

# Program Evaluation of Mason LIFE's Independent Living Skills

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9-22947

SIB-R  
 SCALES OF  
 INDEPENDENT  
 BEHAVIOR-REVISED

ROBERT H. BRUININKS  
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 RICHARD F. WEATHERMAN  
 BRADLEY K. HILL

RESPONSE BOOKLET • FULL SCALE

Name \_\_\_\_\_ Sex:  M  F  Grade \_\_\_\_\_  
 Last First  
 Respondent \_\_\_\_\_ Relationship \_\_\_\_\_  
 Examiner \_\_\_\_\_  
 School or Organization \_\_\_\_\_  
 Parent/Caregiver Name \_\_\_\_\_  
 Address \_\_\_\_\_

**Calculation of Age**

Year    Month    Day

Date of Testing \_\_\_\_\_

Date of Birth    -    \_\_\_\_\_

Difference    \_\_\_\_\_

Age    \_\_\_\_\_  
(Round to whole month)

**Training Implications Profile: Subscales**

	Age Scale	Raw Score	Age Equivalent
<b>Motor Skills</b>			
A. Gross-Motor	0-3 0.3 0.9 1.3 1.9 2.3 2.9 3.6 4.6 5.6 7.3 9.0 11.0 13.3 15.9 19	-2 2 7 13 17 21 27 30 33 38 42 45 50 54 58 57	
B. Fine-Motor	0 2 5 8 11 14 17 20 24 28 34 38 42 46 51 54 55 55	4 7 10 13 15 19 24 28 32 36 39 43 47 49 51 52 53	
<b>Social Interaction &amp; Communication Skills</b>			
C. Social Interaction	0 1 7 10 11 13 15 19 24 28 32 36 39 43 47 49 51 51	1 7 10 11 13 15 19 24 28 32 36 39 43 47 49 51 51	
D. Language Comp.	-5 5 7 9 11 13 15 17 21 24 26 30 34 38 40 45 52 53 54	1 7 10 11 13 15 17 21 24 26 30 34 38 40 45 52 53 54	
E. Language Expression	-2 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42 44 46 48 50 52	2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42 44 46 48 50 52	
<b>Personal Living Skills</b>			
F. Eating	-3 3 6 9 12 15 18 21 24 26 28 30 32 34 36 38 40 42 44 46 48 50 52	3 6 9 12 15 18 21 24 26 28 30 32 34 36 38 40 42 44 46 48 50 52	
G. Toileting	-5 5 7 11 17 26 31 33 35 40 43 46 48 51 53 54 55	5 7 11 17 26 31 33 35 40 43 46 48 51 53 54 55	
H. Dressing	-2 3 6 9 12 15 18 21 24 26 28 30 32 34 36 38 40 42 44 46 48 50 52	3 6 9 12 15 18 21 24 26 28 30 32 34 36 38 40 42 44 46 48 50 52	
I. Self-Care	-4 4 6 9 11 13 15 17 19 22 25 27 31 35 39 44 48 51 53 54	4 6 9 11 13 15 17 19 22 25 27 31 35 39 44 48 51 53 54	
J. Domestic Skills	0 1 2 3 4 6 8 11 13 17 20 24 27 31 34 38 44 51 53 54	1 2 3 4 6 8 11 13 17 20 24 27 31 34 38 44 51 53 54	
<b>Community Living Skills</b>			
K. Time & Punctuality	-3 3 5 7 10 14 19 22 27 31 37 41 45 51 53 54 55	3 5 7 10 14 19 22 27 31 37 41 45 51 53 54 55	
L. Money & Values	-3 3 4 5 7 9 12 14 15 19 22 27 33 41 52 57 58 59 60	3 4 5 7 9 12 14 15 19 22 27 33 41 52 57 58 59 60	
M. Work Skills	-3 3 5 7 9 12 14 15 19 22 27 33 41 52 57 58 59 60	3 5 7 9 12 14 15 19 22 27 33 41 52 57 58 59 60	
N. Home/Community	-4 4 5 6 7 8 9 10 11 12 14 16 18 20 22 25 29 35 44 51 53 54	4 5 6 7 8 9 10 11 12 14 16 18 20 22 25 29 35 44 51 53 54	

