

adaptive behavior assessment system scoring

Adaptive Behavior Assessment System Scoring: Understanding the Process and Its Importance

adaptive behavior assessment system scoring plays a crucial role in evaluating an individual's daily living skills, socialization, and communication abilities. Whether you're an educator, psychologist, or caregiver, understanding how this scoring system works can vastly improve the accuracy of assessments and the effectiveness of subsequent interventions. In this article, we'll explore the fundamentals of the Adaptive Behavior Assessment System (ABAS), how scoring is conducted, and why these scores matter in various clinical and educational settings.

What Is the Adaptive Behavior Assessment System?

The Adaptive Behavior Assessment System, commonly known as ABAS, is a standardized tool used to measure adaptive behaviors—skills necessary for personal and social sufficiency. These include practical everyday skills like managing money, communicating effectively, and maintaining personal hygiene. ABAS is widely used in diagnosing intellectual and developmental disabilities, autism spectrum disorders, and other conditions where adaptive functioning assessment is necessary.

Purpose of the ABAS

The primary goal of the ABAS is to provide a comprehensive overview of an individual's strengths and weaknesses in adaptive behavior. This helps professionals create tailored support plans, monitor progress, and make informed decisions about eligibility for services or interventions. The system is designed for individuals ranging from infancy to adulthood, making it versatile across various age groups.

How Adaptive Behavior Assessment System Scoring Works

Understanding adaptive behavior assessment system scoring involves grasping the structure of the ABAS questionnaire and the way responses translate into meaningful scores. The ABAS consists of different forms tailored for specific

age groups and respondents, such as parents, teachers, or the individuals themselves.

Scoring Components

The ABAS measures adaptive behavior across several domains:

- **Conceptual Skills:** Language, reading, writing, money concepts, and self-direction.
- **Social Skills:** Interpersonal skills, social responsibility, and self-esteem.
- **Practical Skills:** Personal care, occupational skills, travel, and safety.

Each domain is composed of multiple skill areas that are rated based on the frequency or quality of the behavior exhibited.

Raw Scores to Standard Scores

Once the questionnaire is completed, raw scores from responses are converted into standard scores through normative data tables. These standard scores allow comparison between the individual's performance and that of a normative sample matched by age. The scores typically have a mean of 100 and a standard deviation of 15, similar to IQ scoring, which helps in understanding how far above or below average a person's adaptive skills are.

Composite Scores and Adaptive Behavior Quotient

Beyond individual domain scores, the ABAS provides composite scores that summarize performance across the conceptual, social, and practical domains. These composite scores are critical for identifying overall adaptive functioning levels. Additionally, the Adaptive Behavior Quotient (ABQ) is derived, offering a single score that reflects the individual's general adaptive behavior.

Interpreting ABAS Scores: What Do They Mean?

Adaptive behavior assessment system scoring offers insights that go beyond

simple numbers. Each score serves as a window into real-life functioning and helps professionals understand where support is most needed.

Score Ranges and Their Implications

Generally, standard scores fall into categories such as:

- **Average (85-115):** Indicates typical adaptive behavior for age.
- **Below Average (70-84):** Suggests mild challenges in adaptive skills.
- **Significantly Below Average (below 70):** Indicates substantial deficits that may warrant clinical attention.

Understanding these ranges aids in diagnosing conditions like intellectual disabilities, where adaptive skills are crucial diagnostic criteria.

Using Scores for Intervention Planning

Scores from the ABAS help professionals pinpoint specific areas where an individual might struggle. For example, if practical skills scores are low, interventions might focus on daily living activities. If social skills scores are below average, social skills training could be prioritized. This targeted approach ensures resources are used efficiently and interventions are more effective.

Tips for Accurate Adaptive Behavior Assessment System Scoring

Accuracy in scoring is paramount to ensure reliable results. Here are a few practical tips for those administering and scoring the ABAS:

Choose the Right Respondent

The accuracy of the ABAS depends heavily on who completes the assessment. Ideally, the respondent should be someone familiar with the individual's daily functioning, such as a parent, teacher, or caregiver. Using multiple respondents and cross-referencing responses can also improve accuracy.

