

## The VB-MAPP: Conducting the Assessment and Identifying Intervention Priorities

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## The Importance of Assessment

- Assessment (analysis) drives the intervention
- An initial assessment provides a baseline (operant skill level)
- On-going assessment provides tracking and outcome data
- On-going assessment can guide program adjustments
- The failure to conduct an adequate assessment can result in an **inappropriate and ineffective curriculum** for a child, as well as a waste of valuable teaching time and resources

## What Should be Assessed for Children with Autism?

- It is essential to identify a child's existing verbal, nonverbal, and social skills (e.g., mands, echoics, listener skills, peer initiation)
- It is also essential to identify the language, social, behavioral, and learning barriers that are preventing or slowing down skill acquisition
- Most common language assessment tools for children with autism fail to provide this necessary information (Esch, LaLonde, & Esch, 2010)
- For example, 28 out of 30 assessments fail to assess a child's mand repertoire (Esch et al, 2010), and none provide an assessment of possible barriers

## The Value of a Criterion-Referenced Assessment

- Norm-referenced vs. criterion-referenced
- A norm-referenced tests ranks and sorts students using percentile measures relative to a large sample of peers (e.g., IQ tests, SAT, PPVT, "Bell curve")
- A criterion-referenced test provides a measure of a student's mastery of a pre-determined group of skills (e.g., math skills)
- A criterion-referenced test provides specific information as to what a student (or professional) can or cannot do in a certain domain (e.g., manding, national board medical exam, BACB exam)
- A criterion-referenced assessment provides the operant level (baseline) of a domain of skills **for an individual learner**, and can directly point to intervention needs and priorities

## A Behavioral Approach to Assessment for Children with Autism

- Basic behavioral concepts and principles allow professionals to identify and quantify learning, as well as barriers (e.g., motivation, reinforcement, stimulus control, generalization)
- A behavioral analysis of typical human development provides a frame of reference for an assessment (e.g., Bijou & Baer, 1965; Schlinger, 1996; Novak & Pelaez, 2003; Skinner, 1957)
- Skinner's (1957) analysis of verbal behavior provides a behavioral framework of language and social behavior that can be used to guide an intervention program (Sundberg & Michael, 2001)

## The Value of Skinner's Analysis of Language

- Expands and clearly delineates the traditional categories of expressive and receptive language
- "Expressive language" is expanded across the verbal operants
  - echoic (motor imitation, copying-a-text)
  - mand
  - tact
  - intraverbal
  - textual
  - transcriptive
- "Receptive language" is expanded to four distinct repertoires
  - listener discriminations (receptive language)
  - audience participation
  - mediator of reinforcement
  - emotional responder

## Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP

- There are five components of the VB-MAPP
- The **VB-MAPP: Milestones Assessment** measures 16 domains with 170 language, learning, and social milestones, across 3 developmental levels (0-18 months, 18-30 months, 30-48 months)
- The **VB MAPP: Barriers Assessment** examines 24 common learning and language barriers often faced by children with autism
- The **VB MAPP: Transition Assessment** is a summary assessment of 18 domains and can serve as a guide for planning a child's educational needs

## Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP

- The **VB-MAPP: Supporting Skills and Task Analysis** provides a checklist of hundreds of additional skills that may not warrant milestone status, but support the development of each of the domains (e.g., mands for attention, tacts of auditory stimuli)
- In addition, this section contains a task analysis of the 170 milestones, which is valuable for those progressing at a slower rate
- The **VB-MAPP: Placement and IEP Goals** provides recommendations for program development based on the child's VB-MAPP profile, and his specific scores on the 170 milestones and the 24 Barriers
- Also contains a bank of over 200 IEP objectives directly linked to the milestones and barriers assessments



### VB-MAPP Milestones Master Scoring Form

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Age at scoring: 1 2 3 4

Item	Score	Date	Color	Tutor
111 item				
120 item				
126 item				
416 item				

#### LEVEL 3

Item	111	120	126	416	111	120	126	416	111	120	126	416
15												
14												
13												
12												
11												

