

Vineland[®]–4

Vineland Adaptive Behavior Scales–Fourth Edition

Pilot Manual



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Chapter 1: Introduction

The pilot version of the Vineland® Adaptive Behavior Scales (4th ed.; Vineland-4) is an individually administered measure of adaptive behavior for use with children and adults, ages 0:00–65:11 years. The Vineland-4 Pilot is the first research phase in the revision of the Vineland Adaptive Behavior Scales (3rd ed.; Sparrow et al., 2016). The primary purposes of the Vineland-4 Pilot are to establish standard administration procedures, determine scoring guidelines, evaluate item functioning, and evaluate usability for examiners, respondents, and candidates. Your feedback and the data collected will be instrumental in preparing the Vineland-4 for further research phases.

Changes From the Vineland-3

For this pilot study, we are investigating new assessment approaches for the Vineland-4 based on user feedback. Some of the changes include:

- **Content updates**—All items were reviewed and revised to reflect current research. New items were added across subdomains, and a new Work Domain was also added for ages 16:00+. Item language was edited to be consistent across forms and written at an average grade 5 Flesch-Kincaid reading level.
- **Expanded respondents**—The Interview Form has been adapted to be used as a self-report form for candidates ages 16:00+, or as a caregiver/other report form. This will eventually allow the form to be used even when collateral respondents are unavailable and supports cross-respondent comparisons.
- **Improved rating support**—Instructions were clarified and reorganized for improved usability, including the addition of a quick-reference table and short rating video to support accurate ratings by examiners and respondents. In addition, the item-specific rating guidelines included in the Vineland-3 Manual are now provided on both paper and digital forms.
- **Interview guidance**—Updated administration instructions emphasize broad to specific questioning, with probes to clarify frequency, ability versus performance, and independence.
- **Simplified scoring experience**—Score values are unchanged (Usually = 2, Sometimes = 1, Never = 0), but numbers have been removed from forms and replaced with the letters. Additionally, the “estimated” indicator has been relabeled as “guessed.”
- **Domain renaming**—The Maladaptive Behavior Domain from Vineland-3 was renamed Clinical Concerns and includes internalizing, externalizing, and critical items.

This assessment is still in development and modifications will continue to be made before the final edition. Not all of the items included in this pilot edition may appear in the final published version of the Vineland-4. In addition, the Vineland-4 Pilot does not yield any scores that can be shared with candidates or respondents.

About the Vineland-4 Pilot

The Vineland-4 Pilot forms contain 627 items across six domains and 17 subdomains, but not every item will be administered to every respondent. The domains include adaptive behavior items related to Communication, Daily Living Skills, Socialization, Motor Skills (ages 0:0–9:11), and a new Work Domain (ages 16:0–65:11). The Clinical Concerns Domain (ages 3:0–3:11 and 16:0–65:11) covers internalizing and externalizing behaviors, as well as more severe problem behaviors in the critical items scale. See Table 1.1 for a brief description of each subdomain.

Table 1.1 Domains and Subdomains of the Vineland-4 Pilot

Domain	Subdomain	Description
Communication	Receptive	Attending to and understanding information from others
	Expressive	Using words and gestures to express oneself to others
	Reading and Writing	Using reading and writing skills
Daily Living Skills	Personal	Self-sufficiency in such areas as eating, dressing, washing, hygiene, and self-care
	Domestic	Performing household tasks such as cleaning up after oneself, chores, and food preparation
	Community	Functioning in the world outside the home, including safety, using money, travel, and rights and responsibilities
Socialization	Interpersonal Relationships	Relating to others including friendships, caring, socially expected behavior, and conversation
	Play and Leisure	Engaging in play and fun activities with others
	Social-Emotional Regulation	Demonstrating behavioral and emotional control in situations involving others

(continued)

Table 1.1 Domains and Subdomains of the Vineland-4 Pilot *(continued)*

Domain	Subdomain	Description
Work (new)	Practical Skills	Performing practical workplace skills related to tools, safety, tasks, time, and policies
	Social Skills	Demonstrating social skills related to communication, cooperation, and self-advocacy with colleagues and customers
	Self-Management	Using self-management skills related to organization, reliability, and adaptability in the workplace
Motor Skills	Gross Motor	Using arms and legs for movement and coordination to perform physical tasks
	Fine Motor	Using hands and fingers for manipulating objects to perform physical tasks
Clinical Concerns	Internalizing	Problem behaviors of an emotional nature
	Externalizing	Problem behaviors of an acting-out nature
	Critical Items	More severe clinical concerns

The items in each subdomain span a wide developmental range, from adaptive behaviors typically displayed by infants or young children to those appropriate to adolescents or adults. However, some subdomains (e.g., Reading and Writing) have items that are not relevant to the youngest infants while others do not have items that extend beyond childhood (e.g., Fine Motor, Gross Motor). These subdomains are only administered to select ages for which the content is relevant. In addition, data on some subdomains are not being collected for certain ages for the Vineland-4 Pilot. Table 1.2 lists the ages for each subdomain.

Table 1.2 Ages for Subdomain Administration During Pilot Data Collection

Subdomain	0:00– 0:07	0:08– 0:11	1:00– 1:11	2:00– 2:11	3:00– 3:11	4:00– 9:11	10:00– 15:11	16:00– 65:11
Communication Domain								
Receptive	X	X	X	X	X	X	X	X
Expressive	X	X	X	X	X	X	X	X
Reading and Writing			X	X	X	X	X	X
Daily Living Skills Domain								
Personal	X	X	X	X	X	X	X	X
Domestic			X	X	X	X	X	X
Community				X	X	X	X	X

(continued)

Table 1.2 Ages for Subdomain Administration During Pilot Data Collection (*continued*)

Subdomain	0:00– 0:07	0:08– 0:11	1:00– 1:11	2:00– 2:11	3:00– 3:11	4:00– 9:11	10:00– 15:11	16:00– 65:11
Socialization Domain								
Interpersonal Relationships	X	X	X	X	X	X	X	X
Play and Leisure	X	X	X	X	X	X	X	X
Social-Emotional Regulation		X	X	X	X	X	X	X
Work Domain								
Practical Skills								X
Social Skills								X
Self-Management								X
Motor Skills Domain								
Gross Motor	X	X	X	X	X			
Fine Motor	X	X	X	X	X	X		
Clinical Concerns Domain								
Internalizing					X			X
Externalizing					X			X
Critical Items					X			X

Pilot Test Forms

Pilot data collection includes two forms: the Interview Form and the Caregiver/Other Form.

The **Interview Form** uses a semistructured interview to elicit information about the candidate’s adaptive functioning from a caregiver or other person who knows the candidate well (caregiver/other-report, ages 0:00–65:11) or from the candidate themselves (self-report, ages 16:00–65:11). Pilot data for the Interview Form is collected using a paper-based form.

The **Caregiver/Other Form** uses a rating scale format completed by a caregiver or other person who knows the candidate well. Pilot data is collected digitally using Q-global® On-Screen Administration (OSA).

During pilot data collection, the same candidate may be selected for the caregiver/other-report version of the Interview Form, the self-report version of the Interview Form, and the Caregiver/Other Form. However, when the same caregiver (e.g., mother) is the respondent for both the Interview Form and Caregiver/Other Form, the Interview Form must be administered first because this method of administration does not reveal the actual test items to the caregiver. In addition, the Interview Form must precede the completion of the Caregiver/Other Form by at least 3 days. If the caregiver who is the respondent to the

Interview Form (e.g., mother) is different from the caregiver who completes the Caregiver/Other Form (e.g., father), there is no sequencing or interval requirement for the two administrations.

Contacts

Please read this Manual and review the forms before administering the test for the first time. It is critical that you follow instructions precisely to adhere to established standardized administration procedures. If you have questions about the administration, recording, or scoring of the Vineland-4 Pilot, please contact Elizabeth Munsell at Elizabeth.Munsell@Pearson.com. If you have questions about the candidates you are testing, or other sampling issues, please contact a Field Research team member at FRExaminerSupport@Pearson.com or call 800-233-5686 (8:00 a.m.–5:00 p.m. Central Time).

Chapter 2: General Administration Guidelines

The Vineland-4 Pilot is designed to gather clinically relevant data about a person's adaptive behavior. Carefully follow all administration directions in this Manual so the results can be considered valid. Failure to follow administration guidelines may result in a case being rejected.

Materials

The materials necessary for administering the Vineland-4 Pilot are listed in Table 2.1.

Table 2.1 Materials Needed to Administer the Vineland-4 Pilot

Form	Materials
Interview Form (caregiver/other-report or self-report)	Physical materials: Interview Form Pen or pencil to record responses Clipboard Downloadable materials: Vineland-4 Pilot Manual (including Chapter 4 and Appendixes A and B)
Caregiver/Other Form	Physical materials: Computer or tablet with Internet connection to access the provided test link on Q-global Downloadable materials: Individualized test link from the Field Research Portal Vineland-4 Pilot Manual (including Chapter 5 and Appendix A)

Link to the Field Research Examiner Hub for documents that can help with administering the Vineland-4 Pilot: <https://www.pearsonassessments.com/professional-assessments/field-research/examiner-hub/projects.html>

Administration Time

Administration time can vary based on several factors, such as the candidate's or caregiver's/other's rate of responding, rapport building, and breaks, but the Vineland-4 Interview Form should take 1½–2 hours and the Parent/Caregiver Form should take 1/2–1½ hours to complete.

Selecting Respondents

Select a respondent who is knowledgeable about the candidate's everyday behavior. This is critical to obtain valid results for this pilot study.

Caregiver/Other Respondents

Caregiver/other respondents can rate the **Caregiver/Other Form** or participate in the **Interview Form**. They must currently have frequent and extended contact with the candidate so that they are able to report accurately on the candidate's adaptive behavior. This is usually someone living in the same home as the person. If the candidate is a child, the primary caregiver is usually the best respondent. This may be a parent or another relative (e.g., grandfather or aunt) or a nonrelative (e.g., a caregiver in a foster or residential care setting). If the candidate is an adult who no longer lives in their childhood home, a spouse, roommate, or other adult living with the person usually makes the best respondent.

Self-Respondents

Self-respondents are eligible to participate in the **Interview Form** if they understand the interview content and can provide enough detailed information for the examiner to rate each item based on their responses. You may ask follow-up questions or probe further to clarify the support received for adaptive behaviors, ensuring accurate ratings.

New Work Domain

Caregiver/other respondents or self-respondents may be eligible to complete the items for the new Work Domain. To be eligible for the Work Domain, the candidate must be at least 16:00 and have had a job or regular volunteer position for at least 10 hours a week for at least 3 months.

Age-Based Start Points

Like Vineland-3, Vineland-4 Pilot uses age-based start points so that each subdomain begins with items that are an appropriate difficulty level for the candidate. For candidates who are generally performing adaptive behaviors at a level typical of their peers, begin at the age-based start point that corresponds with their current age.

Start Points for Candidates With Developmental Delays

Age-based start points can only be adjusted on the Interview Form for Vineland-4 Pilot. Beginning the test at an earlier age-based start point may be more appropriate for some candidates with developmental delays. An earlier age-based start point can build rapport and improve the test taking experience because it allows the respondent to begin with items that the candidate can do, instead of starting on items that they may have difficulty with, even if they are age-appropriate for their chronological age. For this reason, you should have a general idea of the candidate's developmental age before starting the Interview Form. If you are unsure, begin the subdomain at one previous age-based start point.

Form-specific details on age-based start points are found in Chapter 4: Interview Form Administration and Chapter 5: Caregiver/Other Form Administration.

Basal and Ceiling Rules

Like Vineland-3, Vineland-4 Pilot uses basal and ceiling rules to keep the administration time as short and efficient as possible. All domains except for the new Work Domain and the Clinical Concerns Domains use basal and ceiling rules. The basal and ceiling rules for the Vineland-4 Pilot study are six consecutive ratings of Usually or Yes for the basal and six consecutive ratings of Never or No for the ceiling.

In some cases, the basal may never be achieved; for instance, if you have reversed to Item 1 or started from Item 1 and there are not six consecutive scores of Usually. In other cases, the ceiling may never be achieved; for instance, if you administer all items in the subdomain and never reach six consecutive scores of Never. These situations are permissible, and the protocol should still be submitted to Pearson.

Specific details on how to implement the basal and ceiling rules for each form are found in Chapter 4: Interview Form Administration Instructions and Chapter 5: Caregiver/Other Form Administration Instructions.

The Testing Environment and Rapport

Interview Form

The Interview Form must be administered in person, face-to-face, for Vineland-4 Pilot data collection. Conducting the interview over the telephone or virtually is not allowed for this study.

Conduct the interview in a quiet room with adequate space, a comfortable temperature, and comfortable chairs. Usually, only you and the respondent(s) should be in the room during the interview; the candidate should not be present unless you are completing the self-report version of the Interview Form. Occasionally, during a caregiver/other-report interview, more than one person familiar with the candidate may be present, such as upon request. In this case, ask which person is most familiar with the candidate's everyday behavior and indicate that they should respond to your questions, although comments and discussion from the other caregiver are welcome.

To obtain valid results, it is essential to build rapport so respondents give accurate, unbiased information about the candidate's adaptive behavior. Spend the first few minutes of your meeting gaining the respondent's trust and cooperation. Try to establish a relaxed, conversational tone and, if necessary, prompt the respondent to share their

thoughts, feelings, and questions. This will help facilitate the interview itself, which is designed to be conversational in nature.

Caregiver/Other Form

Respondents for the Caregiver/Other Form will be sent a link to complete the test online via Q-Global OSA. Having a knowledgeable respondent alone does not guarantee valid administration; it is equally important that the respondent is motivated to provide accurate and objective information regarding the candidate's typical level of adaptive functioning. If you do not already have an existing relationship with the person who you think will be the best respondent for this pilot study, start by reaching out to them to make sure that they understand the purpose of the test and their role as a respondent. Emphasize that it is critical that the respondent provide the most accurate information when completing the form. Make sure they understand that the form is used to assess the candidate's *typical* performance, not the best that the candidate may be capable of. Acknowledge that the questions may bring up feelings in the respondent about the things the candidate is and is not doing in their daily lives, but that they should be as objective as possible. If, despite your efforts, you have doubts about whether the respondent will report accurately, do not have them complete the form.

