Spring 2017

Assessing Readability of Spanish and English Caregiver Forms of Norm-Referenced Adaptive Behavior Rating Scales

Sarah Tremblay

University of Southern Maine

Follow this and additional works at: http://digitalcommons.usm.maine.edu/thinking_matters

Part of the Bilingual, Multilingual, and Multicultural Education Commons

Recommended Citation


http://digitalcommons.usm.maine.edu/thinking_matters/90

This Poster Session is brought to you for free and open access by the Student Scholarship at USM Digital Commons. It has been accepted for inclusion in Thinking Matters by an authorized administrator of USM Digital Commons. For more information, please contact jessica.c.hovey@maine.edu.
Assessing Readability of Spanish and English Caregiver Forms of Norm-Referenced Adaptive Behavior Rating Scales
Sarah Tremblay & Garry Wickerd, PhD
School of Education and Human Development

Introduction

- Of foreign-born individuals in the US, most are from Mexico and most speak Spanish (Motel & Patten, 2014).
- In Mexico, 42% of 15 year-olds who took an international test of academic skills (PISA) scored below Level 2 on reading, the level deemed necessary to participate in modern society (OECD, 2015).
- When we are evaluating students for special education services, we often use rating scales to assess behavior. Handing a form to a parent does not ensure that they are able to read it, which is a particular concern for parents who are immigrants.
- The purpose of this study was to determine the readability of parent forms of adaptive behavior rating scales in Spanish and in English.

Methods

- Obtained parent forms of adaptive behavior rating scales from publishers (ABAS-3: Western Psychological Services; Vineland-3: Pearson)
- Calculated readability of each section of the rating scales twice
  - In the case of disagreement between two scores, the score was calculated a third time, and the score obtained twice was retained
- Each section of the rating scale was evaluated separately for readability

Materials

Adaptive Behavior Rating Scales:
- Adaptive Behavior Assessment System, Third Edition (ABAS-3)
- Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)

Readability Formulas:
- Flesch Reading Ease (English)
- Fernandez-Huerta (Spanish)
- Automated Readability Index (ARI; English and Spanish)

Results

ABAS-3
- Flesch, Fernandez-Huerta

Vineland-3
- Automated Reading Index

Conclusions

ABAS-3
- Average English and Spanish readability around 7th grade level
- Spanish tends to be less difficult than English

Vineland-3
- Average English readability around 4th grade level
- Average Spanish readability around 5th grade level

Implications

- While readability scores between the 4th and 7th grade level appear to make the rating scales accessible to all, it is possible that this still exceeds an individuals’ reading ability.
- We need to tactfully determine parents’ reading abilities rather than make an assumption.

Limitations

- Readability scores are approximations and limited in utility.

References