**Training Implications Profile: Clusters**

	IF Score	Age Equivalent
<b>MOTOR SKILLS</b>	-370 370 390 410 430 450 470 490 500 510 520 523 524 525 529	
<b>SOCIAL, INTERACTION &amp; COMMUNICATION SKILLS</b>	-410 415 420 440 450 460 465 470 475 480 485 490 500 510 520 530 537 537	
<b>PERSONAL LIVING SKILLS</b>	-418 418 420 430 440 450 460 465 470 480 485 490 500 510 520 530 535 545	
<b>COMMUNITY LIVING SKILLS</b>	-430 430 435 440 445 450 455 460 465 470 480 485 490 500 510 515 525 525	
<b>BROAD INTERESTS</b>	-410 410 420 430 440 450 460 465 470 480 490 500 510 520 530 533 538 538	

# Definition

- *A Comprehensive Postsecondary*, non-degreed program, educating students with Intellectual and developmental disabilities

and

- Supportive apprenticeship for students who are majoring in human service studies which provides practical experience learning from, and working with, individuals with disabilities

# Students

- High school graduates, 18-23 years old
- Non-categorical students with Intellectual or Developmental Disabilities (ID/DD)
  - Local, out-of-state, and international
- Take specially designed courses to increase reading, writing, math, technology, independent living, and vocational skills



# Framework: Residential Housing Independent Living

Number of units: 7

On campus and off  
campus townhouses

Number of students: 23

Support Staff: 7

Overnight and 13 Day



# Purpose

- What are areas of student improvement?
- What are areas of further curriculum development?
- Differences across disability area, rank, or on/off campus?

# Adaptive Behavior Defined

- Adaptive behavior represents the conceptual, social, and practical skills that people have learned to be able to function in their everyday lives. Significant limitations in adaptive behavior impact a person's daily life and affect the ability to respond to a particular situation or to the environment.
- Limitations in adaptive behavior can be determined by using standardized tests. On these standardized measures, significant limitations in adaptive behavior are operationally defined as performance that is at least 2 standard deviations below the mean of either (a) one of the following three types of adaptive behavior: conceptual, social, or practical, or (b) an overall score on a standardized measure of conceptual, social, and practical skills.

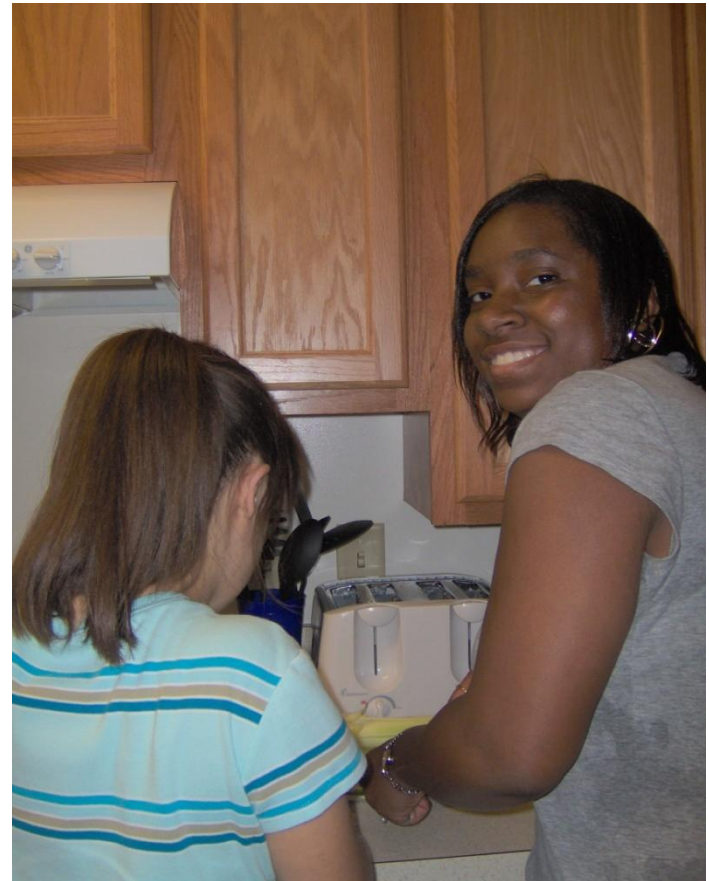


-AAIDD (2008)

# Adaptive Behavior and Persons with ID

- Social and other adaptive skills, including communicative and independent living skills, are essential in achieving independence in daily life and in adjusting to stressful interpersonal situations (Hall et al., 2005 ; Matson, Taras, Sevin, Love, & Fridley, 1990 ). Persons with intellectual disability (ID) often have deficits in social and adaptive skills (APA, 2000 ), thus acquiring these skills is a key factor in an individual's ability to transition from more restrictive living environments, such as institutions, to less restrictive community living settings and having a healthy and happy life (Matson et al., 1990 ).