Answer any questions the respondent has before sending them the link to the form, and offer to be available for questions as they complete it. It may be useful to review the Caregiver/Other Form instructions with the respondent before they begin the test. Encourage the respondent to complete the Caregiver/Other Form within 3 days to ensure that it is completed in a timely manner for this pilot study, and periodically contact them to answer any questions. The test link will automatically close after 72 hours (3 days) of inactivity.

Chapter 3: Rating the Vineland-4 Items

If you are administering the Interview Form, you need to apply these principles yourself when rating items during the interview. The Caregiver/Other Form includes an abbreviated version of these instructions as well as a short video that highlights key concepts the caregiver/other respondent will use for rating items on the Vineland-4 Pilot. Be prepared to answer any additional questions the respondent has about the rating instructions.

The Vineland-4 Rating Instructions Video is linked here:

<https://www.youtube.com/watch?v=0Bk3XwTZ8k8>

Overview of Item Types

Most Vineland-4 Pilot items assess adaptive behavior and are rated based on how often the person performs the behavior independently. A smaller number of items use alternate response formats (i.e., yes/no) or assess clinically concerning behaviors, which follow different scoring rules.

Rating Adaptive Behavior Items

To rate the adaptive behavior items, ask yourself the following question, “How often does the person perform the full behavior independently?”

Independently means without reminders, prompts, or help from someone else. For example, a person is not performing the behavior independently if someone else talks them through preparing a meal, reminds them to hang up a wet towel, or physically helps them tie their shoes. However, if a person uses adaptive equipment to perform a task and is able to manage this equipment on their own, then they are performing the behavior independently.

Full behavior means the entire behavior from start to finish. For example, for the item “washes and rinses hair,” if a person needs some help from someone else to thoroughly rinse their hair, the individual is not performing that behavior independently.

How often is rated using the following scale:

- **Usually (U):** The person performs the full behavior independently almost all of the time, requiring help or prompting only on rare occasions.
- **Sometimes (S):** The person inconsistently performs the full behavior independently; sometimes they perform it independently but at other times they require help, prompts, or reminders to perform the behavior.
- **Never (N):** The person never performs the full behavior independently.

Reasons for Rating Never

A rating of Never is appropriate whenever the individual does not perform the full behavior independently, regardless of the reason. Common reasons include, but are not limited to:

- The person has **not yet learned** the behavior. For example, they are not old enough to have learned to use prepositions correctly, walk up the stairs independently, or cross the street independently.
- The person is **not physically able** to perform the behavior. For example, they do not have the manual dexterity to prepare a simple snack or meal, or they have a physical disability that precludes being able to run or bike.
- The person **performs only part** of the behavior independently, meaning they can do most of the behavior by themselves but consistently need help, prompts, or reminders for at least part of it. For example, they put shoes on the correct feet and tighten their laces, but always need verbal prompts to tie the laces.
- The person is **not expected or allowed** to perform the behavior. For example, at their current life stage it is unreasonable to expect them to cook, use tools, or go places without a chaperone.
- The person can perform the behavior but consistently **chooses not to**. For example, they know they are only supposed to watch TV until 9:00 p.m., but continue to watch anyway, or they know to shower and brush their teeth regularly but they choose not to without frequent reminders.
- The person **does not recognize** when the behavior is needed. For example, they are not careful about keeping track of their wallet because they do not think about the idea that another person might try to steal it, or they can use the restroom independently but do not realize that they need to wash their hands afterward.

Rating Items With Alternate Response Scales

Some adaptive behavior items indicate that you should rate Yes or No when a dichotomous response is more appropriate (e.g., “Understands at least 50 words.”).

Items in the Clinical Concerns Domain use a different scale: Often (O), Sometimes (S), Never (N). For these items, a rating of Often indicates greater clinical concern, not stronger adaptive functioning. For example, a Never rating would indicate less concern than a Sometimes or Often rating on, “Eats nonfood items. For example: dirt, paste, soap.”

Rating Tips and Common Scenarios

Rate according to independent performance. Rate items based on how often the individual performs the full behavior independently, without physical assistance, verbal prompts, or reminders. Prompting includes instruction, urging, or demands.

Rate Usually if the person almost always performs the full behavior independently when the behavior is required. Only behaviors that are usually performed without physical help or verbal prompting or reminders from a caregiver should receive this rating.

Rate Sometimes if the individual performs the full behavior independently but other times they do not do it or require support when the behavior is required. Only behaviors that are sometimes performed without physical help or verbal prompting or reminders from a caregiver should receive this rating.

Ratings should reflect actual performance, not potential ability. Examiners and respondents sometimes mistakenly focus on the candidate's potential ability to perform the behavior instead of what the candidate actually does day-to-day. Pay special attention to this on items for which caregivers commonly provide help and/or prompting as the person is learning the behavior. For example, a person may know how and be physically able to hang their wet towel up after a shower. However, if they do it only if their caregiver reminds them to, the rating would be Never.

Rate according to how often the behavior is performed when needed or appropriate. Some adaptive behaviors, such as dressing and brushing teeth, are required daily. Others, such as writing a three-page paper, may not be needed daily or even weekly. All item ratings should reflect how often the behavior is performed when it is called for, regardless of how frequently or regularly that behavior is needed or appropriate. In other words, a rating of Usually means "usually when needed," not "usually" in an absolute sense.

Rate a behavior that is rarely performed based on context. When rating a behavior that is done rarely, consider both the nature and expected frequency of the behavior. If the behavior is typically expected to occur regularly (e.g., hygiene routines; safety behaviors like looking both ways before crossing the street) and is only performed rarely, it is generally appropriate to rate Never, indicating the skill is not present in a functional and independent way. However, if the behavior is inherently low-frequency (e.g., scheduling a medical appointment) and has been demonstrated independently at least once in a relevant context, a rating of Sometimes may be justified. Ultimately, the rating should reflect actual performance rather than capacity or historical occurrence, and do not over credit behaviors that are prompted, context dependent, or not generalized.

Rate the complete behavior for items containing the word *and*. When an item includes the word *and*, rate based on the independent performance of the entire behavior. For example, the item “washes and rinses hair” should be rated according to how often the person performs **both** steps independently. If they wash their hair without help or prompting, but need help rinsing the soap out, the person will receive a rating of Never because they do not perform both parts of the full behavior independently.

Rate based on the specified number of examples. If an item specifies a number (e.g., “uses at least three basic gestures”), rate based on whether the person performs that total number of the behavior independently. For example, rate Usually if there are at least three basic gestures that the person commonly uses; rate Sometimes if they have demonstrated they can use at least three basic gestures, but they do not consistently use them; rate Never if they use two or fewer basic gestures.

Rate outgrown behaviors according to how they were performed. Certain adaptive behaviors are outgrown and replaced by more advanced behaviors as part of typical development. For example, crawling up stairs is replaced by walking up stairs, and make-believe play is replaced by more advanced play. Behaviors that are typically outgrown and replaced by more advanced skills should be rated Usually if they were mastered earlier in development. However, if a behavior is no longer age-appropriate but was never or only sometimes performed independently when younger, rate accordingly. For example, if an adult did not write papers when younger because they dropped out of school early, Never would be an appropriate rating on items asking about writing papers for school. Items that refer to commonly outgrown behaviors are identified in the rating criteria.

Do not apply this rule to behaviors that remain age-appropriate. If a behavior is still appropriate but no longer performed independently, rate based on current performance. For example, clearing one’s dishes, utensils, napkins, cups, etc. after eating is not a behavior that becomes outgrown (at least not in mainstream Western culture). A 12-year-old who did this routinely without reminders when younger but now fails to do it unless reminded repeatedly should be rated Never.

Check Guessed if the item rating is a guess. If the respondent has not directly observed a behavior, ask them to guess how the person would likely perform it based on similar behaviors. This approach is especially relevant for individuals who are older and more independent, as direct observation of certain behaviors may not be feasible (e.g., some of the items in the Work Domain). When this is the case, check the Guessed box for every item that is estimated. For example, the respondent may not have observed how the person behaves with coworkers but can make a reasonable assumption based on

interactions they have seen them have with other people in their lives, as well as their ability to maintain employment. In these cases, mark the item as Guessed to indicate the rating is based on judgment rather than observation. Only credit the item if there is strong evidence the person would perform the estimated behavior independently.

Accept alternative and atypical methods of performing adaptive behavior. Some candidates perform adaptive behaviors in an atypical way or use special equipment or devices. In these cases, focus on the target adaptive behavior, not the method of performance. Keep in mind that using adaptive equipment or strategies independently counts as performing the behavior, whereas relying on someone else’s help means the behavior is not truly independent.

Follow these key concepts when rating items performed using alternative or atypical methods:

- **The method of performance doesn’t matter—independent performance matters.** If the person completes the behavior independently using an alternative method, it counts.
- **Using assistive/adaptive tools is not the same as receiving assistance from another person.** Using augmentative and alternative communication (AAC), a wheelchair, or adaptive utensils still qualifies as independent if the person does not need help from someone else to use them.
- **Hands-on help or constant prompting is not independent.** This remains the key principle for rating items, even when alternative methods are used for the task. Rate Never if the person always relies on others to complete the task.
- **If no accessible pathway exists to perform the full behavior, rate Never.** If the behavior cannot be performed in any way due to disability or lack of adaptation, rate Never.

Table 3.1 provides different scenarios that apply the key concepts for rating activities performed using alternative or atypical methods.

Table 3.1 Rating Activities Performed Using Alternative or Atypical Methods

Adaptive behavior	How behavior is performed	Rating guidance	Rating
Scenario: mobility using wheelchair			
Moves around home or school	Uses wheelchair to move between rooms independently	The mobility aid counts because the person uses it independently to achieve the behavior	Usually
Uses stairs to access areas	Cannot climb stairs and no alternative method available	The behavior cannot be performed in any way	Never

(continued)

Table 3.1 Rating Activities Performed Using Alternative or Atypical Methods
(continued)

Adaptive behavior	How behavior is performed	Rating guidance	Rating
Travels to community locations	Uses wheelchair independently in the community	The person successfully navigates to other locations independently even though they are not walking	Usually
Scenario: adaptive utensils			
Eats meals using utensils	Uses built-up utensils or adapted grip without help	The adaptive tools are acceptable because the person operates them independently	Usually
Prepares simple food	From time to time needs caregiver to position food or assist with setup	Someone else occasionally needs to provide hands on help to complete the task	Sometimes
Scenario: AAC use			
Expresses wants/needs	Uses AAC device or sign language independently	AAC and sign count the same as speech when used independently	Usually
Answers questions	Uses AAC but at times requires prompting to respond	Occasional prompting affects the rating	Sometimes
Initiates communication	Only responds when prompted using AAC	Lack of independent initiation lowers rating	Never
Scenario: writing with assistive technology			
Writes messages or notes	Uses speech-to-text or adapted keyboard independently	Alternative writing methods count because they are used independently	Usually
Completes written tasks	Dictates while another person types	Requires someone else to complete the task	Never
Scenario: self-management with supports			
Manages daily routines	Uses a personal checklist, picture schedule, or to-do list independently	Self-initiated use of supports counts as independent self-management	Usually
Completes chores	Caregiver creates schedule and prompts each step	If the person relies on someone else to set up or guide tasks, they are not independent	Never

Examiners and respondents may benefit from additional rating guidance for some candidates with specific disabilities or circumstances, such as those who have been diagnosed as blind or low vision; have been diagnosed as deaf or hard of hearing; use a feeding tube; or use alternative bowel and bladder management. Additional rating criteria for these groups are found in Appendix A and are intended to help examiners and respondents credit adaptive behaviors that are functionally equivalent to those described in the standard item content.

Summary

The guiding principle for rating Vineland-4 adaptive behavior items is independence. The items are rated based on how often a person performs the full behavior independently, using a scale of Usually, Sometimes, or Never. Independent performance means completing the entire behavior without prompts, reminders, or assistance. Ratings reflect actual, self-sufficient behavior when needed, not just ability or frequency of opportunity. Outgrown behaviors may be credited if previously mastered, and alternate methods are acceptable when used independently. When ratings are based on inference rather than direct observation, they should be marked as Guessed.

Table 3.2 summarizes common scenarios and rating tips for the Vineland-4 Pilot items. It can be used as a quick reference guide for selecting the correct item rating.

Table 3.2 Quick Reference Guide: Rating Tips and Common Scenarios

Scenario	Rating tip	Examples
Requires prompting, but can perform behavior	Rate Sometimes if the behavior is sometimes performed without prompting	The person sometimes needs someone else to remind them to show good sportsmanship, but other times does it on their own; rate Sometimes for <i>Shows good sportsmanship in games or sports</i> .
	Rate Never if the behavior is never performed without prompting	The person never shows good sportsmanship unless they are reminded or prompted to do so; rate Never for <i>Shows good sportsmanship in games or sports</i> .
Has not learned behavior	Rate Never	The person does not know how to wash the dishes by hand or using the dishwasher; rate Never for <i>Washes dishes thoroughly. May wash by hand or use the dishwasher</i> .
Can not physically perform the behavior	Rate Never	The person does not have the finger dexterity required to button small buttons; rate Never for <i>Buttons small buttons in the correct buttonholes</i> .
	Rate Sometimes or Usually if the individual uses adaptive equipment independently to perform the behavior in a modified manner	The person lacks finger dexterity to button small buttons but uses an adaptive button hook tool to button small buttons without help from another person; rate Usually for <i>Buttons small buttons in the correct buttonholes</i> .
Performs only part of the behavior	Rate Never	The person washes their hair but needs someone else to make sure it is thoroughly rinsed; rate Never for <i>Washes <u>and</u> rinses hair thoroughly</i> .
Is not expected or allowed to perform behavior	Rate Never	The person is not allowed to go places without a parent or someone else supervising; rate Never for <i>Goes places with peers during the day without a chaperone</i> .

