

Vineland Adaptive Behavior Scales – Third Edition

Im Jahr 2021 erschien mit der deutschen Fassung der Vineland-3 ein Verfahren zur standardisierten Beschreibung adaptiven Verhaltens (AV). Die breite Altersspanne und die im deutschsprachigen Raum momentan einzige Möglichkeit, AV standardisiert zu erheben, machen das Verfahren für unterschiedliche diagnostische Fragestellungen interessant. Im Folgenden werden der theoretische Hintergrund, der Aufbau, Aspekte zur Testkonstruktion sowie zur praktischen Anwendbarkeit dargestellt.

Von Dieter Irblich,
Sabine Kölbl und
Markus Scholz

Adaptives Verhalten wird definiert als eine Vielzahl konzeptueller, sozialer und praktischer Fertigkeiten, die ein Individuum erlernt und die im Alltag ausgeführt werden (Schalock et al., 2021):

- **Konzeptuelle Fertigkeiten** sind z. B. Lesen, Schreiben und Rechnen.
- **Unter sozialen Fertigkeiten** werden zwischenmenschliche Aspekte verstanden, wie Kontaktverhalten, Einhalten sozialer Regeln, soziale Selbstbehauptung und Konfliktbewältigungsstrategien.
- **Praktische Fertigkeiten** umfassen z. B. Körperpflege, Arbeitsverhalten, Umgang mit Geld, Gesundheitsvorsorge und zeitliche Orientierung.

Defizite im adaptiven Verhalten sind neben einer weit unterdurchschnittlichen Intelligenz Kennzeichen einer Intelligenzminderung (IM) nach ICD-10 (Dilling, Mombour & Schmidt, 2015) bzw. Störung der Intelligenzentwicklung nach ICD-11 (Bundesinstitut für Arzneimittel und Medizinprodukte, 2024) und sollen mit einem standardisierten Verfahren erfasst werden. Dies gilt auch für Schülerinnen und Schüler im sonderpädagogischen Schwerpunkt Geistige Entwicklung (SGE), bei denen die adaptiven Kompetenzen in der sonderpädagogischen

Förderung eine wichtige Rolle einnehmen.

Verfahren zur Erhebung adaptiven Verhaltens sind mittlerweile zahlreich, allerdings nur im englischsprachigen Raum. Im deutschsprachigen Raum früher genutzte Verfahren wie das Heidelberger Kompetenzinventar für geistig Behinderte (HKI; Holtz et al., 1984) und die Testbatterie für geistig behinderte Kinder (TBGB; Bondy et al., 1975) sind heute hinsichtlich der Aufgabenstellungen und der Normen veraltet.

Vor diesem Hintergrund ist mit dem Erscheinen der deutschsprachigen Version der Vineland-3 im Jahr 2021 erstmals seit längerer Zeit wieder ein standardisiertes Verfahren

zur Beschreibung des adaptiven Verhaltens verfügbar. Die Vineland Adaptive Behavior Scales wurden erstmalig 1984 veröffentlicht (Sparrow et al., 1984) und dienen in den USA häufig als Instrument zur Erfassung von Alltagsfertigkeiten von Menschen mit gravierenden Entwicklungsstörungen.

Die Vineland-3 sind ein standardisiertes Einzeltestverfahren zur Erfassung adaptiven Verhaltens bei Kindern und Jugendlichen von 3;0 bis 18;11 Jahren (Lehrerfragebogen) bzw. bis 20;11 Jahren (Elternfragebogen). Das Ziel ist die Beschreibung adaptiver Verhaltensweisen, wie sie im alltäglichen Leben durch enge Bezugspersonen beobachtet werden können.

