

Adaptive Behavior:
Understanding the World of Part B of Listings
Using Capital Murder Cases as a Paradigm

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Diagnostic & Statistical Manual Of Mental Disorders

- A. Significant sub average intellectual functioning:
an IQ of approximately 70 or below on an individually
administered IQ test.
- B. Concurrent deficits or impairments in present
adaptive functioning (i.e., the person's effectiveness
in meeting the standards expected for his or her age
by his or her cultural group) in at least two of the
following areas: communication, self-care, home
living, social/interpersonal skills, use of community
resources, self-direction, functional academic skills,
work, leisure, health, and safety.
- C. The onset is before 18 years.

AAMR Definition

“...collection of conceptual, social, and practical skills that have been learned by people in order to function in their everyday lives”

American Psychiatric Association Definition

how effectively individuals cope with common life demands and how well they meet the standards of personal independence expected for someone in their particular age group, sociocultural background, and community setting

Functional Definition

effective interaction of an individual and her/his
environment

ability to deal effectively with personal and social
demands

Definition Deconstructed

Independent functioning, physical development, self-direction, personal responsibility, economic-vocational activity, and functional skills

Social skills include interpersonal behaviors, self-related behaviors, academic-related skills, assertion, peer acceptance, and communication skills

Relation Between Adaptive Behavior and Intelligence

adaptive behavior is "what is"

intelligence is "what could be".

Measurement of Adaptive Behavior: Basics

include acquisition and performance deficits, that is, difficulties in knowing how to perform skills, and difficulties knowing when to use learned skills or other difficulties in the expression of skills.

Measurement of adaptive deficits: Dimensions

intellectual abilities, participation in life, interaction and social roles, health, and context.

(2 of 10 Limitations Required)

- Communication
 - Self-care
 - Home living
 - Social Skills
 - Community use
 - Self-direction
- Health and safety
- Functional academics
 - Leisure
 - Work
- Health and safety
- Functional academics
 - Leisure
 - Work

Measurement of Adaptive Deficits: Problems

retrospective analysis

respondent

primary focus of current measures

norms

Measurement of Adaptive Deficits: Scales

1. Vineland Adaptive Behavior Scales
2. American Association on Mental Retardation Adaptive Behavior Scales
3. Scales of Independent Behavior-Revised
4. Comprehensive Test of Adaptive Behavior
5. ABAS

CASE ILLUSTRATION

- **Interviews**
 - **Number of Interviews = 2**
 - **Total Number of Hours = 4**
- **Testing Sessions**
 - **Number of Testing Sessions = 2**
 - **Total Number of Hours = 10**
- **Each Test Blindly Scored and Checked**
- **Total Number of Tests Administered**
 - **Total = 20**
 - **Types of Tests =**
 - **Intellectual**
 - **Neuropsychological**
 - **Academic Achievement**
- **Documents Reviewed- Official**
 - **School Records**
 - **Health Records**
 - **Mother**
 - **Sibling**

MENTAL RETARDATION

317 Mild Mental Retardation

IQ SCORES

- BETA III = **58**
- WAIS III = **64**
- CTONI = **56**

ADAPTIVE SKILLS – LITTLE OR NO LIMITATIONS

Health and safety???

Leisure???

ADAPTIVE SKILLS - LIMITATIONS

Communication

- Woodcock Muñoz (age equivalent 8 years of age)
 - Peabody (10 years of age)
 - Unable to understand and deliver jokes
 - Unable to understand work instructions

Self-care

- Difficulties choosing appropriate clothes according to the season
 - Buy clothes and shoes too large
 - Inadequate personal hygiene
 - Put on dirty clothes after shower
 - Need reminder to brush teeth
 - Adaptive skills (cont)

Home Living

- No meat until 18; sometimes ate rats
- On average, ate one meal per day (corn tortillas with grass)

- He often mixed colors and doesn't measure the detergent when he wash his clothes
 - Can cook only simple meals
- Never lived alone (always with a family member and a brief time with a girlfriend)
 - Never managed a checking account or had credit card
 - Never paid bills on his own
- Gave his friend money to pay for the rent and utilities
- Never bought a car, nor purchase car insurance; had problems with public transpo

