

Assessment Services

Publication Summary Form

Publication Data

Vineland Technical Information

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Instrument name/abbreviation	Vineland Adaptive Behavior Scales, third edition (Vineland—3)
Author(s)	Sara S. Sparrow, PhD, Domenic V. Cicchetti, PhD, and Celine A. Saulnier, PhD
Publisher/address	Pearson, Bloomington, MN
Copyright date	2016

Product Description

Brief description	An individually administered measure of adaptive behavior
Primary use/purpose	It is used in the assessment of individuals with intellectual, developmental, and other disabilities.
Age range covered	Interview and Parent/Caregiver Forms: birth through age 90+. Teacher Form: ages 3 through 21.
Administration time	Administration time varies depending on the form used, age of the examinee, and whether the optional Motor Skills and/or Maladaptive Behavior domains are included. Shortest approximate time: Domain-Level Teacher Form is approximately 8–10 minutes without the Motor Skills or Maladaptive Behavior domains. Longest approximate time: Comprehensive Interview Form for ages 3–9 is approximately 40–50 minutes when the Motor Skills and Maladaptive Behavior domains are included.
Individual vs. group	All individual forms
User qualifications	QUALIFICATION LEVEL B: Tests may be purchased by individuals with: A master's degree in psychology, education, occupational therapy, social work, or in a field closely related to the intended use of the assessment, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

	<p>OR</p> <p>Certification by or full active membership in a professional organization (such as ASHA, AOTA, AERA, ACA, AMA, CEC, AEA, AAA, EAA, NAEYC, NBCC) that requires training and experience in the relevant area of assessment.</p> <p>OR</p> <p>A degree or license to practice in the healthcare or allied healthcare field.</p> <p>OR</p> <p>Formal, supervised mental health, speech/language, and/or educational training specific to assessing children, or in infant and child development, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.</p>
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Content

Domains (Subdomains)	<p>Communication (Receptive, Expressive, Written); Daily Living Skills (Personal, Domestic, Numeric, * Community, School Community*); Socialization (Interpersonal Relationships, Play and Leisure, Coping Skills); Motor Skills (Gross Motor, Fine Motor); Maladaptive Behavior (Internalizing, Externalizing, Critical Items.)</p> <p>*Subdomain is used in the Teacher Form</p>
Composite name	Adaptive Behavior Composite
Forms	<p>Interview (Comprehensive, Domain-Level)</p> <p>Parent/Caregiver (Comprehensive, Domain-Level)</p> <p>Teacher (Comprehensive, Domain-Level)</p>
Optional Materials in Spanish	Parent/Caregiver Form (Comprehensive, Domain-Level)
Materials included in the Manual Scoring kit	Vineland-3 Manual, one package (25) each of 7 forms: Comprehensive Interview Form with item-level probes, Comprehensive Interview Form without item-level probes, Domain-Level Interview Form, Comprehensive Teacher Form, Domain-Level Teacher Form, Comprehensive Parent/Caregiver Form, and Domain-Level Parent/Caregiver Form.
Materials included in the Q-global kit (Complete kit with 1 yr. Scoring Subscription for English and Spanish.)	Vineland-3 Manual, 1-Year Subscription to online scoring, one package (25) of each of 7 English forms: Comprehensive Interview Form with item-level probes, Comprehensive Interview Form without item-level probes, Domain-Level Interview Form, Comprehensive Teacher Form, Domain-Level

	Teacher Form, Comprehensive Parent/Caregiver Form, Domain-Level Parent/Caregiver Form. This kit also includes one package (25) of each of 2 Spanish forms: Comprehensive Parent/Caregiver Form and Domain-Level Parent/Caregiver Form.
Spanish administration materials	Spanish Parent/Caregiver Form—Comprehensive version Spanish Parent/Caregiver Form—Domain-Level version

Item Information

Item types	Each item describes a specific adaptive behavior to be rated for frequency of performance.
Item scoring	Most items are rated 2 (behavior is usually performed), 1 (behavior is sometimes performed), or 0 (behavior is never performed). A few items are rated 2 for Yes or 0 for No.

