



## Vineland-3 Overview

Presented by: Hillary Blake, PsyD., HSPP

Date: Friday, August 7, 2026

Time: 9:00 a.m. to 12:45 p.m. ET

Delivery Method: Live webinar

Instructional level: Intermediate

Sponsored by: NCS Pearson, Inc.

### Course Description

During this interactive half day session, our expert trainers will guide you through a comprehensive review of the Vineland-3 test structure, highlighting key differences between the Comprehensive Interview, Parent-Caregiver Form, and Teacher Form. Participants will learn about updated item content, online administration, and scoring. In addition, this workshop will include guidance on the basic use of the instrument for eligibility and intervention planning purposes.

### Learner Outcomes

*After attending this session, participants will be able to:*

1. Describe the nuances of the Comprehensive Interview, the industry standard in assessment
2. Use hands on practice and engaging discussion to enhance administration skills
3. Understand scoring and reporting with Q-global®, enhancing accuracy and efficiency
4. Utilize results to identify strengths and weaknesses for intervention planning purposes

### Time-ordered Agenda

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



### About the Presenter

Dr. Blake graduated from the University of Indianapolis in 2014. She completed her internship at the Youth Opportunity Center and her postdoctoral fellowship at the Riley Hospital for Children Christian Sarkine Autism Treatment Center. Dr. Blake was an assistant professor at the IU School of Medicine. She was the clinical director of headache clinic and the associate clinic director of consultation liaison. Dr. Blake transitioned to private practice in 2022 where she provides psychotherapy and psychological assessments. Dr. Blake has provided psychological assessments across a variety of settings including juvenile detention centers, schools, inpatient hospitals, outpatient centers, and residential treatment centers. Dr. Blake completes assessments for ADHD, ASD, Intellectual Disability, learning disorders, and clarification of diagnosis. She is well versed in a variety of Pearson assessments and utilizes them in her practice.

### Disclosure

#### Financial

Hillary Blake is employed by Pearson Clinical Assessment.

#### Nonfinancial disclosure:

There are no relevant nonfinancial relationships to disclose.

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

### References

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- Klaiman, C., Fernandez-Carriba, S., Hall, C. et al. Assessment of Autism Across the Lifespan: A Way Forward. *Curr Dev Disord Rep 2*, 84–92 (2015). <https://doi.org/10.1007/s40474-014-0031-5>
- Klin, A., Saulnier, C.A., Sparrow, S.S. et al. Social and Communication Abilities and Disabilities in Higher Functioning Individuals with Autism Spectrum Disorders: The Vineland and the ADOS. *J Autism Dev Disord 37*, 748–759 (2007). <https://doi.org/10.1007/s10803-006-0229-4>
- McClain, M. B., Schwartz, S. E., Bera, J. L., Farmer, R. L., Serang, S., Harris, B., & Golson, M. E. (2023). Vineland-3 measurement non-invariance in children with and without intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities, 128*(4), 334-343.
- Pandolfi, V., & Magyar, C. I. (2021). Vineland-3 structural validity and interpretability of domain scores: Implications for practitioners assessing adolescents with developmental conditions. *American Journal on Intellectual and Developmental Disabilities, 126*(3), 216-229.



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Saulnier, C. A., & Klaiman, C. (2022). Assessment of adaptive behavior in autism spectrum disorder. *Psychology in the Schools*, 59, 1419– 1429. <https://doi.org/10.1002/pits.22690>

**Registration link:** To be provided upon payment.

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