(continued)

Table 3.2 Quick Reference Guide: Rating Tips and Common Scenarios (*continued*)

Scenario	Rating tip	Examples
Can perform the behavior, but chooses not to	Rate Sometimes if they sometimes choose to perform the behavior	The person knows their curfew and how to be home on time for their curfew. They sometimes do it, but other times they do not follow their curfew or need a reminder to be home on time; rate Sometimes for <i>Follows curfews</i> .
	Rate Never if they never choose to perform the behavior	The person knows their curfew and how to be home on time for their curfew, but they never do it; rate Never for <i>Follows curfews</i> .
Does not recognize that the behavior is needed	Rate Sometimes if they sometimes recognize the need to perform the behavior and do so	The person sometimes notices if their clothes are very dirty, but other times someone else needs to bring it to their attention and tell them to change; rate Sometimes for <i>Cleans or changes their clothing when it is dirty, wet, muddy, or smelly</i> .
	Rate Never if they never recognize the need to perform the behavior	The person does not pay attention to whether their clothes get dirty and, therefore, does not think to change them without a prompt from someone else; rate Never for <i>Cleans or changes their clothing when it is dirty, wet, muddy, or smelly</i> .
Has outgrown behavior	Rate based on how they performed the behavior in the past	The person has outgrown imitating household activities like cleaning or cooking. They regularly imitated these activities when they were younger; rate Usually for <i>Imitates (copies) an activity while someone else is doing it</i> .
Uses adaptive equipment or methods to perform behavior	Rate based on independent performance of the behavior with adaptive tools or methods	The person does not write with a pen/pencil but uses speech-to-text for producing written work. They produce at least 10 words using speech-to-text; rate Usually for <i>Writes or produces at least 10 simple words from memory</i> .

Chapter 4: Interview Form Administration Instructions

About the Interview Form

The Interview Form is completed by the examiner who identifies, recruits, and interviews the respondent. The respondent is either the candidate (for self-report) or a person who is very knowledgeable about the candidate's everyday adaptive functioning (for caregiver/other-report).

The Interview Form is meant to facilitate an open-ended discussion with the respondent. When conducting the interview, do not read the items to the respondent or ask them to provide item ratings. Instead, use open-ended questioning to prompt the respondent to talk about the candidate's behavior in the adaptive areas that are assessed. You will use the information provided by the respondent to rate the items. This approach to test administration is designed to reduce inaccuracies in reporting that can occur on an adaptive behavior assessment. Those inaccuracies may stem from the respondent having difficulty comprehending the nature of the assessment (i.e., adaptive behaviors are what the person performs independently and not what they are capable of performing), misunderstanding item content, or misreporting (either deliberately or unintentionally).

The Interview Form has several elements as defined below. See Figure 4.1 for a visual of each of these elements on the Interview Form.

- A. The age range for each subdomain is listed next to the subdomain title at the top of the page.
- B. The Interview Topics key is displayed at the top of the page and provides the letter and corresponding Interview Topics to facilitate grouped-item administration.
- C. Item-specific rating criteria for some of the items provides additional instructions to help ensure accurate ratings.
- D. The ✓ if guessed column should be checked when a respondent has not had the opportunity to observe the behavior described by an item and therefore must guess how often the candidate performs the behavior. When this happens, rate the item and add a check mark in the ✓ if guessed column.
- E. A Comments or observations section appears at the end of each subdomain to record any comments about that part of the interview you may want to include.

Figure 4.1 Sample Interview Form Page

Domain start time
 Hour: : Minute:

RECEPTIVE (Ages 0:00–65:11) A

COMMUNICATION DOMAIN

INTERVIEW TOPICS

B A Responding B Understanding Words C Understanding Nonverbal Communication	D Identifying Things E Following Basic Instructions F Understanding Questions	G Understanding Implied Messages H Attending to Entertaining Material I Following Complex Instructions	J Attending to Informational Material * Mandatory Items
---	---	--	---

	Performs independently: D			
	usually	sometimes	never	✓ if guessed
0:00–0:11 A 1. Looks at caregiver when they hear the caregiver's voice.	U	S	N	
A 2. Looks at caregiver when the caregiver gestures to get their attention. For example: caregiver waves hand near the person's line of sight, waves toy in the person's direction.	U	S	N	
C A 3. Responds when their name or nickname is used. For example: turns, looks, smiles. The person's name may be spoken, signed, or presented by device.	U	S	N	
C 4. Looks in the same direction when caregiver points and looks at something.	U	S	N	
B 5. Understands at least 10 words. Rate U for yes or N for no. The person may show they understand words by referring to things/people/places, retrieving an item, performing an action.	U		N	
C 6. Understands at least three basic gestures. For example: head nod for yes, head shake for no, hand out for give me, waving.	U	S	N	

Instructions may be unfamiliar for the person if they do not hear them a lot. The instructions might also be new, in a new order, or happen during a new activity.

***I** 45. When told to do something that is not familiar a few hours later, remembers to do it. For example: "When you get home from school, preheat the oven."

Instructions may be unfamiliar for the person if they do not hear them a lot. The instructions might also be new, in a new order, or happen during a new activity.

Comments or observations: E

Please do not write on this page

Interview Topics

To facilitate administration of the Interview Form, items with related content are grouped into Interview Topics and denoted by letters next to each item. The Interview Topics, each containing two to nine items, provide a logical way of structuring the interview into units of conversation and item rating. These topics can help with administration by allowing you to ask all the relevant questions for that topic to help keep the respondent in that mindset. Topics for each subdomain are listed at the top of the page (see Figure 4.1).

Determining Which Subdomains to Administer

Some subdomains are only administered to select ages for which the content is relevant or for which pilot data is required. The Vineland-4 Pilot Interview Form lists the required age range for each subdomain next to the subdomain title at the top of the page (see Figure 4.1). Administration ages by subdomain are also listed in Table 1.2 in this Manual.

Prior to testing, calculate the candidate's age on the first page of the Interview Form. To obtain the candidate's age on the date of testing, enter the test date and the

candidate's birth date in the appropriate spaces in the age calculation table. Subtract the birth date from the test date and record the difference in the spaces provided. For these computations, all months are assumed to have 30 days. Also, ages are not rounded up to the nearest month or year. For example, the age of 15 years, 11 months, 29 days is not rounded up, so the subtests for ages 16:00 should not be administered even though the candidate is nearly 16-years-old.

After calculating the candidate's age, find the appropriate age ranges by subdomain. If the candidate is outside of the age range for a subdomain (i.e., too old or too young), cross out that subdomain on the Interview Form so that you are sure not to administer it to that candidate. **Only administer the subdomains that match the current age of the candidate at the time of testing.**

Subdomain Start Points

Selecting the best starting point for the candidate's age is an important step in setting up the Interview Form for administration.

- For candidates who are developing at a similar rate of their same-age peers, choose the start point that corresponds to their chronological age at the time of testing. For example, a child age 1 year, 6 months would start at the 1:00–1:11 start point for the Receptive Subdomain.
- Candidates with developmental delays may benefit from an earlier start point. If you think the candidate may be functioning below chronological age level, drop back one or more age start points and begin at their developmental age.

Once you determine the age-based start point for your candidate, begin each subdomain by asking the respondent about the topic that corresponds with that start point.

Basal and Ceiling Rules

The basal rule for Vineland-4 Pilot is six consecutive Usually or Yes ratings. To implement the basal rule on the Interview Form, ask the respondent about the topic that corresponds to the age-based start point for that subdomain. Rate the items in that topic based on the information provided by the respondent. Then review the ratings for the items near the start point. If the items are rated Usually, proceed to the next more difficult topic. Continue administering topics in a forward manner (increasing difficulty) unless one of the first six items is rated Sometimes or Never. If this happens, the basal is not met, and you must administer the topic directly before the start point. Continue with this administration approach until you have reached six consecutive Usually or Yes ratings or you reach Item 1 of that subdomain.

For example, consider a candidate age 1:6 (see Figure 4.2). For the Receptive Subdomain within the Communication Domain, their start point is Item 18, Topic D Identifying Things. Ask the respondent about the Topic D questions and rate the items based on the information the respondent provides. Look at the items within that age start point grouping, or Items 18 and 21, and note that they are rated U and begin to establish a basal. Next, transition to the next topic listed after the start point, Topic F Understanding Questions, and rate those items. Look at the items within the age start point grouping for Topic F, and note that several of the items are rated U, but Item 22 is rated S. This would be the sixth item needed to establish a basal. Since one of the first six items was not rated U, drop back to the topic previous to the start point, Topic C Understanding Nonverbal Communication, and rate those items. Note that Item 16 is rated U, establishing the basal of six consecutive U ratings.

Figure 4.2 Establishing Basal on the Interview Form

RECEPTIVE		COMMUNICATION DOMAIN			
		Performs independently:			
		usually	sometimes	never	✓ # guessed
E	15. Follows one-step instructions that are not familiar. For example: "Touch the blue square," "Look at the ceiling," "Tap your elbow." Instructions may be unfamiliar for the person if they do not hear them a lot. The instructions might also be new or happen during a new activity.	U	S	N	
C	16. Understands at least three more advanced gestures. For example: waving hand to show <i>come here</i> , finger over lips to show <i>be quiet</i> , thumb and index finger apart to show <i>just a little</i> , holding nose to show <i>that stinks</i> . The person may show they understand if they respond in a way that fits the meaning of the gesture, even if they do not agree. For example: the person gets mad or complains when a caregiver waves their hand to show <i>come here</i>.	U	S	N	
D	17. Identifies at least three objects in photographs or drawings that look real when asked. For example: points to photograph of a dog in a book/detailed drawing of a car on a screen.	U	S	N	
1:00-1:11	D 18. Identifies at least three body parts shown in a book, magazine, or on a screen when asked. For example: points to a nose, a mouth, hands, feet.	U	S	N	
F	19. Responds to questions that use <i>what</i> . For example: when asked, "What is this," replies "A ball."	U	S	N	
F	20. Responds to questions that use <i>who</i> . For example: when asked, "Who is that," replies "Auntie Kesha."	U	S	N	
D	21. Identifies at least three basic actions pictured in a book, magazine, or on a screen when asked. For example: points to people eating, sitting, jumping.	U	S	N	
F	22. Responds to questions that use <i>where</i> . For example: when asked, "Where did Felipe go," points to or says where Felipe went.	U	S	N	
E	23. Follows familiar two-step instructions. For example: "Pick up your cup and put it on the table," "Get your coat and put it on," "Look at me and show me where you want to go." Familiar instructions are ones that the person does a lot or hears often.	U	S	N	
E	24. Follows instructions in <i>if-then</i> form. For example: "If you're thirsty, then get a drink," "If you are cold, then get a blanket."	U	S	N	
H	25. Pays attention to a story (read aloud or in audio form) for at least 15 minutes. The person may show they are paying attention if they do things like look where others look, turn pages, or point. They may also respond to things the reader says or repeat what happened. Do not reduce the rating if the person moves or does other things that helps them stay calm or focused. Rate U if the person did this when younger, but is no longer expected to at their current life stage.	U	S	N	
2:00-2:11	F 26. Responds to questions that use <i>why</i> . For example: when asked "Why are you crying," replies "My toy broke."	U	S	N	
E	27. Follows two-step instructions that are not familiar. For example: "Put your toy on the bed and then bring me your backpack," "Turn off the TV and pick up your socks," "Pick a snack and what book you want to read." Instructions may be unfamiliar for the person if they do not hear them a lot. The instructions might also be new or happen during a new activity.	U	S	N	
F	28. Responds to questions that use <i>when</i> . For example: when asked, "When do you eat breakfast," replies "In the morning." Responses can include anything that shows an understanding of <i>when</i>. Other examples include: "I sleep at night." "I go before you." "After I wake up."	U	S	N	
H	29. Pays attention to a show for at least 30 minutes. For example: TV show, video, live performance. The person may show they are paying attention if they do things like look where others look, or smile, laugh, and clap at the right times. They may also ask questions or guess what will happen next. Do not reduce the rating if the person moves or does other things that helps them stay calm or focused.	U	S	N	

Please do not write or record responses in this area

Vineland-4 Comprehensive Interview Form 3

The ceiling rule for Vineland-4 Pilot is six consecutive Never or No ratings. After establishing the basal, continue administering topics in a forward manner until you record six consecutive ratings of N. If you do not establish the ceiling, continue administering until the last topic for that subdomain has been rated. **Review the Interview Form to verify that all items between the basal and ceiling have been rated before moving to the next subdomain.**

See Figure 4.3 for an example of following the basal and ceiling rules on the Interview Form. The examiner started at the age-based start point for their candidate age 4:09 (Item 5, Topic B Cleaning Up After Self). The examiner interviewed the respondent about five topics to establish the basal and ceiling on the Domestic Subdomain: Topic B, Topic F, Topic D, Topic C (basal established), Topic E (ceiling established).

All domains except for the new Work Domain and the Clinical Concerns Domain use basal and ceiling rules. For Work and Clinical Concerns, rate all items.