-Matson, Terlonge, Gonzalez, Rivet (2006)



# Daily Living Skills

- Cognitive, Linguistic and Adaptive Functioning in Williams Syndrome: Trajectories from Early to Middle Adulthood

“Daily Living scores were lowest.”

-Howlin, Elison, Udwin, Stinton (2010)

- Developmental Trajectories in Adolescents and Adults With Autism: The Case of Daily Living Skills

“The improvement in daily living skills for individuals with ASD into the late 20s likewise suggests that it may be possible for daily living skills to be gained at later points in development, even as skills in other areas plateau.”

-Smith, Maenner, Seltzer, (2012)





# Social Skills

- Persons with intellectual disabilities and developmental have been found to have small social networks (when compared to their non-disabled peers) that often included staff members (Robertson et al. 2001).
- Social relationships and supports have been found to have significant influences on the health and well-being of persons with intellectual and developmental disabilities (Lunsky & Benson 2001).
- There is a need to tackle social exclusion and enable people to access a wider range of leisure opportunities. Addressing deficits in adaptive behavior is a way to provide access. (Hall, Strydom, Richards, Hardy, Bernal & Wadsworth 2005)



# Participants

- The assessed 23 students are all over the age of 21. Students have diverse disabilities including autism spectrum disorders, intellectual disabilities, cerebral palsy, and developmental delays. Student grade levels range from first year, second year, third year, fourth year, and student intern.



# Evaluation Method

- Bruininks, R., Woodcock, R., Weatherman, R., Hill, B. (1996) Scales of Independent Behavior-Revised to assess student independent living skills. The Scales of Independent Behavior-Revised was designed to assess the functional and adaptive behaviors necessary to live independently. The scale includes 14 subscales, 4 main clusters, and 8 behavior questions. There are a total of 63 subscale questions and 8 behavior questions.

**Does (or could do) task completely without help or supervision:**

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about  $\frac{1}{4}$  of the time—may need to be asked

2 — DOES FAIRLY WELL—or about  $\frac{3}{4}$  of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- |                       |                       |                       |                       |   |
|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 0                     | 1                     | 2                     | 3                     |   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Swallows soft foods.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Picks up and eats foods such as crackers.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Holds and drinks from a glass with little spilling.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Eats solid foods with a spoon with little spilling.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Eats with a fork by spearing the food when appropriate.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Eats soup with a spoon with little spilling.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Tests cooked foods that are hot before eating them.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Takes appropriate-size portions from serving dishes.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Prepares snacks that do not require cooking such as sandwiches or a bowl of cereal.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Cuts food with a knife instead of trying to eat pieces that are too large.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Opens cans with little spilling using a can opener.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Mixes and cooks simple foods such as scrambled eggs, soup, or hamburgers.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Uses the burners on an electric or gas stove.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Puts leftover food in wrap or containers before putting it away.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Mixes and cooks a recipe that contains 6 ingredients and requires measuring fractions (for example, $\frac{1}{2}$ teaspoon or $\frac{1}{3}$ cup). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Prepares shopping list for at least 6 items from a grocery store.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Plans, prepares, and serves a complete meal for more than two people.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Makes new meals out of leftover food.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. Plans and prepares meals regularly for self and family.   |

Sum A    Sum B    Sum C

Sum A + Sum Bx2 + Sum Cx3 = Raw Score EATING & MEAL PREPARATION

F. Are there skills in eating or meal preparation that should be improved at this time? \_\_\_\_\_

**Does (or could do) task completely without help or supervision:**

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about  $\frac{1}{2}$  of the time—may need to be asked

