

ADAPTIVE BEHAVIOR EVALUATION SCALE REVISED SECOND EDITION: 13-18 YEARS (ABES-R2: 13-18 Years)

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&

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The *Adaptive Behavior Evaluation Scale-Revised Second Edition (ABES-R2)* provides a measure of adaptive skills necessary for success in educational and residential settings. The **ABES-R2** may be used as a general or specific measure of adaptive skills with any student experiencing academic or behavioral difficulties regardless of the severity or suspected disability. The **ABES-R2** assesses 10 areas of adaptive skills grouped under the three adaptive behavior domains defined in the *10th AAMR Definition of Mental Retardation (AAMR, 2002)*. The **Conceptual** domain assesses the adaptive skills areas of *Communication and Functional Academics*. The **Social** domain assesses the *Social, Leisure, and Self-Direction* adaptive skills areas. *Self-Care, Home Living, Community Use, Health & Safety, and Work* are the adaptive skills areas assessed in the **Practical** domain.

The **ABES-R2:13-18 School Version** was standardized on a total of 1,897 students. The **ABES-R2: 13-18 Home Version** was standardized on a total of 1,034 students. Demographic characteristics of the standardization population approximated the national percentages for gender, residence, race, geographic area, and occupation of parents.

Internal consistency of the **ABES-R2: 13-18 School and Home Versions** fell at or above .80 for each subscale. Test-retest reliability for both versions yielded correlation coefficients ranging from .60 to .85, indicating substantial reliability for each of the 10 subscales. Coefficients for inter-rater reliability for the subscales ranged from .61 to .73 for all age levels. Content validity was established through the initial development process. The school version was compared to the *Adaptive Behavior Scale - School: Second Edition (1993)* and the home version was compared to the *Scales of Independent Behavior - Revised (1996)* and the *Vineland Adaptive Behavior Scales - Classroom Edition (1985)* as a measure of concurrent validity. The construct validity of the scale supports strong diagnostic validity. Item performance correlated positively with total score performance, further substantiating the internal cohesiveness of the scale as a measure of adaptive skills.

The **ABES-R2: 13-18** uses frequency-referenced quantifiers. Each item on the **ABES-R2: 13-18** is rated on a six point scale from (0) NOT DEVELOPMENTALLY APPROPRIATE FOR AGE to (5) DEMONSTRATES THE BEHAVIOR OR SKILL CONSISTENTLY. Following administration, seven types of scores may be obtained: frequency rating for each item (reflecting the degree of success in performing a behavior), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (a consistent basis for comparing students), a domain quotient and percentile, and an adaptive skills quotient and percentile. Using the subscale standard scores, a profile of the student's level of functioning across the 10 subscales may be constructed.

The **ABES-R2: 13-18** takes approximately 30 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, clinical personnel, other school personnel, or the parent/guardian. The **ABES-R2: 13-18** complete kit consists of school and home version rating forms and technical manuals, and the *Adaptive Behavior Intervention Manual: 13-18 Years*. The intervention manual includes goals, objectives, and intervention strategies for the behaviors on the scale and was designed for the convenient development of the student's IEP.

The **ABES-R2: 13-18** is a valuable tool designed to assist school personnel in making diagnostic, placement, and programming decisions for mentally retarded and emotionally disturbed/behaviorally disordered children and adolescents. The strong correlation of school and home ratings of adaptive skills makes the **ABES-R2: 13-18** an efficient and effective means of measuring adaptive skills for educational decision-making. The companion *Adaptive Behavior Intervention Manual: 13-18 Years* is a must for use in program development and implementation for handicapped students. The **ABES-R2: 13-18 Quick Score** is a *Vineland* compatible program which converts raw scores to standard and percentile scores.



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Adaptive Behavior Evaluation Scales Standard Scoring Manual

**Vincent C. Alfonso, Joseph R.
Engler, Andrea D. Turner**



Adaptive Behavior Evaluation Scales Standard Scoring Manual:

Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders Celine A. Saulnier, Cheryl Klaiman, 2018-05-01 A practical guide to adaptive behaviors across a range of neurodevelopmental disorders Adaptive behavior assessment measures independent living skills including communication social skills personal care and practical work skills For individuals with intellectual disabilities evaluation of these skills is a critical tool for measuring eligibility and can identify specific skills that must be learned before effective educational interventions can be implemented Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders describes the role of adaptive behavior in assessment and treatment and provides clear guidance for measurement Case samples provide real world illustration of behaviors and assessment and systematic comparison of various measures are presented and explained to better inform planning Individual chapters outline specific adaptive behaviors across a range of neurodevelopmental disorders giving clinicians practitioners students and researchers a better understanding of diagnostic differentials and how to place independent skill programming in treatment and intervention Plan intervention and treatment based on accessible measurement guidelines across a range of disorders Gain a deeper understanding of adaptive functioning specific to ADHD autism spectrum disorders disruptive behavior disorders and genetic disorders Compare and contrast current measures to evaluate their strengths weaknesses and areas of overlap Quickly locate essential information with Rapid Reference and Caution boxes For individuals with neurodevelopmental disorders adaptive behaviors are the keys to independence without them these individuals will perpetually struggle with achieving optimum independence without the basic skills needed to function at home in school and in the community Assessment allows these skills to be factored in to treatment and intervention planning and can help improve the outcomes of other intervention methods Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders clarifies the assessment of these important behaviors helping clinicians make more informed decisions around diagnosis education and treatment planning Resources in Education ,2000 **Handbook of Research-Based Practices for Educating Students with Intellectual Disability** Karrie A. Shogren, 2016-10-14 The Handbook of Research Based Practices for Educating Students with Intellectual Disability provides an integrated transdisciplinary overview of research based practices for teaching students with intellectual disability This comprehensive volume emphasizes education across life stages from early intervention in schools through the transition to adulthood and highlights major educational and support needs of children and youth with intellectual disability The implications of history recent research and existing information are positioned to systematically advance new practices and explore promising possibilities in the field Driven by the collaboration of accomplished nationally recognized professionals of varied approaches and philosophies the book emphasizes practices that have been shown to be effective through multiple methodologies so as to help readers select interventions based on the evidence of their effectiveness **International Handbook of Autism and Pervasive**

Developmental Disorders Johnny L. Matson, Peter Sturmey, 2011-06-16 Since the early 1940s when first identified as childhood psychosis and autistic psychopathy autism spectrum disorder ASD has continued to burgeon into a major focus of inquiry and interest among researchers practitioners and the public alike With each passing decade the number of scholarly articles addressing ASD and related disabilities continues to soar Today thousands of papers on autism are published annually across various disciplines and journals making it challenging if not impossible to keep pace with let alone synthesize all the latest developments Based on a solid historical foundation of autism theory and research the International Handbook of Autism and Pervasive Developmental Disorders integrates the broad scholarly base of literature with a trenchant analysis of the state of the field in nosology etiology assessment and treatment Its expert contributors examine recent findings and controversies e g how prevalent autism actually is along with longstanding topics of interest as well as emerging issues Coverage includes A survey of diagnostic criteria and assessment strategies Genetic behavioral biopsychosocial and cognitive models Psychiatric disorders in persons with ASD Theory of mind and facial recognition Diagnostic instruments for assessing core features and challenging behaviors Evidence based psychosocial pharmacological and integrative treatments Interventions specifically for adults with ASD Training issues for professionals and parents A review of findings of successful and promising therapies coupled with guidance on how to distinguish between dubious and effective treatments The International Handbook of Autism and Pervasive Developmental Disorders is an indispensable resource for researchers professors graduate students and allied practitioners in clinical child and school psychology child and adolescent psychiatry education social work rehabilitation pediatric medicine and developmental psychology [The Oxford Handbook of Positive Psychology and Disability](#) Michael L. Wehmeyer, 2013-09-19 This handbook is the first comprehensive text on positive psychology and disability Emphasizing paradigmatic changes in understanding disability the text covers traditional disciplines in positive psychology and applications of positive psychology to domains like education or work **Bayley-III** **Clinical Use and Interpretation** Lawrence G. Weiss, Thomas Oakland, Glen P. Aylward, 2010-07-19 One of the most widely used assessments of infants and toddlers the BAYLEY III measures the major areas of development including cognitive language motor social emotional and adaptive functioning This book provides an introduction into use of the BAYLEY III in each of these five areas For each of these areas individual chapters cover the relevant test content administration scoring interpretation strengths concerns and uses in clinical populations Each chapter also includes a real life case study demonstrating typical performance of a child with delays one of the five areas of development The book concludes with a special chapter on procedures for brief neurodevelopmental screening of infants in pediatric settings Covering all major areas of development the book is informative for a wide range of professionals who use the BAYLEY III to evaluate development of infants and toddlers from multiple perspectives including psychology speech and language and occupational physical therapy Provides an overview of the theoretical background and structure of BAYLEY III written by the lead

