



Teacher Rating Form Report

Examinee Information

Name: A, A A.
ID Number: 1
Birth Date: 10/06/2001
Age: 8:0
Sex: Female
Current Grade:
School or Daycare:
Language Spoken at Home:

Test Information

Date: 10/12/2009
Professional Name: TEST TEST
Professional ID:
Teacher Name: TEST TEST
Teacher ID:
Relationship to Student: Other
Teaching Subject: test
Present Classification/Diagnosis:

Intelligence Test Results

Form:
Test Date:
Standard Score:

Reason for Assessment:
Other Information:



The Vineland-II Adaptive Behavior Scales assess personal and social sufficiency of individuals aged 3 through 21 years old based on the report of the student's teacher. Results contained herein are confidential, and should only be viewed by those with proper authorization. This computer-generated report should not be the sole basis for making important decisions related to diagnosis, treatment, or qualification for program eligibility.

Scores and narrative text are based on normative data from the Vineland Adaptive Behavior Scales, Second Edition (Vineland-II).

Vineland-II

Teacher Rating Form Report

A, A A.
ID#: 1

Age: 8:0
Test Date: 10/12/2009

Score Summary

Start Point Age: 8

Subdomain / Domain	Raw Score	v-Scale Score	Stand. Score	90% CI	%ile Rank	Adapt. Level	Age Eq.	Stanine	Score Minus Median	S/W
Receptive	14	9		± 2		Low	3:0		0.0	
Expressive	31	9		± 1		Low	<3:0		0.0	
Written	24	11		± 2		Mod. Low	6:7		2.0	S
Communication	Sum = 29**		69	± 6	2	Low		1	0.0	
Personal	15	7		± 2		Low	<3:0		-4.0	W
Academic	24	11		± 2		Mod. Low	6:5		0.0	
School Community	18	11		± 1		Mod. Low	4:7		0.0	
Daily Living Skills	Sum = 29**		68	± 7	2	Low		1	-1.0	
Interpers. Rels.	23	10		± 1		Mod. Low	3:4		0.0	
Play and Leisure Time	18	9		± 1		Low	<3:0		-1.0	
Coping Skills	19	10		± 1		Mod. Low	3:2		0.0	
Socialization	Sum = 29**		71	± 4	3	Mod. Low		1	2.0	
Gross (E)	16	6				Low	<3:0			
Fine (E)	23	8				Low	3:7			
Motor Skills (E)	Sum = 14**		55		<1	Low		1		
Adapt. Behav. Comp.	Sum = 208*		67	± 3	1	Low		1		

Total Number of Estimated Item Scores: 17

* Represents sum of domain standard scores

E = Estimated v-scale/standard scores

** Represents sum of subdomain v-scale scores

P = Prorated domain and Adaptive Behavior Composite scores

*** Caution is required in interpreting this age equivalent

Vineland-II Pairwise Comparisons

Domain Comparisons

Domain Comparisons	Standard Score Difference	Significance Level	Frequency of Difference
Communication > Daily Living Skills	1		
Communication < Socialization	2		
Daily Living Skills < Socialization	3		
Communication > Motor Skills	14		
Socialization > Motor Skills	16		
Daily Living Skills > Motor Skills	13		

Within-Domain Subdomain Comparisons

Subdomain Comparisons	v-Scale Score Difference	Significance Level	Frequency of Difference
Communication			
Receptive = Expressive	0		
Receptive < Written	2		
Expressive < Written	2		
Daily Living Skills			
Personal < Academic	4	.05*	
Personal < School Community	4	.05*	
Academic = School Community	0		
Socialization			
Interpersonal Relationships > Play and Leisure Time	1		
Interpersonal Relationships = Coping Skills	0		
Play and Leisure Time < Coping Skills	1		
Motor Skills			
Gross < Fine	2		

