

Quebec Adaptive Behavior Scale

QABS[®]

SCHOOL VERSION (1,1)

For ages 6 to 12 years and 11 months

Parent's Evaluation Form

PERSON EVALUATED						
FIRST AND LAST NAME:						
MOBILITY IMPAIRMENT:						
SENSORY IMPAIRMENT :						
OTHER DISABILITY OR DIFFICULTY :						
DATE OF BIRTH :	Day	Month	Year	Age :	Years	Months
GENDER :	Circle : F or M					
ETHNIC ORIGIN :						
LANGUAGE SPOKEN AT HOME :						

PARENT		
FIRST AND LAST NAME:		
RELATIONSHIP TO PERSON EVALUATED :	Circle : MOTHER FATHER OTHER (specify) :	
DATE OF EVALUATION :	Day	Month Year

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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)

2014-03

Procedure for completing the questionnaire

Cover page of the QABS-SV

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

Scoring procedure

The QABS-SV questionnaire is divided into two parts, “Adaptive Behavior” and “Maladaptive Behaviors”, each having its own scoring procedure.

Part 1 : Adaptive behavior

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...does it but...

The score “DOES IT, BUT” is given to situations that are neither a definite “DOES IT” nor a “DOES NOT DO IT”.

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 child has outgrown the need to perform them. For example, when a child “Relates experiences in a coherent fashion”(item 1.9), it is assumed that he has already “Use(d) a few words or formal signs to obtain a desired object”. That item is thus given score 2.

D DISABILITY

Score D (disability) means that a **physical or sensorial** disability prevents the child from exhibiting the behavior.

NO NOT OBSERVABLE

Score NO (Not Observable) is given only when the conditions of the setting prevent one from observing the child's behavior, thereby making an evaluation of his/her performance impossible. Score “NO” is also given if it is assumed that the child could exhibit the behavior that we ourselves are not in the position to observe. For example, it could be difficult for parents to evaluate certain items from the domain “Academic Skills”. This score should be used **OCCASIONALLY**.

Scoring adaptive behavior

1. The scale evaluates **performance and not potential**. Score 0 is thus given for items the subject does not perform by themselves even if it seems they could perform them if they wanted to.
2. Even if the scale evaluates the child's performance, it is important to consider that certain items of Part 1 must be seen from a **developmental perspective**. As thus it is possible that a child has already exhibited certain behavior but that he has now passed that stage and not longer exhibits it. For example, if a child talks, it is assumed that he has already "Use(d) a few words or formal signs to obtain a desired object". That item is thus given score 2.

This applies in particular to the domains "Communication" and "Personal care".

3. Subjects who express themselves with sign language or a communication board should receive the points for items involving verbal expression.
4. It is very important to **answer all the questions**.

Examples of the different scores as given to items from the questionnaire

Score:

- 2=** "Takes a bath or shower when reminded" (item 2.6) when the child does it on their own.
- 2=** "Uses a few words or formal signs to obtain a desired object" (item 1.1), if the child communicates verbally.
- 1=** "Changes clothes when they are wet or dirty" (item 2.7), if he must be reminded regularly.
- 0=** "Uses a shovel to remove snow" (item 3.9), if the child is incapable of exhibiting the behavior or if it never exhibits the behavior even if he is capable of it.
- NO=** "Uses a shovel to remove snow" (item 3.9), if the child is in a setting where there is no snow to shovel and where it can be assumed that he could exhibit the behavior if given the possibility.
- D=** "Can ride a bicycle" (item 9.10), if the child cannot exhibit the behavior due to a physical or sensorial disability. For example, a child that moves around in a wheelchair could hardly exhibit this behavior.