Figure 4.3 Example of Basal and Ceiling Rules on the Interview Form

DOMESTIC (Ages 1:00–65:11)			DAILY LIVING SKILLS DOMAIN			
INTERVIEW TOPICS						
A	D	G	* Mandatory Items			
Beginning Home Safety	Basic Food Preparation	Cleaning Up After Meals				
Cleaning Up After Self	Advanced Home Safety	Complex Food Preparation				
Putting Clothes Away	Basic Chores	Advanced Chores				
			Performs independently:			
			usually	sometimes	never	✓ If guessed
1:00–2:11	A	1. Is careful around hot objects. For example: keeps safe distance from stove, oven, fire.	U	S	N	
	A	2. Is careful around sharp objects. For example: avoids touching scissors or knives, keeps a safe distance from sharp tools.	U	S	N	
	B	3. Wipes up own spills. The person must get wiping material and clean the spill adequately.	U	S	N	
	C	4. Puts dirty clothes in the proper place to be washed. For example: laundry basket/chute.	U	S	N	
3:00–4:11	B	5. Practices clean habits when entering a home. For example: removes dirty shoes, wipes shoes/wheelchair wheels.	U	S	N	
	B	6. Puts away their books, toys, etc. when done using them.	U	S	N	
	B	7. Clears all of their dishes, utensils, napkins, cups, etc. after eating.	U	S	N	
	F	8. Completes at least two simple household chores. For example: dusts, empties trash cans, feeds pet. The person may use adaptive equipment or assistive devices. They may also use memory systems, like checklists. The key is if they remember and do the chores on their own, without the help of the caregiver.	U	S	N	
5:00–6:11	D	9. Makes a simple snack or meal. For example: sandwich, cheese and crackers, microwave popcorn.	U	S	N	
	E	10. Knows what to do in an emergency situation. For example: calls 911, calls for help, moves away from danger. Rate by what the person says should be done in an emergency situation, or how they behaved during one.	U	S	N	
	C	11. Hangs wet towel on a towel rack or hook, or puts it in the proper place to be washed.	U	S	N	
	C	12. Puts clean clothes away where they belong. For example: in drawers, in closet, on hooks.	U	S	N	
	D	13. Uses at least two simple kitchen appliances. For example: toaster, microwave, coffee maker.	U	S	N	
	D	14. Washes fruits and vegetables before they eat or cook them.	U	S	N	
	E	15. Secures house against intruders while at home. For example: keeps doors locked, finds out who is at the door before opening it.	U	S	N	
7:00–8:11	D	16. Uses at least three kitchen utensils to make food. For example: tongs, spatula, vegetable peeler.	U	S	N	
	E	17. Is careful when using household appliances or equipment. For example: pays attention to blade when using blender, waits for iron to cool before putting it away.	U	S	N	
	D	18. Heats or reheats food. For example: premade meals, leftovers.	U	S	N	
	F	19. Uses household products in the right way. For example: laundry detergent, toilet bowl cleaner, glass cleaner.	U	S	N	
	G	20. Puts dishes away when clean and dry.	U	S	N	
	E	21. Secures home against intruders when leaving. For example: locks doors, closes windows, turns on alarm.	U	S	N	
	G	22. Washes dishes thoroughly. May wash by hand or use the dishwasher.	U	S	N	
	F	23. Keeps floors clean. For example: sweeps, vacuums, mops, arranges cleaning service.	U	S	N	
9:00–95:11	G	24. Packages and stores leftover food.	U	S	N	

Please do not write or record responses in this area

Administering the Interview Form

This section explains how to administer the interview using the Vineland-4 progressive questioning approach. Review this thoroughly so you are prepared to lead the interview with confidence.

Beginning the Interview

When you meet with the respondent to administer the Interview Form, begin by providing a brief overview of the purpose and format of the interview.

Explaining the Purpose

Explain the following in clear, nontechnical language:

- The purpose of the interview is to collect pilot data for the new version of the test.
- This interview asks about the adaptive behavior of the person being assessed.
- *Adaptive behavior* refers to everyday practical skills. They include the day-to-day things that people do to communicate, take care of themselves, and get along with others.
- The focus of the interview is on the skills the person performs **independently in daily life**, without prompts, reminders, or help from someone else.

Example script: “Thanks for taking the time to meet with me. Today we will be doing a pilot version of an assessment called the *Vineland Adaptive Behavior Scales*. The purpose of a pilot is to collect information for developing a new version of the test. I’m going to ask you some questions to better understand [name’s/your] everyday practical skills. These are the day-to-day things that people do to communicate, take care of themselves, and get along with others. Your responses will help us understand [name’s/your] level of independence. I’m especially interested in what [they/you] typically do on [their/your] own, without reminders or help. If anything is unclear, please feel free to ask questions at any time.”

Encourage the respondent to provide the most accurate information possible.

Acknowledge that they may have strong feelings or reactions to some questions but emphasize the importance of responding as objectively as possible. Answer any additional questions they have about the purpose of the assessment before proceeding.

Providing Instructions for Responding

Before administering the items, emphasize the following guidelines:

- There are no right or wrong answers.
- Not all people develop or perform skills at the same age or in the same way. The person is not expected to be performing every behavior asked about during the assessment.
- Responses should reflect what the person **actually does in daily life**, not what they are capable of doing.
- The respondent should indicate how often the person performs each behavior (i.e., usually, sometimes, never) and if the person ever needs reminders or help to perform any part of the behavior.
- If a behavior is not performed due to limited opportunity (e.g., age, environment, ability), the respondent should indicate this.

Example script: “There aren’t any right or wrong answers. The goal is to understand what [name/you] actually [does/do] in everyday life, not just what [they/you] could do. For each question, it helps to think about how often the behavior happens—usually, sometimes, or never—and whether [name needs/you need] reminders or help at any point. Some items may not apply based on [name’s/your] age, developmental level, or opportunity, and that’s okay. If something doesn’t happen because [they/you] haven’t had the chance to do it, just let me know.”

Establishing Rapport

It is often helpful to begin with a brief, general conversation about the person being assessed. A few minutes of informal discussion can help establish rapport and make the respondent comfortable.

Example script: “Before we get started, could you tell me a little about [name/yourself]? What are some typical things [they/you] enjoy or do during the day?”

Throughout the interview, keep in mind that discussing the person’s strengths and challenges may bring up strong emotions for the respondent. Try to convey empathy and support, while maintaining focus and keeping the interview on track.

Example scripts: “I really appreciate you sharing that. I know some of these questions can feel personal. Please take your time.”

“That’s helpful context. I’m going to bring us back to the questions so we can make sure we cover everything.”

Recording Domain Start and Stop Times

One goal of the Vineland-4 Pilot is to establish how much time it takes to administer the form. To do this, there is a Domain start time box at the top of the first page of each domain and a Domain stop time box at the bottom of the last page of each domain on the Interview Form (see Figure 4.4). For every domain you administer, record the time in hours and minutes that you start and stop the interview for that domain in the appropriate box.

Figure 4.4 Example of Recording Domain Start and Stop Times

Domain start time
Hour: 3 Minute: 07

PERSONAL (Ages 0:00-65:11) **DAILY LIVING SKILLS DOMAIN**

INTERVIEW TOPICS

A Beginning to Eat	F Toilet Training	K Bathing	P Health Care
B Participating in Self-Care	G Cleaning Hands & Face	L Using the Bathroom	Q Providing Personal Information
C Drinking	H Dressing	M Managing Food at Meals	R Planning & Preparing
D Feeding Self	I Hygiene	N Healthy Lifestyle Choices	S Sleep Routines
E Removing Clothing	J Using Fasteners	O Preparing for Weather	* Mandatory Items

Performs Independently: ☐ Yes ☐ No

***N 60.** Shows a basic understanding of what legal documents mean and what can happen when they sign them. For example: consent form, added fees, privacy policy, property rules. U S N

***P 61.** Understands how to look for a job. For example: checks job postings, asks others about open positions, looks for local places that may be hiring. The person may show they understand by talking about how to look for a job. They may also describe how looking for a job went for them. U S N

***P 62.** Understands how to interview for a job. For example: attends on time, answers questions in a polite manner, dresses nicely. The person may show they understand by talking about how to interview for a job. They may also describe how an interview went for them. U S N

Comments or observations:

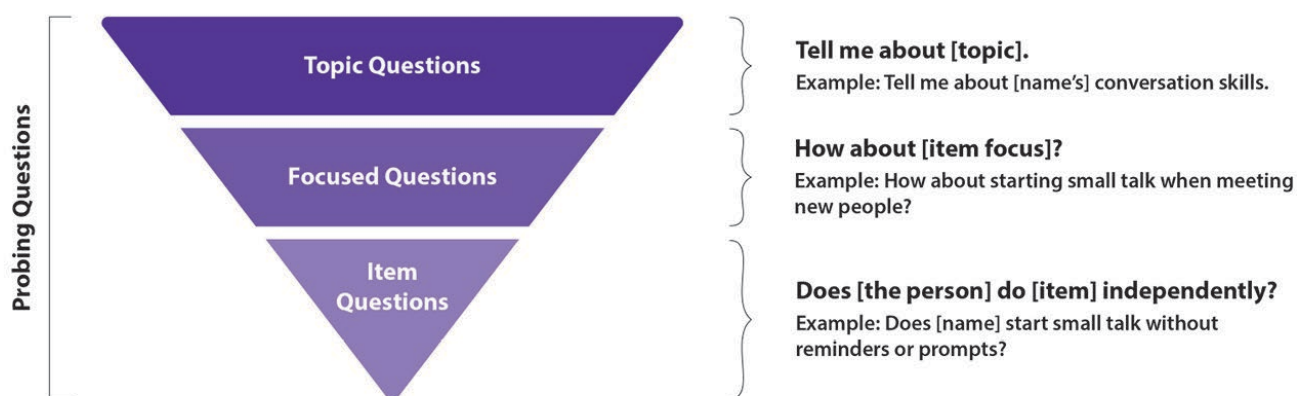
Domain stop time
Hour: 3 Minute: 30

Please do not write or record responses in this area.

Progressive Questioning Approach

Administer the Interview Form following a progressive questioning approach (see Figure 4.5). Begin with general questions and progress to specific questions to gather the information required for rating each item.

Figure 4.5 Progressive Questioning Approach



Topic Questions

For each subdomain, begin with a general topic question that corresponds to the candidate's age-based start point. Before asking the first topic question, and before moving to each new topic, it may be helpful to briefly review the items in that topic. This helps keep the relevant items fresh in your mind while the respondent is answering, so you can rate each item accurately and be ready to ask follow-up questions as needed.

Appendix B lists suggested opening questions for each topic. Use these questions during the interview instead of making up different questions. The appendix is organized by subdomain and can be referred to during the interview to help start a conversation with the respondent about each topic. For example, for the topic Following Rules in Games and Sports (Play and Leisure Subdomain, Socialization Domain), the suggested question is: "How [does name/do you] do with taking turns and following rules in games and sports?"

These questions are intended to elicit an overview of the person’s typical functioning in that area and to allow the respondent to describe behavior in their own words.

Use of Probing Questions

Based on the respondent’s initial description, use neutral, follow-up probing questions to obtain the details required for rating the items within that topic. Respondents tend to naturally default to what they think the person can do or is capable of doing. These probes are useful reminders for respondents to focus on independent performance of the behavior. Probes should be used as needed to verify the respondent’s report and to ensure that ratings reflect typical independent performance, rather than isolated instances or maximum capability.

Table 4.1 provides a list of probing questions that can be used to help elicit information from the respondent to determine accurate ratings for the items on the Interview Form. The probes are not intended to be domain-specific, and they can be used for most items on the test. This list is intended to generate ideas for useful probing questions. Other probing questions that are not on this list may also be used.

Table 4.1 Probing Questions for the Interview Form

Category	Probe
General probe	Tell me what usually happens when this comes up during a regular day.
	Walk me through how this typically goes from start to finish.
	What does this usually look like in everyday life?
	On a normal week, how does this tend to happen?
Routine anchoring probe	Thinking about a typical day, when would this usually occur?
	During regular routines, what do you actually see them do?
	How does this usually play out at home or in daily activities?
Frequency clarifiers	Would you say that happens most of the time, sometimes, or not really?
	Is that something you [see/do] regularly or only occasionally?
	On a typical week, about how often does that occur?

(continued)

Table 4.1 Probing Questions for the Interview Form *(continued)*

Category	Probe
Independence clarifiers	[Does name/Do you] usually do that on [their/your] own, or does someone need to help? Are reminders or supervision typically needed? If no one stepped in, what would usually happen?
Consistency clarifiers	Is that pretty consistent, or does it depend on the situation? Do you see that across most settings, or only in certain ones?
Potential redirects	I'm focusing on what usually happens, not what [name/you] can do on a good day. For rating, I need to know what typically happens right now.
History redirects	That's helpful background. Thinking about how things are currently, what's typical? Right now, on a regular day, how does this usually go?
Attribution redirects	For rating, I need to know what we see day to day. Putting reasons aside for a moment, what actually happens most often?
Adaptive and assistive device clarifiers	When [name uses/you use] that support, do [they/you] manage it on [their/your] own or does someone else need to help at any point? [Does name/Do you] set it up and use it on [their/your] own or does someone else need to get it ready for [them/you]? If no one stepped in, would [name/you] still use the tool or strategy on [their/your] own?
Closing check	Is that a good picture of what usually happens?

Stop probing once you have the information needed to assign a rating to all the items in the topic, or you decide that a more targeted question is needed to elicit the information you need from the respondent.

Focused Questions

For some topics on the Interview Form, it may be helpful to ask a more focused, open-ended question about a subset of items. This can help guide the conversation toward behaviors relevant to specific items within the topic. For example, the topic Following Basic Instructions (Receptive Subdomain, Communication Domain), begins with a general question about examples of simple instructions the person follows. If the respondent only provides examples of the person following *familiar* instructions, you may follow up with a more focused question about *unfamiliar* instructions. For example, ask “How about examples of unfamiliar instructions that [name follows/you follow]?” Use the examples provided in the item and rating criteria or, if needed, provide your own examples.

After a focused question, use probing questions as needed to gather the details required to rate the remaining items in that topic. Stop probing once you have rated all the items in the topic, or the conversation stalls and you decide you need a more targeted question to rate any final items.

Item Questions

If, after the use of topic questions, focused questions, and appropriate probing, the respondent has not mentioned a specific behavior required to rate an item, you may ask about that item directly to obtain a clear answer for your rating. For example, in the topic Cleaning Up After Meals (Domestic Subdomain, Daily Living Skills Domain), information about storing leftover food may not come up naturally in the conversation. If that is the case, it is appropriate to just ask “[Does name/Do you] package and store leftover food?”

You may still need to use probing questions to establish frequency and independence for the full behavior even after asking an item question. Stop probing once you have the information needed to assign a rating for the item.

Item questions should be used only when necessary to obtain a rating for a required item and should not replace general topic questioning. By limiting the use of item questions, you will maintain a conversational flow and keep the respondent in the mindset of describing typical behavior rather than feeling quizzed about each individual item.

Examples of the Progressive Questioning Approach

The following examples show how the progressive questioning approach can be used during a Vineland-4 Pilot interview. In the first example, the examiner is interviewing the parent of Candidate A (age 5:11) to rate the five items in the topic of Friendships (in the Interpersonal Relationships Subdomain, Socialization Domain).

Examiner (topic question): Tell me about A's friendships.

Parent: Well, she has some friends at school and her best friend, B, lives in the neighborhood. A has been friends with B since they were little kids.