Level 3 measures 13 domains with 65 milestones

#### LEVEL 2

Item	111	120	126	416	111	120	126	416	111	120	126	416
10												
9												
8												
7												
6												

Level 2 measures 12 domains with 60 milestones

#### LEVEL 1

Item	111	120	126	416	111	120	126	416
5								
4								
3								
2								
1								

Level 1 measures 9 domains with 45 milestones

First 6 domains appear in all three levels

VB-MAPP Milestones Master Scoring Form Copyright © 2008 Mark L. Swearing

### VB-MAPP Milestones Master Scoring Form

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Age at scoring: 1 2 3 4

Item	Score	Date	Color	Tutor
111 item				
120 item				
126 item				
416 item				

#### LEVEL 3

Item	111	120	126	416	111	120	126	416	111	120	126	416
15												
14												
13												
12												
11												

Reading, writing, and math are added in level 3

#### LEVEL 2

Item	111	120	126	416	111	120	126	416	111	120	126	416
10												
9												
8												
7												
6												

LRFFC, IV, group, and linguistic measures are added in levels 2 and 3

#### LEVEL 1

Item	111	120	126	416	111	120	126	416
5								
4								
3								
2								
1								

Motor imitation and echoic appear only in levels 1 and 2

Vocal play (babbling) is dropped in levels 2 and 3

VB-MAPP Milestones Master Scoring Form

### VB-MAPP Milestones Master Scoring Form

Child's name: Sophie A.		Age: 3 yrs.	Score: 7/23/14	Color: MS	Tester: MS
Date of birth: 7/1/11	Age at scoring: 3 yrs.				

Enter the child's personal information

Enter date

Enter color

Enter tester(s)

#### LEVEL 3

Mand	Yes	Unknown	No	Waiting	LDRC	F	Reqs	Notes
15								
14								
13								
12								
11								

#### LEVEL 2

Mand	Yes	Unknown	VPWC	Play	Score	Inclusion	Exclusion	LDRC	F	Reqs	Language
10											
9											
8											
7											
6											

#### LEVEL 1

Mand	Yes	Unknown	VPWC	Play	Score	Inclusion	Exclusion	Reqs
5								
4								
3								
2								
1								

How to score the cells:  
Mand Level 1

4 VB-MAPP - Milestones Master Scoring Form Copyright © 2008 Mark L. Swoback

## Milestones Assessment: LEVEL 1 (0-18 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

**MAND**

**Does the child use words, signs, or pictures to ask for desired items or activities?**

IST	2ND	3RD	4TH
1			

**TOTAL SCORE:**

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Emits 2 physical prompts (e.g., pointing, reaching, or other prompts, but no echoic, imitative, or other prompts) (E)

2. Emits 5 mands (e.g., *What do you want?*) — the desired item can be present (e.g., *apple*) (E)

3. Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcer (e.g., mands bubbles from mom and dad, inside and outside, a red bottle and a blue bottle) (E)

4. Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present (TO: 60 min.)

5. Emits 10 different mands without prompts (except, *What do you want?*) — the desired item can be present (e.g., *apple, swing, car, juice*) (E)

Comments/notes:

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Enter a score of 1, ½, or 0, based on the scoring criteria in the VB-MAPP Guide

5 Milestones for each Domain, at each level

## Milestones Assessment: LEVEL I (0-18 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

Designed for 4 testing periods, but more can be added

4 ways to obtain the relevant data

ASSESSMENT			
1ST	2ND	3RD	4TH
4	1/2		

TOTAL SCORE:

MAND

**Does the child use words, signs, or pictures to ask for desired items or activities?**

1ST	2ND	3RD	4TH	
1				1. Emits 2 words, signs, or PECS, but may use other prompts (e.g., <i>cracker, book</i> ) (E)
1				2. Emits 4 different mands without prompts (except, <i>What do you want?</i> ) — the desired item can be present (e.g., <i>music, slinky, ball</i> ) (T)
1				3. Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcer (e.g., mands <i>bubbles</i> from mom and dad, inside and outside, a red bottle and a blue bottle) (E)
1				4. Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present (TO: 60 min.)
1/2				5. Emits 10 different mands without prompts (except, <i>What do you want?</i> ) — the desired item can be present (e.g., <i>apple, swing, car, juice</i> ) (E)

Enter the total score here

Comments/notes:

Add any relevant information such as specific words, or oddities such as all 10 mands are for different toy dinosaurs

The scoring instructions and criteria are contained in the VB-MAPP Guide

**MAND 2-M** Emits 4 different mands without prompts (except, *What do you want?*) the desired item can be present (e.g., *music, Slinky, ball*). (E)

**Objective:** To determine if a child mands without echoic prompts, and for a child using signs or selecting icons, mands without imitative or pointing prompts, respectively.