Ensure Understanding of the Questions

Each item in the ABAS requires careful consideration. Misinterpretation can lead to inaccurate scoring. Providing clear instructions or offering assistance during completion can help respondents understand what is being asked.

Consider Cultural and Environmental Factors

Adaptive behaviors can vary widely across different cultures and environments. Assessors should be mindful of these factors and interpret scores within the appropriate context. For example, certain practical skills might not be expected or encouraged in some cultural settings, which could affect scoring.

The Role of Technology in ABAS Scoring

With advancements in digital tools, adaptive behavior assessment system scoring has become more streamlined. Computerized scoring systems reduce human error and increase efficiency.

Automated Scoring Platforms

Many professionals now use software that automatically converts raw scores into standard scores and generates detailed reports. These platforms often include graphical representations, making it easier to visualize strengths and weaknesses.

Benefits of Digital Assessments

Digital assessments can be completed remotely, expanding accessibility. They also allow easy storage and retrieval of assessment data, facilitating longitudinal tracking of adaptive behavior over time.

Why Adaptive Behavior Assessment System Scoring Matters

Beyond diagnostics, ABAS scoring influences educational planning, therapy, and even eligibility for government programs. For children with developmental

delays, accurate scoring can determine access to special education services. In adults, it can guide vocational rehabilitation or independent living supports.

Moreover, adaptive behavior assessments provide a holistic picture that complements intellectual assessments. Someone may have average cognitive abilities but still struggle with daily living skills, and ABAS scoring helps highlight these gaps.

Understanding adaptive behavior assessment system scoring empowers professionals and caregivers to make informed, compassionate decisions that improve individual outcomes. Whether you're involved in clinical diagnosis, education, or caregiving, appreciating the nuances of ABAS scoring is a vital part of supporting adaptive functioning.

As assessment tools continue to evolve, staying informed about scoring methods and interpretation ensures that evaluations remain accurate and meaningful. Adaptive behavior is at the heart of personal independence, and accurately measuring it is the first step toward fostering growth and success.

Frequently Asked Questions

What is the Adaptive Behavior Assessment System (ABAS)?

The Adaptive Behavior Assessment System (ABAS) is a standardized tool used to evaluate an individual's adaptive skills, which are practical, everyday skills needed to function and meet environmental demands.

How is the ABAS scoring system structured?

ABAS scoring involves rating an individual's performance across various adaptive skill domains, such as communication, social skills, and self-care, which are then converted into standard scores, composite scores, and an overall Adaptive Behavior Composite (ABC) score.

What are the main domains assessed in the ABAS scoring?

The ABAS assesses several domains including Communication, Community Use, Functional Academics, Home Living, Health and Safety, Leisure, Self-Care, Self-Direction, Social, and Work.

How are raw scores converted in ABAS scoring?

Raw scores from questionnaire responses are converted into scaled scores

based on normative data, allowing comparison of an individual's adaptive behavior to age-related peers.

What does the Adaptive Behavior Composite (ABC) score represent in ABAS?

The ABC score is a summary score that reflects overall adaptive functioning by combining scores from all skill areas, providing a general measure of an individual's adaptive behavior.

Can ABAS scoring be used for all age groups?

Yes, the ABAS is designed for a wide age range, from birth up to 89 years old, with age-appropriate forms and scoring norms.

How is inter-rater reliability ensured in ABAS scoring?

Inter-rater reliability is maintained by using standardized rating scales and clear scoring guidelines, ensuring consistent scoring across different evaluators.

What role do informants play in ABAS scoring?

Informants, such as parents, teachers, or caregivers, provide ratings based on their observations of the individual's behavior, which are crucial for accurate ABAS scoring.

How can ABAS scores be used in clinical or educational settings?

ABAS scores help professionals identify strengths and weaknesses in adaptive functioning, guide diagnosis, develop intervention plans, and monitor progress over time.

Are there any software tools available for ABAS scoring?

Yes, the ABAS often comes with proprietary software that automates scoring, generates reports, and aids in interpreting the assessment results.

