

Quebec Adaptive Behavior Scale

QABS[®]

SCHOOL VERSION (1,1)

For ages 6 to 12 years and 11 months

Teacher'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 : | | | | | | |
| GRADE : | | | | | | |

| TEACHER | | | |
|----------------------|-----|-------|------|
| FIRST AND LAST NAME: | | | |
| NAME OF SCHOOL : | | | |
| DATE OF EVALUATION : | Day | Month | 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)

2014-03

QABS-SV[®]

LMCA

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Procedure for completing the questionnaire

Cover page of the QABS-VS

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

Scoring procedure

The QABS-VS 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 “Uses 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 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 teachers to evaluate certain items from the domain “Leisure”. This score should be used*

OCCASIONALLY.

Scoring adaptive behavior

1. The scale evaluates **performance and not potential**. Score 0 is thus given for items which 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 no 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 domain “Communication”.

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 questionnaire items

Score:

- 2=** “Uses a few words or formal signs to obtain a desired object”(item 1.3) for a child that can communicate verbally.
- 1=** “Raises hand in class to ask to speak” (item 2.10), if he must be reminded regularly.
- 0=** “Uses a calculator” (item 4.18), if the child is incapable of exhibiting the behavior or if he never exhibits the behavior even if he is capable.
- NO=** “Does simple multiplications and additions” (item 4.23), if it is not one of the program objectives (i.e. if there is no occasion for observing it) and even if it is assumed that the child could exhibit the behavior if given the possibility.
- H=** “Writes three numbers or letters” (item 4.5), if the child cannot exhibit the behavior due to a physical or sensorial impairment and does not use another means of communication (e.g. communication board or computer).

Part 1 – Adaptive behavior

| 1 - COMMUNICATION | |
|---|--|
| 1.1 Names five familiar objects | |
| 1.2 When looking at a picture, names five elements pointed out to her/him | |
| 1.3 Uses few words or formal signs to obtain a desired object | |
| 1.4 Uses negatives in sentences (e.g. I don't want to) | |
| 1.5 Constructs sentences containing a subject, verb, and complement | |
| 1.6 Uses grammatically correct language despite a few pronunciation errors | |
| 1.7 Asks for an explanation when not understanding something | |
| 1.8 Uses personal pronouns (I, you, he, we, you, they) | |
| 1.9 Relates experiences in coherent fashion | |
| 1.10 Answers questions about a one-page text just read to her/him | |
| 1.11 States own address on demand | |
| 1.12 Describes an event (e.g. game, TV show) | |
| 1.13 At times, has long conversations with peers | |
| 1.14 Writes short notes | |
| 1.15 Follows complex explanations or instructions | |
| 1.16 Writes short letters | |
| 1.17 Makes a 5-minute oral presentation in front of the class when prepared ahead of time | |

| 2 - SOCIALIZATION | |
|--|--|
| 2.1 Engages in brief interactions with peers | |
| 2.2 Greets or waves to familiar people | |
| 2.3 Follows simple instructions | |
| 2.4 Shares personal belongings with classmates | |
| 2.5 Uses proper courtesy phrases(e.g. thank you, please) | |
| 2.6 Gives information when known to her/him | |
| 2.7 Participates actively in group activities (upon request) | |

2 - SOCIALIZATION (continued)

| | |
|--|--|
| 2.8 Develops and maintains friendships | |
| 2.9 Cooperates with friends | |
| 2.10 Raises hand in class to ask to speak | |
| 2.11 Maintains and ends a conversation appropriately | |
| 2.12 Expresses her/his emotions in an appropriate manner | |
| 2.13 Works easily in team | |
| 2.14 Interrupts a person politely when needing to talk to them | |
| 2.15 Is aware of the how her/his actions affect others | |
| 2.16 Anticipates the consequences of her/his acts | |
| 2.17 Offers constructive criticism | |