NS = Not Scored

** = Bonferroni-adjusted level for multiple comparisons*

Vineland-II Pairwise Comparisons

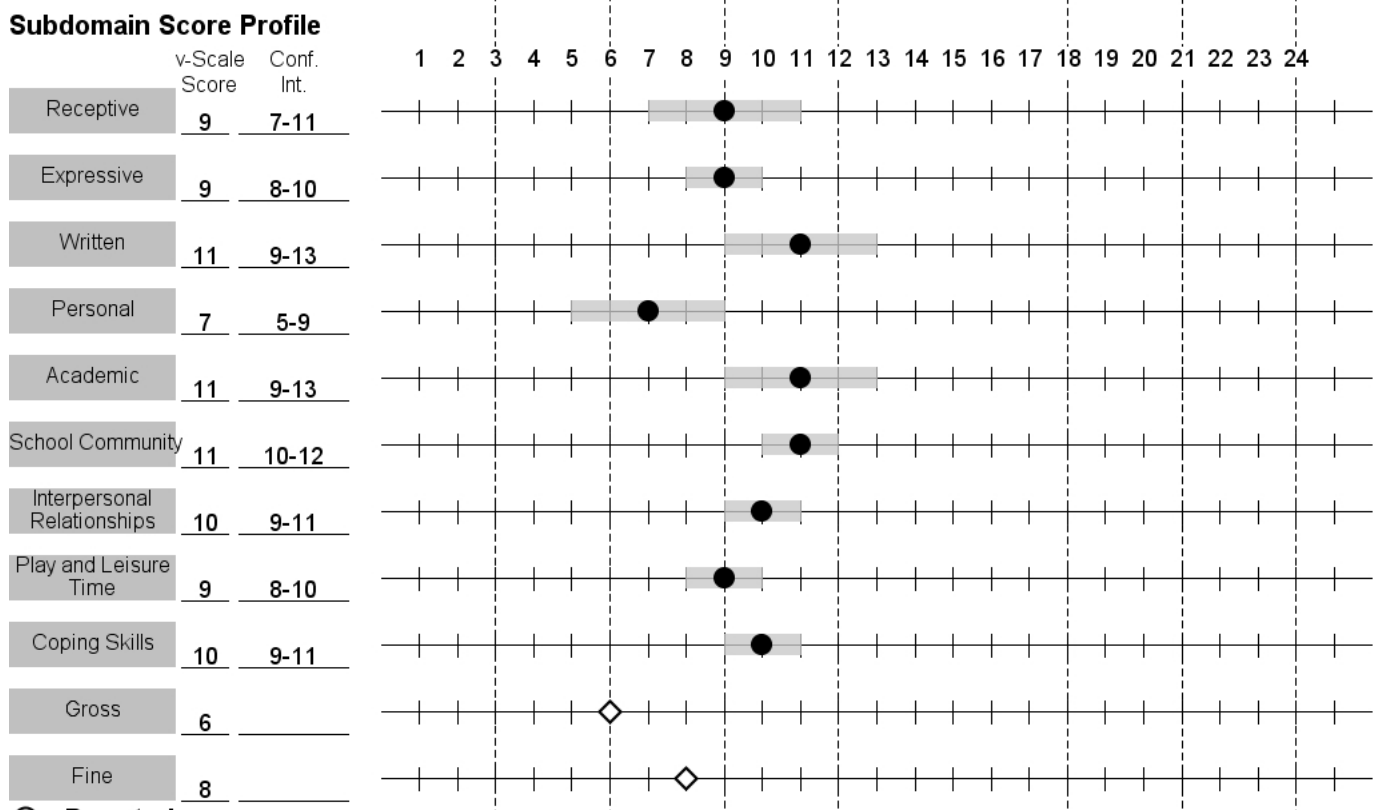
