

Quebec Adaptive Behavior Scale

# QABS<sup>®</sup>

PDF format compatible with fax transmission

PERSON EVALUATED						
FIRST AND LAST NAME:						
TYPE OF RESIDENCE:						
DATE OF BIRTH:	Day	Month	Year	Age:	Years	Months
GENDER:	Circle: M or F					

EVALUATOR		
FIRST AND LAST NAME:		
RELATIONSHIP TO EVALUEE / FUNCTION:		
WORK PLACE:		
DATE OF EVALUATION:	Day:	Year:

This questionnaire may only be reproduced for correction purposes, either by transmitting data to the LMCA or through the online correction platform

Developed by the Atelier québécois des professionnels sur le retard mental (AQPRM) in collaboration with the Laboratoire de Mesure du Comportement Adaptatif and the Psychology Department of Université du Québec à Montréal (UQAM)

## Procedure for completing the questionnaire

### Cover page of the QABS

All questions on the cover page must be answered including **AGE**.

### Scoring procedure

The QABS questionnaire is divided into two parts, "Adaptive Behavior" and "Maladaptive behaviors", each having its own scoring procedure.

### Part 1: Adaptive behavior (items 1 to 225)

#### **0 DOES NOT DO IT**

No...never...does not do it...is not able to...

You must give persons who do not exhibit the behavior the score DOES NOT DO IT, even if you believe they have the ability to do it.

#### **1 DOES IT, BUT...**

Yes, but...upon request...must remind him...sometimes...rarely...does it more or less...does it but not finish it... irregularly...

The score DOES IT, BUT is given to situations that are neither a definite DOES IT nor a DOES NOT DO IT. It is used for activities performed only when prompted verbally or physically.

#### **2 DOES IT**

Often...skillfully...regularly...yes...on a regular basis...without assistance...on their own initiative...done well...done properly...most of the time...

The score DOES IT is also given for activities no longer performed because the individual has outgrown the need to perform them (e.g. when a person can run (item 102), it is taken for granted that she/he can crawl (item 94) and both activities are given score 2).

#### **NP NOT POSSIBLE**

This score NP means that the environment does not permit the person to perform the activity/behavior. It is assumed that the subject could exhibit the behavior if given the opportunity. However, if it is certain that the subject could not exhibit the behavior even if given the opportunity, he/she is given score 0.

The score NP is also given in the "Work Skills" domain for persons under the age of 14.

**NP** should only be used **OCCASSIONNALLY**.

**PLEASE NOTE:** These **SCORING PROCEDURES** only serve as a quick reference. Before answering the QABS, please read the **ADMINISTRATIVE PROCEDURES** available at [www.labadapt.org](http://www.labadapt.org)

**1. Autonomy  
Eating – Cooking**

1. Swallows pureed food	
2. Swallows liquid from a cup or glass held by another person	
3. Moves lips or opens mouth when brought in contact with food	
4. Does not object when another person takes spoon from mouth	
5. Opens mouth at sight or smell of food	
6. When fed, closes mouth on spoon to obtain food	
7. When food is in mouth, uses tongue to move it	
8. Sucks food from spoon	
9. Accepts pureed food presented on spoon	
10. Opens mouth to ask for food	
11. Holds small food items in hand	
12. Takes small food items from another person and eats them	
13. Can eat with her/his fingers	
14. Takes appropriately sized mouthfuls	
15. Takes glass from table, drinks, and puts it back without spilling	
16. Feeds self with spoon without spilling	
17. Feeds self with fork (minor spilling)	
18. Spreads food with a knife	
19. Makes toast (includes toasting the bread and spreading topping)	
20. Makes a cup of coffee, tea, or hot chocolate	
21. Cooks simple dishes (e.g. eggs, hamburgers, pancakes)	
22. Follows verbal or written recipes	
23. Makes a grocery list	
<b>Hygiene</b>	
24. Cooperates in washing hands and face	
25. Cooperates in drying arms and legs	
26. Can wash and dry hands at least superficially	
27. Attempts to soap and wash	
28. Combs or brushes hair	
29. Takes a bath or shower when reminded	
30. Washes hair when told	
31. Washes hair when needed	