2 — DOES FAIRLY WELL—or about  $\frac{3}{4}$  of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- |                       |                       |                       |                       |   |
|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 0                     | 1                     | 2                     | 3                     | 1. Counts from 1 to 5.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Saves small amounts of money in a special place (for example, a toy bank).   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Selects pennies, nickels, or dimes from other coins when asked.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Trades valued objects for money or for other items of value.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Buys items that cost at least 50¢ from a vending machine that gives change.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Buys specific items requested on an errand, although may not count change correctly.                                 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Judges how many items he or she can buy in a store with a given amount of money (for example, candy or gifts).       |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Gives the exact amount of money to buy something that costs less than \$1.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Purchases the less expensive of two products of equal quality.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Budgets money to cover expenses for at least 1 week (for example, for recreation, transportation, and other needs). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Saves sales receipts to secure a refund or replacement.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Makes purchases of \$50 or more after comparing at least two products to determine the better value.                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Writes deposit and withdrawal slips for banking.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Tips the appropriate amount for good services.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Makes deposits at least monthly in a savings account or program.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Makes purchases with a check.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Receives bills in the mail and pays them before they are overdue.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Purchases with a credit card, or has loans, and makes payments in a timely manner.                                  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. Balances own checkbook monthly.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 20. Invests savings to achieve the most favorable conditions and rate of return.  |

Sum A    Sum B    Sum C

Sum A + Sum Bx2 + Sum Cx3 = Raw Score MONEY & VALUE

L. Are there any skills in using money or understanding value that should be improved at this time? \_\_\_\_\_

**Does (or could do) task completely without help or supervision:**

- 0 — NEVER OR RARELY—even if asked
- 1 — DOES, BUT NOT WELL—or about  $\frac{1}{4}$  of the time—may need to be asked
- 2 — DOES FAIRLY WELL—or about  $\frac{3}{4}$  of the time—may need to be asked
- 3 — DOES VERY WELL—always or almost always—without being asked

- |   |   |   |   |   |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 |   |
| ○ | ○ | ○ | ○ | 1. Places his or her empty dish in or near the sink.  |
| ○ | ○ | ○ | ○ | 2. Cleans a counter or table with a damp cloth or sponge.   |
| ○ | ○ | ○ | ○ | 3. Clears table completely by taking dishes and silverware to the kitchen or sink.  |
| ○ | ○ | ○ | ○ | 4. Wipes dirty shoes off on a doormat before going into a home.   |
| ○ | ○ | ○ | ○ | 5. Puts personal belongings in proper places when not in use (for example, does not leave clothes in the living room).            |
| ○ | ○ | ○ | ○ | 6. Removes garbage and trash from within home to its proper place.  |
| ○ | ○ | ○ | ○ | 7. Cleans carpet with a vacuum cleaner or carpet sweeper.   |
| ○ | ○ | ○ | ○ | 8. Sweeps floor with a broom and uses a dustpan.  |
| ○ | ○ | ○ | ○ | 9. Washes and dries dishes and puts them away.  |
| ○ | ○ | ○ | ○ | 10. Makes a bed, including changing sheets when needed.   |
| ○ | ○ | ○ | ○ | 11. Rinses or wipes the sink or bathtub after use.  |
| ○ | ○ | ○ | ○ | 12. Performs simple household maintenance tasks (for example, replacing light bulbs or repairing broken items with tape or glue). |
| ○ | ○ | ○ | ○ | 13. Sets a thermostat at a comfortable temperature.   |
| ○ | ○ | ○ | ○ | 14. Loads and operates a washing machine using an appropriate setting and amount of detergent.                                    |
| ○ | ○ | ○ | ○ | 15. Cleans refrigerator and throws out foods that may be spoiled.   |
| ○ | ○ | ○ | ○ | 16. Replaces fuses or resets circuit breakers, if needed, when the lights go out.   |
| ○ | ○ | ○ | ○ | 17. Selects appropriate housing by evaluating cost, location, space, appearance, and comfort.                                     |
| ○ | ○ | ○ | ○ | 18. Performs interior and exterior maintenance jobs (for example, painting or replacing broken windows).                          |



J. Are there any home skills that should be improved at this time? \_\_\_\_\_

## ADAPTIVE BEHAVIOR/C. Social Interaction

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about  $\frac{1}{4}$  of the time—may need to be asked