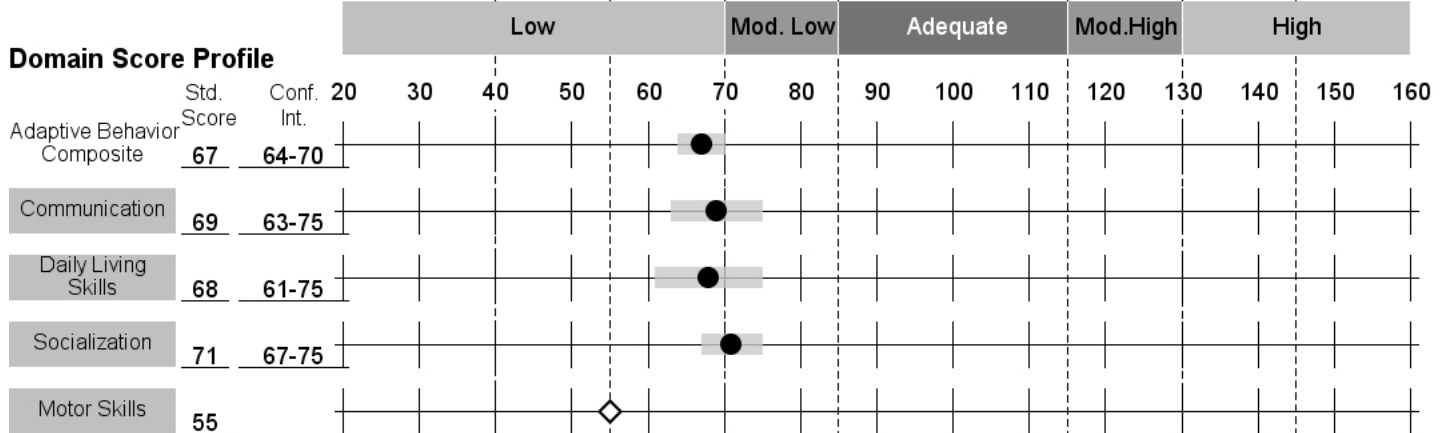
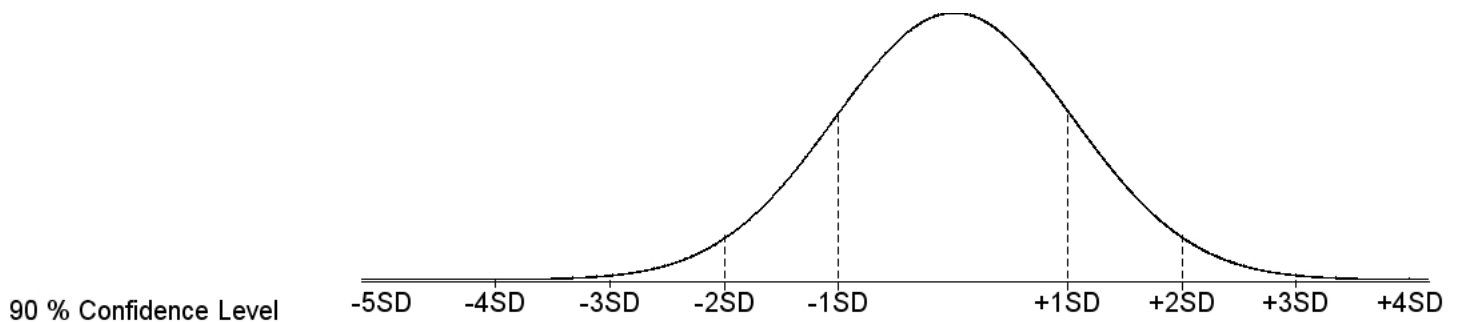
Across-Domain Subdomain Comparisons

