

Outcome Measure	Adaptive Behavior Assessment System-II (ABAS-II)
Sensitivity to Change	Inconclusive due to limited studies in people with ABI
Population	Paediatrics and adults
Domain	Psychological Status Behavioural Function Social Role Participation
Type of Measure	Parent-report, teacher-report, adult self-report
ICF-Code/s	d710-d729
Description	<p>The Adaptive Behavior Assessment System–Second Edition (ABAS–II) provides a comprehensive norm-referenced assessment of the adaptive skills of individuals ages birth to 89 years. The clinician can use the ABAS–II to diagnose and classify disabilities and disorders; identify an individual’s strengths and limitations; and to document and monitor the individual’s performance over time. The ABAS–II provides for the assessment of an individual by multiple respondents (e.g., parents, teachers, family members, the individual), evaluates function across multiple environments, and contributes to a complete assessment of the daily functional skills of an individual. The ABAS–II is an invaluable tool in the assessment of individuals who may be experiencing difficulties with the daily adaptive skills necessary for functioning effectively in their environments. When the goal of treatment is improving daily functioning and quality of life for an individual whose adaptive skill limitations are of concern; a comprehensive diagnostic assessment such as ABAS–II is essential because it provides the analysis of strengths and weaknesses in adaptive functioning the clinician needs to develop the appropriate intervention plan.</p> <p>There are 10 skill areas (from the original ABAS) that have been conceptually grouped into the three broad domains according to AAMR guidelines. They include:</p> <ol style="list-style-type: none"> (1) <u>Conceptual</u>: Communication, Functional Academics, Self-Direction (2) <u>Social</u>: Leisure, Social (3) <u>Practical</u>: Community Use, Home-School Living, Self-care, Health and Safety, Work <p>Finally, the Global Adaptive Composite (GAC) compares a person’s global adaptive skills to others of the same age.</p> <p>ABAS–II is derived from <u>five rating forms</u> that can be used in combination with one another or separately. Each rating form comprises 193 to 241 items and can be completed independently by a respondent in about 20 minutes. The rating scale for the ABAS–II items requires a respondent to indicate if the individual being assessed is able to perform an activity independently, and if so, how frequently (always, sometimes, or never) he or she performs the activity.</p> <p>The rating forms include:</p> <ol style="list-style-type: none"> (1) Parent/Primary Caregiver Form (ages 0-5) (2) Teacher/Daycare Provider Form (ages 2-5) (3) Parent Form (ages 5-21)

	<p>(4) Teacher Form (ages 5-21)</p> <p>(5) Adult Form (ages 6-89)</p>
Properties	<p>See (Rust and Wallace 2004) for the following information:</p> <p><u>Internal Consistency:</u> Internal consistency coefficients for the skills areas were greater than .90 and the internal consistency coefficient for the GAC in the standardization sample ranged from .97-.99.</p> <p><u>Test-retest reliability:</u> Test retest reliabilities from 3 different studies demonstrated the majority of GAC correlations were above or near .90 with test-retest intervals of approximately 2 weeks.</p> <p><u>Construct validity:</u> Correlations among the skill areas were in the moderate range (.40s - .70s), which suggests related but independent skills and is consistent with the theoretical structure of the measure. Factor analysis reported in the ABAS-II manual provides support for a global GAC factor as well as the three domains: Conceptual, Social and Practical.</p> <p><u>Concurrent validity:</u> The manual reports correlations of .70 - .84 between the Vineland Adaptive Behavior Scale and the GAC for three different non-clinical samples. The correlation between the GAC and the Behavior Assessment Scale for Children (BASC) Adaptive Behavior Composite was .80. Correlations in the .40s - .50s were obtained in various studies (n = 19 to 306) between the ABAS-II and measures of intelligence (WAIS-III, WISC-IV and WPPSI-III) and achievement (WASI, WIAT).</p> <p>Also see Wei et al (2008)</p>
Advantages	<p>Sound psychometric properties (as above) and developed on sound theory.</p> <p>User friendly.</p> <p>An appropriate tool (GAC) in determining a person's social entitlements and decision making capacity.</p> <p>Can assist in identifying strengths and weaknesses when planning transitional recommendations as well as serve as a sensitive tool in monitoring change after interventions.</p>
Disadvantages	<p>Effective use entails adequate training of user and the ability to select appropriate respondents who are knowledgeable about the client; motivated and can complete the forms. Thus, skill area scores to be interpreted with caution.</p>
Additional Information	<p>The ABAS-II was included as an emerging measure in the Adaptive and Daily Living Skills Domains (not a CRE Domain) in McCauley et al (2012).</p>
Reviewers	<p>Vicki Anderson (paediatrics)</p> <p>Cathy Catroppa (paediatrics)</p> <p>Robyn Tate (adults – Behavioural Function Domain)</p> <p>Jennie Ponsford (adults – Psychological Status Domain)</p> <p>Jenny Fleming (Social Role Participation and Social Competence)</p>

References

Rust, J. O., & Wallace, M. A. (2004). Book Review: Adaptive Behavior Assessment System. *Journal of Psychoeducational Assessment*, 22(4), 367-373.

Oakland, T., & Harrison, P. L. (2008). *Adaptive behavior assessment system-II: Clinical use and interpretation* (1st ed.) [Science Direct version]. Retrieved from <http://www.sciencedirect.com.ezproxy.library.uq.edu.au/science/book/9780123735867>

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