Aufbau

Zur Einschätzung des adaptiven Verhaltens im den Vineland-3 gibt es einen Lehrerfragebogen (LF; Einschätzung durch eine Lehrkraft oder eine Erzieherin bzw. einen Erzieher) und/oder einen Elternfragebogen (EF; Einschätzung durch eine primäre Bezugsperson). Für beide Fragebögen existiert jeweils eine Kurz- und eine Langform. Die Langform besteht aus den drei Kernskalen Kommunikation, Alltagsfertigkeiten und Soziale Fertigkeiten. Dabei unterscheidet sich die Kernskala Kommunikation inhaltlich vom Kernbereich konzeptueller Fertigkeiten, wie er z. B. von Schalock et al. (2021) definiert ist. Die Kernskalen enthalten jeweils drei Subskalen (siehe Tab. 1). In der Kurzform gibt es nur die drei Kernskalen.

Aus den Ergebnissen der Kernskalen wird der Gesamtwert Adaptives Verhalten (GAV) gebildet. Ergänzend zur Kurz- oder Langform gibt es die optionalen Skalen Motorik (bis zum Alter von 9 Jahren) und Problemverhalten mit jeweils zwei Subskalen.

Auf einen Blick

Sparrow, S. S., Cicchetti, D. V., Saulnier, C. A. (2021). *Vineland-3. Vineland Adaptive Behavior Scales – Third Edition. Deutsche Fassung: In Zusammenarbeit mit A. von Gontard, C. Wagner, J. Hussong und H. Mattheus. Frankfurt: Pearson Benelux B.V.*

www.pearsonclinical.de/vineland-3.html

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Vineland Adaptive Behavior Scales Sample Questions

Marc J. Ackerman, Andrew W. Kane



Vineland Adaptive Behavior Scales Sample Questions:

Handbook of Neurologic Rating Scales, 2nd Edition , Rating scales are used daily by everyone involved in the management of patients with neurologic disease and in the design and management of neurologic clinical trials Now there is a single source for the wide range of scales used in specific neurologic diseases and neurorehabilitation You will refer to this volume constantly The first edition of the Handbook of Neurologic Rating Scales quickly became an invaluable reference work on the increasing array of scales for measuring neurologic disease In the brief few years since the first edition the importance of this book has only increased New Chapters Include Scales On Generic and general use Pediatric neurology and rehabilitation Peripheral neuropathy and pain Ataxia HIV AIDS And instruments for diagnosing headaches Formal measurement of the effects of neurologic disease and of treatment effects beyond the description of changes on the standard neurologic examination is a relatively recent development Controlled clinical trials and outcomes research are at the heart of modern information based medicine and neurologic scales are essential tools in clinical trials designed to provide this information A Resource for Clinical Trials The Handbook of Neurologic Rating Scales provides a resource for clinicians and clinical investigators in the broad field of neurology and neurologic rehabilitation to help them evaluate the clinical trials literature by providing information on the scales being used evaluate and select appropriate and efficient scales for clinical trials and outcomes research and provide information that will help them to develop new scales or measures or to improve existing ones A Resource for Evaluating Disease Status Outcomes research is playing an increasingly important role in clinical management and neurorehabilitation and these also depend largely on measurement of disease status and change In this era of managed care neurologists must produce outcomes data demonstrating the effectiveness of neurologic care if the specialty is to survive and certainly if it is to thrive Even effective therapies are likely to fall by the wayside if studies to prove their effectiveness are not done Comprehensive and Standardized Information on All Scales Each chapter in this volume contains the scales of importance and in current use including a sequence of scale descriptions and specific scales in a standard format as well as a summary and recommendations indicating which scales are most useful for specific purposes and whether a combination of scales is particularly useful or if better scales are needed Each entry notes the purpose for which the scale was developed and its current uses if they differ from those for which it was developed a detailed description of the scale information about validation such as Does the scale have face validity i e does it appear to measure what it purports to measure how and by whom the scale is administered the time needed to administer and score the scale the scale itself or when the scale is proprietary or too long for inclusion a description and key references special considerations including unusual measures needed to obtain a valid score or problems in administering the test in specific patients advantages or what makes the scale good or useful Disadvantages or what makes the scale difficult to use or impairs its reliability key references including the original publication of the scale and its validation Downloadable PDFs of the scales

contained in the Handbook of Neurologic Rating Scales are included with the purchase of this book The password to download the files can be found in the book itself

