

NINDS CDE Notice of Copyright Adaptive Behavior Assessment Scale (ABAS-II)

Availability:	Please visit this website for more information about the instrument: PLEASE CLICK HERE FOR MORE INFORMATION
Classification:	Supplemental: Epilepsy, Mitochondrial Disease (Mito), and Traumatic Brain Injury (TBI)
Short Description of Instrument:	<p>Description:</p> <p>The ABAS-II measures adaptive behavior, using multiple respondents (Parent/ Primary Caregiver, Teacher/ Daycare Provider, Parent, Teacher, Adult) to evaluate function across a variety of environments. Test results include four domain composite scores (Conceptual, Social, Practical, and General Adaptive Composite) and 10 skill area scores (Communication, Community Use, Functional Academics, Health and Safety, Home or School Living, Leisure, Self-Care, Self-Direction, Social, and Work/Motor). Motor skill area replaces the Work skill area on the infant-preschool forms.</p> <p>Permissible Values:</p> <p>Norm-referenced scaled scores and test-age equivalents are given for the 10 Skill Areas (M=10, SD=3). For the four domains and the General Adaptive Composite, norm-referenced standard scores (M=100, SD=15) and age-based percentile ranks are given. An adaptive skill classification of Extremely Low, Borderline, Below Average, Average, Above Average, Superior, and Very Superior is given for each rating.</p> <p>Procedures:</p> <p>Rating scale may be completed by parent, caregiver, or teacher. Administration time is 15-20 minutes. Skills commensurate with at least a Master's degree level in psychology, education, or related field are recommended for interpretation.</p> <p>Comments:</p> <p>The measure is suitable to use from birth to 89 years.</p> <p>TBI Specific Rationale:</p> <p>"The ABAS-II and original ABAS have been used often with children and adults (infancy to 89 years) with developmental and intellectual disabilities. ... Although the ABAS-II has evidence of reliability and validity, there are limited published studies in children with TBI." - McCauley et al. 2012</p>

References:	<p>Harrison, P., and Oakland, T. (2003). Adaptive Behavior Assessment System, Second edition. Harcourt Assessment: San Antonio, TX.</p> <p>Harrison, P., and Oakland, T. (2000). Adaptive Behavior Assessment System. The Psychological Corporation: San Antonio, TX.</p> <p>Rust, J., and Wallace, M. (2004). Test review: Adaptive Behavior Assessment System, second edition. <i>J Psychoeduc Assess</i> 22, 367-373.</p> <p>TBI:</p> <p>Catroppa, C., Anderson, V., and Muscara, F. (2009). Rehabilitation of executive skills postchildhood traumatic brain injury (TBI): A pilot intervention study. <i>Dev Neurorehabil</i> 12(5), 361-369.</p> <p>Muscara, F., Catroppa, C., Eren, S., and Anderson, V. (2009). The impact of injury severity on long-term social outcome following paediatric traumatic brain injury. <i>Neuropsychol Rehabil: An International Journal</i> 19(4), 541-561.</p> <p>Yeates, K., Taylor, H., Walz, N., Stancin, T., and Wade, S. (2010). The family environment as a moderator of psychosocial outcomes following traumatic brain injury in young children. <i>Neuropsychology</i> 24, 345-356.</p>
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