Across-Domain Subdomain Comparisons	v-Scale Score Difference	Significance Level	Frequency of Difference
Expressive < Interpersonal Relationships	1		
Expressive < Coping Skills	1		
Fine < Written	3		
Personal < Interpersonal Relationships	3		
Fine > Personal	1		

NS = Not Scored

** = Bonferroni-adjusted level for multiple comparisons*

Score Profile



○ = Prorated
 ◇ = Estimated
 □ = Prorated and Estimated

Narrative Report

The Vineland Adaptive Behavior Scales, Second Edition, Teacher Rating Form (Vineland-II TRF) provides a comprehensive assessment of personal and social sufficiency for students aged 3 through 21 years in a school, preschool, or structured day care setting. Adaptive behavior refers to an individual's typical performance of the day-to-day activities required for personal and social sufficiency. Thus, the Vineland-II TRF assesses what a student actually does, rather than what he or she is able to do. For students aged 7 through 21 years, the Vineland-II TRF assesses adaptive behavior in three different domains: Communication, Daily Living Skills, and Socialization. For children 3 through 6 years old, the TRF also assesses adaptive behavior in a fourth domain, Motor Skills.

A A was age 8:0 when the Vineland-II TRF was administered on October 12, 2009. The teacher who rated her adaptive behavior was TEST TEST. The professional conducting A's evaluation was TEST TEST.

The Vineland-II TRF Adaptive Behavior Composite standard score summarizes a student's performance across all adaptive behavior domains. A has an Adaptive Behavior Composite standard score of 67, which is Low when compared to other students her age in the TRF norm group. At the 90 percent confidence level, A's true Adaptive Behavior Composite score is likely to be within the range of 64 to 70 (confidence interval of +/-3). Her score is higher than only 1 percent of students in the TRF norm group.

Different areas of adaptive functioning are assessed by the Communication, Daily Living Skills, and Socialization Domains. The Communication Domain evaluates the student's adaptive behaviors in talking, listening, reading, and writing. A's standard score of 69 in Communication is low for her age group. Using a 90 percent confidence interval, her true score is likely to be in the range of +/-6 (63 to 75). Her score is higher than only 2 percent of her peers in the normative sample.

A's standard score for the Daily Living Skills Domain is 68, which results in a 90 percent confidence interval of +/-7 (61 to 75). This score shows that her skills in managing personal needs; in understanding time, money, and math; and in following rules and routines are low for an individual of her age. Her percentile rank for the Daily Living Skills Domain is 2.

The Socialization Domain assesses how a student interacts and gets along with others, as well as how she plays and uses leisure time. A's standard score in this domain is 71 with a 90 percent confidence interval of +/-4 (67 to 75). This score is moderately low for her age group; she scores higher than only 3 percent of her peers in the normative sample.

A comparison of A's domain standard scores provides insight into her relative levels of adaptive functioning in these areas. A's domain scores are relatively equal and do not suggest a personal strength or weakness in any area.

The differences between pairs of A's domain standard scores were evaluated for statistical significance and for how frequently a difference of that size occurs in the general population. A's scores in the Motor Skills Domain are estimated because she is older than 6 years 11 months. Pairwise comparisons are not calculated on estimated domain scores. There are no significant differences between any of her domain standard scores.

An evaluation of A's scores in the subdomains provides additional information about her adaptive functioning within each domain. Because a total of more than 10 comparisons are being made between the TRF subdomains, the Bonferroni adjustment has been applied to all comparisons when evaluating statistical significance.

Communication Subdomains

The three subdomains in the Communication Domain are Receptive, Expressive and Written. A's v-scale score of 9 in the Receptive Subdomain indicates that she has low adaptive skills in listening, paying attention, and understanding communication when compared to others her age in the norm sample. At the 90 percent confidence level, her true score is likely to be in the range of +/-2 (7 to 11), and her v-scale score corresponds to an age equivalent of 3:0. Her v-scale score of 9 in the Expressive Subdomain falls within a confidence interval of +/-1 (8 to 10) at the 90 percent confidence level, and it corresponds to an age equivalent of below 3:0. A has low skills in using words and sentences to gather and provide information. In the Written Subdomain, A has a v-scale score of 11. She has moderately low adaptive skills in reading and writing when compared to others her age in the norm sample. At the 90 percent confidence level, her true score is likely to be in the range of +/-2 (9 to 13), and her v-scale score corresponds to an age equivalent of 6:7.

A's Receptive, Expressive and Written Subdomain v-scale scores were compared with one another to identify her relative strengths or weaknesses in communicative functioning. Her scores in these subdomains are similar and do not suggest a personal strength or weakness in any area.