Part 1 : Adaptive behavior

1 - COMMUNICATION	
1.1	Uses few words or formal signs to obtain a desired object
1.2	Says at least one word
1.3	When looking at a picture, names five elements pointed out to her/him
1.4	Uses possessives (e.g. me, my, mine)
1.5	Follows instructions containing two prepositions such as "under, on top of", etc.
1.6	Uses grammatically correct language despite a few pronunciation errors
1.7	Uses personal pronouns (I, you, he, we, you, they)
1.8	Makes her/himself understood by strangers
1.9	Relates experiences in coherent fashion
1.10	Tells her/his birthday (day and month) when asked
1.11	At times, has long conversations with peers
1.12	Uses auxiliary verbs "have" and "be" correctly
1.13	Has a proper conversation with a stranger
1.14	Builds well-constructed sentences making proper use of plurals, pronouns, and tenses
1.15	Understands information received from audio-visual media (TV, radio)
1.16	Writes short notes
1.17	Talks about a current event
1.18	Provides complex explanations
1.19	Writes short letters

2 - PERSONAL CARE	
2.1	Feeds self with fork (minor spilling)
2.2	Takes off socks
2.3	Goes to toilet completely by her/himself when necessary
2.4	Puts on sweater by her/himself and straightens it
2.5	Puts on all winter clothing (e.g. boots, coat, wool hat, gloves, mitts) by her/himself
2.6	Takes a bath or shower when reminded
2.7	Changes clothes when they are wet or dirty
2.8	Spreads food with a knife
2.9	Controls tap for cold and hot water

2 - PERSONAL CARE (continued)

2.10	Blows nose correctly without being reminded	
2.11	Chooses appropriate color and style combinations	
2.12	Uses knife properly to cut	
2.13	Chooses clothing appropriate for the occasion, place, or weather	
2.14	Takes a bath or shower without being reminded	
2.15	Washes hair when needed	
2.16	Pulls back the foreskin of his penis when washing himself (when reminded) or Takes care of her female hygiene (when reminded)	
2.17	Takes care of nails without help (cleaning and cutting)	
2.18	Shaves himself or Takes care of her menstrual hygiene without assistance	
2.19	Goes to barbershop or hairdresser by her/himself	

3 - DOMESTIC SKILLS

3.1	Closes doors	
3.2	Disposes of waste in appropriate containers (e.g. trash cans, wastepaper basket)	
3.3	Puts away toys when asked	
3.4	Inserts plug properly into outlet	
3.5	Puts away her/his personal objects when asked	
3.6	Wipes up liquid she/he has spilled with a cloth	
3.7	Washes fruit when reminded	
3.8	Makes own bed with help	
3.9	Uses a shovel to remove snow	
3.10	Makes toast (includes toasting the bread and spreading topping)	
3.11	Puts away the dishes	
3.12	Locks doors and windows when necessary	
3.13	Sets the table without assistance	
3.14	Dusts, sweeps, and tidies up a room when asked	
3.15	Installs batteries in order to use an appliance	
3.16	When needed, uses her/his house key	
3.17	Washes the dishes	
3.18	Uses a manual or electric can opener	

3 - DOMESTIC SKILLS (continued)

3.19	Uses a hammer, a screwdriver	
3.20	Makes a cup of coffee, tea, or hot chocolate	
3.21	Tells own clothing size	
3.22	Follows verbal or written recipes	
3.23	Cooks simple dishes (e.g. eggs, hamburgers, pancakes)	
3.24	Sorts clothes before washing (colours alike, whites, etc.)	
3.25	Changes a light bulb	
3.26	Uses a washing machine	
3.27	Prepares a complete meal without help	
3.28	Uses the different cycles and temperatures of a washer according to clothes type	
3.29	Sews on buttons when necessary	
3.30	Irons her/his clothes when needed or asked	

4 - SOCIALIZATION

4.1	Identifies people of her/his surroundings by name	
4.2	Notices absence of a familiar person	
4.3	Engages in brief interactions with peers	
4.4	Uses proper courtesy phrases(e.g. thank you, please)	
4.5	Develops and maintains friendships	
4.6	Maintains good relationships with children from the neighborhood	
4.7	Is aware of how others perceive her/him	
4.8	Consoles a friend when necessary	
4.9	Gives information when known to her/him	
4.10	Participates at family gatherings in a manner appropriate to a person of her/his age	
4.11	Initiates activities with others	
4.12	Maintains and ends a conversation appropriately	
4.13	Listens carefully to a friend's problems	
4.14	Respects the privacy of others	
4.15	Anticipates the consequences of her/his acts	
4.16	Keeps a secret	
4.17	Participates in serious conversations with adults	
4.18	Calls her/his friends	