0 = Does not do it

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2 = Does it

NP = Not possible

3

<b>Toilet training</b>	
32. Remains seated on toilet even when left alone	
33. Can control bowel movement (do not consider constipation problems in this item)	
34. Has several of the skills required to go to the bathroom alone	
35. Asks to use toilet or goes by her/himself	
36. Goes to toilet completely by her/himself when necessary	
<b>Dressing - Undressing</b>	
37. Cooperates when dressing by extending arms or legs	
38. Removes by her/himself one of the following items: hat, wool hat, mitts	
39. Extends arms or legs to put on sweater or pants	
40. Takes off socks	
41. Takes off pants	
42. Puts on pants (without necessarily being able to zip or button them)	
43. Puts on sweater by her/himself and straightens it	
44. Zips zipper	
45. Closes or attaches using two of the following systems: buttons, zippers or hooks	
46. Chooses clothing appropriate for the occasion, place, or weather	
47. Chooses appropriate color and style combinations	
<b>2. Domestic skills Clothing</b>	
48. Puts away dirty clothes in designated area	
49. Puts clothes away in drawers	
50. Dresses appropriately for given situation	
51. Washes her/his dirty clothes by hand or with washer	
<b>Housecleaning</b>	
52. Disposes of waste in appropriate containers (e.g. trash cans, wastepaper basket)	
53. Wipes up spill with broom, rag, or mop on her/his own	
54. Dusts, sweeps, and tidies up room when asked	
55. Chooses right-sized bedding	
56. Adjusts thermostat to appropriate temperature (e.g. central heating or radiator)	

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<b>Repairs</b>	
57. Notices when an appliance is broken and needs to be repaired by somebody else	
58. Sews on buttons when necessary	
59. Replaces fuses or replaces circuit breaker	
60. Sews seams	
61. Mends simple tear	
62. Makes simple repairs using sewing machine	
<b>Security</b>	
63. Locks doors and windows when necessary	
64. Tells the consequences of leaving the doors unlocked	
65. Uses inflammable materials with caution	
<b>Snow removal</b>	
66. Uses a shovel to remove snow	
67. Shovels snow from appropriate place	
<b>3. Health and sensorimotor</b>	
<b>Health</b>	
68. Takes medication, receives injections, or undergoes physical examinations without opposition	
69. Identifies a medical thermometer	
70. Tells the danger of prescription drug abuse	
71. Takes medicine by her/himself (e.g. Aspirin or prescribed medication)	
72. Schedules medical or dental appointments	
73. Tells how to treat a high fever	
74. Reads a medical thermometer	
75. Takes own or someone else's temperature	
<b>Fine motor skills</b>	
76. Turns eyes towards a bright coloured object	
77. Can grasp object for a short while	
78. Follows with eyes a brightly coloured object moving slowly and horizontally	
79. Follows with eyes a brightly coloured object moving slowly and vertically	
80. Grasps medium-sized objects, turns them around, and then drops them	
81. Looks at two objects one after the other	
82. Looks for an object fallen on the floor	
83. Transfers objects from one hand to the other	
84. Pulls on a rope	
85. Catches with hands a ball rolling toward her/him on the floor	
86. Traces lines or curves with fingers using finger paint or other	
87. Inserts coins in slot	

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88.	Flips pages of a book one at a time	
89.	Flips pages of a newspaper one at a time	
90.	Cuts paper or cloth with scissors	
91.	Folds a sheet of paper in four (within a 1 cm margin)	
<b>Gross motor skills</b>		
92.	Can sit down and remain seated (we are not assessing hyperactivity here but the capacity to physically seat)	
93.	Supports self on forearms while lying on her/his back	
94.	Can crawl on hands and knees	
95.	Can move from sitting position to crawling position	
96.	Rocks on rocking chair (or on a swing)	
97.	Can adopt and maintain an all-fours position	
98.	Bends down and picks up an object without falling	
99.	Can crawl forward and backwards	
100.	Walks up stairs while alternating feet	
101.	On demand, can walk backwards for a distance of about three metres	
102.	Can run	
103.	Can jump up and down with both feet	
104.	Can run down stairs	
105.	Can skip rope three turns in a row (while swinging the rope)	
106.	Can ride a bicycle	
<b>4. Communication Expressive</b>		
107.	Can emit guttural sounds or screams	
108.	Can babble or vocalize	
109.	Can scream to get attention	
110.	Can respond to people with sounds or gestures	
111.	Can express her/himself with gestures or facial expressions	
112.	Displays meaningful facial expressions	
113.	Follows simple gestural instructions	
114.	Can communicate by pointing at an object or a person	
115.	Can make a gesture corresponding to words said to her/him (e.g. "up": raises arms, "bye, bye": waves hands)	
116.	Can vocalize to respond to other people	
117.	Can imitates at least two familiar words	
118.	Says at least one word	
119.	Can answer simple questions by gesturing	