Daily Living Skills Subdomains

The Daily Living Skills Domain contains the Personal, Academic and School Community Subdomains. A's v-scale score of 7 in the Personal Subdomain indicates that her adaptive skills in taking care of personal needs and hygiene are low when compared to others her age. At the 90 percent confidence level, her true score is likely to be in the range of +/-2 (5 to 9), and her v-scale score corresponds to an age equivalent of below 3:0. The Academic Subdomain measures what the student understands about time, money and math. A has a moderately low level of functioning in this area. Her v-scale score of 11 has a confidence interval of +/-2 (9 to 13) at the 90 percent confidence level and corresponds to an age equivalent of 6:5. In the School Community Subdomain, A has a v-scale score of 11. She has moderately low adaptive skills in following rules and routines when compared to others her age in the norm sample. At the 90 percent confidence level, her true score is likely to be in the range of +/-1 (10 to 12), and her v-scale score corresponds to an age equivalent of 4:7.

To evaluate A's relative performance in the activities of daily living, the v-scale scores in the Personal, Academic and School Community Subdomains were compared with one another. Her skills in the Personal Subdomain are weaker than those in the Academic and School Community Subdomains. The difference between A's Personal and Academic scores is statistically significant. In addition, the difference between A's Personal and School Community scores is statistically significant. .

Socialization Subdomains

The Socialization Domain contains the Interpersonal Relationships, Play and Leisure Time, and Coping Skills Subdomains. A's v-scale score of 10 in the Interpersonal Relationships Subdomain indicates that she has moderately low adaptive skills in interacting and getting along with others when compared to other students her age. At the 90 percent confidence level, her true score is likely to be in the range of +/-1 (9 to 11), and her v-scale score corresponds to an age equivalent of 3:4. The Play and Leisure Time Subdomain measures how the

student plays and uses leisure time. A has a low level of functioning in this area. Her v-scale score of 9 has a confidence interval of +/-1 (8 to 10) at the 90 percent confidence level, and it corresponds to an age equivalent of below 3:0. The Coping Skills Subdomain assesses how well the student demonstrates responsibility and sensitivity toward others. A has a v-scale score of 10 which is a moderately low level of functioning compared to others her age. At the 90 percent confidence level, her true score is likely to be in the range of +/-1 (9 to 11), and her v-scale score corresponds to an age equivalent of 3:2.

To evaluate A's relative adaptive functioning in the subdomains of the Socialization Domain, the v-scale scores in the Interpersonal Relationships, Play and Leisure Time, and Coping Skills Subdomains were compared. Her scores in these subdomains are similar and do not suggest a personal strength or weakness in any area.

Mental Retardation Classification

For a diagnosis of mental retardation, the American Association on Mental Retardation, DSM-IV-TR, and APA Division 33 require significant limitations in adaptive behavior and intellectual functioning. For intellectual functioning, this is defined as an IQ score approximately two or more standard deviations below the mean. For adaptive functioning, significant limitations are established by a score that is at least two standard deviations below the mean of the general population in overall level of functioning or in one of the three main domains.

An evaluation of whether A meets the criteria for mental retardation cannot be made because no IQ score has been reported.

Disability Evaluation for Social Security

Disability evaluation of all mental disorders under Social Security requires, among other criteria, proof of deficits in adaptive functioning (Blue Book - January 2005, ref.

www.ssa.gov/disability/professionals/bluebook/112.00-MentalDisorders-Childhood.htm).

The mental disorders listed are:

- 112.02 Organic Mental Disorders,
- 112.03 Schizophrenic, Delusional (Paranoid), Schizoaffective and other Psychotic Disorders
- 112.04 Mood Disorders
- 112.05 Mental Retardation
- 112.06 Anxiety Disorders
- 112.07 Somatoform, Eating, and Tic Disorders
- 112.08 Personality Disorders
- 112.09 Psychoactive Substance Dependence Disorders
- 112.10 Autistic Disorder and other Pervasive Developmental Disorders
- 112.11 Attention Deficit Hyperactivity Disorder

With the exception of Mental Retardation, the impairment-related functional limitations criteria (Paragraph B) are the same for every mental disorder listed above. Paragraph B requires at least two adaptive skill areas to have marked functional impairments. Paragraph B also requires that these limitations must be a result of the mental disorder defined and substantiated in Paragraph A. An individual will be found to have a listed mental disorder when the criteria of both Paragraphs A and B are satisfied. A has marked limitations in multiple areas of adaptive functioning which provide evidence of the level of severity for a listing of Organic Mental Disorders. Her Vineland-II scores show marked impairment in age-appropriate communicative functioning, (Part B2a), and marked impairment in age-appropriate social functioning (Part B2b), and marked impairment in age-appropriate personal functioning (Part B2c).