Rate Item 24 *Has a best friend or a few good friends.* and Item 28 *Maintains friendships over time.* as Usually

Examiner (probing question): And does A usually make friends on her own or does she need some help or nudging to do it?

Parent: Oh, she doesn't have a problem with making friends. She's super friendly. She was the one who started up the friendship with B, in fact. There are usually a few kids in her class each year that she gravitates towards.

Rate Item 16 *Tries to make friends with others their age. That is, shows particular interest in interacting with certain other peers.* as Usually.

Examiner (focused question): How about the quality of her friendships?

Parent: A is a pretty good friend. She's generally kind to her friends, and I've seen her be really encouraging and supportive at times. We haven't really had any issues with that.

Rate Item 26 *Is a good friend. For example: treats friends fairly/with respect, is supportive.* as Usually.

Examiner (item question): How about the friends? Does A choose friends with good qualities. For example, friends who treat her with respect, are supportive, and stay out of trouble?

Parent: Not always. Some of the kids at school have been good friends, but we've also had to help her navigate some difficult friendships where kids weren't treating her particularly well. We generally try to encourage friendships with kids who are kind to her, like B. That's been a great long-term friendship.

Rate Item 31 *Chooses friends with good qualities. For example: friends who treat them with respect, are supportive, stay out of trouble.* as Sometimes.

This example illustrates how to use the various levels of questions to elicit the type of information you need from the respondent. Not all topics will require multiple levels of questioning and probing. The second example shows how all items within a topic could be rated using the topic question and follow-up probing questions. In this example, the examiner is interviewing the grandparent of Candidate C (age 9:2) to rate the five items in the topic of Preparing for Weather (in the Personal Subdomain, Daily Living Skills Domain).

Examiner (topic question): What does C do as far as choosing the right clothes and being prepared for the weather?

Grandparent: Let's see. He gets himself dressed every day and has a routine where he looks out the window to see if it's raining. On those days, he will make sure he has his umbrella or wears a rain jacket. So, I'd say he's pretty good at that.

Examiner (probing question): And would you say that he's choosing the right clothes pretty consistently, or does it depend on the situation?

Grandparent: Well now that you mention it, he isn't really aware of when it's cold out. I guess he can't look outside and tell how cold it is, so we make sure he's dressed appropriately when it's cold. He will sometimes ask us about the weather and dress accordingly, but that isn't all the time. And I really don't think he's thinking ahead and preparing for bad weather.

Rate Item 42 *Chooses clothing that is right for the current weather. For example: hat, umbrella, boots, sweater.* as Sometimes.

Examiner (probing question): Got it. Say bad weather was in the forecast for the afternoon. For example, it was expected to rain or a cold front was coming through during his walk home from school. If no one stepped in to help, what would usually happen?

Grandparent: He would be caught in the rain! Unless we stuck an umbrella or something in his backpack before he left for school. Yeah, he isn't planning for changes in weather yet.

Rate Item 50 *Plans for changes in weather when leaving home. For example: takes an umbrella/sweater.* as Never.

Mandatory New Items

For this pilot study, most subdomains include mandatory items that must be rated for the protocol to be considered valid and complete. These mandatory items are denoted with an asterisk in the Interview Form and must be administered for every candidate that meets the age requirements of that subdomain. The mandatory items do not need to be administered using the progressive questioning interview approach. Simply read or paraphrase the item to the respondent, ask them to comment on it, ask clarifying questions, and rate each item accordingly.

Mandatory items are not always listed in developmental age order, but the data we receive from this pilot study will help make that determination for the standardization phase. Some items may not be applicable to the candidate's developmental age, so you may find it useful to explain to the respondent that these are items we are testing at this time, and it is not expected that the candidate can or cannot perform these items. See Figure 4.6 for an example of how these mandatory items appear on the Interview Form.

Figure 4.6 Example of Mandatory New Items on the Interview Form

SOCIAL-EMOTIONAL REGULATION		SOCIALIZATION DOMAIN	
INTERVIEW TOPICS			
A Handling Transitions	D Requesting & Accepting Help	G Controlling Anger	J Judgement
B Beginning Emotional Control	E Adapting to the Situation	H Following Time Limits	* Mandatory Items
C Social Courtesy	F Respecting Others	I Managing Social Risks	

	Performs independently:			
	usually	sometimes	never	✓ if guessed
H 31. Lets a caregiver know about their plans to go out. For example: what time they are leaving/returning, where they are going. Rate N if they never do this, never do it without prompting, or do not make plans independently. Rate U if the person did this when younger, but is no longer expected to at their current life stage.	U	S	N	
J 32. Understands that some things conveyed in advertising may not be true. The person may show they understand by doing things like looking up reviews of the product. They may also talk about their doubts about the claims in the ad.	U	S	N	

MANDATORY ITEMS: administer to every respondent.

*E 33. Changes how they act to match different situations. For example: acts differently with a friend than a teacher, at home compared to at work, online compared to in person.	U	S	N
*E 34. Advocates (stands up) for oneself. For example: states personal boundaries, says, "No," when needed.	U	S	N
*F 35. Keeps other people's information private. For example: does not tell a friend's secret, checks before sharing news about someone else.	U	S	N
*G 36. Deals with disagreements in a calm and fair way. For example: brings up the issue, talks it out, meets other person halfway.	U	S	N

Comments or observations:

 Domain stop time
Hour: Minute:

Please do not write or record responses in this area.

Items in the Clinical Concerns Domain

The topic-based interview technique is not used for the Clinical Concerns Domain. In this section only, read the items directly to the respondent, clarify as needed, and asks the

respondent whether the behavior described occurs often, sometimes, or never. All Clinical Concerns items must be administered; there are no basal and ceiling rules for this domain.

Some of the items in the Clinical Concerns Domain are sensitive in nature and may bring up strong feelings in the respondent. You may find it useful to let the respondent know this before asking these items.

Example Script: “Some of the following items may ask about sensitive information. They also may not seem applicable to [name/you], so bear with me. Please take your time and let me know if you need a break.”

Self-Report vs. Caregiver/Other Report

For the Vineland-4 Pilot, data from interviews with candidates ages 16:0–65:11 (self-reports) are also being collected. The overall structure of the Interview Form is the same for both self-report and caregiver/other-report administrations. However, there are subtle differences in how questions are phrased, how probing questions are used to gather information, and how the ✓ if guessed column is used.

For self-reports, you will direct the questions to the candidate using second-person language (e.g., “Tell me how you manage getting ready for the day.”) and phrase them in clear, concrete terms to support accurate self-reflection. For caregiver/other-reports, ask questions about the candidate using third-person language (e.g., “Tell me how they manage getting ready for the day.”) and rely more heavily on eliciting examples of observable behaviors.

Probing for self-reports should focus on clarifying the candidate’s understanding of their own behavior and distinguishing typical performance from perceived ability. For caregiver/other-reports, probes are used to verify observed behavior, clarify frequency and independence across settings, and resolve inconsistencies in reporting. In both instances, avoid abstract or leading questions.

For caregiver/other-report, the ✓ if guessed column should be checked when the respondent has not directly observed a behavior and provides an estimate about the candidate’s performance. In self-report, this distinction is not necessary because the candidate’s responses are treated as reported behavior. Do not use the ✓ if guessed column for self-report interviews. Note in the Comments section if you are uncertain of the candidate’s response for any reason, including that they were confused about the item or uncertain of their response.

Summary

Table 4.2 summarizes best-practice tips for conducting the Vineland-4 Pilot interview. It can be used as a quick reference guide when preparing to conduct an interview.

Table 4.2 Quick Reference Guide: Tips for Conducting the Vineland-4 Interview

Interview issue	Tip
Interviewer mindset	Focus on typical daily functioning, not best or ideal performance. Maintain a neutral, conversational, nonjudgmental tone. Elicit real-life examples of behavior.
Framing the interview	Explain that there are no right or wrong answers. Emphasize what usually happens, not what is possible. Encourage the respondent to give examples and provide examples as needed.
Asking questions	Begin with open-ended questions. Use neutral probes to clarify frequency, consistency, and independence. Avoid yes/no questions unless confirming details.
Probing without leading	Appropriate: “Can you give me an example?” Appropriate: “How often does that happen?” Avoid: “So [they/you] usually do that, right?”
Rating considerations	Rate based on typical, current performance. Rate prompted or inconsistent skills as Sometimes or Never. When unsure, probe further. Do not assume.
Common challenges	Vague responses → ask follow-up questions. Overestimation → refocus on most typical behavior. Respondent fatigue → allow brief pauses while maintaining pace and provide redirection for tangents.
Standardization reminders	Use suggested Interview Topic questions and probes. Use similar probes across interviews. Document clear examples to support rating.

Chapter 5: Caregiver/Other Form Administration Instructions

About the Caregiver/Other Form

The Caregiver/Other Form should be completed by an adult respondent who is very knowledgeable about the candidate's everyday adaptive functioning. The first step in administering this form is to identify and recruit a suitable respondent. Make sure the individual you select meets the reading comprehension requirements for the form. The Caregiver/Other Form is written at approximately a grade 5 reading level and is only available in English for this pilot study.

The items in the Caregiver/Other Form are the same as the items in the Interview Form. Only the titles of the subdomains have been adjusted to be more user-friendly for nonclinicians, see Table 5.1.

Table 5.1 Subdomain Titles on the Caregiver/Other Form

Domain	Subdomain	
	Interview Form	Caregiver/Other Form
Communication	Receptive	Understanding Communication
	Expressive	Expressing Communication
	Reading and Writing	Reading and Writing
Daily Living Skills	Personal	Caring for Self
	Domestic	Caring for Home
	Community	Community Living
Socialization	Interpersonal Relationships	Relating to Others
	Play and Leisure	Play and Leisure
	Social-Emotional Regulation	Managing Emotions and Behavior
Work (new)	Practical Skills	Practical Skills for Work
	Social Skills	Social Skills for Work
	Self-Management	Self-Direction and Responsibility at Work
Motor Skills	Gross Motor	Using Large Muscles
	Fine Motor	Using Small Muscles
Clinical Concerns	Internalizing	List A
	Externalizing	List B
	Critical Items	List C

The Caregiver/Other Form is administered digitally using the Q-global OSA platform. Respondents will need access to a mobile device, computer, or tablet with an Internet connection. All items require responses; the platform will not allow users to move forward

to a new page or submit the protocols until each age-appropriate item has a response. Links to the appropriate Caregiver/Other Form for each candidate can be found on the Field Research Portal.

Testing at the Right Time

Some subdomains on the Vineland-4 are only administered to select ages for which the content is relevant or for which pilot data is required. The required ages for each subdomain are listed in Table 1.2. **The Caregiver/Other Form will automatically administer the correct subdomains based on the candidate's age at the time the test link is assigned.** However, if a respondent does not complete the form in a timely manner after receiving the link, the candidate may age into a new subdomain resulting in missing data. For example, the age range for the Managing Emotions and Behavior subdomain is designated as 0:08–65:11. If a candidate is 7-months-old when the test link is assigned and turns 8-months-old before the respondent completes the form, that test will have missing data for that subdomain. That subdomain will not display since the candidate was below the age threshold for those items at the time of assignment. As noted previously, the candidate's age is not rounded up by month or year. For this reason, **encourage the respondent to take the test as soon as they receive the link, especially when the candidate is close to transitioning into the following ages, which could lead to missing data: 0:08, 1:00, 2:00, 3:00, and 16:00.**

Auto-administered Questionnaire

The Caregiver/Other Form is an auto-administered questionnaire. It begins with a few demographic questions, then some instructions (see Figures 5.1, 5.2, and 5.3) and a brief video to explain how to correctly rate the items, after which items are presented one at a time for each subdomain (see Figure 5.4). The assessment will automatically start each subdomain at the age-appropriate start point based on the date of birth you enter into the Field Research Portal for that candidate. Unlike the Interview Form, there is no way to adjust age-based start points for the pilot version of the Caregiver/Other Form.

The assessment will automatically load at the correct starting item and will advance to the next item adhering to the basal and ceiling rules. To establish the basal, the >> button will automatically reverse one item at a time until the basal is met (i.e., six consecutive scores of Usually or Yes), then it will advance forward one item at a time. Once the ceiling is met (i.e., six consecutive scores of Never or No), the >> button will automatically display mandatory items, if applicable, and then display the next subdomain. Once the

respondent has reached the final page, they will be prompted for any final comments and then instructed to select the >> button to end the assessment and submit the protocol to Pearson.

The test must be completed within 72 hours (3 days) of when the respondent begins. **The test link will be automatically closed after 72 hours of inactivity and any subdomains without responses will be considered incomplete.**

Mandatory Items

For this pilot study, most subdomains include mandatory items that must be rated. The assessment will automatically administer mandatory items at the end of each applicable subdomain after the ceiling has been reached. Mandatory items are not always listed in developmental age order, but the data we receive from this pilot study will help make that determination for the standardization phase. Some items may not be applicable for the candidate's developmental age, so you may find it useful to explain to the respondent that these are items we are testing out at this time, and it is not expected that the candidate can or cannot perform the behaviors.

Items in the Clinical Concerns Domain

Items in the Clinical Concerns Domain cover internalizing, externalizing, and other critical behaviors. Respondents reporting on candidates ages 3:0–3:11 and 16:0–65:11 will automatically be administered these items. Note that some of the items in the Clinical Concerns Domain ask about sensitive topics and may elicit strong feelings in the respondent. You may find it useful to let them know this before they access the test link.

Three items on this domain pertain to self-harm or harm to others. If a respondent rates any of these items Usually or Sometimes, we will follow up with you via email to make you aware of their responses.

These items are:

- Harms themselves. For example: bangs their head, hits/bites/cuts self, tears at skin, pulls out their hair.
- Talks about killing themselves or has tried to kill self.
- Threatens to hurt or kill another person.

Preparing the Respondent to Complete the Form

Explaining the Purpose of the Online Form

After you determine the best respondent to complete the Caregiver/Other Form, explain the following in clear, nontechnical language:

- The purpose of the questionnaire is to collect data for a new version of the test.
- This questionnaire asks about the adaptive behavior of the person being assessed.
- *Adaptive behavior* refers to everyday practical skills. They include the day-to-day things that people do to communicate, take care of themselves, and get along with others.
- The focus of the questionnaire is on the skills the person performs **independently in daily life**, without prompts, reminders, or help from another person.