3 - AUTONOMY

| | |
|---|--|
| 3.1 Indicates verbally or through gestures a preference when given a choice | |
| 3.2 Expresses basic needs (e.g. hunger, thirst) by means other than crying | |
| 3.3 Finds interest in a task or game | |
| 3.4 Identifies tasks she/he likes or does not like doing | |
| 3.5 Asks for help when needed | |
| 3.6 Asks for permission before leaving class | |
| 3.7 Tells the class routine when asked | |
| 3.8 Completes assigned work | |
| 3.9 Has a good attention span at school (for most of the day) | |
| 3.10 Expresses her/his emotions in an appropriate manner | |
| 3.11 Organizes material required for a task on her/his own | |
| 3.12 Raises hand in class to ask to speak | |
| 3.13 Expresses her/his difficulties in an appropriate manner | |
| 3.14 Works in team | |
| 3.15 Perseveres with a task even if obstacles occur | |
| 3.16 Follows a work plan | |

4 - PRE-SCHOOL AND ACADEMIC SKILLS

| | |
|--|--|
| 4.1 Sorts objects by color and size | |
| 4.2 Reads her/his name | |
| 4.3 Understands notions such as "the heaviest" or "the longest" | |
| 4.4 Flips pages of a book one at a time | |
| 4.5 Writes three numbers or letters | |
| 4.6 Associates a number with a quantity of objects | |
| 4.7 Tells the four seasons | |
| 4.8 Writes her/his first name and last name | |
| 4.9 Follows verbal instructions concerning work to be done | |
| 4.10 Identifies the 26 letters of the alphabet | |
| 4.11 Reads short sentences | |
| 4.12 Makes appropriate use of capital letters and the period mark in sentences | |
| 4.13 Writes short sentences | |
| 4.14 Writes a short and simple letter | |
| 4.15 Does simple additions and subtractions | |
| 4.16 Copies information from the blackboard, written documents, and school texts | |
| 4.17 Adds three price items for a maximum total of \$10 | |
| 4.18 Uses a calculator | |
| 4.19 Reads stories such as "The Little Red Riding Hood" and understands them | |
| 4.20 Follows written instructions | |
| 4.21 Understands information from print media (e.g. newspapers, magazines) | |
| 4.22 Uses the dictionary and other reference sources | |
| 4.23 Does simple multiplications and divisions | |
| 4.24 Takes notes when teacher gives important explanations | |
| 4.25 Finds a book in the library using the search system | |

5 - LEISURE

| | |
|--|--|
| 5.1 Listens and participates to kindergarten rhymes and songs | |
| 5.2 Plays alone for 10 minutes | |
| 5.3 Plays with other children for short periods | |
| 5.4 Finishes an activity before starting another one | |
| 5.5 Has an attention span of at least 20 minutes for an activity | |
| 5.6 Looks for and finds a game to keep busy on her/his own | |
| 5.7 Cooperates when playing | |
| 5.8 Follows rules of group games | |
| 5.9 Does arts-and-crafts | |
| 5.10 Uses scissors properly | |
| 5.11 Explains game rules to others | |

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

It is different from Part 1.

Part 2
Maladaptive behaviors section

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 to modify the behavior. The action may be performed together with the parents of the child. |
| 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 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 | |

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

| | |
|--|--|
| 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:

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

Before returning the questionnaire, please ensure the following:

1. The teacher **and** the parent have responded to **all** questions, provided the **date of birth** of the evaluated child, and adhered to the scoring procedure (poorly scored questionnaires will cause delays).
2. **Both questionnaires (parent and teacher)** of the evaluated child must be forwarded for correction.
3. **If you are sending them by regular mail, please make a copy for yourself as they 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 de mesure du comportement adaptatif that results will be transmitted using secure methods.

Signature

Date

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

or

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

or

Send the questionnaires by regular mail to:

LMCA
Laboratoire de mesure du comportement adaptatif
1497, boul. Saint-Joseph Est
Montréal, QC
H2J 1M6

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

Please return the results 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 results)

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 results 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 _____

Choice of report

By default, we will issue a criteria report that provides a global score and a performance indicator per domain in accordance with the definitions by the AAMR, in 1983, and the ICD-10. However, if you would rather obtain a report that corresponds to the 1992 AAMR definition or the DSM-IV criteria, please let us know by checking this box:

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

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