Scoring Information

Scoring options	Hand scoring; computer scoring of forms administered online or manually entered from a booklet administration.
Domains and Adaptive Composite	Standard scores ($M=100$, $SD=15$), confidence intervals, percentile ranks.
Subdomains	v -scale scores ($M=15$, $SD=3$), age equivalents, growth scale values.
Norm groups available	Samples were constructed to be representative of the U.S. population in the age range covered by each form.
Interpretive features	<ul style="list-style-type: none"> • Tables and software (Q-global) to calculate the significance and unusualness of differences between domain standard scores and the mean domain standard score (strength/weakness analysis); • Tables and software (Q-global) to calculate the significance and unusualness of differences between subdomain v-scale scores and the mean subdomain v-scale score (strength/weakness analysis); • Tables and software (Q-global) to calculate the significance and unusualness of differences between the standard scores for any two domains or subdomains (pairwise difference comparisons); • Interpretive chapter in manual • Interpretive text included in Q-global report
Computerized scoring	Online administration is available on Q-global™, a secure online testing platform, which also provides computerized scoring and reporting. Booklet administrations can also be scored using Q-global. The online Interview Form can be completed on a computer or a tablet. The Parent/Caregiver and Teacher Forms may be completed on a computer, tablet, or a smartphone.

Technical Information—Standardization

Description	Samples for each form were matched to the population on sex, education level, race/ethnicity, and geographic region (Northeast, North Central, South, and West).
Date	2014–2015
Size	Total sample size 6,535. Norm sample for Interview and Parent/Caregiver Forms each comprised 2,560 people. The Teacher Form sample was 1,415 students.
Based on U.S. census data in the year	2014

Sample

controlled for:	Females	Males
Age/Gender	Yes	Yes
Race	Yes	Yes
Geographic region	Yes	Yes
SES/parent education	Yes	Yes
Special populations included	Autism, developmental delay, emotional disturbance, intellectual disability, specific learning disability, speech or language impairment, all other IDEA (Individuals with Disabilities Education Improvement Act of 2004) disability categories	Autism, developmental delay, emotional disturbance, intellectual disability, specific learning disability, speech or language impairment, all other IDEA (Individuals with Disabilities Education Improvement Act of 2004) disability categories

Reliability

Internal consistency	Comprehensive Interview Form coefficient alpha overall averages: Communication .95 Daily Living Skills .94 Socialization .96 Adaptive Behavior Composite .98 Motor Skills .90
Test - Retest	Comprehensive Interview Form: Means for Domains .73 to .92; for Adaptive Behavior Composite .80 to .92 (N=248)
Interrater	Comprehensive Interview Form: Correlations between two different interviewers for Domains .70 to .81; for Adaptive Behavior Composite .79. (N=96)

Validity

Intercorrelations	Correlations of Domain and Subdomain scores, by age group
Content	Extensively described
Construct	Raw scores show expected developmental trends. Scale construction methods designed to ensure construct validity.
Concurrent	Correlations between Vineland–3 and other adaptive behavior scales, including the Vineland–II Survey Interview Form, Vineland–II Parent/Caregiver Rating Form, Vineland–II Teacher Rating Form, Bayley Scales of Infant and Toddler Development (Bayley–III), and Adaptive Behavior Assessment System, Third Edition, (ABAS–3).
Clinical samples	Developmental delay, intellectual disability, autism, hearing impaired, and visually impaired groups tested with all forms.

Other

Developmental history	The Vineland Adaptive Behavior Scales is the result of a major revision and restandardization of the Vineland–II (2005). The Vineland's origins stem from the Vineland Social Maturity Scale, originally published in 1935 by Edgar A. Doll.
Special features	<ul style="list-style-type: none"> • Domain-level forms, which offer brief versions of Comprehensive forms • Separate Interview and Parent/Caregiver forms with different item content and norms • Updated item content to reflect changes in technology and conceptions of developmental disabilities.
Adaptation of special needs	The Communication, Daily Living Skills, and Socialization domains align with the major adaptive behavior areas specified for the diagnosis of intellectual disability (ID) by the American Association on Intellectual and Developmental Disabilities (AAIDD, 2010) and the Diagnostic and Statistical Manual of Mental Disorder (5th ed.; DSM–5; American Psychiatric Association [APA], 2013).
Sensitivity to other cultures	<p>During the development of items, panels that represented multiple ethnicities and different U.S. geographic regions reviewed item content in the Interview and Teacher forms for bias. Based on the panels' feedback, items were retained, revised, or dropped. (Interview items formed the basis of the Parent/Caregiver items).</p> <p>Spanish Parent/Caregiver Comprehensive and Domain-Level forms are available for respondents who are more comfortable with Spanish than English.</p>
Training options available	Online training modules available for Vineland-3 purchasers.