

**Vineland Adaptive Behavior Scale – II**  
Sparrow, Cicchetti, & Balla (2005)

THE OHIO STATE UNIVERSITY  
NICKENGER CENTER

## Vineland - II

**Purpose**

- Measure of personal and social skills (adaptive behaviors) needed for everyday living
- Ages 0 through 90
- Intellectual disabilities, developmental delays, autism spectrum disorders, and other impairments of personal care and social skills functioning.
- Assesses adaptive behaviors in the school environment.

THE OHIO STATE UNIVERSITY  
NICKENGER CENTER

## Domains

**Vineland – II Adaptive Behavior Composite Score**

- **Communication Skills:** speaks, understands others, and uses written language.
- **Daily Living Skills:** practical skills and behaviors that are needed to take care of oneself.
- **Socialization Skills:** skills and behaviors needed to get along with others and use in free-time activities.
- **Motor Skills:** uses arms, legs, hands, and fingers for movement, coordination, and to manipulate objects (Ages 3 – 6 years old)

=> Maladaptive Behavior Domain

THE OHIO STATE UNIVERSITY  
NICKENGER CENTER

## Administration

**4 Vineland-II Forms:**

- Survey Interview Form (Ni = 383)  
administered using a semi-structured interview format
- Parent/Caregiver Rating Form (Ni = 383)  
questionnaire format that the parent/caregiver completes.
- Expanded Interview Form (Ni = 500+)  
semi-structured interview format.
- Teacher Rating Form (Ni = 223)  
questionnaire format completed by the teacher.

THE OHIO STATE UNIVERSITY  
NICKENGER CENTER

## Administration

**Vineland-II - Survey Interview Form:**

- Provides a targeted assessment of adaptive behavior. You administer the survey to a parent or caregiver using a semi-structured interview format. This approach gathers more in-depth information with its open-ended questions and promotes rapport between the interviewer and respondent.
  - Interviewers: should have graduate-level education in psychology or social work as well as in individual assessment and test interpretation. Interviewers must read and study the Vineland-II Survey Forms Manual before administration (practice sessions recommended)
  - # items = 383 (Comm. = 99; DLS = 109; Social = 99; Motor = 76)
  - Administration time = 40 – 60 minutes

THE OHIO STATE UNIVERSITY  
NICKENGER CENTER

## Administration

**Vineland-II - Parent/Caregiver Rating Form:**

- Covers the same content as the Survey Interview, but uses a rating scale format. This alternative approach works when time or access is limited. The Parent/Caregiver Rating Form is also a valuable tool for progress monitoring. Use the Survey Interview Form on the initial assessment and track progress by using the Parent/Caregiver Rating Form.
  - # items = 383 (Comm. = 99; DLS = 109; Social = 99; Motor = 76)
  - Administration time = 40 – 60 minutes

THE OHIO STATE UNIVERSITY  
NICKENGER CENTER

## Administration

Vineland-II - Expanded Interview Form:

- Provides an in-depth alternative to the Survey Interview form with more items. Particularly suitable for ages 0 to 5 or to help facilitate detailed program planning for low functioning individuals
  - # items = 500+
  - Administration time = 60 – 90 minutes



## Administration

Vineland-II - Teacher Rating Form:

- Assesses adaptive behavior for students in school preschool, or a structured day care setting. This form uses a questionnaire format completed by the teacher or day care provider. The Teacher Rating Form contains the same Domains as the Survey Forms but covers content that a teacher would observe in a classroom setting. Targeted and comprehensive, the form lets you evaluate a student's functioning in a single domain or any combination of domains. An adaptive Behavior Composite score is provided when all four domains are administered
  - # items = 223 (Comm. = 67; DLS = 57; Social = 60; Motor = 39)
  - Administration time = 30 - 40 minutes



## Administration

Administering the Parent/Caregiver Rating Form:

- Establish Rapport with Parents.
- Review the form with parent so he/she understands how to complete it.
- Explain Instructions:
  - “Please read the directions and mark a rating for every item in each section after the start point circled or highlighted.”
  - “The items on this form cover a wide range. (Child's name) is not expected to have all the skills described by all the items”
  - “Mark the rating that best describes **how often the individual performs the behavior when it is needed**, NOT whether the individual can perform the behavior.”



## Administration

Administering the Parent/Caregiver Rating Form:

Explain Instructions:

- Mark “**2**” if individual “**usually**” performs the behavior **w/out help** or reminders; mark “**1**” if individual “**sometimes performs**” the behavior w/out help or reminders or performs part of the behavior w/out help; mark “**0**” if the individual “**never**” or “**rarely performs**” the behavior or never performs it w/out help or reminders.
- Mark “**2**” if the individual doesn't perform a behavior b/c he/she has outgrown it.



## Scoring

- Items are grouped by domains, subdomains, and categories
- Each item describes one observable behavior.
- Rate how common the subject performs the behavior listed
  - 2 (usually)
  - 1 (sometimes/partially)
  - 0 (never)
  - DK (don't know)
- Adaptive Behavior Composite (ABC) & Domain scores



## Score Results

Daily Living Skills Domain: Mean = 100 / SD = 15

Socialization Domain: Mean = 100 / SD = 15

Communication Domain: Mean = 100 / SD = 15

Composite Score: Mean = 100 / SD = 15

\*Motor Domain (children < 5 y.o.): Mean = 100 / SD = 15



## Validity - Content

- AAMR (2002), APA (1996), and NAS (2002)
- Increase in age correlates to increase in mean adaptive behavior
- Controlled for gender, SES, & ethnic groups (range from 1.5-2 v-scale score points)
- Correlation between scores & external observations of clinical groups

## Validity - Concurrent

### Vineland ABS & Vineland-II

- ABC: .87 to .94
  - Domains: .69 to .96
- ABAS
  - Correlation of .70
  - Subdomain correlation: .08 to .82
  - Domains: .22 to .81
- WISC-III & WAIS-III: Extremely low correlation
- BASC-II & Vineland Maladaptive Behavior
  - Domain: .80

## Reliability

### Internal Consistency: .72 to .90

- Birth to 5: mid .80's
- 6 to 11 & 72 to 90: low .80's
- 32 to 71: .70's
- SEM: 95% +/- 2 – 3 points

### Test-Retest

- ABC: .90
- Domains: .88 to .92
- Subdomains: .85

Inter-Interviewer: .70 to .87

Inter-Rater: .78 to .83

## Norms and Standards

- 3,695 individuals ages 0 to 90
- 2001 U.S. Population Survey
- Gender, ethnicity, community size, geographic region, SES
- Clinical Populations proportionally represented based on 2004 Congressional Report: ADHD, EDBD, LD, ID, Speech & Language Impairment, & OHI