Intelligent Testing with the WISC-V Alan S. Kaufman, Susan Engi Raiford, Diane L. Coalson, 2015-12-29 Interpret the WISC V to help diagnose learning disabilities and to translate profiles of test scores to educational action The Wechsler Intelligence Scale for Children Fifth Edition WISC V is a valuable tool for assessing children and adolescents with learning disorders and Intelligent Testing with the WISC V offers the comprehensive guidance you need to administer score and interpret WISC V profiles for informing diagnoses and making meaningful educational recommendations This essential resource provides you with cutting edge expertise on how to interpret the WISC V which has an expanded test structure additional subtests and an array of new composites Intelligent Testing offers valuable advice from experienced professionals with regard to clinically applying the WISC V in an effort to understand a child s strengths and weaknesses and to create a targeted appropriate intervention plan Ultimately this book equips you with the information you need to identify the best theory based methods for interpreting each child s profile of test scores within the context of his or her background and behaviors Intelligent Testing provides a strong theoretical basis for interpreting the WISC V from several vantage points such as neuropsychological processing theory and the Cattell Horn Carroll CHC model yet it permits you to interpret children s profiles using simple straightforward steps The most frequently used IQ test in the world the WISC V like previous versions of the WISC plays an integral role in evaluating children for learning and intellectual disabilities developmental and language delays and gifted and talented classifications As such understanding how to use the latest version of WISC is extremely important when assessing children and adolescents ages 6 to 16 years Explore all aspects of both the conventional WISC V and WISC V Digital Read objective independent test reviews of the WISC V from independent highly respected expert sources Review 17 clinical case reports that spotlight experiences of children and adolescents referred to psychologists for diverse reasons such as reading problems specific learning disabilities ADHD intellectual giftedness and autistic spectrum disorders Learn how a broad based multi faceted approach to interpretation that calls upon several scientific concepts from the fields of cognitive neuroscience clinical and school neuropsychology neuropsychological processing and the CHC model can benefit children by providing meaningful recommendations to parents teachers and often to the children and adolescents themselves Use the results of WISC V as a helping agent to assist in creating the best intervention plan rather than allowing test results to dictate placement or labeling Intelligent Testing with the WISC V is an indispensable resource for professionals who work with the WISC V including school psychologists clinical psychologists educational diagnosticians and more

Clinical Assessment of Child and Adolescent Personality and Behavior Paul J. Frick, Christopher T. Barry, Randy W. Kamphaus, 2009-12-12 Psychologists offer an increasing variety of services to the public Among these services psychological assessment of personality and behavior continues to be a central activity One main reason is that other mental health professionals often do not possess a high level of competence in this

area And when dealing with children and adolescents psychological assessment seems to take on an even greater role Therefore it follows that comprehensive graduate level instruction in assessment should be a high priority for educators of psychologists who will work with these youth This textbook is organized into three sections consistent with the authors approach to teaching Part I provides students with the psychological knowledge base necessary for modern assessment practice including historical perspectives measurement science child psychopathology ethical legal and cultural issues and the basics of beginning the assessment process Part II gives students a broad review of the specific assessment methods used by psychologists accompanied by specific advice regarding the usage and strengths and weaknesses of each method In Part III we help students perform some of the most sophisticated of assessment practices integrating and communicating assessment results and infusing assessment practice with knowledge of child development and psychopathology to assess some of the most common types of behavioral and emotional disorders in youth A text focusing on assessment practices must be updated every four to six years to keep pace with advances in test development For example several of the major tests reviewed in the text such as the Behavioral Assessment System for Children and the Child Behavior Checklist have undergone major revisions since the publication of the last edition making the current content outdated Further another major test the Conners Rating Scales is undergoing substantial revisions that should be completed before publication of the next edition Finally the evidence for the validity of the tests and the recommendations for their appropriate use evolve as research accumulates and requires frequent updating to remain current For example there was a special issue of the Journal of Clinical Child and Adolescent Psychology published focusing on evidenced based assessment of the major forms of childhood psychopathology that will need to be integrated into the chapters in Part 3 This latter point reflects an important trend in the field that should influence the marketing of the book That is there are several initiatives being started in all of the major areas of applied psychology e g school clinical and counseling to promote evidenced based assessment practices These initiatives have all emphasized the need to enhance the training of graduate students in this approach to assessment This has been the orientation of this textbook from its first edition that is Clinical Assessment of Child and Adolescent Personality and Behavior has focused on using research to guide all recommendations for practice The ability of the textbook to meet this training need should be an important focus of marketing the book to training programs across all areas of applied psychology

THE INTERNATIONAL JOURNAL OF INDIAN PSYCHOLOGY, Volume 8, No. 4, Part 5 Dr.

