

Vineland-3



Best practices for conducting remote assessment for ASD including the use of Vineland-3

Given the distinct profiles of adaptive behavior deficits observed in individuals with Autism Spectrum Disorder (ASD), it is now standard practice to assess adaptive behavior as part of an ASD diagnostic evaluation. This information assists in determining individualized goals and outcomes at home and at school.

Vineland Adaptive Behavior Scales™, Third Edition (Vineland™-3) has become the preferred instrument utilized by psychologists, clinicians, and social workers for supporting the diagnosis of intellectual and developmental disabilities and autism spectrum disorders. Its results have proven useful for diagnosis, qualification for special programs, progress reporting, and intervention planning and evaluation.



Pearson



Designed to meet ANY adaptive behavior assessment need by offering:

- Interview, Parent/Caregiver, and Teacher Forms
- Comprehensive and domain-level versions of each form
- Digital administration and scoring OR paper administration with hand or digital scoring
- Comprehensive reporting, single and multiple raters, item level reports, and reports comparing multiple administrations to monitor progress

Vineland-3 consists of comprehensive forms which provide scores at four levels:

1. Overall Adaptive Behavior Composite (ABC)
2. Domains (three or four depending on whether Motor Skills is included)
3. Subdomains (11, or fewer at ages 0, 1, and 2)
4. Individual items (the scores reflect the degree of mastery of specific adaptive behaviors)

Good news! Vineland-3 can be administered via telehealth

If used with care, the Vineland-3 still provides three ways to collect information which can assist in the identification of ASD. While the Domain-Level versions take less time to complete and yield scores at the ABC, Domain, and item levels, there is less item-level data because fewer items are completed.

Best practices for administering Vineland-3 remotely:

- Consider the child's current situation in the process of selecting the Comprehensive or Domain forms, as situational factors may impact the length of time that can be spent on the assessment.
- The Vineland-3 can be completed remotely on Q-global®, enabling the caregiver to complete the form in their home. It also provides a method for direct interview, which can also be done virtually.
- Teachers completing their form can use professional judgement based on past in-person student observations. While the teacher form has not been standardized to be used virtually, teachers can use it virtually to collect information that cannot be scored but can still provide formative-level information that can assist in guiding interventions.

As a result of using these key best practices, the information obtained during the assessment process can help shape the diagnostic process.