Example script: “Thanks for agreeing to participate in this study. I will be sending you an online link for a pilot version of an assessment called the *Vineland Adaptive Behavior Scales*. The purpose of a pilot is to collect information for developing a new version of the test. The questionnaire asks questions about [name]’s everyday practical skills. These are the day-to-day things that people do to communicate, take care of themselves, and get along with others. On the questionnaire, you will provide ratings of skills that the person does independently in day-to-day life. When you are rating items, think about what they typically do on their own, without reminders or help. If anything is unclear, please feel free to reach out to me at any time.”

Answer any additional questions the respondent has about the purpose of the assessment before proceeding.

Expectations for the Online Form

Review the following expectations with the respondent before they begin the questionnaire.

Before they begin:

- Respondents need to use a computer, tablet, or smartphone with a strong and stable Internet connection.
- The link they receive will guide them through the entire questionnaire from start to finish.

Navigating the questionnaire:

- Respondents will use only the >> (next page) button at the bottom of the screen to move to the next page.
- While the << (previous page) button is available, it will prompt them with a warning that any responses on the current page will be deleted if they go back one page.
- They should never use the browser's back or forward buttons, as this may disrupt their responses.

Completing the questionnaire:

- Respondents must respond to all items on each page.
- They must continue until they see a message confirming that the questionnaire has been completed and submitted.

Timing and multiple sessions:

- Respondents should begin the questionnaire as soon as possible (especially if the candidate is close to transitioning to 0:08, 1:00, 2:00, 3:00, or 16:00).
- They may complete the questionnaire in more than one session.
- To return, they can use the same link to pick up where they left off.
- The questionnaire must be completed within 72 hours (3 days) of when they begin. The link will automatically close after 72 hours of inactivity. After this time they will no longer be able to access the questionnaire.

Responding to items:

- There are no right or wrong answers. Encourage respondents to answer as accurately as they can.
- Some mandatory items near the end of certain sections may not seem appropriate for the candidate's age or development. Respondents should rate these items like any others. These items are being evaluated and are not expected to apply to every candidate.
- People develop skills at different ages and in different ways. The candidate is not expected to perform every behavior in the assessment.

Sensitive content:

- For candidates ages 3:0–3:11 or 16:0–65:11, some questions in the Clinical Concerns Domain address sensitive topics. These items may bring up strong feelings. Encourage the respondent to take breaks as needed.

After explaining the testing expectations to the respondent, send them the link to the assessment directly from the Field Research Portal. The link can be found on the candidate's assessments page.

Review the Rating Instructions

The Caregiver/Other Form includes an abbreviated version of the rating Instructions described in Chapter 3, as well as a short video that highlights key concepts for rating items on the Vineland-4 Pilot. If possible, review the rating instructions with the respondent before they start the questionnaire. If reviewing the instructions together is not possible, encourage the respondent to contact you before or during the questionnaire should any questions arise. **Be prepared to answer any additional questions the respondent has about the rating instructions. A confused respondent is not going to provide valid responses.**

In addition, if the candidate has been diagnosed as blind or low vision, diagnosed as deaf or hard of hearing, uses a feeding tube, or uses alternative bowel and bladder management, provide the respondent a copy of the appropriate additional rating guidelines from Appendix A.

Caregiver/Other Form Instructions Pages

Three pages of instructions appear at the beginning of the Caregiver/Other Form.

Page 1 (Figure 5.1) explains selecting a rating that describes how often the examinee performs the full behavior independently. This page also includes a rating instructions video that they should watch before beginning the questionnaire.

Figure 5.1 Page 1 of the Caregiver/Other Form Instructions

Rating the Items

Each item on this assessment describes a behavior. Read each item and choose a rating that describes how often [First name] performs the full behavior independently. This measures [First name]'s self-sufficiency.

Independently means without reminders, prompts, or help from someone else. Use of adaptive equipment to perform the behavior is still considered independent if the person can do it on their own.

Full behavior means the entire behavior from start to finish.

How often is rated using the following scale:

- **Usually:** They perform the full behavior independently almost all of the time, requiring help or prompting only on rare occasions.
- **Sometimes:** They inconsistently perform the full behavior independently; sometimes they do but at other times they require help, prompts, or reminders.
- **Never:** They never perform the full behavior independently for any reason. For example, the person has not yet learned how, is not physically able to, performs only part, chooses not to, is not expected or allowed to.

For some items, a yes/no response is more appropriate. These items will have only two response options: rate **Yes** or **No**.

Before moving to the next screen, please take a few minutes to view this short video about rating items on the Vineland-4.



Vineland-4 Rating Instructions

▶ 0:00 / 5:02🔊🔍⋮

Page 2 (Figure 5.2) has an example item that the respondent will use to practice selecting a rating and checking the Guessed box.

Figure 5.2 Page 2 of the Caregiver/Other Form Instructions

Here's an example of an item. You will read the item and select the rating that describes how often [Name] performs this full behavior independently (without needing help or reminders).

Notices when their hands or face are messy during meals and wipes or cleans them using an appropriate item. For example: bib, napkin.

Performs independently:			
Usually	Sometimes	Never	Guessed
☐	☐	☐	☐

Think about how often does [Name] notice when their hands and face are messy and wipes or cleans them with a napkin, bib, etc.? Do you ever need to remind them or help them to do either part of this task (noticing or wiping)?

Guessed Checkbox

If you are not sure how often [Name] performs a behavior, make your best guess to rate the item and check the Guessed box to the right of the item rating.

<< >>

Page 3 (Figure 5.3) has an example item that includes additional rating criteria text. The example item asks the respondent to rate a behavior that is no longer expected of the examinee given their current life stage so the respondent can practice rating this type of item. This page also describes the optional Comments box included on all item pages.

Figure 5.3 Page 3 of the Caregiver/Other Form Instructions

Here's an example of another type of item. Some items have additional information listed directly under the item to help you rate it.

You will read the item and the additional rating criteria. Then select the rating that describes how often [Name] performs this full behavior independently (without needing help or reminders).

Copies simple words from an example. For example: *cat, see, go*. Copying name does not count.

Letters must appear in the right order. Individual letters can be copied backwards or upside down. Count any modality the person uses to copy. Rate Usually if individual did this when younger, but is no longer expected to at their current life stage.

Performs independently:			
Usually	Sometimes	Never	Guessed
☐	☐	☐	☐

Think about how often does [Name] copy simple words from an example? Are the letters in the right order? Do you ever need to help them do this, for example, by physically helping them copy words or by talking them through how to copy simple words? Has [Name] outgrown this item? If so, how often did they do it independently when they were younger?

Rating Outgrown Behaviors

If the person performed a behavior when they were younger, but they are no longer expected to do it at their current life stage, rate Usually and **do not check the Guessed box**.

Comments Box

Finally, each item has an optional Comments box you can use to explain your rating, if needed.

When you are ready to begin the assessment, click >> to continue.

Caregiver/Other Form Item Pages

The following information about the Caregiver/Other Form item pages is included for your reference. It can be helpful to review this information with the respondent before they begin the questionnaire or reference this information if the respondent has questions. A typical item page on the Caregiver/Other Form has several elements as defined below. See Figure 5.4 for a visual of each of these elements.

- A. The item is shown at the top of the page. It may or may not include examples.
- B. Many items include rating criteria, which provide additional information that can help clarify how to rate the item.
- C. The respondent records a rating by selecting the appropriate radio button and can change it by selecting a different button for that item.
- D. Respondents check the Guessed box if their item rating is a guess or estimate.
- E. An optional Comments box appears at the bottom of each page to record any comments the respondent may wish to include regarding an explanation of their score. Pearson will have access to these comments and observations once the test link is submitted.

Figure 5.4 Sample Caregiver/Other Form Item Page

A Pays attention to a show for at least 30 minutes. For example: TV show, video, live performance.

B The person may show they are paying attention if they do things like look where others look, or smile, laugh, and clap at the right times. They may also ask questions or guess what will happen next. Do not reduce the rating if the person moves or does other things that helps them stay calm or focused.

Performs independently:			
Usually	Sometimes	Never	Guessed
C ☐	☐	☐	D ☐

E Comments:

 0 / 500

<< >>

Appendix A: Rating Guidelines for Specific Disability Groups

The purpose of these additional rating guidelines is to promote fairness and accessibility in assessment. You can use these notes while administering the Interview Form or provide them to a respondent completing the Caregiver/Other Form. They are intended to help examiners and respondents:

- Credit adaptive behaviors that are functionally equivalent to those described in item content
- Apply judgment in determining whether a candidate demonstrates the adaptive skill in question, even when the modality differs from typical expectations

The additional rating guidelines are developed by professionals with experience assessing individuals with disabilities and are logical extensions of the constructs being measured. For example, communication is understood to include both signed and spoken language, and independence in daily living may involve the use of assistive technology or alternative methods. These concepts are also aligned with accessibility and fairness principles outlined in the *Standards for Educational and Psychological Testing* (American Educational Research Association et al., 2014). However, the additional rating guidelines are not based on large-scale empirical validation or psychometric studies specific to and are not supported by separate normative data for these populations.

Uses Aided AAC

Item	Rating criteria
Communication	
Receptive/Understanding Communication	
Responds when their name or nickname is used.	The person's name may be presented via aided AAC.
Expressive/Expressing Communication	
Gets caregiver's/your attention.	The person may get the caregiver's/your attention using aided AAC.
Tries to repeat common words right after exposure.	The person may imitate words by modeling them on aided AAC.
Says or expresses, "No," on purpose.	The person may signal, "No," using aided AAC.
Names at least three objects.	For aided AAC, accept synonyms or a unique descriptor if the exact name is unavailable.
Names at least 10 objects.	Rate N if aided AAC limits number of items to less than 10.
Says or expresses, "Yes," on purpose.	The person may signal, "Yes," using aided AAC.
Names at least three actions.	Rate N if aided AAC limits number of actions to less than three.

(continued)

Uses Aided AAC (*continued*)

Item	Rating criteria
Uses at least 50 words.	Rate N if aided AAC limits number of items to less than 50.
Uses <i>and</i> in phrases or sentences.	Count simplified phrasing for aided AAC. Simplified phrasing is when the person uses core vocabulary or symbol combinations, rather than complex sentences, to effectively communicate what they mean. For example: "Want ice cream cake."
Uses plural nouns.	Count simplified phrasing for aided AAC. Simplified phrasing is when the person uses core vocabulary or symbol combinations, rather than complex sentences, to effectively communicate what they mean. For example: "Two cat."
Uses pronouns correctly. Grammar must be correct.	Count simplified phrasing for aided AAC. Simplified phrasing is when the person uses core vocabulary or symbol combinations, rather than complex sentences, to effectively communicate what they mean. For example: "They ball."
Uses past tense verbs in phrases or sentences.	Count simplified phrasing for aided AAC. Simplified phrasing is when the person uses core vocabulary or symbol combinations, rather than complex sentences, to effectively communicate what they mean. For example: "Before they walk," "Yesterday he bake pie."
Uses compound sentences joined by <i>and</i> or <i>but</i> .	If the person uses aided AAC, they do not have to use those exact conjunctions. Instead, rate on if they put two ideas together in a way that has meaning.
Uses future tense in sentences to describe future plans.	Count simplified phrasing for aided AAC. Simplified phrasing is when the person uses core vocabulary or symbol combinations, rather than complex sentences, to effectively communicate what they mean. For example: "Tomorrow we go doctor."
Reading and Writing	
Writes the letters of the alphabet using the correct orientation. That is, not backwards or upside down.	If the person does not write but uses alternative communication devices, rate based on how they make letters on their own. For example: types letters, pushes letters on an AAC device.
Socialization	
Interpersonal Relationships/Relating to Others	
Expresses own emotions.	The person may use aided AAC to express emotions.

Diagnosed Blind or Low Vision

Item	Rating criteria
Communication	
Receptive/Understanding Communication	
Looks at caregiver/you when the caregiver/you gesture(s) to get their attention.	If the person has been diagnosed as blind or low vision and this behavior is not relevant, rate U.
Looks in the same direction when caregiver/you point(s) and look(s) at something.	If the person has been diagnosed as blind or low vision and this behavior is not relevant, rate U.
Understands at least three facial expressions being made by others.	If the person has been diagnosed as blind or low vision, rate based on their understanding of at least three distinct emotions in other people using nonvisual cues.
Identifies at least three objects in photographs or drawings that look real when asked.	If the person has been diagnosed as blind or low vision, rate based on the person identifying objects in accessible formats. For example: 3-D models, tactile images, real objects.
Identifies at least three body parts shown in a book, magazine, or on a screen when asked.	If the person has been diagnosed as blind or low vision, rate based on the person identifying objects in accessible formats. For example: 3-D models, tactile images, real objects.
Socialization	
Interpersonal Relationships/Relating to Others	
Looks at a caregiver's/your face.	If the person has been diagnosed as blind or low vision, count if they show attention to a caregiver/you.
Checks that caregiver/you or other familiar person is nearby from time to time.	If the person has been diagnosed as blind or low vision, count any method they use to check for their caregiver/you.
Recognizes self in a mirror or photo.	If the person has been diagnosed as blind or low vision, score based on their ability to recognize themselves in any way. For example: identifies their recorded voice, responds to name.
Tries to imitate (copy) caregiver's/your expressions.	If the person has been diagnosed as blind or low vision, rate based on their ability to imitate another person's expressed emotion/affect in any way. For example: vocal, posture, gesture.

Diagnosed Deaf or Hard of Hearing

Item	Rating criteria
Communication	
Receptive/Understanding Communication	
Looks at caregiver/you when they hear the caregiver's/your voice.	If the person has been diagnosed as deaf or hard of hearing and this behavior is not relevant, rate U.
Responds to the tone of spoken words.	If the person has been diagnosed as deaf or hard of hearing, rate based on their ability to infer tone from facial expression and body language.
Expressive/Expressing Communication	
Makes at least three one-syllable speech sounds.	If the person has been diagnosed as deaf or hard of hearing, score based on making at least three distinct sounds, signs, or signals.
Babbles in strings of sounds.	If the person has been diagnosed as deaf or hard of hearing, count manual babbling (repetitive hand movements) as a precursor to signing.