Suresh Makvana ,Dr. Ankit Patel,2021-01-01 *Resources in Education* ,1994 *Assessment of Intellectual Functioning*
Lewis R. Aiken,2004-05-31 This fully updated comprehensive text examines the assessment of intellectual abilities in children and adults Chapters emphasize the rationale and techniques for measuring intellectual function in educational clinical and other organizational settings The author includes detailed descriptions of the most widely used procedures for administering scoring and interpreting individual and group intelligence tests This second edition features additional material on testing

the handicapped individual and group differences in mental abilities theories and issues in the assessment of mental abilities and new tests for measuring intelligence and related abilities

The Special Educator's Comprehensive Guide to 301 Diagnostic Tests Roger Pierangelo, Ph.D., George Giuliani, J.D., Psy.D., 2018-03-02 This important resource is an update of the best selling book The Special Educator's Resource Guide to 109 Diagnostic Tests The greatly expanded second edition contains 301 new and enhanced tests which are vital to understanding assessment in special education Designed as an easy to use hands on resource the book is filled with practical tools information and suggestions Step by step this practical guide explores the various stages of evaluation interpretation diagnosis prescription and remediation

Current Management in Child Neurology Bernard L. Maria, 2009 One in ten children seen in primary care practice and 25% of hospitalized children appear with a neurologic complaint The fourth edition of Current Management in Child Neurology provides succinct reviews in the form of superb how to chapters on the most common neurological complaints and pathologic conditions seen in pediatric practice This volume provides clinicians with a state of the art toolbox for diagnosis and treatment of the most commonly presented neurologic disorders and dysfunctions in children including headache seizures and epilepsy neurobehavioral disorders school readiness developmental delay trauma meningitis and encephalitis injury to the preterm and term brains and status epilepticus Chapters new to the 4th edition include information on a range of other conditions such as microcephaly neurodegenerative disorders chromosomal disorders epilepsy in adolescence epileptic encephalopathy pediatric neurotransmitter disorders and tropical child neurology as well as current approaches to neonatal or infantile facial dysmorphism and congenital muscular dystrophies The 4th edition of Current Management in Child Neurology has 111 chapters organized into three sections Clinical Practice Trends The Office Visit and The Hospitalized Child Each of the sections contains carefully selected readings and Web resources for practitioners and patients who seek relevant information on topics addressed in the book's chapters Since the third edition online resources have increased exponentially and Current Management in Child Neurology directs its readers to the most high quality information available

Child and Adolescent Psychiatry for the Specialty Board Review Robert L. Hendren, Hong Shen, 2012-12-06 Both general and child adolescent psychiatrists will find the third edition of this book valuable in preparing for their re certification exams The last ten years have brought tremendous changes to the field of child and adolescent psychiatry The revision of this book incorporates recent information from AACAP's Practice Parameters and review questions and references have also been updated Hendren has reviewed every question answer and explanation to ensure coverage of the major advances in the classification of child and adolescent disorders represented in the DSM IV

Handbook of Clinical Child Psychology Johnny L. Matson, 2023-06-10 This comprehensive handbook explores the many issues affecting children's physical and mental health Its coverage spans a broad range of topics exploring the history and foundations of clinical child psychology as well as the discipline's theories research base ethical and legal implications and diagnostic systems including the NIMH's Research

