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PURPOSE:

The purpose of this document is to provide guidelines for the use of appropriate and reliable adaptive behavior measures for people with developmental disabilities. Adaptive behavior is defined as the degree to which people are competent to function independently in meeting the culturally imposed demands and social demands of his or her environment. Adaptive behavior includes areas such as independence in daily living skills, communication (i.e., receptive and expressive language skills), socialization, motor skills, and academic competencies across different situations. Both a formal adaptive behavior assessment and a measure of intellectual functioning are required in order to render a diagnosis of an intellectual disability. Concurrent deficits in intellectual and adaptive behavior functioning with onset before age 22 must be present before a diagnosis of an intellectual disability is appropriate. Medical/genetic diagnosis of a condition highly associated with an Intellectual Disability, and significant deficits in adaptive behavior functioning with onset before age 22, must be present before a diagnosis of related disability is appropriate. Adaptive scales identify a person's strengths and deficits.

ADMINISTRATION OF ADAPTIVE TESTS:

The Department of Disabilities and Special Needs (DDSN) requires the use of age-appropriate, valid, and reliable adaptive behavior scales for people with developmental disabilities. The

adaptive instrument shall meet psychometric standards for the assessment of adaptive functioning. An adaptive instrument shall be administered in a face-to-face interview with a reliable informant unless otherwise approved by the Director of the Eligibility Division. Adaptive behavior instruments shall be completed only by a psychologist or qualified professional trained in the administration and scoring of the particular adaptive measure being completed. Adaptive instruments should be the most current assessment tool in use at the time of the evaluation.

A measure of adaptive behavior shall be administered during intake for determination of eligibility for DDSN services unless an adaptive scale has already been administered. Previously administered adaptive Behavior Instruments may be accepted by the DDSN Eligibility Division as a valid and reliable measure of the person's current adaptive functioning. The necessity of administration of future adaptive behavior measures for those being served in the DDSN system will be determined by the DDSN Eligibility Division.

ADAPTIVE BEHAVIOR INSTRUMENTS:

DDSN does not mandate the administration of a specific adaptive behavior instrument. Instruments may be selected at the discretion of the psychologist or qualified professional provided the selected instruments are the most current and appropriate for the age and needs of the person being evaluated.

Examples of adaptive behavior scales which, when appropriately administered, are acceptable by DDSN and considered to meet psychometric standards are the following:

Vineland Adaptive Behavior Scales Third Edition (Vineland-3):

Assesses adaptive behavior of people from birth through 90 years. Three (3) versions of the Vineland 3 include: Survey Interview Form, Parent/Caregiver Rating Form, and the Teacher Rating Edition. Adaptive behavior is measured in the areas of communication, daily living skills, socialization, motor skills, and includes the maladaptive behavior domain which assesses behavior problems.

Adaptive Behavior Assessment System-Third Edition (ABAS-3):

Assesses adaptive skills of people ages birth through 89 years. Five rating forms include: Parent/Primary Caregiver Form (ages 0-5), Parent Form (ages 5-21), Teacher/Daycare Provider Form (ages 2-5), Teacher Form (ages 5-21), and an Adult Form (ages 16-89). Adaptive behavior is measured in the areas of conceptual, social, and practical domains.

Scales of Independent Behavior-Revised (SIB-R):

Assesses competence of people from birth through 40 years and older. The SIB-R measures adaptive behavior in the areas of motor skills, communication, social interaction, personal living, community living, and maladaptive behavior.

Adaptive Behavior Inventory (ABI):

Assesses people from age 5 through 18 years. The ABI measures adaptive skills in five (5) areas that include self-care skills, communication skills, social skills, academic skills, and occupational skills.

Adaptive Behavior Evaluation Scale-Third Edition (ABES-3):

Assesses the adaptive skills of people ages 5 through 18 years of age. Two (2) versions include a school version for educators and a home version for parent/guardian input. The ABES-3 measures 10 adaptive skills which include communication, self-care, home living, social, community use, self-direction, health and safety, functional academics, leisure, and work.

Street Survival Skills Questionnaire (SSSQ):

Assesses people from age nine through 40 years. The SSSQ measures knowledge of adaptive skills in areas which include basic concepts, functional signs, health, first aid, safety, tool identification and use, domestic management, public services (i.e., knowledge concerning public transportation, postal and banking services), money, and measurement.

Note: To be used only with another acceptable adaptive measure.

DOCUMENTATION OF ADAPTIVE BEHAVIOR SCORES:

When assessed as part of intake, the adaptive instrument and all standard scores of adaptive behavior shall be documented, along with the month, day, and year the measure was completed in the person's evaluation report and must be signed by the examiner. The report will remain a part of the person's Case Management record.

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