Does Not Eat Food by Mouth (Feeding Tube/NPO)

Item	Rating criteria
Daily Living Skills	
Personal/Caring for Self	
Sucks or chews on finger foods.	Rate N if the person uses feeding tube/NPO and needs help from someone else to administer feedings. Rate U if they can feed themselves independently.
Eats solid foods.	Rate N if the person uses feeding tube/NPO and needs help from someone else to administer feedings. Rate U if they can feed themselves independently.
Feeds self liquid foods with a spoon. Some spilling is acceptable.	Rate N if the person uses feeding tube/NPO and needs help from someone else to administer feedings. Rate U if they can feed themselves independently.
Drinks from an open cup or glass. Some spilling is acceptable.	Rate N if the person uses feeding tube/NPO and needs help from someone else to administer feedings. Rate U if they can feed themselves independently.
Feeds self solid foods with a fork. Some spilling is acceptable.	Rate N if the person uses feeding tube/NPO and needs help from someone else to administer feedings. Rate U if they can feed themselves independently.
Drinks from an open cup or glass without spilling.	Rate N if the person uses feeding tube/NPO and needs help from someone else to administer feedings. Rate U if they can feed themselves independently.
Feeds self liquid foods with a spoon without spilling.	Rate N if the person uses feeding tube/NPO and needs help from someone else to administer feedings. Rate U if they can feed themselves independently.
Sucks liquids from a straw.	Rate N if the person uses feeding tube/NPO and needs help from someone else to administer feedings. Rate U if they can feed themselves independently.

Uses Alternative Bowel/Bladder Management

Item	Rating criteria
Daily Living Skills	
Personal/Caring for Self	
Is toilet-trained during the day.	If the person uses alternative bowel or bladder management, rate based on their level of independence in managing their routine during the day.
Is toilet-trained during the night.	If the person uses alternative bowel or bladder management, rate based on their level of independence in managing their routine during the night.
Uses the toilet during the day and at night without help.	If the person uses alternative bowel or bladder management, rate based on their level of independence in managing their routine during the day and night.

Appendix B: Interview Questions by Topic

Topic	Interview question	
	Caregiver-other report	Self-report
Communication Domain		
Receptive Subdomain		
A. Responding	What does [name] do when they hear your voice or you try to get their attention?	When you were younger, what did you do when you heard someone else's voice or they tried to get your attention?
B. Understanding Words	What words does [name] understand, for instance <i>yes</i> or <i>no</i> ?	When you were younger, did you understand when people told you <i>yes</i> or <i>no</i> , or used other simple words?
C. Understanding Nonverbal Communication	As you know, we communicate using our bodies in addition to words. What gestures or facial expressions does [name] respond to?	As you know, we communicate using our bodies in addition to words. When you were younger, what gestures or facial expressions did you notice and respond to?
D. Identifying Things	What types of things does [name] identify when asked, for instance body parts, real objects, things in photos or illustrations?	How do you do with identifying things when asked, for instance body parts, real objects, things in photos or illustrations?
E. Following Basic Instructions	Simple instructions may have one or two steps. They may be familiar or unfamiliar. What are some examples of [name] following simple instructions?	Simple instructions may have one or two steps. They may be familiar or unfamiliar. What are some examples of simple instructions that you follow?
F. Understanding Questions	Tell me how [name] responds to "w" questions, like <i>what</i> , <i>where</i> , <i>who</i> , <i>when</i> , and <i>why</i> ?	How do you respond to "w" questions, like <i>what</i> , <i>where</i> , <i>who</i> , <i>when</i> , and <i>why</i> ?

Topic	Interview question	
	Caregiver-other report	Self-report
G. Understanding Implied Messages	What does [name] understand about meaning that goes beyond the exact words used, like tone of voice, sarcasm, expressions, jokes, or exaggeration?	How do you do with understanding what people mean when it goes beyond the exact words used, like tone of voice, sarcasm, expressions, jokes, or exaggeration?
H. Attending to Entertaining Material	How long does [name] pay attention to things they enjoy, like a story, TV show, movie, or performance?	How long do you pay attention to things you enjoy, like a story, TV show, movie, or performance?
I. Following Complex Instructions	Complicated instructions may have multiple steps, or take place an hour or more after they are given. They may be familiar or unfamiliar. What are some examples of [name] following complicated instructions?	Complicated instructions may have multiple steps, or take place an hour or more after they are given. They may be familiar or unfamiliar. What are some examples of complicated instructions that you follow?
J. Attending to Informational Material	How long does [name] pay attention to content that is informational and not very entertaining, for example a lesson, teaching video, sermon, or meeting?	How long do you pay attention to content that is informational and not very entertaining, for example a lesson, teaching video, sermon, or meeting?
Expressive Subdomain		
A. Beginning Expression	How does [name] express things like pleasure, discomfort, or getting your attention?	When you were younger, how did you express things like pleasure, discomfort, or getting someone else's attention?
B. Beginning Word Use	What words is [name] using, for instance <i>yes</i> and <i>no</i> ?	When you were younger, what simple words did you use, for instance <i>yes</i> and <i>no</i> ?

Topic	Interview question	
	Caregiver-other report	Self-report
C. Vocabulary Use	What types of objects or actions does [name] name, for instance <i>dog</i> or <i>run</i> ?	When you were younger, what types of objects or actions did you name, for instance <i>dog</i> or <i>run</i> ?
D. Using Gestures	What gestures is [name] using?	What gestures do you use?
E. Communicating Names	Tell me about the names [name] uses for themselves and others.	Tell me about the names you use to refer to yourself and others.
F. Basic Grammar Use	What are some examples of phrases or sentences that [name] uses?	What are some examples of phrases or sentences that you use?
G. Intermediate Grammar Use	What are some examples of phrases or sentences that [name] uses?	What are some examples of phrases or sentences that you use?
H. Using Pronouns	Tell me about how [name] uses pronouns, words like <i>I</i> and <i>me</i> for referring to themselves, and words like <i>you</i> and <i>him</i> for referring to others.	How do you do with using pronouns, words like <i>I</i> and <i>me</i> for referring to yourself, and words like <i>you</i> and <i>him</i> for referring to others?
I. Asking Questions	What different kinds of “w” questions does [name] ask? These are questions that use <i>what</i> , <i>who</i> , <i>when</i> , and <i>why</i> ?	What different kinds of “w” questions do you ask? These are questions that use <i>what</i> , <i>who</i> , <i>when</i> , and <i>why</i> ?
J. Complex Grammar Use	What are some examples of phrases or sentences that [name] uses?	What are some examples of phrases or sentences that you use?
K. Expressing Ideas & Experiences	How does [name] communicate about their own ideas and experiences?	How do you do with communicating your own ideas and experiences?
L. Using Figurative Language	How does [name] use nonliteral language, like sarcasm, sayings, or exaggeration to communicate?	How do you do with using nonliteral language, like sarcasm, sayings, or exaggeration to communicate?

Topic	Interview question	
	Caregiver-other report	Self-report
M. Giving Directions	What are some examples of directions that [name] gives to others?	How do you do with giving directions to others? What are some examples?
Reading and Writing		
A. Identifying Signs & Letters	What simple signs, symbols, or logos does [name] recognize, for example stop signs or brand logos? What about alphabet letters?	When you were younger, what simple signs, symbols, or logos do you recognize, for example stop signs or brand logos? What about alphabet letters?
B. Understanding Text Orientation	Before we learn to read, we have to learn the direction in which our language is written. What does [name] understand about how language is written and how a book works?	Before we learn to read, we have to learn the direction in which our language is written. When you were younger, how did you do with understanding how language is written and how a book works?
C. Copying Text	What kinds of words and sentences does [name] copy from an example?	When you were younger, what kind of words and sentences did you copy from an example?
D. Beginning Reading	What kinds of things does [name] read?	What kinds of things do you read?
E. Beginning Writing	What simple things does [name] write or produce on their own, without copying?	What simple things do you write or produce on your own, without copying?
F. Finding & Using Information	What does [name] do to find information, like using sources in a library or on the Internet? Also, how does [name] handle following visual or written instructions?	How do you do with finding information, like using sources in a library or on the Internet? Also, how do you do with following visual or written instructions?

Topic	Interview question	
	Caregiver-other report	Self-report
G. Practical Writing	What kinds of things does [name] write or produce in their day-to-day life? For example, texts, emails, letters, or instructions.	What kinds of things do you write or produce in your day-to-day life? For example, texts, emails, letters, or instructions.
H. Reading Level	At about what grade level is [name] reading and comprehending?	At about what grade level do you read and comprehend?
I. Advanced Writing	What kinds of advanced writing does [name] produce? For example, summaries, reports, or papers.	What kinds of advanced writing do you produce? For example, summaries, reports, or papers.
J. Forms & Documents	How does [name] do with filling out forms or writing business or application letters?	How do you do with filling out forms or writing business or application letters?

Daily Living Skills Domain

Personal

A. Beginning to Eat	What kinds of food is [name] eating now?	When you were younger, what kinds of food did you eat?
B. Participating in Self-Care	[Name] may not be dressing or washing themselves yet, but what do they do to help when you dress, undress, or wash them?	When you were younger, what kinds of things did you do to help someone else dress, undress, or wash you?
C. Drinking	What is [name] using to drink liquids now?	What do you use to drink liquids?
D. Feeding Self	How well does [name] feed themselves with eating utensils?	How do you do with feeding yourself with eating utensils?
E. Removing Clothing	What kinds of clothing does [name] take off by themselves?	What kinds of clothing do you take off by yourself?
F. Toilet Training	Tell me where [name] is with toilet training?	How do you do with toileting and not having accidents?

Topic	Interview question	
	Caregiver-other report	Self-report
G. Cleaning Hands & Face	How does [name] do with cleaning their hands and face?	How do you do with cleaning your hands and face?
H. Dressing	What kinds of clothing is [name] putting on by themselves and how does [name] do with choosing their own outfits for different events?	What kinds of clothing do you put on by yourself and how do you do with choosing outfits for different events?
I. Hygiene	Tell me what [name] does to take care of their personal hygiene and to keep from spreading germs.	What do you do to take care of your personal hygiene and keep from spreading germs?
J. Using Fasteners	What does [name] do on their own with zippers, snaps, and buttons?	How do you do with zippers, snaps, and buttons?
K. Bathing	What does [name] do when bathing themselves?	How do you do with bathing yourself?
L. Using the Bathroom	How does [name] manage using the bathroom when they are away from home?	What do you do when you need to use the bathroom when you are away from home?
M. Managing Food at Meals	How does [name] manage food at meals, such as spreading condiments or cutting food, or knowing when something is too hot?	What do you do when you need to manage food at meals, such as spread condiments or cut food, or know when something is too hot?
N. Healthy Lifestyle Choices	Tell me what [name] knows and does about healthy eating and exercising?	What do you do when it comes to eating healthy and exercising?
O. Preparing for Weather	What does [name] do as far as choosing the right clothes and being prepared for the weather?	What do you do when it comes to choosing the right clothes and being prepared for the weather?

Topic	Interview question	
	Caregiver-other report	Self-report
P. Health Care	Taking care of one's health includes things like knowing when you may be sick, need to take medicine, see a doctor, or take care of an injury. What does [name] do for themselves when they get hurt or have a health problem?	Taking care of one's health includes things like knowing when you may be sick, need to take medicine, see a doctor, or take care of an injury. What do you do when you get hurt or have a health problem?
Q. Providing Personal Information	What personal and contact information does [name] provide when asked?	What personal and contact information do you provide when asked?
R. Planning & Preparing	Planning and preparing for events includes things like having personal devices charged, packing items needed for the day or overnight, and giving themselves enough time to get things done. How does [name] do with preparing and planning ahead for tasks and events?	Planning and preparing for events includes things like having personal devices charged, packing items needed for the day or overnight, and giving yourself enough time to get things done. How do you do with preparing and planning ahead for tasks and events?
Domestic		
A. Basic Home Safety	Tell me what [name] does when they are around things that are dangerous, like hot or sharp objects?	When you were younger, how aware were you of dangerous things, like hot or sharp objects?
B. Cleaning Up After Self	What does [name] do to clean up after themselves around the house?	What do you do to clean up after yourself around the house?
C. Putting Clothes Away	Where does [name] put their clean clothes, dirty clothes, and wet towels?	Where do you put your clean clothes, dirty clothes, and wet towels?
D. Basic Food Preparation	Tell me what kind of things [name] does to prepare simple meals or snacks.	What kind of simple meals or snacks do you prepare?

Topic	Interview question	
	Caregiver-other report	Self-report
E. Advanced Home Safety	Being safe at home involves things like securing one's home, recognizing potential scams, managing digital security and personal files, and knowing what to do in an emergency. What safety rules and precautions does [name] follow at home?	Being safe at home involves things like securing one's home, recognizing potential scams, managing digital security and personal files, and knowing what to do in an emergency. What safety rules and precautions do you follow at home?
F. Basic Chores	What kinds of chores does [name] do at home?	What kinds of chores do you do at home?
G. Cleaning Up After Meals	Tell me what [name] does to clean up after meals.	What do you do to clean up after meals?
H. Complex Food Preparation	Tell me what kind of things [name] does to prepare a full meal and plan ahead for meals.	What kinds of things do you do to prepare full meals and plan ahead for meals?
I. Advanced Chores	Taking care of a home includes noticing when tasks need to get done and doing them. What kinds of chores does [name] manage and do at home?	Taking care of a home includes noticing when tasks need to get done and doing them. What kinds of chores do you manage and do at home?
Community		
A. Basic Money Use	What does [name] know about money?	What do you know about using money?
B. Basic Community Safety	Tell me what [name] does to stay safe when they are in the car, crossing streets, and with you in a public place.	What do you do to stay safe when you are in the car, crossing streets, or with someone else in a public place?
C. Telling Time	What does [name] know about telling time?	How do you do with telling time?

