

The French Version of the DABS: validity and reliability preliminary analyses

Lorna von Rotz, Annick Comblain, Yannick Courbois, Vincent Des Portes, Agnès Lacroix,
Nathalie Touil, Raphaelé Tsao, & Claudio Straccia.

Lorna von Rotz, PhD student
Principal investigator : Dr. Claudio Straccia
Department of Special Education
University of Fribourg



International Association for
the Scientific Study of Intellectual
and Developmental Disabilities



Tassé et al. (2017)

American Association on Intellectual and Developmental Disabilities (AAIDD)

- ➔ The first instrument to measure adaptive behavior (AB) limitations **to help diagnose Intellectual Disabilities (ID)**

DABS

Diagnostic Adaptive Behavior Scale

Tassé et al. (2017)

- Diagnostic measurement of AB in individuals aged **4 to 21 years old**
- Semi-structured interview lasting **20-30 minutes ***
- Items administered by a **clinician**
 - **Respondent** = observer (adult, e.g., parent, teacher), who must be familiar with the functioning of the person being assessed
- **3 forms :**
 - 4-8 years old
 - 9-15 years old
 - 16-21 years old

*

Additional benefits of
DABS use
→ Tassé et al., 2016
(reference at end)

- **3 domains:**

Conceptual Skills:

- Language, functional academics, self-direction, money management, time concepts.

Social Skills:

- Interpersonal skills, responsibility, self-esteem, wariness/naïveté, follow rules, etiquette, social problem solving.

Practical Skills:

- Activities of daily living, occupational skills, safety, health-care, travel.

- “0”** No – rarely or never does it.
- “1”** Yes – does it with reminders or assistance but rarely or never independently.
- “2”** Yes – does it sometimes independently – but sometimes needs reminders or assistance.
- “3”** Yes – does it always or almost always independently – never or rarely needs reminders or assistance.
- “NS”** No Score. (used only exceptionally)

➔ Standard Scores (Mean = 100, SD = 15)

French translation and adaptation of the DABS

Aims of the **Study**

- To develop an adaptation that can be used in **European French-speaking regions (DABS-F)**
 - Following method proposed by Tassé and Craig (1999)
 - **Content validity** : von Rotz et al. (2023) ✓

- To replicate **validity and reliability evidence** obtained for the original version (**Tassé et al., 2017**)
 - Using TCT models to studying test quality

DABS-F : validity and reliability preliminary results

Method

- **Validity and reliability sample:**

- 23 participants

- with mild to moderate ID

- 14 boys (60.9%) and 9 girls (39.1%)

- 6 to 21 years old ($m = 14.48$, $s = 4.69$)

- No children aged 4 to 5 have yet been included
- American scoring norms

- Using the **same analyses** as the original version:

Concurrent
validity

DABS-F ↔ Vineland-II

Test-retest
reliability

Time 1 ↔ Time 2

Interrespondent
reliability

Respondent 1 ↔ Respondent 2

Concurrent
validity

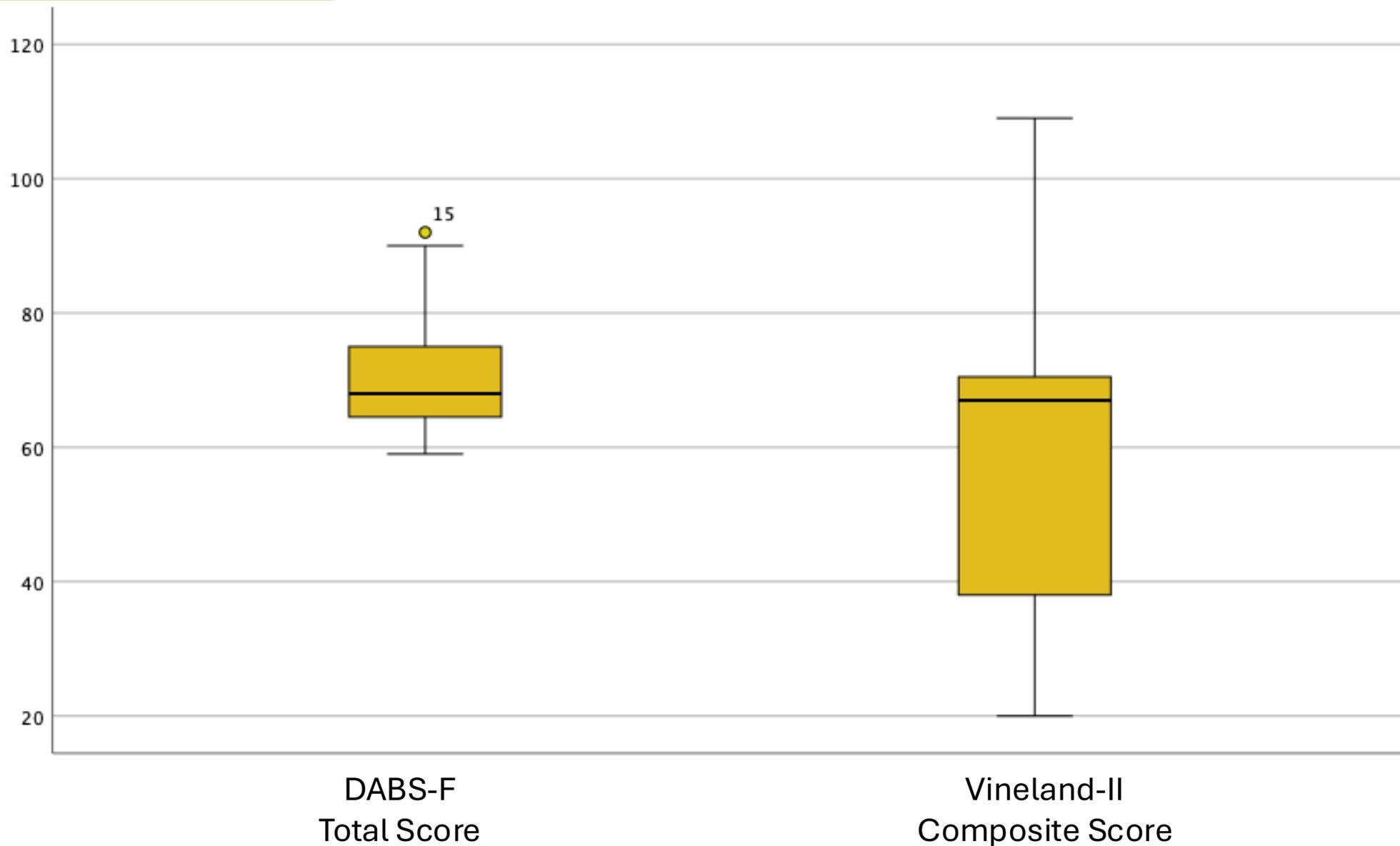
Results

	Original Version (OV) Tassé et al. (2017)		French Version (FV)	
	Mean	SD	Mean	SD
DABS Conceptual Skills	67.8	10.8	66.1	10.6
Vineland-II Communication	66.4	8.4	50.8	21.5
DABS Social Skills	76.4	10.5	81.3	10.1
Vineland-II Socialization	68.6	12.1	69.0	26.8
DABS Practical Skills	74.7	10.4	74.7	9.3
Vineland-II Daily Living Skills	69.6	12.8	75.0	25.5
DABS Total Score	69.3	10.3	70.5	8.8
Vineland-II Composite Score	66.4	8.9	57.7	25.2