Research Director Introduces practitioners to the test content in each of the five major areas of child development covered by the BAYLEY III cognitive language motor social emotional and adaptive functioning Readers will learn how to competently administer score and interpret each of the five scales in the BAYLEY III Explains the strengths and limitations of the test in each of the five areas it measures Instructs readers on uses of the test in specific clinical populations Includes five case studies showing typical patterns of children delayed in one of the five areas of development Concludes with a special chapter on neurodevelopmental screening procedures in pediatric settings Psychological Assessment and Testing John

Spores,2022-06-08 Expanding upon and updating the first edition this comprehensive guide instructs readers on how to effectively conduct psychological assessment and testing in their practice efficiently advancing a case from the initial referral and clinical interview through the testing process and leading to informed diagnosis and treatment recommendations This second edition incorporates updated editions of all major tests pertinent revisions from the DSM 5 more in depth analysis of testing topics and coverage of new constructs that are the targets of psychological testing relevant to outpatient mental health practice Readers will learn about the fundamentals of assessment testing and psychological measurement the complete process of psychological testing using a broad range of major tests supplemented by interpretive flowcharts and case examples Downloadable practice and report forms along with data tables with pre drafted interpretive excerpts for all tests are also available for immediate use in clinical practice Psychologists in both practice and training will come away with the tools and knowledge needed to successfully conduct psychological assessment and testing within the contemporary mental health field **Clinician's Guide to Psychological Assessment and Testing** John M. Spores,2012-09-18 This nuts

and bolts guide to conducting efficient and accurate psychological testing in clinical settings provides mental health professionals with experienced guidance in the entire process It features a complete set of printed and electronic forms and templates for all aspects of assessment and testing from the initial referral to the final report It presents a standardized process of assessment testing interpretation report writing and presenting feedback Integral to the book is a review of psychological tests in seven key categories that most effectively address differential diagnostic dilemmas that clinicians are likely to encounter in practice Numerous case examples illustrate the process in action *The Oxford Handbook of Child Psychological Assessment* Donald H. Saklofske,Cecil R. Reynolds,Vicki L. Schwean,2013-04-25 This handbook surveys clinical and educational considerations related to the foundations models special topics and practice of psychological assessment

Research in Education ,1973 **Annual Progress in Child Psychiatry and Child Development 2000-2001**

Margaret E. Hertzog,Ellen A. Farber,2002-12-13 First published in 2003 Routledge is an imprint of Taylor Francis an informa company Encyclopedia of Special Education Cecil R. Reynolds,Elaine Fletcher-Janzen,2007-01-02 Offers a thoroughly

revised comprehensive A to Z compilation of authoritative information on the education of those with special needs **Early intervention in autism spectrum disorder (ASD)** Costanza Colombi,Annarita Contaldo,Giovanni Valeri,So Hyun

Kim,2023-02-07 **Handbook of Psychological and Educational Assessment of Children** Cecil R. Reynolds,Randy W. Kamphaus,2018-10-16 The two volumes of the Handbook of Psychological and Educational Assessment of Children Second Edition cover all aspects of child and adolescent assessment Leading clinical scientists summarize the state of the science of assessment paradigms instruments and methods With an emphasis on practical clinical considerations chapters also delve into issues related to test development psychometrics and bias Conveniently designed for reference or text use this vast knowledge base has been synthesized into two volumes which may be purchased separately or together INTELLIGENCE APTITUDE AND ACHIEVEMENT surveys assessment of intelligence learning styles and academic achievement covers historical issues and psychometric methods and addresses diversity issues ethical concerns and special topics in mental testing PERSONALITY BEHAVIOR AND CONTEXT reviews the use of projective methods interviewing and observation and objective methods of assessing personality and behavior discusses the assessment of specific syndromes and symptoms and presents tools for assessing adaptive skills and the family context **Comprehending Test Manuals** Ann Silverlake,2016-09-13 Your students will get valuable practice in interpreting actual excerpts from published test manuals Each of the 39 exercises begins with a guideline that helps students review the measurement concepts they will need in order to complete the exercise Background notes on each exercise describe the purpose of the test from which the excerpt was drawn Students answer questions that require them to locate and interpret important points in the excerpt The excerpts are largely unabridged so that students practice interpreting material as it is actually presented by test makers The skills they learn with this book can be easily transferred to other test manuals they may be using in the future Students have an ethical responsibility to be thoroughly familiar with the technical characteristics of the tests they will use This book prepares them for this responsibility All major topics are covered including validity reliability standard error of measurement norm group composition derived scores scales to detect faking item analysis cultural bias The excerpts are drawn from tests such as Wechsler Intelligence Scale for Children Peabody Picture Vocabulary Test 16PF Stanford Binet Intelligence Scale MMPI Beck Depression Inventory Stanford Achievement Test Series KeyMath and many others **The Psychoeducational Assessment of Preschool Children** Bruce A. Bracken,2004-09-15 First published in 2004 Routledge is an imprint of Taylor Francis an informa company Preschool Assessment Marla R. Brassard,Ann E. Boehm,2011-06-08 Comprehensive and user friendly this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3 to 6 year olds in accordance with current best practices and IDEA 2004 guidelines The authors are leading clinician researchers who take the reader step by step through selecting appropriate measures integrating data from a variety of sources and using the results to plan and evaluate effective interventions and learning experiences Coverage encompasses screening and assessment of cognitive linguistic emotional and behavioral difficulties including mental retardation and autism Case studies illustrate key facets of assessing diverse children and families appendices offer concise