Subdomain Item Raw Score Summary

Communication			Daily Living Skills			Socialization			Motor Skills	
Rec	Exp	Wtn	Per	Acd	Sch	Int	P and L	Cop	Gross	Fine
1. 1	1. 1	1. 1	1. 1	1. 1	1. 1	1. 1	1. 1	1. 1	1. 1	1. 1
2. 1	2. 1	2. 1	2. 1	2. 1	2. 1	2. 1	2. 1	2. 1	2. 1	2. 1
3. 1	3. 2	3. 1	3. 1	3. 1	3. 1	3. 1	3. 1	3. 1	3. 1	3. 1
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	16. 1	16. 1		16. 1	16. 1	16. 1	16. 1	16. 1	16. 1	16. 1
	17. 1	17. 1		17. 1	17. 1	17. 1	17. 1	17. 1		17. 1
	18. 1	18. 1		18. 1	18. 1	18. 1	18. 1	18. 1		18. 1
	19. 1	19. 1		19. 1		19. 1		19. 1		19. 1
	20. 1	20. 1		20. 1		20. 1				20. 1
	21. 1	21. 1		21. 1		21. 1				21. 1
	22. 1	22. 1		22. 1		22. 1				22. 1
	23. 1	23. 1		23. 1		23. 1				23. 1
	24. 1	24. 1		24. 1						
	25. 1									
	26. 1									
	27. 1									
	28. 1									
	29. 1									

"-" = missing, D = don't know, N = no opportunity

Parent/Caregiver Letter

The Vineland Adaptive Behavior Scales Second Edition, Teacher Rating Form (also referred to as the Vineland-II TRF) Teacher Rating Form measures a student's adaptive behaviors. Adaptive behaviors are those day-to-day activities that are necessary for students to get along with others and take care of themselves. These activities change as a student grows older and becomes less dependent on the help of others. But at every age, certain skills are required in the home, school, and community.

Learning about a student's adaptive behavior helps us to gain a total picture of that student. Along with information about a child's level of cognitive functioning, school achievement, and physical health, knowledge of a child's adaptive behavior and skills can help in planning for his or her education and for any special needs at home or in school.

In order to determine the level of a student's adaptive behavior, someone who is familiar with that student, such as a parent, caregiver, or teacher, is asked to describe her activities. The child's performance of these activities is then compared with that of other children the same age, to find out in which areas the child has skills and behaviors typical for his or her age and in which areas the child needs help to acquire skills he or she has not yet learned. In this case, TEST TEST was asked to describe A's abilities using the Vineland-II Teacher Rating Form.

The Vineland-II Teacher Rating Form (TRF) covers several areas of adaptive behavior. In completing the TRF, TEST described the types of things A does or feels she can do. Several types of scores are reported for A's performance overall and in four main areas. These scores indicate how A's adaptive behavior compares with a group of typical students from across the United States the same age as A. One score, the percentile rank, indicates the percentage of students who had scores lower than A's score. For example, A's percentile rank of 1 for the Adaptive Behavior Composite tells you that only 1 percent of students A's age in the norm group had lower scores than A. This score indicates a lower level of performance overall relative to individuals in the norm group. A's percentile ranks in the assessed areas of adaptive ability are 2 for Communication, 2 for Daily Living, and 3 for Social Skills and Relationships.

More specific areas of adaptive behavior within each of the areas assessed are also reported. For each of these specific areas, A's score is rated high, above average, average, below average, or low. A's abilities in the Communication area were low for Listening and Understanding, low for Talking, and below average for Reading and Writing. In the Daily Living area, A's abilities in the Caring for Self were low, her abilities in Using Numbers were below average, and her abilities in Living in the School Community were below average. A's abilities in the Social Skills and Relationships area were below average for Relating to Others, low for Playing and Using Leisure Time, and below average for Adapting.

Sincerely,