**Materials:** Gather items or plan actions that function as reinforcement for the child.

**Example:** A child emits “*music*” when he is on a swing and wants to be pushed, and he emits “*car*” when he sees a toy car or imitative prompt.

5 items for each milestone

**1 point score:** Give the child 1 point if he mands for 4 different reinforcers without the adult saying the target word (echoic prompt), giving an imitative or pointing prompt, or for a child using signs, speaking the word (intraverbal prompt). The desired item or activity can be present, as well as the verbal prompt, “*What do you want?*” (or something similar).

**½ point score:** Give the child ½ point if he emits 3 of these types of mands.



### VB-MAPP Master Scoring Form

Child's name: William				Key	Score	Date	Color	Tester
Date of birth: 4/2/11				1st test:	1	7/23/14	Yellow	MS
Age at testing: 11				2nd test:				
Age at testing: 12				3rd test:				
Age at testing: 13				4th test:				

Enter the total score here

LEVEL 3

Word	Text	Listener	VPNTS	Play	Social	Reading	Writing	LVPC	IV	Group	Ling	Math
15												
14												
13												
12												
11												

LEVEL 2

Word	Text	Listener	VPNTS	Play	Social	Receptive	Express	LVPC	IV	Group	Ling
10											
9											
8											
7											
6											

LEVEL 1

Word	Text	Listener	VPNTS	Play	Social	Initiation	Ethics	Vocal
5								
4								
3								
2								
1								

Fill in the corresponding cells with the scores obtained

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### VB-MAPP Master Scoring Form

Child's name: William				Key	Score	Date	Color	Tester
Date of birth: 4/2/11				1st test:	1	7/23/14	Yellow	MS
Age at testing: 11				2nd test:				
Age at testing: 12				3rd test:				
Age at testing: 13				4th test:				

Skills can be tested one at a time, or all together

Multiple assessors can participate

Repeat the trial if necessary

There is no time limit

Reinforce correct responses

LEVEL 3

Word	Text	Listener	VPNTS	Play	Social	Reading	Writing	LVPC	IV	Group	Ling	Math
15												
14												
13												
12												
11												