Topic	Interview question	
	Caregiver-other report	Self-report
D. Following Community Rules	What does [name] understand about people's rights and responsibilities, like the right to privacy or the need to follow rules and laws?	What do you understand about your personal rights and responsibilities, like the right to privacy or the need to follow rules and laws?
E. Calendars & Scheduling	What does [name] know about the calendar and dates, including simple things like naming the days of the week or the current date, and more complex things like knowing their schedule and keeping track of appointments?	How do you do with using the calendar and dates, including simple things like naming the days of the week or current date, and more complex things like knowing your schedule and keeping track of appointments?
F. Telephone Use	How does [name] use a phone or other device to talk to people they know?	How do you do with using a phone or other device to talk to someone you know?
G. Basic Making Purchases	What does [name] do to make small purchases at a store?	How do you do with making small purchases at a store?
H. Technology Use	As you know, we use technology for all kinds of things including for fun, to find information, to help with everyday tasks, or to connect with others. What kinds of technology does [name] use, and what do they use it for?	As you know, we use technology for all kinds of things including for fun, to find information, to help with everyday tasks, or to connect with others. What kinds of technology do you use, and what do you use it for?
I. Eating in Public	Tell me what [name] does on their own when eating at a restaurant.	What do you do on your own when eating at a restaurant?
J. Advanced Community Safety	Tell me what [name] does to stay safe when they are doing things outside the home, like shopping, having fun, or working with equipment.	What do you do to stay safe when you are doing things outside the home, like shopping, having fun, or working with equipment?

Topic	Interview question	
	Caregiver-other report	Self-report
K. Being on Time	What does [name] do to keep track of time and do things like waking up on time or being on time for an appointment?	What do you do to keep track of time and do things like waking up on time or being on time for an appointment?
L. Advanced Making Purchases	Tell me what [name] does to be responsible with their money when making everyday purchases?	How do you do with being responsible with your money when making everyday purchases?
M. Achieving Goals	Tell me about some goals that [name] has set for themselves and achieved.	Tell me about some goals you've set for yourself and achieved.
N. Understanding Legal Rights	What does [name] understand about people's legal rights, like the right to complain about a service problem or knowing what legal documents mean?	What do you understand about your legal rights, like the right to complain about a service or knowing what legal documents mean?
O. Traveling	Where does [name] travel to on their own and how do they get there?	Where do you travel on your own and how do you get there?
P. Earning Money	What has [name] done to earn money outside the home?	What have you done to earn money outside of the home?
Q. Managing Money	What does [name] do to manage their money, like using a bank account, sticking to a budget, and paying bills?	What do you do to manage your money, like using a bank account, sticking to a budget, and paying bills?

Socialization Domain

Interpersonal Relationships

A. Beginning Social Behavior	What things does [name] do that shows you they are interested in people?	When you were younger, what did you do to show you were interested in other people?
B. Responding to Familiar People	What kinds of things does [name] do to interact with people they know?	When you were younger, what kinds of things did you do to interact with people you knew?

Topic	Interview question	
	Caregiver-other report	Self-report
C. Expressing & Recognizing Emotions	What kinds of feelings or emotions does [name] notice in others or show themselves?	What kinds of feelings or emotions do you notice in others or show yourself?
D. Recognizing Self & Others	Some of the ways we begin to identify ourselves are by recognizing our image in a mirror or photo and understanding how we're related to our family members. What does [name] understand about these things?	Some of the ways we begin to identify ourselves are by recognizing our image in a mirror or photo and understanding how we are related to our family members. How do you do with these things?
E. Imitating Others	What kinds of things does [name] do to imitate or copy what you or someone else is doing?	What kinds of things do you do to imitate or copy what others are doing?
F. Interpersonal Appropriateness	What does [name] do that shows that they understand what people expect in social situations, like how close to stand to other people, how to adjust their voice for the situation, and so on?	What do you do to show that you understand what people expect in social situations, like how close to stand to other people, how to adjust your voice for the situation, and so on?
G. Friendships	Tell me about [name]'s friendships.	Tell me about your friendships.
H. Demonstrating Caring	What kinds of things does [name] do to show that they care about you and others?	What kinds of things do you do to show that you care about others?
I. Conversational Skills	Who does [name] have conversations with, and what are their conversations like?	Who do you have conversations with and what are these conversations like?

Topic	Interview question	
	Caregiver-other report	Self-report
J. Taking Others' Perspective	We often take another person's point of view during social situations. For example, we might consider what the other person thinks, wants, or is interested in. What are some things that [name] does that show that they are thinking about the other person's point of view?	We often take another person's point of view during social situations. For example, we might consider what the other person thinks, wants, or is interested in. How do you do with this? What are some examples of things you do to show that you are thinking about another person's point of view?
K. Interpersonal Flexibility	Tell me about how willing [name] is to do things or talk about things that others want to, but they aren't very interested in.	Tell me about how willing you are to do things or talk about things that others want to, but you aren't very interested in.
Play and Leisure		
A. Beginning to Play	Tell me how [name] plays, or what they did when they were first starting to play as a baby.	Tell me about how you played when you were first starting to play as a baby.
B. Playing With Others	How does [name] play with other people their age? For example, do they play interactively or cooperatively? Does [name] seek out others to play with?	When you were younger, how did you play with other people your age? For example, did you play interactively or cooperatively? Did you seek out others to play with?
C. Make-Believe	What kinds of pretend or make-believe activities does [name] play, or did they play when they were younger?	What kinds of pretend or make-believe activities did you play when you were younger?
D. Sharing	How does [name] handle sharing toys, books, or other things with others?	How do you handle sharing things with others?

Topic	Interview question	
	Caregiver-other report	Self-report
E. Responding to Social Cues	Sometimes a group will make it clear to a person whether or not they are welcome to join, like waving at them to get them to join or telling them they aren't welcome. Other times a group will welcome or reject a new person in less clear ways, like moving to make space for them in their group, or ignoring the person's attempts to join. What does [name] do when a group clearly lets them know they are welcome or not welcome? What about when a group lets them know in more subtle ways?	Sometimes a group will make it clear to a person whether or not they are welcome to join, like waving at them to get them to join or telling them they aren't welcome. Other times a group will welcome or reject a new person in less clear ways, like moving to make space for them in their group, or ignoring the person's attempts to join. How do you do when a group clearly lets you know you are welcome or not welcome? What about when a group lets you know in more subtle ways?
F. Following Rules in Games	How does [name] do with taking turns and following rules in games and sports?	How do you do with taking turns and following rules in games and sports?
G. Playing Games	What kinds of games does [name] play? For example, card, board, and electronic games, or games like tag, Simon says, tic-tac-toe, and racing?	What kinds of games do you play? For example, card, board, and electronic games, or games like tag, Simon says, tic-tac-toe, and racing?
H. Doing Things With Peers	When [name] gets together with others their age, where do they go and what kind of activities do they do?	When you get together with others your age, where do you go and what kinds of activities do you do?
I. Planning Activities	What does [name] do to plan social activities with others?	What do you do to plan social activities with others?

Topic	Interview question	
	Caregiver-other report	Self-report
Social-Emotional Regulation		
A. Handling Transitions	How does [name] usually react to everyday changes like when you have to leave them with another person, or when it's time to change from doing something they are enjoying to doing something else?	When you were younger, how did you usually react to everyday changes like when a parent or caregiver left you with a babysitter, or when it was time to change from doing something you enjoyed to doing something else?
B. Beginning Emotional Control	What usually happens when [name] gets upset about something, like when they are hurt or disappointed?	What usually happens when you get upset about something, like when you are hurt or disappointed?
C. Social Courtesy	How does [name] do with using <i>please</i> and <i>thank you</i> ?	How do you do with using <i>please</i> and <i>thank you</i> ?
D. Requesting & Accepting Help	Tell me about when [name] usually asks for help and what they do if someone offers them a helpful idea.	How do you do with asking for help and how do you handle when someone offers you a helpful idea?
E. Adapting to the Situation	People often change their behavior to fit different situations, like lowering their voice when others are concentrating, acting more familiar with people they know, or acting more professional in a classroom or work situation compared to at home. How does [name] change what they do based on what's happening around them?	People often change their behavior to fit different situations, like lowering their voice when others are concentrating, acting more familiar with people they know, or acting more professional in a classroom or work situation compared to home. How do you change what you do based on what's happening around you?
F. Respecting Others	What are some ways that [name] shows respect for others, like apologizing when needed, keeping commitments, and so on?	How do you do with showing respect to others, like apologizing when needed, keeping commitments, and so on?

Topic	Interview question	
	Caregiver-other report	Self-report
G. Controlling Anger	Everyone runs into situations that could make them feel angry or hurt, like when something doesn't go their way or someone criticizes them. How does [name] usually respond to those kinds of situations?	Everyone runs into situations that could make them feel angry or hurt, like when something doesn't go their way or someone criticizes them. How do you usually respond to those kinds of situations?
H. Following Time Limits	How does [name] do with following time limits and curfews?	How do you do with following time limits and curfews?
I. Managing Social Risks	What does [name] understand about different ways that people might try to take advantage of them, and what do they do to keep from being taken advantage of?	What do you understand about different ways that people might try to take advantage of you, and what do you do to keep from being taken advantage of?
J. Judgement	How carefully does [name] think things through before making decisions?	How carefully do you think things through before making decisions?
Work Domain		
Practical Skills		
A. Workplace Navigation	Tell me how [name] does with finding physical places, like an office, and virtual spaces, like online meetings, at work?	How do you do with finding physical places, like an office, and virtual spaces, like online meetings, at work?
B. Using Tools & Materials	Tell me how [name] does with using and maintaining the tools, equipment, or materials they need at work?	How do you do with using and maintaining the tools, equipment, or materials you need at work?

Topic	Interview question	
	Caregiver-other report	Self-report
C. Following Safety & Workplace Rules	Most workplaces have rules about things like what people wear, where they can work, how to be safe and keep work information confidential. How does [name] handle following these types of rules at work?	Most workplaces have rules about things like what people wear, where they can work, how to be safe and keep work information confidential. How do you do with following these types of rules at work?
D. Task Completion & Quality	Tell me how [name] does with completing work tasks and making sure they are done well?	How do you do with completing work tasks and making sure they are done well?
E. Learning & Following Instructions	How does [name] handle learning new tasks or job-specific terms at work?	How do you handle learning new tasks or job-specific terms at work?
F. Managing Benefits & Policies	How does [name] do with following work policies on attendance, like being on time, or asking for a day off?	How do you do with following work policies on attendance, being on time, or asking for a day off?
Social Skills		
A. Workplace Conversation & Etiquette	Casual conversations happen during work, but sometimes they can become inappropriate or distract from work tasks. What does [name] do to manage conversations with others at work?	Casual conversations happen during work, but sometimes they can become inappropriate or distract from work tasks. What do you do to manage conversations with others at work?
B. Respect & Professional Conduct	How does [name] show respect and professionalism towards others in the workplace?	How do you do with showing respect and professionalism towards others in the workplace?
C. Cooperation & Teamwork	What does [name] do to work cooperatively with others?	How do you do with working cooperatively with others?
D. Handling Feedback & Conflict	What does [name] do when receiving or giving feedback or dealing with conflict at work?	How do you do with receiving or giving feedback or dealing with a conflict at work?

Topic	Interview question	
	Caregiver-other report	Self-report
E. Self-Advocacy & Support	What does [name] do to make sure their needs are met or ask for help at work?	What do you do to make sure your needs are met or ask for help at work?
Self-Management		
A. Task Initiation & Independence	How does [name] do with beginning and completing work tasks? This includes things like following a schedule, dealing with interruptions, and finding new work when other tasks are finished?	How do you do with beginning and completing work tasks? This includes things like following a schedule, dealing with interruptions, and finding new work when other tasks are finished.
B. Accountability & Workplace Conduct	What does [name] do to follow workplace expectations around things like having the required materials, having good attendance, reporting incidents, and so on?	How do you do with following workplace expectations around things like having the required materials, having good attendance, reporting incidents, and so on?
C. Planning & Organization	What does [name] do to plan and organize work tasks?	How do you do with planning and organizing work tasks?
D. Problem Solving & Adaptability	What does [name] do when faced with changes or problems at work?	What do you do when faced with changes or problems at work?
Motor Domain		
Gross Motor		
A. Sitting	Tell me what [name] is doing in terms of sitting.	
B. Prewalking Mobility	In what ways does [name] move around on their own?	
C. Standing	Tell me what [name] is doing in terms of standing.	
D. Walking	Tell me what [name] is doing in terms of walking.	

Topic	Interview question	
	Caregiver-other report	Self-report
E. Ball Activities	How does [name] do with throwing and kicking a ball?	
F. Climbing	What kinds of things does [name] safely climb on and off of? For example, how do they do with a child’s chair or step stool, adult’s chair, or jungle gym?	
G. Running	Tell me how [name] runs.	
H. Using Stairs	Tell me how [name] goes up and down stairs.	
I. Jumping & Hopping	What kinds of things does [name] do in terms of jumping off the ground with both feet or hopping on one foot?	
J. Catching a Ball	What size balls can [name] catch, either with their hands or trapping it with their body, and from how far away?	
K. Riding a Tricycle or Bicycle	Tell me what [name] is doing in terms of riding a tricycle or bicycle.	
Fine Motor		
A. Handling Objects	What kinds of objects does [name] pick up with their hands?	
B. Manipulating Things	What kinds of things does [name] move around by hand when they play? This includes placing and removing things from a container, stacking blocks, turning pages from a book, and so on.	
C. Opening Doors	What kinds of doors does [name] open?	

Topic	Interview question	
	Caregiver-other report	Self-report
D. Using Writing Tools	Tell me how [name] is using writing tools like a crayon, pen, pencil, and eraser.	
E. Hand Coordination	What things does [name] do that require coordinated hand movements, like unwrapping things, winding up a toy, or pouring something into a glass?	
F. Drawing	What does [name] draw without tracing?	
G. Coloring	Tell me what [name] is doing in terms of coloring.	
H. Using Scissors	What kind of things does [name] cut out using scissors?	
I. Tying	How does [name] do with tying a knot or a bow?	
J. Precise Movements	Tell me some things [name] does that require very precise finger control, like setting a watch or putting together things with small parts.	
K. Using Technology	How does [name] use their hands to control buttons, screens, or keyboards on devices?	

Reference

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. American Educational Research Association.