Domain Criteria RDoC The handbook examines family risk factors for children e g parental stress divorce and depression and provides leading edge reviews of cognitive variables e g theories of memory executive function theories of intelligence theory of mind and cognitive tempo In addition it describes methods of assessment including checklists interviews and methods of treatment e g cognitive behavior therapy mindfulness and family therapy Chapters focus on assessment of specific diagnostic categories such as depression anxiety selective mutism ADHD and pediatric topics including chronic pain childhood cancer childhood obesity and toilet training Finally the book addresses such emerging issues as gender diversity social justice cyberbullying internet gaming disorder and the impact of COVID 19 Key areas of coverage include Foundations of clinical child psychology Cognition and clinical child psychology Testing assessment and treatment methods in child psychology Neurodevelopmental and pediatric disorders in childhood Assessment and treatments for challenging behaviors in children Assessment and treatments for psychopathologies in children The Handbook of Clinical Child Psychology is a must have resource for researchers professors graduate students clinicians therapists and professionals in clinical child and school psychology child and adolescent psychiatry social work public health pediatrics as well as special education developmental psychology nursing and all interrelated disciplines [Encyclopedia of School Psychology](#) Steven W. Lee, 2005-04-27 The Encyclopedia of School Psychology is the first comprehensive guide to this field featuring the latest research on school learning motivation and educational assessment Approximately 250 entries by 175 contributing authors from psychology education and counseling child development and special education address student success behavior disorders intelligence testing learning disabilities strategies to improve academic skills and more Key Features Entries avoid jargon and technical detail in order to be accessible to a broad audience including university professors of school psychology college students elementary and high school teachers and administrators school psychologists and parents Some entries will include embedded timelines to highlight the history and development of the field which will be further highlighted by biographies of key pioneering researchers Entries on controversial topics e g I Q and intelligence testing will include Point Counterpoint boxes highlighting differing sides to issues that aren't necessarily clear cut Appendices will guide readers to additional resources and will also include comparative statistical tables presenting information about student achievement learning disorders intelligence scales and commonly administered standardized tests **Molecular and Genetic Mechanisms in Neurodevelopmental Disorders: From Bench to Bedside** Rebecca Ann Muhle, Ellen J. Hoffman, Hanna E. Stevens, Devanand Sadanand Manoli, Jeremy Veenstra-VanderWeele, 2022-02-02 *Assessing Children's Well-Being* Sylvie Naar-King, Deborah A. Ellis, Maureen A. Frey, Michele Lee Ondersma, 2003-10-17 Behavioral medicine has now matured as a field to the point where all recognize that different populations are presented with different issues Psychological reactions and patterns affect the health and well being of children as well as adults and numerous standardized instruments for the assessment of a variety of areas of children's functioning are currently available Yet it can be difficult for practitioners and

researchers searching through general compendia of resources for child assessment which are frequently focused on general techniques rather than specific instruments to identify the optimal ones to meet their particular needs and to choose among them This practical and comprehensive reference guide is the first to sort present and review all the measures that can be used to evaluate the behavioral cognitive and emotional aspects of children s health It organizes the measures under eight general headings such as quality of life adherence pain management and patient satisfaction Each chapter begins with a leading authority s overview of the underlying theoretical construct and any concerns about how to measure it Descriptions and reviews of relevant instruments follow these include information on administration scoring psychometric properties and ordering as well as comments by the instruments developers *Assessing Children s Well Being A Handbook of Measures* will be welcomed by all those professionals and scientists who seek to assess and effectively address the complex interactions between physical health and mental health in children School Social Work Robert T. Constable, Shirley McDonald, John P. Flynn, 1999 **Textbook of Adolescent Psychiatry** Richard Rosner, 2003-08-29 Adolescent Psychiatry is the first text reference to provide such in depth comprehensive and practical coverage of this specialist area There are many questions pertinent to adolescence alone and these are highlighted throughout the book Starting with the important aspects of normal development the reader is then taken on to risk behaviour and *Educational Audiology Handbook, Fourth Edition* Cheryl DeConde Johnson, Jane B. Seaton, 2025-02-25 The fourth edition of Educational Audiology Handbook continues to provide essential strategies for collaborating effectively with educators parents and other professionals to support students who need audiology services in school settings This book emphasizes evidence based practices ensuring educational audiologists are equipped with the latest research and methodologies to enhance student outcomes Newly authored by contributors who practice as educational audiologists in local or regional school districts each chapter emphasizes an integration of real world experiences and case studies that reflect current challenges and successes in the field With a focus on practical applications readers will find assessment intervention and program development tools grounded in the latest evidence New to the Fourth Edition Three new chapters Advocating for Educational Audiology Services Remote Service Delivery Development and Management of Contracted Educational Audiology Services New contributors to introduce fresh perspectives relevant to today s educational audiology practice Updated to reflect current terminology legislative information and best practice essentials Expanded information and resources related to classroom acoustics and learning environments Updated perspectives on topics including auditory processing deficits hearing technology out of booth assessment student wellness and social emotional competence and the audiologist s role in supporting the educational goal for students with hearing related needs Key Features Each chapter introduction includes lists of key terms key points and sample questions for instructors students and practicing educational audiologists Chapters include updated list of selected readings and resources Extensive appendices with customizable handouts forms and protocols ready for local use *Comprehensive Handbook of*

