



## Vineland-3 Overview

Presented by: Alexander Quiros, PhD, MBA

Date: Thursday, December 4, 2025

Time: 12:00 p.m. to 3:30 p.m. ET

Delivery Method: Live webinar

Instructional level: Intermediate

Sponsored by: NCS Pearson, Inc.

### Course Description

This 3-hour session discusses the differences between the Vineland-3 and its predecessor the Vineland-II. This workshop will briefly review the structure of the Vineland-3 and the differences between the Comprehensive Interview, Parent-Caregiver Form and the Teacher Form. Participants will learn about the Updated Item Content, New Online Administration and Scoring. In addition, this workshop will include guidance on the basic use of the instrument for eligibility and intervention planning purposes.

### Learner Outcomes

*After completing this learning track, the participants will be able to:*

1. Describe the fundamental differences between the Vineland-II and the Vineland-3
2. Explain how the different Vineland-3 forms are administered and scored
3. Discuss when the Comprehensive or Domain-Level form may be more appropriate
4. Use results to identify strengths and weaknesses for intervention planning purposes

### Time-ordered Agenda

5 minutes	Adaptive behavior
10 minutes	Structure of the Vineland-3
20 minutes	Vineland-3 materials
50 minutes	Administration
50 minutes	Using the Vineland-3 on Q-g
50 minutes	Vineland reports
5 minutes	Questions & Answers

### About the Presenter

A graduate of Texas A&M University, Dr. Alexander Quiros specialized in clinical assessment with an emphasis on forensic evaluations and bilingual assessments/ psychotherapy with all age groups before earning his PhD in Clinical Psychology. For two years he worked as a staff psychologist at the San Antonio State Hospital, a psychiatric hospital treating and assessing severe mental illness, before accepting a position as clinical director of a psychosocial rehabilitation clinic at Audie L. Murphy VA Hospital in San Antonio, TX. Throughout his career, he also taught graduate and undergraduate level courses at Texas



A&M University, St. Mary's University, Our Lady of the Lake University, and University of Phoenix. He completed his MBA in Corporate Finance while working as a Healthcare Assessment Consultant for Pearson where he trained and provided consultation services globally to professionals who use Pearson assessment tools. Currently, Dr. Quiros is a Clinical Scientist at WCG-VeraSci where he reviews data, provides scientific consultations to investigators, and assists with the translation and cultural adaptation of measures. Most recently, he has started to pursue a certification in Data Analysis. Why? Because, as he likes to say, "I'm Always Learning."

## **Disclosure**

### **Financial**

Alexander Quiros is an employee of Pearson Clinical Assessment.

### **Nonfinancial disclosure:**

There are no relevant nonfinancial relationships to disclose.

NCS Pearson, the sponsor of this learning track, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. This offering will include information that pertains to the effective and appropriate use and interpretation of the Vineland Adaptive Behavior Scales Third Edition, published by NCS Pearson. No other assessments will be discussed during this presentation.

## **References**

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- Klaiman, C., Fernandez-Carriba, S., Hall, C. et al. Assessment of Autism Across the Lifespan: A Way Forward. *Curr Dev Disord Rep* 2, 84–92 (2015). <https://doi.org/10.1007/s40474-014-0031-5>
- Klin, A., Saulnier, C.A., Sparrow, S.S. et al. Social and Communication Abilities and Disabilities in Higher Functioning Individuals with Autism Spectrum Disorders: The Vineland and the ADOS. *J Autism Dev Disord* 37, 748–759 (2007). <https://doi.org/10.1007/s10803-006-0229-4>
- McClain, M. B., Schwartz, S. E., Bera, J. L., Farmer, R. L., Serang, S., Harris, B., & Golson, M. E. (2023). Vineland-3 measurement non-invariance in children with and without intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, 128(4), 334-343.
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Saulnier, C. A., & Klaiman, C. (2022). Assessment of adaptive behavior in autism spectrum disorder. *Psychology in the Schools*, 59, 1419– 1429. <https://doi.org/10.1002/pits.22690>

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