LEVEL 2

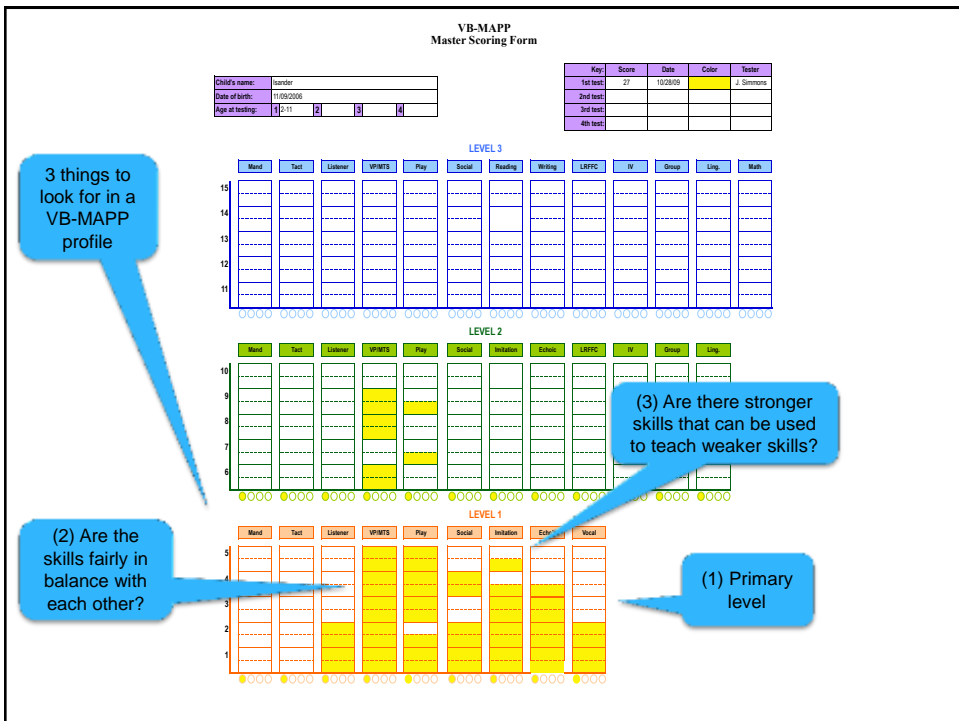
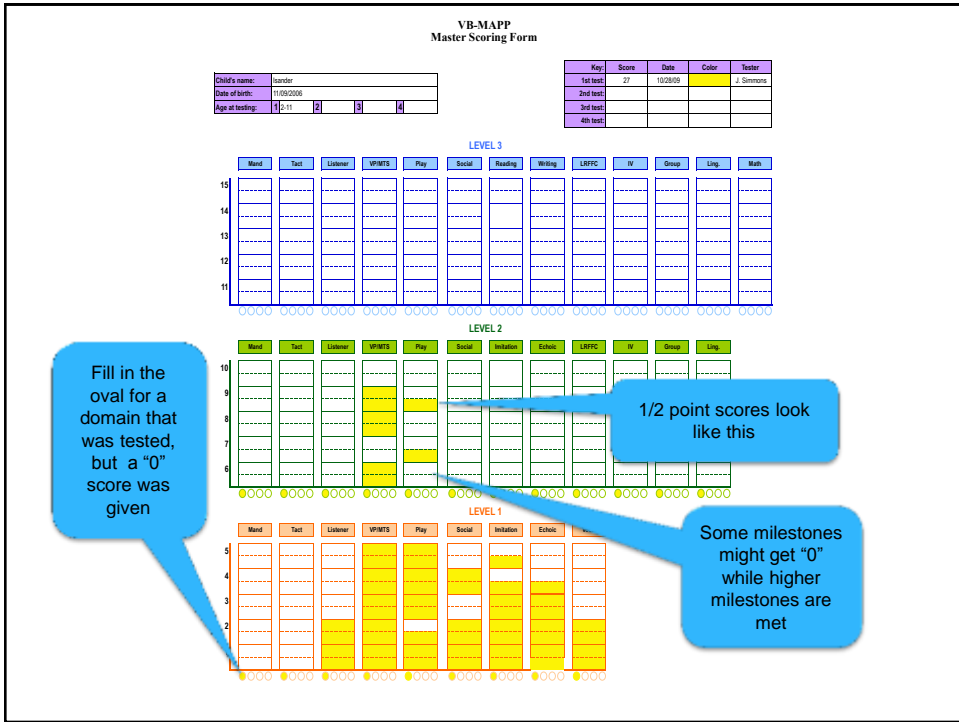
Word	Text	Listener	VPNTS	Play	Social	Receptive	Express	LVPC	IV	Group	Ling
10											
9											
8											
7											
6											

LEVEL 1

Word	Text	Listener	VPNTS	Play	Social	Initiation	Ethics	Vocal
5								
4								
3								
2								
1								

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### Early Echoic Skills Assessment (EESA)

Barbara E. Esch, Ph.D., BCBA, CCC-SLP

**There are 5 levels and 100 possible points**

**The sounds are developmentally sequenced**

**The first three levels differ by the number of syllables**

**The last two involve prosody and other measures**

**Scoring Groups 1-3:** For each item, score the best response of up to 3 trials  
 X = correct sounds and correct number of syllables (1 point)  
 / = recognizable response, but incorrect or missing consonants or extra syllables (1/2 point)  
 Blank = no response, incorrect vowels, or missing syllables (0 points)