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120. Names five familiar objects	
121. Spontaneously combines at least two or three words	
122. Uses possessives (e.g. me, my, mine)	
<b>Receptiveness</b>	
123. Responds to her/his name	
124. Looks around in response to sound	
125. Turns head and visually locates source of sound	
126. Looks at the person talking	
127. Listens to music	
128. Points to or hands over object on demand	
129. Identifies five objects that are named to her/him	
130. Listens to simple stories	
<b>Language</b>	
131. Understands conditional instructions (e.g. "If you don't do this, you won't get that.")	
132. When looking at a picture, names five elements pointed out to her/him	
133. Uses qualifiers	
134. Uses negatives in sentences (e.g. I don't want to)	
135. Uses possessives in sentences (e.g. my, your, their)	
136. Expresses her/himself on future events	
137. Relates experiences in coherent fashion	
138. Uses personal pronouns (I, you, he, we, you, they)	
139. States own phone number on demand	
140. Interrupts a person politely when needing to talk to them	
141. Talks about a current event	
<b>5. Pre-school and academic skills</b>	
<b>Drawing</b>	
142. Draws a horizontal line	
143. Draws a vertical line	
144. Draws a ladder from another representation (wavy lines and rungs that go beyond the vertical bars are acceptable)	
145. Copies a square from another representation	
146. Copies a triangle from another representation	

<b>Notion of time</b>	
147. Identifies at least one object used for telling the time	
148. Names or expresses the three periods of the day (morning, afternoon, night)	
149. Reads time to the minute on any type of watch or clock, whether analog or digital	
150. Estimates the time a regular activity can take	
151. Plans her/his activities of the week	

<b>Practical mathematics</b>	
152. Counts up to at least twenty	
153. Tells if a price is under or above \$1	
154. After a purchase, checks if change given is right	
155. Performs banking transactions	
156. Understands weight measurements (grams and kilograms or pounds)	
157. Writes cheques	
158. Understands lengths and distances (metres/kilometres or feet/miles)	

<b>Reading</b>	
159. Identifies simple words or symbols for public services (e.g. washroom, exit)	
160. Reads and understands the meaning of four words or initials related to security (e.g. danger, poison, exit)	
161. Reads numbers written in letters	
162. Reads TV guide and chooses programs	

<b>Writing</b>	
163. Writes her/his first name	
164. Writes her/his first name and last name	

<b>6. Socialization Interactions</b>	
165. Can react to noise	
166. Reacts when others extend their hands or arms toward her/him	
167. Establishes eye contact	
168. Smiles when smiled at	
169. Plays with toy or object	
170. Can watch and observe others	
171. Can seek attention by making noise if needed	
172. Explores environment	
173. Approaches familiar people	
174. Engages in brief interactions with peers	
175. Greets or waves to familiar people	
176. Participates actively in group activities (upon request)	
177. Can imitate others	
178. Identifies people of her/his surroundings by name	
179. Notices absence of a familiar person	
180. Follows rules in group games supervised by other persons	
181. Rephrases requests to make her/himself understood	
182. Gives information when known to her/him	
183. Describes an event (e.g. game, TV show)	
<b>Moving about</b>	
184. Can move from room to room in whatever fashion	
185. Comes when called or beckoned by another person	
186. Opens doors	
187. Closes doors	
188. Uses paratransit system or charter bus for transportation	
189. Walks on the sidewalk	
190. Asks for help when trying to get to a place	
191. Uses public transportation on her/his own to places she/he rarely goes to	
192. Gets to a new destination on her/his own	
193. Finds her/his way using maps	
<b>Community resources</b>	
194. Dials telephone numbers correctly	
195. Uses her/his Medicare card	
196. Uses operator assistance to find a telephone number	