2 — DOES FAIRLY WELL—or about  $\frac{3}{4}$  of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- |                       |                       |                       |                       |     |  |
|-----------------------|-----------------------|-----------------------|-----------------------|-----|--|
| 0                     | 1                     | 2                     | 3                     | 1.  | Reaches for a person whom he or she wants.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2.  | Treats at least two people outside the family as friends, different from strangers.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3.  | Imitates actions when asked, such as waving or clapping hands.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4.  | Rolls a ball or plays other simple games with another person.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5.  | Takes part in simple group games and social activities (for example, playing tag or follow-the-leader).                                      |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6.  | Says, "Please" and "Thank you" when appropriate.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7.  | Waits at least 2 minutes for turn in a group activity (for example, taking turns at batting a ball or waiting in line for a drink of water). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8.  | Talks about the same things that others in a group are talking about.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9.  | Offers help to other people (for example, holds a door open for one whose arms are full or picks up an object dropped by someone else).      |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. | Asks for food to be passed.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. | Uses a napkin to keep hands and face clean while eating.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. | Says, "Hello" or shakes hands when being introduced.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. | Covers the mouth or nose when coughing or sneezing.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. | Plays table or card games with others by the rules (for example, Hearts or Rummy).   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. | Locates or remembers telephone numbers and calls friends on the telephone.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. | Plans for and entertains others at home (including providing food, beverage, and materials for activities).                                  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. | Uses facts to explain or defend a position in a disagreement without losing temper.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. | Makes plans with friends to attend activities such as movies or special events outside the home (without needing permission).                |