4 - SOCIALIZATION (continued)	
4.19 Offers constructive criticism	
4.20 Organizes and leads group activities	

5 - COMMUNITY RESOURCES	
5.1 Walks on the sidewalk	
5.2 Leaves her/his home at least once a week (with help if needed)	
5.3 Drinks from drinking fountains	
5.4 Plays in parks with supervision	
5.5 Eats in public places without drawing attention to inappropriate behaviors	
5.6 Uses escalators with or without supervision	
5.7 Identifies the restroom appropriate to her/his gender	
5.8 Identifies some traffic signs (e.g. stop signs, traffic lights for cars and pedestrians)	
5.9 At a restaurant, orders what she/he wants	
5.10 Differentiates between a policeman, a fireman, and a bus driver	
5.11 Looks both ways before crossing a street	
5.12 Uses an elevator	
5.13 Goes on her/his own for a walk or a bicycle ride in the neighborhood	
5.14 Identifies a bus stop	
5.15 Chooses the appropriate store to make a purchase (e.g. drug store, grocery store, department store)	
5.16 Knows what to do if lost (e.g. asks for help)	
5.17 Uses vending machines	
5.18 Shops at the convenient store for self or others	
5.19 Follows directions in public places	
5.20 Calculates whether she/he has enough money to make a purchase	
5.21 Respects laws and regulations of the community	
5.22 Uses a telephone booth	
5.23 Uses the telephone to get information	
5.24 Makes her/his way within her/his community using cardinal points or addresses	
5.25 Goes to a community center	
5.26 Uses public transportation on her/his own to get to a familiar destination	
5.27 Shops on her/his own at a shopping center	
5.28 Uses operator assistance to find a telephone number	
5.29 Uses public transportation on her/his own to places she/he rarely goes to	

6 - AUTONOMY

6.1 Expresses her/his food preferences	
6.2 Arrives to school on time	
6.3 Finds interest in a task or game	
6.4 Identifies her/his tastes	
6.5 Asks for help when needed	
6.6 Identifies tasks she/he likes or does not like doing	
6.7 Expresses her/his emotions in an appropriate manner	
6.8 Takes care of her/his personal belongings	
6.9 Selects the clothes she/he wears on her/his own	
6.10 Expresses her/his difficulties in an appropriate manner	
6.11 Understands and accepts the consequences of her/his actions	
6.12 Demonstrates initiative (e.g. initiates activities or outings)	
6.13 Perseveres with a task even if obstacles occur	
6.14 Does her/his homework without being reminded	
6.15 Follows a work plan	
6.16 Evaluates the consequences of her/his actions	
6.17 Listens to the radio or watches television to obtain information (e.g. weather, school closings)	
6.18 Saves money for a specific goal	
6.19 Plans and organizes activities with friends in the community	
6.20 Estimates the time a regular activity can take	
6.21 Develops and evaluates alternative solutions to a problem	
6.22 Plans her/his activities of the week	

7 - HEALTH AND SAFETY

7.1 Indicates to a person in charge if she/he feels sick	
7.2 Tells the danger of certain sources of heat such as fire when asked	
7.3 Walks on the sidewalk rather than the street	
7.4 Informs an adult when someone is hurt	

7 - HEALTH AND SAFETY (continued)

7.5	Identifies people capable of offering medication and care	
7.6	Describes the function of the doctor, the dentist and the nurse	
7.7	Plays near the house without constant supervision	
7.8	In case of fire, vacates house or school	
7.9	Uses household appliances (e.g. toaster, hair-dryer) with caution	
7.10	Identifies which persons are authorized to enter the house	
7.11	Tells the basic safety rules concerning strangers when asked	
7.12	Locks doors and windows of house	
7.13	Tells the importance of eating every day from the four food groups (meat, fruits and vegetables, dairy products, bread/cereals) when asked	
7.14	Uses cutting knives with caution	
7.15	Tells dangerous containers by hazard symbols when asked	
7.16	Tells when to use the 911 emergency call when asked	
7.17	Tells the basic safety rules concerning sexual abuse when asked	
7.18	Tells when a perishable food should no longer be eaten	
7.19	Identifies inflammable liquids	
7.20	Uses the stove with caution	
7.21	Tells the danger of prescription drug abuse	
7.22	Reads expiration date labels on perishable foods	
7.23	Tells the use of condoms, oral contraceptives, etc. when asked	
7.24	Tells the use of condoms for preventing sexually transmitted diseases such as AIDS	
7.25	Tells what to do in case of a stove fire (e.g. extinguish fire with lid, use baking soda)	
7.26	Uses inflammable materials with caution	