Additional Resources

****Understanding Adaptive Behavior Assessment System Scoring: A Professional Review****

adaptive behavior assessment system scoring is a critical component in evaluating an individual's practical, everyday skills necessary for personal and social sufficiency. Often utilized by psychologists, educators, and clinicians, the Adaptive Behavior Assessment System (ABAS) offers a standardized method to measure adaptive functioning across various domains. The precision and interpretive clarity of ABAS scoring are pivotal in diagnosing developmental disorders, guiding intervention plans, and tracking progress over time.

The Role of Adaptive Behavior Assessment System Scoring in Clinical and Educational Settings

Adaptive behavior refers to the collection of conceptual, social, and practical skills that people have learned to function in their everyday lives. The ABAS, developed by Jerome S. Harrison and Thomas Oakland, systematically captures these behaviors through caregiver, teacher, or self-reports, depending on the age and abilities of the individual assessed. The scoring process converts observed behaviors into quantifiable data, facilitating objective analysis.

Adaptive behavior assessment system scoring is particularly valuable for identifying individuals with intellectual disabilities, autism spectrum disorders, and other developmental delays. By providing norm-referenced scores, ABAS allows professionals to compare an individual's adaptive functioning with age-matched peers, offering insights that inform eligibility for services and tailored support.

How ABAS Scoring Works: Scales, Domains, and Composite Scores

At the core of the ABAS scoring system lies a multi-tiered structure that evaluates adaptive skills across distinct domains, each reflecting different aspects of daily functioning:

Primary Domains Assessed

- **Conceptual Skills:** Encompasses communication, functional academics, and self-direction.
- **Social Skills:** Focuses on social interaction, leisure, and social problem-solving.
- **Practical Skills:** Covers personal care, home living, work, and community

use.

Each domain contains multiple skill areas measured through specific items rated on a frequency or ability scale. Respondents indicate how often the individual performs each behavior or skill, typically on a scale from "never" to "always" or "not able" to "independent."

Once raw scores are collected, the ABAS scoring system employs normative data to transform these into standard scores with a mean of 100 and a standard deviation of 15. This normalization process enables cross-individual comparison and identification of adaptive strengths and weaknesses.

Composite and Adaptive Behavior Scores

The three domain scores aggregate into an overall Adaptive Behavior Composite (ABC) score. The ABC is often the primary score used for diagnostic decisions and intervention planning. Additionally, skill area scores provide granular detail that can highlight specific areas of concern or proficiency.

Advantages and Limitations of ABAS Scoring

The adaptive behavior assessment system scoring methodology offers several advantages:

- **Comprehensive Coverage:** ABAS evaluates a wide range of functional skills, making it applicable across diverse populations and age groups (birth to 89 years).
- **Multi-Informant Flexibility:** Utilizes different forms for parents, teachers, and self-reporting, enhancing the reliability of the assessment.
- **Standardization and Norm Referencing:** Provides objective benchmark scores that improve diagnostic clarity.

However, it is essential to consider some potential limitations:

- **Subjectivity in Reporting:** Since ABAS relies on third-party reports, scoring accuracy can be influenced by respondent bias or lack of observation.
- **Cultural and Socioeconomic Factors:** Norms may not fully capture the

variability in adaptive behaviors across different cultural backgrounds, potentially affecting score interpretation.

- **Limited Direct Observation:** The instrument does not typically include direct assessment, which can sometimes miss nuanced functional abilities or challenges.

Comparison with Other Adaptive Behavior Scales

The ABAS is often compared to other adaptive behavior instruments such as the Vineland Adaptive Behavior Scales (Vineland-3) and the Scales of Independent Behavior-Revised (SIB-R). Each tool has distinct approaches to scoring and assessment focus.

- **Vineland-3:** Also norm-referenced, Vineland combines caregiver interviews and rating scales. Its scoring tends to emphasize socialization and communication, with an emphasis on developmental milestones.
- **SIB-R:** Offers a comprehensive profile including maladaptive behaviors and has a more extensive focus on functional independence.

ABAS scoring is often appreciated for its ease of administration and strong psychometric properties, while Vineland is frequently favored for detailed developmental profiling. The choice between these instruments often hinges on assessment goals and available resources.

Practical Implications of Adaptive Behavior Assessment System Scoring

The impact of ABAS scoring extends beyond clinical diagnosis. In educational settings, scores inform Individualized Education Program (IEP) goals by pinpointing functional deficits requiring support. For example, a low score in practical skills may lead to targeted training in personal care or community use, facilitating greater independence.