**Group 1: Simple and reduplicated syllables**  
 Targets: vowels, diphthongs, consonants p, b, m, n, h, w

<input type="checkbox"/> ah	<input type="checkbox"/> bye bye	<input type="checkbox"/> one	<input type="checkbox"/> moo	<input type="checkbox"/> we
<input type="checkbox"/> wow	<input type="checkbox"/> hop	<input type="checkbox"/> my	<input type="checkbox"/> up	<input type="checkbox"/> boy
<input type="checkbox"/> bee	<input type="checkbox"/> mama	<input type="checkbox"/> boo	<input type="checkbox"/> may	<input type="checkbox"/> wa wa
<input type="checkbox"/> knee	<input type="checkbox"/> papa	<input type="checkbox"/> no no	<input type="checkbox"/> pop	<input type="checkbox"/> toy
<input type="checkbox"/> oo	<input type="checkbox"/> me	<input type="checkbox"/> oh	<input type="checkbox"/> too	<input type="checkbox"/> baa

**Group 2: 2-syllable combinations**  
 Targets: Add consonants k, g, t, d, f, y, ng

<input type="checkbox"/> baby	<input type="checkbox"/> window	<input type="checkbox"/> open	<input type="checkbox"/> taco	<input type="checkbox"/> icky
<input type="checkbox"/> go eat	<input type="checkbox"/> funny	<input type="checkbox"/> oh boy	<input type="checkbox"/> foo-ey	<input type="checkbox"/> too hot
<input type="checkbox"/> nighttime	<input type="checkbox"/> meow	<input type="checkbox"/> yum-m-o	<input type="checkbox"/> hankie	<input type="checkbox"/> monkey
<input type="checkbox"/> bunny	<input type="checkbox"/> kitty	<input type="checkbox"/> potty	<input type="checkbox"/> too bad	<input type="checkbox"/> uh-oh
<input type="checkbox"/> my foot	<input type="checkbox"/> bow wow	<input type="checkbox"/> pay day	<input type="checkbox"/> cookie	<input type="checkbox"/> diddy
<input type="checkbox"/> yucky	<input type="checkbox"/> mommy	<input type="checkbox"/> pokay	<input type="checkbox"/> puppy	<input type="checkbox"/> hot dog

**Group 3: 3-syllable combinations**

<input type="checkbox"/> rubber toy	<input type="checkbox"/> potato	<input type="checkbox"/> do high five	<input type="checkbox"/> any pan	<input type="checkbox"/> how many
<input type="checkbox"/> banana	<input type="checkbox"/> go bye-bye	<input type="checkbox"/> oh how-ry	<input type="checkbox"/> weak a bee	<input type="checkbox"/> pony time
<input type="checkbox"/> fee fi foe	<input type="checkbox"/> fat dragg	<input type="checkbox"/> binky bee	<input type="checkbox"/> eddy bear	<input type="checkbox"/> giddy-up
<input type="checkbox"/> yummy food	<input type="checkbox"/> goofy goat	<input type="checkbox"/> one cookie	<input type="checkbox"/> ditty bone	<input type="checkbox"/> west meate
<input type="checkbox"/> daddy up	<input type="checkbox"/> hey me too	<input type="checkbox"/> open up	<input type="checkbox"/> funny king	<input type="checkbox"/> teespee boat
<input type="checkbox"/> in a boat	<input type="checkbox"/> my big toe	<input type="checkbox"/> peanut hat	<input type="checkbox"/> a hiccup	<input type="checkbox"/> puppet game

**Group 4: Prosody: spoken phrases** (Model: Emphasize syllables in **bold italics**)  
 X = emphasis on correct syllables (1 point)  
 / = emphasis on non-target syllables (1/2 point)  
 Blank = no response (0 points)

<input type="checkbox"/> no <b>WAY</b>	<input type="checkbox"/> <b>ONE</b> bunny	<input type="checkbox"/> in a <b>MIN</b> -ute	<input type="checkbox"/> <b>TAKE</b> it	<input type="checkbox"/> my <b>MOM</b> -my
<input type="checkbox"/> oo- <b>BOO</b>	<input type="checkbox"/> <b>UH</b> -oh	<input type="checkbox"/> <b>MY</b> mommy	<input type="checkbox"/> bow- <b>WOW</b>	<input type="checkbox"/> <b>BUG</b> -a-boo