8 - PRE-SCHOOL AND ACADEMIC SKILLS

8.1	Sorts objects by color and size	
8.2	Reads her/his name	
8.3	Counts up to five and understands the notion of it	
8.4	Writes three numbers or letters	
8.5	Identifies 10 letters of the alphabet	
8.6	Identifies at least one object used for telling the time	
8.7	Names or expresses the three periods of the day (morning, afternoon, night)	

8 - PRE-SCHOOL AND ACADEMIC SKILLS (continued)

8.8	Tells the four seasons	
8.9	Writes her/his first name and last name	
8.10	Names the seven days of the week in order	
8.11	Identifies simple words or symbols for public services (e.g. washroom, exit)	
8.12	Reads short sentences	
8.13	Writes short sentences	
8.14	Makes appropriate use of capital letters and the period mark in sentences	
8.15	Tells time within a half-hour range	
8.16	Reads stories such as "The Little Red Riding Hood" and understands them	
8.17	Writes a short and simple letter	
8.18	Uses the calendar as a reminder for appointments	
8.19	Measures with a ruler (centimetres, inches)	
8.20	Notices if there is a price difference between items	
8.21	Understands information from print media (e.g. newspapers, magazines)	
8.22	Uses the dictionary and other reference sources	
8.23	Does simple multiplications and divisions	
8.24	Addresses an envelope with name of recipient, street, city, province, and postal code	
8.25	Understands lengths and distances (metres/kilometres or feet/miles)	

9 - LEISURE

9.1	Recognizes own toys from those belonging to others	
9.2	Plays with other children for short periods	
9.3	Plays alone without supervision	
9.4	Uses scissors properly	
9.5	Does arts-and-crafts	
9.6	Has an attention span of at least 20 minutes for an activity	
9.7	Chooses own channel television	
9.8	Uses CD player or videocassette recorder (VCR)	
9.9	Follows rules of group games	
9.10	Can ride a bicycle	
9.11	Plays cards	
9.12	Plays video games	

9 - LEISURE (continued)	
9.13 Tells how to take care of a pet when asked	
9.14 Explains game rules to others	
9.15 Organizes simple outings with friends (e.g. walks, ice cream parlor)	
9.16 Has a hobby	
9.17 Reads as a hobby	
9.18 Participates in at least one team sport	
9.19 Plays and knows rules of complex board games (e.g. Monopoly, Risk, etc.)	
9.20 Plays board games requiring score keeping	
9.21 Reads to get informed	
9.22 Reads TV guide and chooses programs	
9.23 Attends dance evenings while dancing and interacting with others	
9.24 Organizes outings with friends (e.g. movies, swimming pool)	

Before scoring Part 2, make sure you are referring to the correct scoring procedure.

It is different from Part 1.

Part 2 : Maladaptive behaviors

The scoring procedure for this part is different from the part on adaptive behavior.
Please make sure you are referring to the correct procedure before starting.

0	DOES NOT EXHIBIT THE 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 the parent(s) in order to modify the behavior. The action can be performed together with other persons (e.g. guardian, brother, sister) and in consideration of advice from an educator or other professionals.
3	SEVERE Score 3 is given for behavior that is sufficiently severe to warrant a temporary or long-term suspension from the setting and/or that is a threat to the child's health or that of others in his surroundings. The behavior necessitates a specialized service or treatment such as those offered by psychologists or other professionals or by an institution from the healthcare network.

