knowing letters, numbers, and shapes	▭																		
School Living	Cleaning up around the school or classroom, property maintenance, and performing chores	▭																		
Health and Safety	Following safety rules, showing caution when needed, staying out of danger, and knowing when to get help	▭																		
Leisure	Playing with others, playing with toys, 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																			

Anna's ABAS-3 Overall Scores

Overall score	Skill areas included	%ile	Extremely low	Low	Below average	Average	Above average	High
General Adaptive Composite	All skill areas included	0.2%	X					
Conceptual	Communication, Functional Academics, and Self-Direction	0.2%	X					
Social	Leisure and Social	2%	X					
Practical	Community Use, School Living, Health and Safety, and Self-Care	0.3%	X					

Note: Work is not included in the General Adaptive Composite or adaptive domains.

Descriptions of Score Classifications

Classification	Skill area scores	Percentile ranges	Description
High	15-19	≥91	Higher functioning than most individuals of the same age
Above average	13-14	75-90	Somewhat higher functioning than is typical for the individual's age
Average	8-12	25-74	Level of functioning that is most typical for the individual's age
Below average	6-7	9-24	Somewhat lower functioning than is typical for the individual's age
Low	4-5	3-8	Lower functioning than most individuals of the same age
Extremely low	1-3	≤2	Lower functioning than almost all individuals of the same age

How to Use These Results

Identify the areas in which Anna needs the most help by finding the skill areas with the lowest scores, or those in the Below Average, Low, or Extremely Low ranges. These are the areas that are challenging for her and where she may need the most support. It may be important to focus on other skill areas as well, due to their importance within Anna's current environment. Also identify strengths by finding the skill areas with the highest scores. Recognizing and encouraging Anna's progress in these areas can help her feel successful and increase her overall sense of confidence.

Be sure to contact me for specific suggestions on how to help Anna improve her adaptive behavior, or to discuss any other questions or concerns you have after reviewing these results.

Sincerely,

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Report to Adult (Rated by Others)

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
John Sample	Male

Age at testing	Date of birth	Age
70 years	4/5/1945	70 years

Years of education	Occupation

Race/Ethnicity	Employment status
White	Retired

Disability or other limitation	Client ID

Adaptive Behavior

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

How to Understand John's ABAS-3 Results

ABAS-3 results show how John's adaptive skills, as rated by yourself, compared to the Adult (Rated by Others) 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. John's skill area scores are reported in the first table on the following page. To understand John's 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 John's 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 John's rank in the comparison group of adults from across the United States. For example, if John's percentile ranking were 45, it would mean that his 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 John's adaptive behavior.

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

John's ABAS-3 Skill Area Scores

		Extremely low			Low		Below average		Average					Above average		High				
Skill area	Skill measured	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		�→2																	
Community Use	Behaving appropriately in the community, knowing where things are and how to get around in public places	bar→1																		
Functional Academics	Basic reading, writing and arithmetic skills such as knowing letters, numbers, and shapes					bar→5														
Home Living	Cleaning up around the house, helping adults with chores, taking care of personal items			bar→3																
Health and Safety	Following safety rules, showing caution when needed, staying out of danger, and knowing when to get help		bar→2																	
Leisure	Playing with others, playing with toys, following rules in games, and planning fun activities									bar→9										
Self-Care	Eating, dressing, bathing, toileting, grooming, and hygiene	bar→1																		
Self-Direction	Self-control, making choices, starting and completing tasks, following a routine, and following directions					bar→5														
Social	Getting along with others, expressing affection, making friends, showing and recognizing emotions								bar→8											
Work	Completing work tasks, working with supervisors, and following a schedule																			

John's ABAS-3 Overall Scores

Overall score	Skill areas included	%ile	Extremely low	Low	Below average	Average	Above average	High
General Adaptive Composite*	All skill areas included	4%		X				
Conceptual	Communication, Functional Academics, and Self-Direction	4%		X				
Social	Leisure and Social	30%				X		
Practical*	Community Use, Home Living, Health and Safety, and Self-Care	1%	X					

*The Work adaptive skill area is not included if it was not administered or three or more items were skipped.

Descriptions of Score Classifications

Classification	Skill area scores	Percentile ranges	Description
High	15-19	≥91	Higher functioning than most adults of the same age
Above average	13-14	75-90	Somewhat higher functioning than is typical for the adult's age
Average	8-12	25-74	Level of functioning that is most typical for the adult's age
Below average	6-7	9-24	Somewhat lower functioning than is typical for the adult's age
Low	4-5	3-8	Lower functioning than most adults of the same age
Extremely low	1-3	≤2	Lower functioning than almost all adults of the same age

How to Use These Results

Identify the areas in which John needs the most help by finding the skill areas with the lowest scores, or those in the Below Average, Low, or Extremely Low ranges. These are the areas that are challenging for him and where he may need the most support. It may be important to focus on other skill areas as well, due to their importance within John's current environment. Also identify strengths by finding the skill areas with the highest scores. Recognizing and encouraging John's progress in these areas can help him feel successful and increase his overall sense of confidence.

Be sure to contact me for specific suggestions on how to help John improve his adaptive behavior, or to discuss any other questions or concerns you have after reviewing these results.

Sincerely,

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