
Overview
The Vineland Adaptive Behavior Scales – Second Edition (Vineland-II™; Sparrow, Cicchetti, & Balla, 2005) is a measure of personal and social skills needed for everyday life. Domains assessed include communication, daily living, motor skills, and socialization. The socialization domain is targeted at measuring impairments associated with autism. A Maladaptive Behavior Index is optional. Four formats include survey interview (may be administered through a semi-structured interview); expanded interview (more comprehensive; may be used as a follow-up to obtain more information about skill deficits reported in the survey interview); parent/caregiver rating form (covers the same content as the survey interview but can be completed by parents as a rating scale); and teacher rating form (consists of a teacher checklist of adaptive skills that the student is performing in the classroom setting).

The Vineland–II helps in diagnosing and classifying intellectual and developmental disabilities and other disorders. The Vineland–II contributes to determining eligibility or qualification for special services; planning rehabilitation or intervention programs; and tracking and reporting progress. The Vineland–II measures the adaptive behaviors of individuals with intellectual and developmental disabilities; autism spectrum disorders; ADHD; post-traumatic brain injury; hearing impairment; and dementia/Alzheimer’s disease.

Summary

<table>
<thead>
<tr>
<th>Name of Tool/ Author (Year)</th>
<th>Age Range*</th>
<th>Method of Administration/Format</th>
<th>Approximate Time to Administer</th>
<th>Subscales</th>
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<tbody>
<tr>
<td>Vineland Adaptive Behavior Scales – Second Edition (Vineland™-II) Sparrow, Cicchetti, &amp; Balla (2005)</td>
<td>3–22</td>
<td>Individually administered, norm-referenced measure of self-sufficiency and adaptive behavior.</td>
<td>20–60 min. Survey Interview and Parent/Caregiver Form</td>
<td>Adaptive Behavior Composite, with three Domain Scores – Communication (Receptive, Expressive, and Written); Daily Living Skills (Personal, Domestic, Community); Socialization (Interpersonal Relationships, Play and Leisure Time, Coping Skills). Also, Motor Skills (Fine, Gross); and Maladaptive Behavior Index (Internalizing, Externalizing, Other)</td>
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*In years except where noted


Research
NONE

References