

## Handout 1: AAIDD's (Schalock et al., p. 54) Guidelines for Selecting an Adaptive Behavior Assessment Instrument

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- Select an instrument that is a comprehensive measure of conceptual, social, and practical adaptive behavior skills and is applicable to the population in questions. In that regard, one should (a) read the *User's Manual*; (b) review all components of the instrument; (c) consult with colleagues who may have familiarity with the instrument; and (d) search the literature for research on its usage, particularly as related to validation of its use for the particular setting, population, and purpose in question.
  - For the purpose of making or ruling out a diagnosis of ID, the instrument must be normed on the general population, including individuals with and without disabilities. The selected instrument's norms should be current.
  - Determine, based on the publisher's specifications and state and professional regulations, who is properly trained to administer the instrument (e.g., instruments that require direct interaction with the client require greater expertise than rating scales completed by others, such as teachers or parents).
  - Determine that the assessment instrument has acceptable reliability and established validity for its intended purpose. In this regard, one should read review of the instrument in manuals such as the *Mental Measurements Yearbook* or *Test Critiques*.
  - Determine whether scoring software has been "error-trapped" to prevent the entering of impossible answers or to control for circumstances such as missing data that may yield errors.
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