Sum A      Sum B      Sum C

Sum A + Sum Bx2 + Sum Cx3 = Raw Score SOCIAL INTERACTION

C. Are there any social skills that should be improved at this time? \_\_\_\_\_

## TEST SCORING TABLES

H. Dressing			I. Personal Self-Care			J. Domestic Skills			K. Time & Punctuality			L. Money & Value			M. Work Skills		
Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE
0	381	< 0.8	0	420	< 0.9	0	452	< 1.8	0	398	< 2.4	0	433	< 1.10	0	432	< 1.0
1	390	0.8	1	429	0.9	1	462	1.8	1	408	2.4	1	441	1.10	1	441	1.0
2	397	0.10	2	434	0.11	2	468	2.2	2	414	2.10	2	447	2.4	2	447	1.3
3	401	0.11	3	438	1.1	3	472	2.7	3	420	3.2	3	451	2.8	3	452	1.6
4	406	1.1	4	441	1.3	4	475	3.0	4	425	3.6	4	454	2.11	4	454	1.9
5	412	1.3	5	444	1.4	5	477	3.3	5	429	3.8	5	458	3.4	5	460	2.0
6	419	1.6	6	447	1.6	6	479	3.8	6	434	4.0	6	460	3.7	6	463	2.3
7	425	1.8	7	449	1.7	7	481	4.0	7	438	4.2	7	463	4.0	7	466	2.6
8	429	1.10	8	452	1.9	8	482	4.3	8	442	4.5	8	465	4.4	8	468	2.9
9	433	2.0	9	454	1.11	9	484	4.9	9	445	4.8	9	467	4.8	9	471	3.2
10	436	2.1	10	457	2.2	10	485	5.0	10	449	4.11	10	469	5.2	10	473	3.7
11	439	2.3	11	459	2.5	11	486	5.4	11	453	5.2	11	471	5.6	11	475	4.0
12	441	2.4	12	461	2.7	12	487	5.10	12	457	5.6	12	473	5.10	12	477	4.7
13	443	2.6	13	464	3.0	13	489	6.10	13	460	5.8	13	475	6.1	13	479	5.2
14	445	2.7	14	466	3.4	14	490	7.3	14	463	5.11	14	477	6.4	14	481	5.6
15	447	2.8	15	467	3.5	15	491	7.8	15	465	6.1	15	480	6.8	15	483	5.11
16	449	2.9	16	469	3.8	16	492	8.2	16	467	6.2	16	482	7.0	16	484	6.1
17	451	2.11	17	471	4.0	17	493	8.6	17	468	6.3	17	485	7.7	17	486	6.5
18	453	3.0	18	473	4.4	18	494	8.10	18	470	6.5	18	487	8.0	18	487	6.7
19	455	3.2	19	474	4.6	19	495	9.2	19	471	6.6	19	490	8.6	19	488	6.9
20	456	3.3	20	476	5.0	20	496	9.6	20	472	6.7	20	492	8.9	20	489	6.11
21	458	3.4	21	477	5.3	21	497	10.0	21	473	6.8	21	494	9.1	21	490	7.2
22	459	3.5	22	479	5.10	22	498	10.5	22	474	6.9	22	496	9.6	22	491	7.4
23	461	3.7	23	480	6.2	23	498	10.5	23	475	6.10	23	498	9.11	23	492	7.7
24	462	3.8	24	482	6.9	24	499	10.10	24	476	6.11	24	499	10.3	24	493	7.10
25	464	3.10	25	483	7.1	25	500	11.3	25	477	7.0	25	501	11.0	25	494	8.2
26	465	3.11	26	484	7.4	26	501	11.7	26	478	7.1	26	503	11.8	26	495	8.5
27	467	4.1	27	485	7.10	27	502	11.11	27	479	7.2	27	504	12.0	27	496	8.9
28	468	4.2	28	486	7.10	28	503	12.3	28	480	7.3	28	506	12.7	28	497	9.1
29	469	4.3	29	487	8.1	29	504	12.7	29	481	7.4	29	507	12.10	29	497	9.1
30	471	4.6	30	488	8.6	30	505	12.10	30	482	7.6	30	508	13.1	30	498	9.6
31	472	4.7	31	489	8.6	31	506	13.1	31	483	7.7	31	510	13.7	31	499	9.11
32	474	4.10	32	490	8.8	32	507	13.4	32	484	7.9	32	511	13.9	32	500	10.5
33	476	5.0	33	491	9.2	33	508	13.7	33	485	7.10	33	512	14.0	33	500	10.5
34	477	5.2	34	492	9.2	34	509	13.10	34	486	7.11	34	513	14.2	34	501	10.10
35	479	5.5	35	493	9.7	35	510	14.1	35	487	8.1	35	514	14.5	35	502	11.4
36	481	5.8	36	494	9.7	36	511	14.4	36	487	8.1	36	515	14.8	36	503	11.8
37	483	5.11	37	495	10.2	37	512	14.7	37	488	8.2	37	516	14.10	37	503	11.8
38	486	6.6	38	496	10.2	38	513	14.10	38	489	8.4	38	517	15.1	38	504	12.0
39	488	7.2	39	498	10.10	39	514	15.2	39	490	8.6	39	518	15.4	39	505	12.4
40	491	8.4	40	498	10.10	40	515	15.6	40	491	8.7	40	518	15.4	40	506	12.8
41	495	9.7	41	500	11.4	41	516	16.2	41	492	8.9	41	519	15.7	41	507	13.0
42	499	10.9	42	503	12.2	42	517	16.7	42	493	8.11	42	520	15.10	42	507	13.0
43	503	11.8	43	505	12.7	43	518	16.7	43	495	9.4	43	521	16.2	43	508	13.3
44	506	12.4	44	507	12.7	44	519	17.0	44	496	9.6	44	522	16.6	44	509	13.6
45	510	13.2	45	508	13.3	45	520	17.4	45	497	9.9	45	522	16.6	45	510	13.9
46	513	13.9	46	510	13.8	46	521	18.6	46	498	10.0	46	523	17.0	46	511	14.0
47	516	14.5	47	513	14.2	47	522	18.2	47	499	10.4	47	524	17.5	47	512	14.3
48	519	15.2	48	515	14.7	48	523	18.6	48	500	10.8	48	525	17.11	48	513	14.6
49	521	15.8	49	517	15.1	49	524	19.1	49	502	11.3	49	526	18.6	49	514	14.8
50	524	16.7	50	518	15.1	50	525	19.5	50	503	11.7	50	527	18.11	50	515	14.11
51	528	18.8	51	520	15.11	51	526	19.6	51	505	12.3	51	528	19	51	516	15.2
52	533	22	52	522	16.8	52	527	20	52	507	12.10	52	529	20	52	517	15.4
53	540	28	53	526	18.11	53	528	21	53	509	13.6	53	530	21	53	518	15.7
54	552	53 <sup>88</sup>	54	530	21	54	529	21	54	512	14.6	54	531	21	54	520	16.2
			55	536	25	55	532	22	55	515	15.7	55	533	23	55	522	17.1
			56	547	42 <sup>57</sup>	56	533	22	56	522	26	56	535	25	56	524	18.5
						57	558	52 <sup>82</sup>	57	533	60 <sup>85</sup>	57	537	27	57	527	21
												58	541	33	58	531	27
												59	547	51	59	537	42 <sup>58</sup>
												60	558	80 <sup>+</sup>	60	549	42 <sup>53</sup>