**Group 5: Prosody: other contexts**  
 X = response correct or nearly so (1 point)  
 / = response does not clearly match model (1/2 point)  
 Blank = no response (0 points)

**Pitch**  
 Echoes pitch variations in 1-2 lines of a familiar song  Echoes continuous warble (fire truck 00-oo-00-oo-00)

**Loudness**  
 Echoes whispering  Echoes quiet/loud voice (bye-bye vs. **BYE-BYE**)

**Duration**  
 Sustain oh for 3 seconds, echolally

24 The VB-MAPP Early Echoic Skills Assessment (EESA) Copyright © 2008 Barbara E. Esch

### Early Echoic Skills Assessment (EESA)

Barbara E. Esch, Ph.D., BCBA, CCC-SLP

**Score the response as X, /, or blank**

**Enter the scores here**

**Enter the total score here**

**Scoring Groups 1-3:** For each item, score the best response of up to 3 trials  
 X = correct sounds and correct number of syllables (1 point)  
 / = recognizable response, but incorrect or missing consonants or extra syllables (1/2 point)  
 Blank = no response, incorrect vowels, or missing syllables (0 points)

**Group 1: Simple and reduplicated syllables**  
 Targets: vowels, diphthongs, consonants p, b, m, n, h, w

<input checked="" type="checkbox"/> ah	<input type="checkbox"/> bye bye	<input type="checkbox"/> one	<input type="checkbox"/> moo	<input type="checkbox"/> we
<input type="checkbox"/> wow	<input type="checkbox"/> hop	<input type="checkbox"/> my	<input type="checkbox"/> up	<input type="checkbox"/> boy
<input type="checkbox"/> bee	<input type="checkbox"/> mama	<input type="checkbox"/> boo	<input type="checkbox"/> may	<input type="checkbox"/> wa wa
<input type="checkbox"/> knee	<input type="checkbox"/> papa	<input type="checkbox"/> no no	<input type="checkbox"/> pop	<input type="checkbox"/> toy
<input type="checkbox"/> oo	<input type="checkbox"/> me	<input type="checkbox"/> oh	<input type="checkbox"/> too	<input type="checkbox"/> baa

**Group 2: 2-syllable combinations**  
 Targets: Add consonants k, g, t, d, f, y, ng

<input type="checkbox"/> baby	<input type="checkbox"/> window	<input type="checkbox"/> open	<input type="checkbox"/> taco	<input type="checkbox"/> icky
<input type="checkbox"/> go eat	<input type="checkbox"/> funny	<input type="checkbox"/> oh boy	<input type="checkbox"/> foo-ey	<input type="checkbox"/> too hot
<input type="checkbox"/> nighttime	<input type="checkbox"/> meow	<input type="checkbox"/> yum-m-o	<input type="checkbox"/> hankie	<input type="checkbox"/> monkey
<input type="checkbox"/> bunny	<input type="checkbox"/> kitty	<input type="checkbox"/> potty	<input type="checkbox"/> too bad	<input type="checkbox"/> uh-oh
<input type="checkbox"/> my foot	<input type="checkbox"/> bow wow	<input type="checkbox"/> pay day	<input type="checkbox"/> cookie	<input type="checkbox"/> diddy
<input type="checkbox"/> yucky	<input type="checkbox"/> mommy	<input type="checkbox"/> pokay	<input type="checkbox"/> puppy	<input type="checkbox"/> hot dog

24 The VB-MAPP Early Echoic Skills Assessment (EESA) Copyright © 2008 Barbara E. Esch

**ECHOIC** (Use the EESA Subtest on page 24)

**ASSESSMENT**  
 1 1/2 2000-2009-01/12

**TOTAL SCORE:** 1/2

Does the child immediately repeat (echo) vowel and consonant phonemes, singly and in combinations?