Note. $n_{OV} = 28$, $n_{FV} = 23$

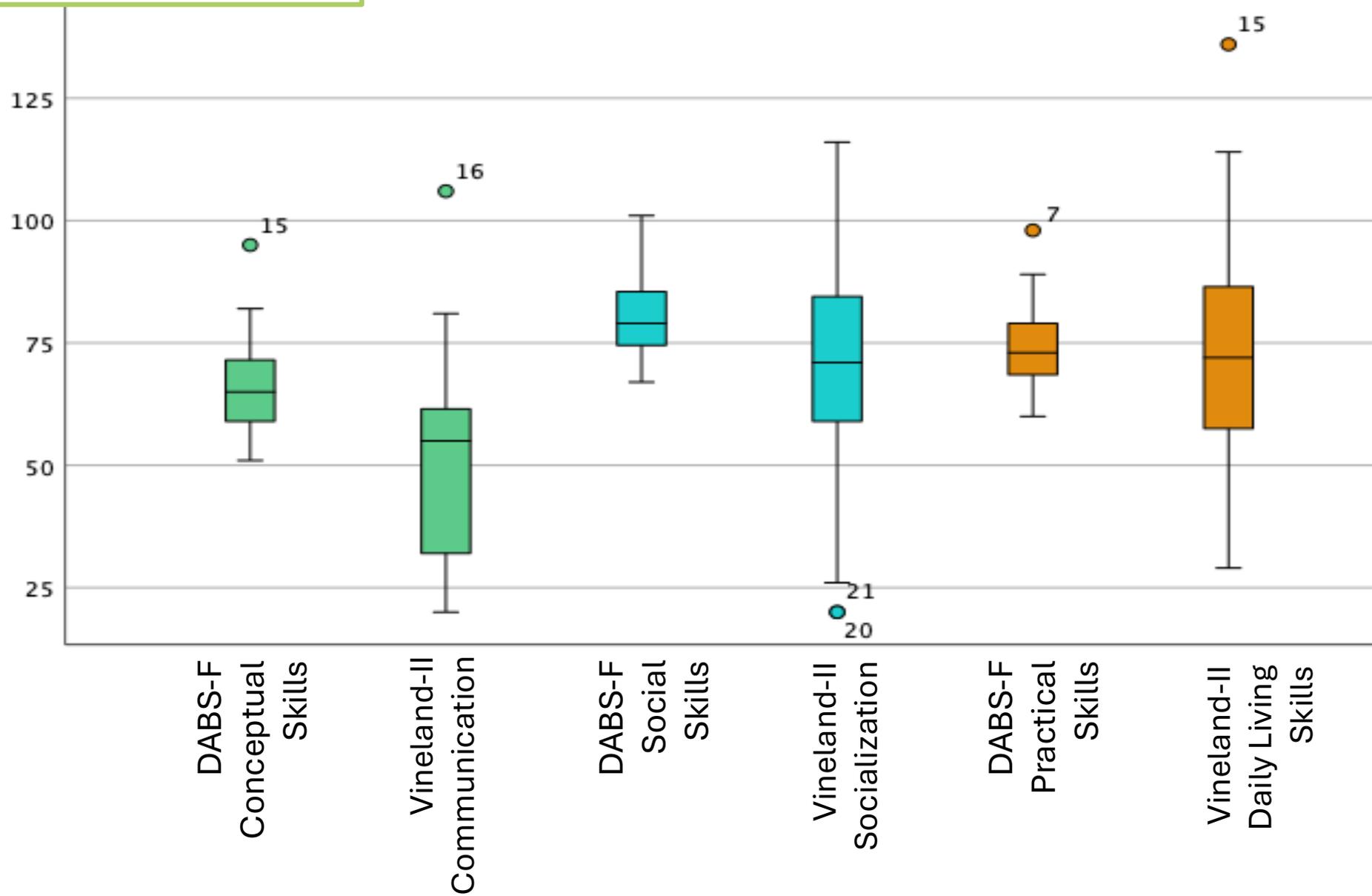
Concurrent
validity

Results



Concurrent validity

Results



Concurrent
validity

Results – Pearson correlations

DABS	Vineland-II			
	Communication	Socialization	Daily Living Skills	Composite Score
Conceptual Skills	0.78**	0.25	0.69**	0.70**
Social skills	0.37	0.74**	0.52**	0.70**
Practical Skills	0.56**	0.48**	0.70**	0.73**
Total Score	0.65**	0.59**	0.75**	0.84**

OV

n = 28

Tassé et al. (2017)

FV

n = 23

DABS-F	Vineland-II			
	Communication	Socialization	Daily Living Skills	Composite Score
Conceptual Skills	0.40	0.27	0.52*	0.44*
Social Skills	0.42*	0.58**	0.38*	0.57**
Practical Skills	0.32	0.49*	0.48*	0.53**
Total Score	0.50*	0.61**	0.61**	0.69**

Note. * The correlation is significant at the 0.05 level.