Social/interpersonal skills

- No successful relationships
- Did not have girlfriends in Mexico
 - No lasting friendships
 - Did not communicate well
- Responded inappropriately, like a child
- Ostracized by grandmother and others as illegitimate

Community use

- Unable to communicate symptoms to health care providers
 - **Never obtained dental or medical care**
 - Adaptive skills (cont)

Self-direction

- Unable to tell the time (analog) on a watch
- His brother set the alarm clock to go to work

- No plans in coming to US beyond sending money home
 - Lived day to day
- Never made plans for the future after coming to the US

Functional academics

- Failed third grade
 - Slow learner
- Struggled with school, especially math
- Dropped out of school after 6th grade
- Was 15½ years when he left school after 6th grade; oldest child in class by 12 years of age
 - Mean Grade (7.5) was below average for his class

Work

- When child, he work for less pay than other children
- During childhood, he worked in a store, but couldn't weigh merchandise, did not know what or how to charge customers and could not make change
 - Unable to keep up with goats
 - Unable to put yoke on animals
 - Unable to use tape measure at work
 - Unable to understand work instructions
- Acquiesce to statements made by co-workers
 - Never found own job

CHARACTERISTICS OF MILDLY MENTALLY RETARDED PERSONS

- Often display normal language fluency by adolescence
 - Reading and number skills 1st – 6th grade level
 - As teens, may exhibit social interests, community activities, and self-direction that are typical of peers
 - Mental age of 8-11 (Baroff, 1986)
 - Generally able to fulfill all expected adult roles
- Vocational opportunities limited for most by persistent low academic skills
- Typically are not involved in adult services or therapeutic activities

- ***ORGANIC BRAIN SYNDROME***

- Deficits in "Frontal" Functioning
 - Resulting in Significantly Decreased Attention,
Fluency and Flexibility
- Assessment Based on a Series of Tests Primarily;
 - Ruff 2&7
 - Trail Making Test A&B
 - Ruff Figural Fluency
 - FAS Verbal Fluency
 - Finger Tapping
 - Hooper Visual Organization Test

SUMMARY OF FINDINGS

- Reliable, Congruent and Scientifically Based Findings
 - Findings
 - Organic Brain Syndrome
 - Mental Retardation

SUMMARY

Social Security Needs to Satisfy Two Prongs:

Diagnostic (based on numerically based tests)

Functional (based on historical and daily living)

SOLVING THE RIDDLE

Numerous Problems Exists in Obtaining Useful Information to Meet
Both Prongs

But Extensive Use of Background Information Via Affidavits,
Records, Collateral Interviews and Scales Should be Enough to
Address the Second Prong of Most MR Diagnoses and Most Part B of
Related Listings

Comparison of Typical Adaptive Behavior Scales

Instrument	Age range	Adaptive	Behavior	Domain
		Conceptual Skills	Social Skills	Practical Skills
Vineland Adaptive Behavior Scales (Sparrow, Balla, & Cicchetti, 1984) -	Survey and Expanded Form: birth to 18 years, 11 and low functional adults Classroom Edition: 3-12 years, 11 months	Communication	Socialization	Daily living skills
AAMR Adaptive Behavior Scales-School and Community (Lambert, Nihira, & Leland, 1993)	School edition: 3-16 years Community edition: adult until 79 years	Community self-efficiency	Personal-social responsibility	Personal-self sufficiency
Scales of Independent Behavior-Revised (Bruininks, Woodcock, Weatherman, & Hill, 1991)	Infants - adulthood	Community living skills	Social interaction and communication skills	Personal living skills
Adaptive Behavior Assessment System (Oakley, 2010)				
Comprehensive	Childhood-	Language	Social skills	Self-help

Test of Adaptive Behavior- Revised (Adams, 1999)	adulthood	concepts and academic skills Independent living Language	skills Home living
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