In adult populations, ABAS scores assist in planning vocational rehabilitation, residential placement, and social services. The scoring system can track changes over time, providing feedback on intervention effectiveness or the progression of disabilities.

Enhancing Interpretation: Best Practices in ABAS Scoring

To maximize the utility of adaptive behavior assessment system scoring, professionals are encouraged to adopt a holistic approach:

1. **Use Multiple Informants:** Combining parent, teacher, and self-reports can reduce bias and present a fuller picture.
2. **Consider Cultural Contexts:** Interpret scores with sensitivity to cultural norms and environmental factors influencing adaptive behavior.
3. **Integrate with Other Assessments:** Supplement ABAS data with cognitive, academic, and behavioral evaluations for comprehensive understanding.
4. **Regular Reassessment:** Periodic scoring allows monitoring of developmental trajectories and adjustment of interventions.

Emerging Trends in Adaptive Behavior Assessment and Scoring

Technological advancements are influencing how adaptive behavior assessment system scoring is conducted. Digital platforms now facilitate electronic administration and automated scoring, improving accuracy and efficiency. Moreover, the integration of mobile apps and ecological momentary assessment tools promises more real-time data collection, which could reduce reliance on retrospective informant reports.

Research is also exploring the refinement of normative data to better reflect diverse populations, thus enhancing the cultural validity of ABAS scoring. These developments may address some existing limitations and expand the scope of adaptive behavior assessment in clinical and research domains.

Adaptive behavior assessment system scoring remains a cornerstone in understanding and supporting individuals with adaptive challenges. Its structured approach to quantifying everyday functioning continues to evolve, reflecting shifts in clinical practice, technological tools, and societal understanding of disability and independence.

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Thomas Oakland, Patti L. Harrison, 2011-10-10 Adaptive Behavior Assessment System-II summarizes information on adaptive behavior and skills as well as general issues in adaptive behavior assessment with the goal of promoting sound assessment practice during uses, interpretations, and applications of the Adaptive Behavior Assessment System-II. Adaptive behavior and skills refer to personal qualities associated with the ability to meet one's personal needs such as communication, self-care, socialization, etc. and those of others. Data from measures of adaptive behavior have been used most commonly in assessment and intervention services for persons with mental retardation. However, the display of adaptive behaviors and skills is relevant to all persons. The Adaptive Behavior Assessment System-II (ABAS-II) provides a comprehensive, norm-referenced assessment of the adaptive behavior and skills of individuals from birth through age 89. The comprehensive nature of the ABAS-II, ease in administration and scoring, and wide age range have resulted in its widespread use for a large number of assessment purposes. The book provides practical information and thus serves as a valuable resource for those who use the ABAS-II. - Assists in the functional use of the ABAS-II - Provides case studies illustrating use of the ABAS-II in comprehensive assessment and intervention planning - Reviews scholarship on adaptive behaviors and skills - Describes legal, ethical, and other professional standards and guidelines that apply to the use of the ABAS-II and other measures of adaptive behavior - Discusses the use of the ABAS-II with autism, mental retardation; young children and those in elementary and secondary school; as well as incarcerated persons being evaluated for possible mental retardation

adaptive behavior assessment system scoring: Clinical Assessment of Child and Adolescent