1. Scores at least 2 on the EESA subtest (T)  
 1/2

2. Scores at least 5 on the EESA subtest (T)  
 0

3. Scores at least 10 on the EESA subtest (T)  
 0

4. Scores at least 15 on the EESA subtest (T)  
 0

5. Scores at least 25 on the EESA subtest (at least 20 from group I) (T)  
 0

Raw Score: 1 1/2

Comments/notes:

VB-MAPP Milestones Assessment, Level I 9

Convert the scores on the corresponding milestone form

The specific instructions are in the VB-MAPP Guide

Enter the total score here

Enter the raw score here, as well as any comments

**VB-MAPP Master Scoring Form**

Child's name: William

Date of Birth: 4/12/11

Age at testing: 1 2 3 4

Age	Score	Date	Color	Tester
1st test:		7/23/14	Yellow	MS
2nd test:				
3rd test:				
4th test:				

**LEVEL 3**

	Word	Text	Labeler	VF/VTS	Play	Social	Reading	Writing	LVFPC	TV	Group	Ling.	Math
15													
14													
13													
12													
11													

**LEVEL 2**

	Word	Text	Labeler	VF/VTS	Play	Social	Initiation	Etchic	LVFPC	TV	Group	Ling.
10												
9												
8												
7												
6												

**LEVEL 1**

	Word	Text	Labeler	VF/VTS	Play	Social	Initiation	Etchic	Vocal
5									
4									
3									
2									
1									

Fill in the cell

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## The VB-MAPP Barriers Assessment

- It is important to find out what a child can do (The VB-MAPP Milestones Assessment), but also important to be aware of the problems and challenges he or she faces
- The VB-MAPP Barriers Assessment is designed to identify and score 24 different learning and language acquisition barriers
- Many of these barriers are identified in the DSM-5 (inflexible routines, repetitive behaviors, deficits in social communication, sensory defensiveness, fixated interests)
- Once a specific barrier has been identified, a more detailed descriptive and/or functional analysis of that problem is required
- An **individualized functional or descriptive analysis** will be necessary to determine the nature of the problem, and what intervention program might be appropriate for the child

## The VB-MAPP Barriers Assessment

- There are several different types of barriers that can affect learning and language development
- Strong and persistent **negative behaviors** that impede teaching and learning (e.g., non-compliance, tantrums, aggression, SIB)
- **Verbal operants** or related skills that are absent, weak, or in some way impaired (e.g., echolalia, rote intraverbals, “mands” that are really tacts)
- **Social behavior** and the speaker-listener dyad can also become impaired for a variety of reasons (e.g., limited motivation for social interaction, impaired mands, impaired listener skills)

## The VB-MAPP Barriers Assessment

- **Fundamental barriers to learning** that must be analyzed and ameliorated (e.g., the failure to generalize, weak motivators, prompt dependency)
- **Specific behaviors** that can compete with teaching (e.g., self-stimulation, hyperactive behavior, or sensory defensiveness)
- Problems related to **physical, medical, or biological barriers** that must be accounted for in some way (e.g., articulation or motor imitation errors may be due to physical limitations, matching errors may be due to visual limitations, listener errors may be related to hearing problems, poor performance may be due to illness, sleep deprivation, severe allergies, medication changes, pain, etc.)

## The VB-MAPP Barriers Assessment

- 24 Common Learning and Language Acquisition Barriers
  - Behavior problems
  - Instructional control (escape/avoidance)
  - Impaired mand
  - Impaired tact
  - Impaired motor imitation
  - Impaired echoic (e.g., echolalia)
  - Impaired matching-to-sample
  - Impaired listener repertoires (e.g., LD, LRFFC)

## The VB-MAPP Barriers Assessment

- Common Learning and Language Acquisition Barriers
  - Impaired intraverbal
  - Impaired social skills
  - Prompt dependency, long latencies
  - Scrolling responses
  - Impaired scanning skills
  - Failure to make conditional discriminations (C<sup>D</sup>s)
  - Failure to generalize
  - Weak or atypical MOs

## The VB-MAPP Barriers Assessment

- Common Learning and Language Acquisition Barriers
  - Response requirements weakens the MO
  - Reinforcer dependent
  - Self-stimulation
  - Articulation problems
  - Obsessive-compulsive behavior
  - Hyperactivity
  - Failure to make eye contact
  - Sensory defensiveness

### VB-MAPP Barriers Scoring Form

**Enter the child's personal and other information here**

Child's name: Sophie A.