Psychological Assessment, Volume 1 Gerald Goldstein, Sue R. Beers, 2003-09-22 In one volume the leading researchers in intelligence and neuropsychological assessment interpret the range of issues related to intellectual and neuropsychological tests including test development and psychometrics clinical applications ethical and legal concerns use with diverse populations computerization and the latest research Clinicians and researchers who use these instruments will find this volume invaluable as it contains the most comprehensive and up to date information available on this important aspect of practice

Language Disorders from Infancy Through Adolescence Rhea Paul, 2007-01-01 This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments The book covers language development from birth to adolescence

Assessment in Special Education Roger Pierangelo, George A. Giuliani, 2006 This text presents a uniquely practical approach to the topic of Assessment in Special Education The authors organize the material into a real world story by having each part and chapter of the book reflect the linear chronology of the assessment process used in schools Unlike other books this book is organized chronologically to present the overall process in a straight line a practical and useful pedagogy in itself for the novice teacher The text provides the practical tools necessary for a new teacher to understand the process of assessment in schools and then learn how to put it all together It provides future special educators comprehensive coverage of the latest tests and evaluation procedures for all areas of exceptionality for every age group for students with mild moderate and severe disabilities

Psychological Experts in Divorce Actions Marc J. Ackerman, Andrew W. Kane, 2005-01-01 Emotionally charged issues abound in matrimonial practice especially in custody disputes Expert testimony can have a dramatic impact on the outcome of a case and when matters are highly sensitive or sensational the seeming objectivity of an expert can be dispositive To effectively reinforce or question that testimony certain specialized knowledge is essential Scientifically accepted standards and theories are constantly evolving Keeping up with the data had been a challenge but one integrated resource has made it simple Aspen Publishers Psychological Experts in Divorce Actions pulls all the research together into the definitive guide to understanding the role of psychological evaluations in divorce and custody actions Focused on providing the best approach to protecting your client's interests this work explains all the leading testing instruments what conclusions may be drawn and how to challenge or support those conclusions In addition to offering effective examination and cross examination strategies it assists you in handling the gamut of psychological factors that affect clients in divorce and custody cases Authors Marc J Ackerman Ph D and Andrew W Kane Ph D are licensed psychologists who have been involved in hundreds of custody cases Drawing on their extensive experience testing parties to a divorce and treating psychological patients in the clinic and as psychological experts in the courtroom they identify the most important psychological evaluation research used in divorce and custody decision making and distill the information into clear terms lawyers can readily apply They also examine vital issues including Ethics confidentiality privilege duty to warn or protect Tarasoff sharing raw data test integrity Sexual abuse bona fide or fabricated

allegations psychological effects of sexual abuse profiles of abuser and abused Testing personality tests including MMPI 2 And The new MMPI 2 RF Rorschach Millon TAT intelligence tests Wechsler scales Kaufman scales Stanford Binet custody tests ASPECT PCRI PASS BPS and many more How divorce affects families custody placement age and gender differences grandparents sexual preference psychological problems

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