Personality and Behavior Paul J. Frick, Christopher T. Barry, Randy W. Kamphaus, 2009-12-12 Psychologists offer an increasing variety of services to the public. Among these services, psychological assessment of personality and behavior continues to be a central activity. One main reason is that other mental health professionals often do not possess a high level of competence in this area. And when dealing with children and adolescents, psychological assessment seems to take on an even greater role. Therefore, it follows that comprehensive graduate-level instruction in assessment should be a high priority for educators of psychologists who will work with these youth. This textbook is organized into three sections, consistent with the authors' approach to teaching. Part I provides students with the psychological knowledge base necessary for modern assessment practice, including historical perspectives, measurement science, child psychopathology, ethical, legal, and cultural issues, and the basics of beginning the assessment process. Part II gives students a broad review of the specific assessment methods used by psychologists, accompanied by specific advice regarding the usage and strengths and weaknesses of each method. In Part III, we help students perform some of the most sophisticated of assessment practices: integrating and communicating assessment results and infusing assessment practice with knowledge of child development and psychopathology to assess some of the most common types of behavioral and emotional disorders in youth. A text focusing on assessment practices must be updated every four to six years to keep pace with advances in test development. For example, several of the major tests reviewed in the text, such as the Behavioral Assessment System for Children and the Child Behavior Checklist, have undergone major revisions since the publication of the last edition making the current content outdated. Further, another major test, the Conners' Rating Scales, is undergoing substantial revisions that should be completed before publication of the next edition. Finally, the evidence for the validity of the tests and the recommendations for their appropriate use evolve as research accumulates and requires frequent updating to remain current. For example, there was a special issue of the Journal of Clinical Child and Adolescent Psychology published focusing on

evidenced-based assessment of the major forms of childhood psychopathology that will need to be integrated into the chapters in Part 3. This latter point reflects an important trend in the field that should influence the marketing of the book. That is, there are several initiatives being started in all of the major areas of applied psychology (e.g., school, clinical, and counseling) to promote evidenced-based assessment practices. These initiatives have all emphasized the need to enhance the training of graduate students in this approach to assessment. This has been the orientation of this textbook from its first edition: that is, *Clinical Assessment of Child and Adolescent Personality and Behavior* has focused on using research to guide all recommendations for practice. The ability of the textbook to meet this training need should be an important focus of marketing the book to training programs across all areas of applied psychology.

adaptive behavior assessment system scoring: *Current Management in Child Neurology* Bernard L. Maria, 2009 One in ten children seen in primary care practice and 25% of hospitalized children appear with a neurologic complaint. The fourth edition of *Current Management in Child Neurology* provides succinct reviews in the form of superb how-to chapters on the most common neurological complaints and pathologic conditions seen in pediatric practice. This volume provides clinicians with a state-of-the-art toolbox for diagnosis and treatment of the most commonly presented neurologic disorders and dysfunctions in children, including headache, seizures and epilepsy, neurobehavioral disorders, school readiness, developmental delay, trauma, meningitis and encephalitis, injury to the preterm and term brains, and status epilepticus. Chapters new to the 4th edition include information on a range of other conditions such as microcephaly, neurodegenerative disorders, chromosomal disorders, epilepsy in adolescence, epileptic encephalopathy, pediatric neurotransmitter disorders, and tropical child neurology as well as current approaches to neonatal or infantile facial dysmorphism and congenital muscular dystrophies. The 4th edition of *Current Management in Child Neurology* has 111 chapters organized into three sections: Clinical Practice Trends, The Office Visit, and The Hospitalized Child. Each of the sections contains carefully selected readings and Web resources for practitioners and patients who seek relevant information on topics addressed in the book's chapters. Since the third edition, online resources have increased exponentially, and *Current Management in Child Neurology* directs its readers to the most high-quality information available.

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Assessment of Neurodevelopmental Disorders Celine A. Saulnier, Cheryl Klaiman, 2018-05-01 A practical guide to adaptive behaviors across a range of neurodevelopmental disorders Adaptive behavior assessment measures independent living skills, including communication, social skills, personal care, and practical work skills. For individuals with intellectual disabilities, evaluation of these skills is a critical tool for measuring eligibility and can identify specific skills that must be learned before effective educational interventions can be implemented. Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders describes the role of adaptive behavior in assessment and treatment, and provides clear guidance for measurement. Case samples provide real-world illustration of behaviors and assessment, and systematic comparison of various measures are presented and explained to better inform planning. Individual chapters outline specific adaptive behaviors across a range of neurodevelopmental disorders, giving clinicians, practitioners, students, and researchers a better understanding of diagnostic differentials and how to place independent skill programming in treatment and intervention. Plan intervention and treatment based on accessible measurement guidelines across a range of disorders Gain a deeper understanding of adaptive functioning specific to ADHD, autism spectrum disorders, disruptive behavior disorders, and genetic disorders Compare and contrast current measures to evaluate their strengths, weaknesses, and areas of overlap Quickly locate essential information with Rapid Reference and Caution boxes For individuals with neurodevelopmental disorders, adaptive behaviors are the keys to independence; without them, these individuals will perpetually struggle with achieving optimum independence without the basic skills needed to function at home, in school, and in the community. Assessment allows these skills to be factored in to treatment and intervention planning, and can help improve the outcomes of other intervention methods. Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders clarifies the assessment of these important behaviors, helping clinicians make more informed decisions around diagnosis, education, and treatment planning.