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<b>Shopping</b>	
197. Shops with supervision	
198. Buys an item with a budget established by another person	
199. Tells own clothing size	
200. Buys own clothes	
<b>Banking</b>	
201. Saves money for a specific goal	
202. Calculates whether she/he has sufficient money to make a purchase	
203. Deposits and withdraws money from the bank	
204. Follows a budget	
<b>Leisure</b>	
205. Goes on outings accompanied by supervisors (e.g. family, friends, paid staff)	
206. Actively participates in games with one or more persons	
207. Attends dance evenings while dancing and interacting with others	
208. Plays cards	
209. Goes to a community center	
210. Has a hobby	
<b>7. Work skills</b>	
<b>Work and job search skills (14 years old and under : NP)</b>	
211. Picks up and brings object upon request	
212. Works well when encouraged every five minutes	
213. Recognizes, takes and holds simple tools without necessarily using them	
214. Completes her/his work (with supervision)	
215. Works regardless of minor disruptions (e.g. telephone, people nearby)	
216. Works continuously for a period of at least 15 minutes	
217. Completes work without supervision	
218. Has approximately half the output of normal production rate	
219. Completes multi-step tasks even without instructions	
220. Identifies potential jobs for her/himself	
221. Has a full- or part-time paying job in a non-supervised environment	
<b>Interpersonal behaviors and relationships at work</b>	
222. Greets fellow workers	
223. Requests help from supervisor when needed	
224. Adapts her/his behavior or work in accordance to supervisor's comments	
225. Requests help from fellow workers when needed	

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## SCORING PROCEDURE

### Part 2: Maladaptive behaviors (items 226 to 324)

#### **0 DOES NOT EXHIBIT THIS BEHAVIOR**

#### **1 MILD**

Score 1 is given for **benign or occasional** behavior that may require an isolated intervention from educators or other professionals.

#### **2 MODERATE**

Score 2 is given for behavior that requires **comprehensive action or a concerted effort** from educators or other professionals to modify this behavior.

#### **3 SEVERE**

Score 3 is given for behavior that is sufficiently **severe** to warrant expulsion from the activity or job and/or that is a threat to the person's health or that of others in her/his environment.

### Scoring maladaptive behaviors

1. Please note that the score “Not Possible” **does not apply** to items of Part 2 concerning maladaptive behaviors. Score 0 is given even if the person cannot exhibit the behavior for any reason whatsoever.

**Part 2: Maladaptive behaviors**

<b>Stereotyped behaviors and postures</b>	
226. Taps foot continually	
227. Constantly moves one or both hands	
228. Moves or rolls head	
229. Rocks body back and forth	
230. Paces the floor	
231. Holds head tilted	
232. Walks on tiptoes	
233. Other stereotyped behaviors and postures; Specify:	
<b>Inattentive and socially withdrawn behaviors</b>	
234. Sits or stands in same position for long periods of time	
235. Sleeps frequently during the day	
236. Lies stretched out on the floor	
237. Avoids eye contact	
238. Does not respond when spoken to	
239. Isolates self from group	
240. Is shy and timid in social situations	
241. Other inattentive and socially withdrawn behaviors; Specify:	
<b>Unacceptable behaviors and habits</b>	
242. Talks to herself/himself out loud	
243. Repeats a word or phrase over and over	
244. Repeats other people's words or phrases	
245. Talks excessively	
246. Makes rumbling, sniffing sounds, or other unpleasant guttural noises	
247. Grinds teeth	
248. Drools	
249. Bites fingernails	
250. Eats inedible objects	
251. Eats or drinks too rapidly	
252. Is regularly late for activities or school	
253. Leaves a place or activity without permission	

254. Attempts to or actually runs away	
255. Doesn't remain seated without another person's intervention	
256. Runs, jumps, or moves continually	
257. Laughs in an inappropriate manner	
258. Smells people or things	
259. Hoards inappropriate objects	
260. Pulls threads from clothing, rips clothes or paper	
261. Removes socks and shoes at any point in time	
262. Exits bathroom without dressing or undresses before entering bathroom	
263. Pulls down pants or raises dress or sweater in public	
264. Needs to be constantly reassured	
265. Pretends to be sick	
266. Changes mood for no apparent reason	
267. Cries or laughs for no apparent reason	
268. Assaults others physically	
269. Throws objects	
270. Breaks objects when angry	
271. Is incontinent or smears her/himself with feces	
272. Plays with own saliva or spit	
273. Drinks from toilet	
274. Screams when touched	
275. Other unacceptable behaviors and habits; Specify:	
<b>Inappropriate and antisocial interpersonal behaviors</b>	
276. Lies	
277. Tells exaggerated stories about others	
278. Annoys others	
279. Verbally or physically picks on or makes fun of others	
280. Cheats	
281. Instigates fights among other people	
282. Swears, curses commonly	
283. Disrupts the work or play of others	
284. Turns TV, radio, or stereo on too loud	