Scoring maladaptive behaviors

1. Please note that the score “Not Observable” or “Disability” **does not apply** to items of Part 2 concerning maladaptive behaviors. Score 0 is given even if the child cannot exhibit the behavior for any reason whatsoever.
2. An asterisk (*) at the beginning of an item means that the **wording of the item is negative**. Therefore, please pay particular attention to this item before scoring.

Part 2: Maladaptive behaviors

VIOLENT BEHAVIORS	
1. Screams or yells when angry	
2. Gets upset or angry if given a direct order or criticism	
3. Assaults others physically	
4. Breaks objects when angry	
5. Uses hostile language	
6. Tears up books or magazines when angry	
7. Makes violent threats to others	
8. Spits on others	
9. Bites or pulls hair of others	
10. Has self-injurious behavior (e.g. bites, hits, scratches self)	
WITHDRAWAL BEHAVIORS	
11. Isolates self from group	
*12. Does not respond when spoken to	
13. Avoids eye contact	
14. Sits or stands in same position for long periods of time	
*15. Does not express emotions such as joy, sadness, or anger	
*16. Does not interact with others	
*17. Does not want to go to class	
18. Seems insensitive to the presence of others	
19. Looks away and withdraws from requests	
20. Refuses to respond to simple demands	
21. Has intense or excessive emotional reactions	
22. Repeats the same movement with objects	
23. Reacts excessively to sounds	
24. Ignores pain or reacts poorly to it	
25. Uses words or sounds repetitively	
26. Goes from a state of hyperactivity to one of apathy	

UNACCEPTABLE BEHAVIORS AND HABITS

27. Trusts everyone indiscriminately	
28. Leaves a place or activity without permission	
29. Makes rumbling, sniffing sounds or other unpleasant guttural noises	
30. Exits bathroom without dressing or undresses before entering bathroom	
31. Laughs in an inappropriate manner	
32. Cries or laughs for no apparent reason	
33. Runs, jumps, or moves continually	
34. Throws objects	
35. Talks to herself/himself out loud	
36. Repeats a word or sentence over and over	
37. Drools	
38. Repeats other people's words or phrases	
39. Attempts to or actually runs away	
40. Talks excessively	
41. Eats inedible objects	
42. Hoards inappropriate objects	
43. Is regularly late for activities or school	
*44. Cannot remain in seat more than 15 minutes	
45. Refuses regularly to follow the daily routine	
46. Takes drugs	
47. Abuses alcohol	
48. Lets self be exploited	
49. Chews gum inappropriately	
50. Talks too loud	
*51. Does not accept change	
*52. Does not hand in homework or hands it in late	
53. Is untidy	
54. Hands in dirty homework	

55. Makes a lot of noise for no apparent reason	
56. Has a lack of concentration	
57. Is tired continuously	
58. Has stereotyped behaviors (e.g. moves hands constantly, rocks body back and forth)	
ANTISOCIAL BEHAVIORS	
59. Ignores requests or demands from adults	
60. Annoys others	
61. Turns up volume of television, radio, or sound system too much	
62. Uses others' belongings without permission	
63. Talks too loudly at inappropriate moments	
64. Lies	
65. Instigates fights among other people	
66. Verbally or physically picks on or makes fun of others	
67. Disrupts the work or play of others	
*68. Does not return things she/he borrowed	
69. Inappropriately criticizes rules, practices, or demands	
70. Swears regularly	
71. Touches others inappropriately	
72. Refuses to go to school or any other required activity	
73. Jumps queues	
74. Stands too close to people's face when talking to them	
75. Steals from people in her/his group or circle	
76. Reacts poorly to criticism	
77. Opposes justified requests	
78. Distracts others during group work sessions	
79. Disrupts others' activities	
80. Damages public property	
81. Takes possessions of others without asking permission	
82. Directs others inappropriately	

0 = Does not exhibit this behavior 1 = Mild 2 = Moderate 3 = Severe

INAPPROPRIATE SEXUAL BEHAVIORS	
83. Masturbates in front of others	
84. Uses obscene language	
85. Shows genitals to others	
86. Undresses in public	
87. Has sexual behaviors in inappropriate places	

Additional information:

Instructions for parents:

Please return the questionnaire to the person in charge of the evaluation.

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