N. Home/Community Orientation			6	444	2.1	16	481	6.7	26	501	10.10	36	513	14.1	46	523	18.4
Raw Score	W	AE	7	448	2.6	17	484	7.0	27	502	11.1	37	514	14.5	47	525	19
0	416	< 0.9	8	452	3.0	18	486	7.4	28	503	11.5	38	515	14.9	48	526	19
1	423	0.9	9	456	3.6	19	489	7.10	29	504	11.8	39	516	15.1	49	527	20
2	428	1.0	10	459	3.11	20	491	8.3	30	506	12.2	40	517	15.5	50	529	21
3	432	1.2	11	463	4.6	21	493	8.8	31	507	12.5	41	518	15.10	51	531	22
4	436	1.5	12	468	5.3	22	494	8.11	32	508	12.9	42	519	16.4	52	535	24
5	440	1.9	13	472	5.8	23	496	9.5	33	509	13.0	43	520	16.10	53	540	27
			14	475	6.0	24	498	9.11	34	510	13.3	44	521	17.4	54	551	41 <sup>59</sup>
			15	478	6.3	25	499	10.3	35	512	13.10	45	522	17.10			



# Survey Implementation

- Resident Advisors independently completed the scale in the fall of 2011, and spring of 2012.



# Norming Sample

- 2,182 individuals in 15 states and 60 communities
- Three age groups
  - Early childhood (N=670)
  - Childhood (N=758)
  - Adolescent-Adult (N=754)
- Up to age 90
- Sample of children with intellectual disabilities age 6-13 (N=30)

# Instrument Reliability

- Median reliabilities for the adolescent/adult age group for the subscales ranged from .51 - .92
- Median reliabilities for the adolescent/adult age group for the cluster scales ranged from .84-.98
- Sub group with intellectual disabilities (childhood) reliability estimates, same subscales from .92-.98

# Survey Reliability

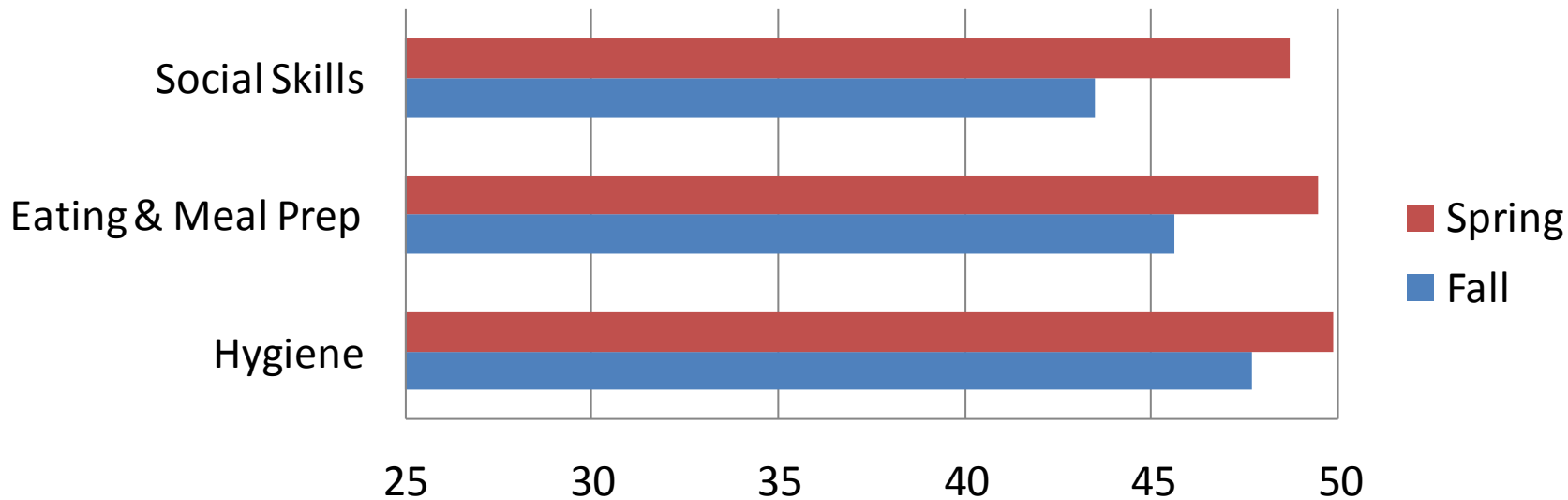
- Scale reliability was assessed using the test of Cronbach's Alpha, which tests for data internal consistency and reliability. A Cronbach Alpha score of .8 was confirmed.



