Adaptive Behavior Assessment System, Second Edition
(ABAS-II)

Publisher/Date:
- Pearson Assessments, 19500 Bulverde Road, San Antonio, TX 78259. Published 2003.

Purpose:
- Integrated assessment of personal-social self-sufficiency and functional independence assessing competencies at home/community and in school, for individuals, ages birth-89 years. Norm-referenced comparisons are determined measuring domains encompassing practical, everyday skills required to function, meet environmental demands, care for oneself, and interact with others.

Provides:
- The ABAS-II addresses 10 adaptive skills areas covering 3 broad domains: Conceptual (Communication, Functional Academics, Self-Direction), Social (Social Skills, Leisure Skills), and Practical (Self-Care, Home or School Living, Community Use, Work, and Health/Safety). Multiple raters provide input from different perspectives, including Parents (2-forms; ages 0-5 and 5-21), Teachers (Ages 2-5 and 5-21), and an Adult form (ages 16-89).

Standardization Issues:
- Norms based on ratings of 7,370 individuals in 31 age groups were stratified to match US Census data with regard to age, gender, race/ethnicity, geographic location, and educational attainment. Individual cell sizes for all age groups appear adequate and included at least 100 participants.

Reliability and Validity Issues:
- Content Validity was based on expert review as well as consistency with AAMR and DSM-IV-TR definitions. Expected differences between age-groups provided further validity evidence as well as confirmatory factor analysis work. Convergent and Divergent validity evidence was demonstrated in correlational studies with the BASC. Moderate-relationships were found with well-established measures of academic achievement and intelligence. GAC (overall composite score) and the 3 domain scores demonstrate reliabilities near, at, or exceeding .90 (with the exception of children less than age 1). Some variance in coefficients was reported between the individual skill areas, implying some caution be taken in interpretation of these, individually. Other general reliabilities
(Interrater and Cross-Respondent) were somewhat lower than desired but considerably exceed similar estimates with other adaptive measures.

**Additional Points:**
- Normative representation of children with disabilities were somewhat low, ranging from 2.93 (Teacher Form) to 8.46% (Adult Form), where US Department of Education’s 2001 estimates report approximately 11%.
- More specific procedures for selecting the appropriate form where there is age-group overlap between forms (ages 5 and 16-21) would be helpful.
- Technically, the ABAS-II’s structure (paralleling educational and clinical definitions of developmental-cognitive disabilities) and psychometric properties are superior to other current adaptive behavior measures.
- New software is available for scoring and intervention-planning.
- Correlations between Parent and Teacher Forms suggest potential differences, whereas ratings within the adult samples showed consistency.
- Examiners need to carefully consider implications of items indicated as “guessed” by respondents.
- Clinical comparison groups, outlining mean performance of children (and adults) representing numerous identified conditions, are provided in the manual.