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reverse, further complicate the discussion. The first in-depth treatment of the theory, definition, and evaluation of this core concept, *Assessing Impairment: From Theory to Practice* cuts through the confusion and cross-talk. Leading scholars and clinicians offer a robust evidence base for a much-needed reconceptualization of impairment within the context of diagnosis and disability, arguing for a wide-ranging quality-of-life perspective. This contextual approach to assessment goes beyond mere symptom counting, resulting in more accurate diagnosis, targeted interventions, and improved patient functioning. Within this concise but comprehensive volume, coverage focuses on key areas including: Current conceptualizations from the DSM-IV and other medical models. Methodologies for measuring symptom severity and impairment. Social/behavioral issues, such as resilience, adaptive behaviors, and family environment. Developmental issues across the life span. Legal and ethical questions and civil rights issues. Impairment and disability as they relate to trauma. The interdisciplinary model proposed in *Assessing Impairment* gives clinicians vital tools for working with the unique limitations and strengths of every patient. Child, school, and educational psychologists will find it particularly useful, given the critical importance of early detection and the complexity of young people's lives.

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access code included with each book allows access to downloadable, easy-to-customize score tables, graphs, and forms. This essential guide Facilitates the use and interpretation of the WJ IV Tests of Cognitive Abilities, Tests of Oral Language, and Tests of Achievement Explains scores and various interpretive features Offers a variety of types of diagnostic reports Provides a wide variety of educational recommendations and evidence-based strategies

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Developmental and Adapted Physical Activity Assessment. Now in its second edition, this is the one of the only textbooks that focuses solely on assessment, providing valuable and in-depth clarity, guidance, and understanding in the principles and practical applications of assessment. Thorough Examination of the Assessment Process Developmental and Adapted Physical Activity Assessment details the assessment process, explains how to use assessment data when making programming decisions, and reviews specific assessment tools for adapted physical educators and physical therapists. It describes assessment concepts and procedures and provides the information teachers need to accurately assess their students with disabilities. Written by four of the most experienced and trusted specialists in adapted physical activity, Developmental and Adapted Physical Activity Assessment • walks you systematically through the assessment cycle from beginning to end, providing accountability for all involved; • helps you assess the whole student—including social, affective, physical, and cognitive domains—to spur development to its fullest potential; • compares and contrasts existing assessment tools; • offers in-depth case studies in each chapter to reinforce and enhance understanding of real-world challenges; and • includes appendixes with sample write-ups of different assessments. The case studies present assessment problems that focus on real-life situations that teachers encounter daily. These case studies will help teachers learn how to identify which test to use and why. In addition, each chapter supplies key terms, key concepts, and review questions. New to This Edition The authors have updated all the chapters to reflect the latest research, regulations, and standards—all information in the text adheres to the newest National Standards for K-12 Physical Education. The updates also emphasize the decisions made in the assessment process and articulate the rationale behind educational decisions. Updated reviews of specific assessment tools emphasize key points where needed and reflect new information based on the most recent versions of the tests. In addition, Developmental and Adapted Physical Activity Assessment offers the following: • A new chapter on assessing sensory function and cognition • New information about concussions (one of the most common issues that physical educators encounter) and how to assess them • A new web resource featuring digital versions of the assessment forms in the book and links to assessment tools, with suggestions for their use • A new glossary to help with the understanding and study of terms Guide to Multiple Assessments This text will guide teachers in developing written recommendations regarding placement and instructional programming for • motor development and motor skill performance, • physical fitness, • sensory function and cognition, • posture and gait, and • behavior and social competencies. Developmental and Adapted Physical Activity Assessment helps teachers know what tests to use on what people, how to administer the tests, how to interpret the results, and how to plan appropriately for their students.

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