** The correlation is significant at the 0.01 level

Test-retest
reliability

Results – Pearson correlations and Intraclass Correlation Coefficients (ICC)

	Time 1 Mean (SD)	Time 2 Mean (SD)	Pearson <i>r</i>	ICC
DABS Conceptual	63.9 (13.5)	65.7 (13.7)	0.95**	0.95**
DABS Social	70.4 (13.0)	70.8 (13.7)	0.78**	0.78**
DABS Practical	68.2 (13.9)	68.8 (12.9)	0.95**	0.95**
DABS Total Score	62.7 (14.7)	63.5 (14.5)	0.92**	0.92**

OV

Tassé et al. (2017)

n = 30

FV

n = 22

	Time 1 Mean (SD)	Time 2 Mean (SD)	Pearson <i>r</i>	ICC
DABS-F Conceptual	66.2 (10.8)	67.0 (10.4)	0.93**	0.93**
DABS-F Social	81.5 (10.3)	80.6 (11.3)	0.91**	0.91**
DABS-F Practical	74.8 (9.5)	74.4 (8.6)	0.80**	0.81**
DABS-F Total Score	70.8 (8.9)	70.6 (9.7)	0.91**	0.91**

Note. * The correlation is significant at the 0.05 level.

** The correlation is significant at the 0.01 level

Interrespondent
reliability

Results – Pearson correlations and Intraclass Correlation coefficients (ICC)

	Respondent 1 Mean (SD)	Respondent 2 Mean (SD)	Pearson <i>r</i>	ICC
DABS Conceptual	66.4 (13.1)	66.0 (17.0)	0.90**	0.87**
DABS Social	67.8 (11.3)	67.2 (16.2)	0.63**	0.61**
DABS Practical	67.6 (11.2)	69.1 (18.5)	0.69**	0.63**
DABS Total Score	62.3 (12.5)	62.5 (18.7)	0.79**	0.74**

OV

n = 21

Tassé et al. (2017)

FV

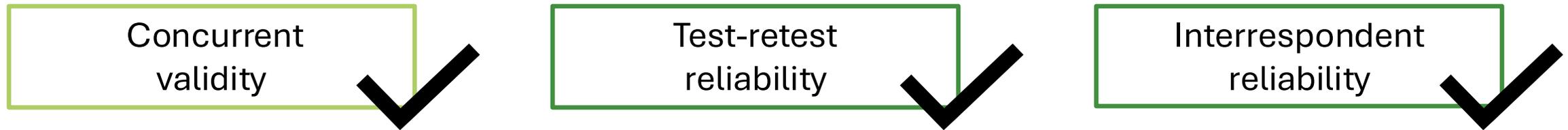
n = 20

	Respondent 1 Mean (SD)	Respondent 2 Mean (SD)	Pearson <i>r</i>	ICC
DABS-F Conceptual	64.8 (9.2)	65.4 (9.4)	0.52*	0.53*
DABS-F Social	80.6 (10.2)	79.4 (13.0)	0.69**	0.68**
DABS-F Practical	74.1 (9.4)	73.2 (9.3)	0.45*	0.46*
DABS-F Total Score	69.6 (7.9)	68.9 (10.7)	0.52*	0.51*

Note. * The correlation is significant at the 0.05 level.

** The correlation is significant at the 0.01 level

Conclusion, implications and future prospects



≈ Tassé et al. (2017)

French translation and adaptation of the DABS

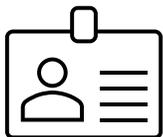
- DABS available for both **clinicians and researchers** (French-speaking)
 - **Ground** : systematic use of standardized assessment of AB
 - **Research** : e.g., cross-cultural differences and similarities

References

Tassé, M. J., Schalock R. L., Thissen, D., Balboni, G., Bersani Jr., H., Borthwick-Duffy, S. A., Spreat, S., Widaman, K. F., & Zhang, D. (2017). *Diagnostic Adaptive Behavior Scale user's manual*. American Association on Intellectual Developmental Disabilities.

* Tassé, M. J., Schalock, R. L., Thissen, D., Balboni, G., Bersani, H. A., Borthwick-Duffy, S. A., Spreat, S., Widaman, K. F., Zhang, D., & Navas, P. (2016). The Development and Standardization of the Diagnostic Adaptive Behavior Scale: The Application of Item Response Theory to the Assessment of Adaptive Behavior. *American Journal on Intellectual and Developmental Disabilities*, 121, 79-94.

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Lorna.vonrotz@unifr.ch

Thank you