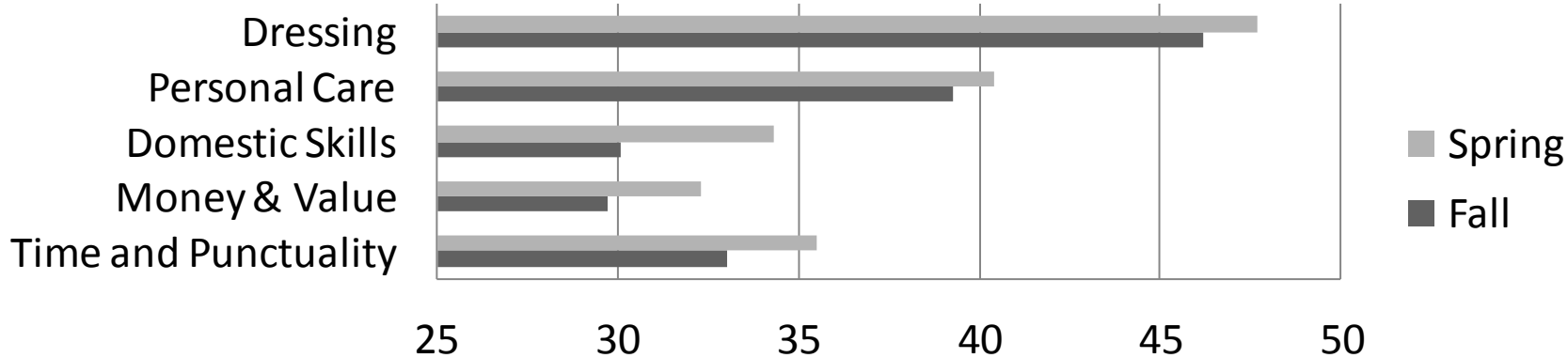
# Data Analysis

- SPSS was utilized to analyze data using a matched pairs t-test. The small sample size prohibited Correlational analyses among gender, disability type, and school year.

## Statistically Significant\* Changes from Fall to Spring



## Non-significant Changes from Fall to Spring



\*findings are statistically significant at  $\alpha = .05$

# Potential for Further Analysis

*Why is it important to have a larger sample size?*

- More complex models were run but they were restricted by a small sample size
  - MANOVA – this kind of analysis allows us to look at the differences of groups on multiple outcomes (e.g. the behavior scales) at the same time
  - Logistic Regression – this kind of analysis looks at binary outcomes; in our case we can investigate the relationship between the behavior scale scores and the occurrence of problem behaviors
- Both of these analyses yielded non-significant results. However, with a larger sample we would have more power to detect relationships among our variables, such as disability type, behavior scale scores, and problem behaviors

# Conclusions

- The SIB-R is a valuable tool for assessing curriculum and student growth overtime.
- A larger sample size could help in assessing the effectiveness of a program's curricula.
- Future research 2012-2013 to compare commuter to residential students.



# Implications for practice

- Revised the curriculum
  - Money
  - Time/Punctuality
  - Domestic Skills
- Staff training and down time
  - Practice
- Look at residential groups across disability and rank order



# Videos

- Residential <http://www.youtube.com/watch?v=lmml9kefkqo&feature=youtu.be&hd=1>



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