reviews of over 100 instruments

What is Mental Retardation? Harvey N. Switzky, Stephen Greenspan, 2006 What is Mental Retardation is a rare peek into the divergent and at times contentious points of view among the world's leading researchers on what the condition of mental retardation is and how it should be defined, measured, and implemented in the 21st century. This candid and insightful collection of 21 essays features expert opinion on issues ranging from whether mental retardation really is a slowing of mental development and what the disability should be called to how cultural norms affect the definition of the condition worldwide and lessons learned from the Atkins v. Virginia case. The definitions of mental retardation published from 1921–2002 by the American Association on Intellectual and Developmental Disabilities provide the backdrop for this powerful discussion.

Early Childhood Special Education Programs and Practices Karin Fisher, Kate Zimmer, 2024-06-01 Early Childhood Special Education Programs and Practices is a special education textbook that prepares pre- and in-service teachers with the knowledge, skills, and dispositions to deliver evidence-based instruction to promote positive academic and behavioral outcomes for young children, prekindergarten through second grade, with development delays and/or disabilities. Early Childhood Special Education Programs and Practices intertwines inclusive early childhood practices by using real-life anecdotes to illustrate evidence-based practices, EBP, and procedures. The authors, experts in their fields, emphasize high-leverage practices, EBP, and culturally sustaining pedagogy and align them with the practices, skills, and competencies recommended by the Council for Exceptional Children's Division for Early Childhood. Families, administrators, and teacher educators of pre- and in-service early childhood special education and general early childhood education programs alike will find this book useful. Included in Early Childhood Special Education Programs and Practices are:

- An overview of early childhood and development of children ages 4 to 8
- Strategies for relationship building with students, families, communities, and school personnel
- Tips on creating a caring and positive classroom environment
- Chapters devoted to evidence-based instruction in core subjects of reading and writing, mathematics, science, and social studies for students with disabilities in pre-K to second grade
- More than 80 images, photos, tables, graphs, and case studies to illustrate recommended practices

Also included with the text are online supplemental materials for faculty use in the classroom, consisting of an Instructor's Manual and PowerPoint slides. Created with the needs of early childhood special educators in mind, Early Childhood Special Education Programs and Practices provides pre- and in-service teachers with the skills and practices they need to serve young children, their families, and communities across settings.

Essentials of Bayley-4 Assessment Vincent C. Alfonso, Joseph R. Engler, Andrea D. Turner, 2022-02-02 Administer and apply the Bayley 4 Scales of Infant and Toddler Development with confidence. In Essentials of Bayley 4 Assessment, a distinguished team of authors delivers state-of-the-art guidelines for the application of the new Bayley 4 test of infant and toddler development. The resource offers a comprehensive guide to administering, scoring, interpreting, and applying the test. The resource provides key updates made since the publication of the previous version of the test, such as updated administration and scoring guidance.

content updates new norms and clinical studies and shortened administration time Instruction on a Digital Delivery Option of the Bayley 4 i e Q interactive New illustrative case studies and examples of Bayley 4 reports Written for developmental practitioners school and clinical psychologists pediatricians pediatric neuropsychologists speech language pathologists occupational therapists and physical therapists Essentials of Bayley 4 is also an indispensable resource for university professors and students in training in assessment related fields

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