285. Talks too loudly at inappropriate moments	
286. Does not return things she/he borrowed	
287. Uses others' belongings without permission	
288. Criticizes rules, practices, or demands	
289. Jumps queues	
290. Eats in restricted areas	
291. Refuses to go to school, work, or any other required activity	
292. Steals from people in her/his group or circle	
293. Stands too close to people's face when talking to them	
294. Hangs and clings onto others when they come or go	
295. Touches others inappropriately	
296. Does the opposite of what is asked	
297. Ignores requests or demands from other persons	
298. Other inappropriate and antisocial interpersonal behaviors; Specify:	
<b>Inappropriate or divergent sexual behaviors</b>	
299. Uses obscene language	
300. Masturbates in front of others	
301. Hugs or caresses others against their wishes	
302. Sexually touches children	
303. Hugs or caresses too intensely in public	
304. Lifts or unbuttons clothing of others for sexually abusive contact	
305. Has sexual intercourse in public places	
306. Does not refuse sexual advances	
307. Has sexual relations with non-consenting partners	
308. Other inappropriate or divergent sexual behaviors; Specify:	
<b>Violent or aggressive behaviors</b>	
309. Spits on others	
310. Tears up books or magazines when angry	
311. Rips up own clothes or those of others when angry	
312. Screams or yells when angry	
313. Uses hostile language	
314. Gets upset or angry if given a direct order or criticism	

315. Makes violent threats to others	
316. Other violent or aggressive behaviors; Specify:	
<b>Self-injurious behaviors</b>	
317. Bites or cuts self	
318. Slaps or strikes self	
319. Bangs head or other part of the body against objects	
320. Inserts objects into body cavities	
321. Scratches excessively	
322. Pulls own hair	
323. Talks about suicide or has attempted suicide	
324. Other self-injurious behaviors; Specify:	

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

In order to be fully valid, this questionnaire must be processed by a correction algorithm at the Laboratoire de Mesure du Comportement Adaptatif (LMCA), which will issue an **Evaluation Criteria Report**. You may return this questionnaire by regular mail, by email or by fax (faster evaluation at no extra charge) by completing the form on the following page.

You may also obtain the report in PDF format directly from the laboratory's web platform (user name and password required). This service is available to professionals qualified to administer this type of questionnaire. The contact information for the laboratory is on the following page.

This is a fee service.

NOTE: This questionnaire is also available in a PDF format that can be printed out for fax transmission.

NOTE: When questionnaire results are used in a diagnostic context, they must be interpreted by a professional qualified in the field.

## **Section to be completed by the professional in charge of the evaluation**

### **Please return report to:**

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

Profession: \_\_\_\_\_

Name of school/school board/institution (of your choice): \_\_\_\_\_

Return address: \_\_\_\_\_

Phone: (     ) \_\_\_\_\_

### **Please send the bill to:** (If different from the person who receives the report)

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

Name of school/school board/institution (of your choice): \_\_\_\_\_

Return address: \_\_\_\_\_

Phone: (     ) \_\_\_\_\_

**The bill will be issued and sent once the report is produced.**

### **Please return the report by: (choose one option)**

- A.  Regular mail (3-5 workdays)
- B.  Fax (48 hours): your fax number (     ) \_\_\_\_\_
- C.  Email in PDF format (48 hours): your email address \_\_\_\_\_

### **Before returning the questionnaire, please ensure the following:**

1. You have responded to **all** questions, provided the **date of birth** of the evaluated person, and adhered to the scoring procedure (poorly scored questionnaires will cause delays).
2. **If you are sending the questionnaire by regular mail, please make a copy for yourself as it will not be returned.**

Results returned by email or fax must correspond to highest confidentiality standards. By signing below, you are ensuring to the Laboratoire that results will be transmitted using secure methods.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Send the questionnaire by fax to: (514) 522-4141**

**or**

**Send the scanned questionnaire by email to: info@labadapt.org**

**or**

**by regular mail to:**                    **Laboratoire de mesure du comportement adaptatif**  
   **1497, boul. Saint-Joseph Est**  
   **Montréal, QC**  
   **H2J 1M6**

**How to reach us:**    Email: info@labadapt.org      Fax: (514) 522-4141  
                                 Web: www.labadapt.org