Date of birth: 7/1/11

Age at testing:  3 yrs  2  3  4

Key:	Score	Date	Color	Tester
1st test:		7/23/14		MS
2nd test:				
3rd test:				
4th test:				

**Enter a score using a 1-4 likert scale**

**Leave the barrier blank for a score of "0" (no barrier)**

	Behavior Problems	Instructional Control	Impaired Mand	Impaired Tact	Impaired Imitation	Impaired Echoic
4						
3						
2						
1						
4						
3						
2						
1						
4						
3						
2						
1						
4						
3						
2						
1						
4						
3						
2						
1						
4						
3						
2						
1						

### VB-MAPP Barriers Assessment

0 = No problem; 1 = Occasional problem; 2 = Moderate problem; 3 = Persistent problem; 4 = Severe problem

**1. Negative Behaviors** SCORE:

0. Does not demonstrate any significant negative behaviors

1. Engages in some minor negative behaviors weekly, but recovery is quick

2. Emits a variety of minor negative behaviors daily (e.g., crying, verbal refusal, falling to the floor)

3. Emits more severe negative behavior daily (e.g., tantrums, throwing things, property destruction)

4. Often emits severe negative behavior that is a danger to himself or others (e.g., aggression, self-injury)

**2. Instructional Control (Escape and Avoidance of Instructional Demands)** SCORE:

0. Typically cooperative with adult instructions and demands

1. Some demands will evoke minor noncompliant behaviors but recovery is quick

2. Emits noncompliant behavior a few times a day, with minor tantrums, or other minor behaviors

3. Emits noncompliant behavior several times a day, with longer tantrums and more severe behaviors

4. Noncompliant behavior dominates the child's day, negative behaviors can be severe and dangerous

**3. Absent, Weak, or Impaired Mand Repertoire** SCORE:

0. The mand repertoire is growing consistently and is in proportion with the other Milestones

1. Mands occur, echos are strong, but the tact and listener skills (LDs) Milestone scores are higher than the mand

2. Mands are limited to a small set of consumable reinforcers, despite strong tacts, LDs, and echic skills

3. Mands are very limited, are prompt bound, rote, scrolling occurs, responses do not match the motivating operations (MOs), negative behaviors function as mands, excessive or inappropriate mands occur

4. No effective mands, associated negative behaviors, same problems in #3 above may occur

**4. Absent, Weak, or Impaired Tact Repertoire** SCORE:

0. The tact repertoire is growing consistently and is in proportion with the other Milestones

1. Tacts occur, echos are strong, but listener skills (LDs) markedly outnumber tacts

2. Tact errors occur, strong echic and LDs, tacts are prompt bound or scrolled, maintenance required

3. Many tact errors occur, echic and LDs are strong, stuck at nouns and verbs, rote tacts, single word tacts despite multiple-word LDs, no spontaneity, fails to generalize

4. Minimal tact skills despite strong echic and LDs, many failed attempts at teaching tacts

**5. Absent, Weak, or Impaired Motor Imitation** SCORE:

0. The motor imitation repertoire is growing consistently and is in proportion with the other Milestones

1. Motor imitation occurs, but the scores are lower than those on the other Milestone skills

2. Imitation doesn't easily generalize, is inappropriate, or there is a dependence on imitative prompts

3. Imitation is prompt bound physically or verbally, weak MOs to imitate, has abilities in other areas

4. Has no imitation skills, or does have imitation skills but they never occur in any functional way

**General criteria for scoring each of the 24 Barriers can be found on pages 25-29 in the Protocol**

**More detailed instructions can be found in the VB-MAPP Guide, Chapter 6**

**Enter the score here**

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### VB-MAPP Barriers Scoring Form

Child's name: Sophie A.		Key: Score		Date		Color		Tester	
Date of birth: 7/1/11		1st test: 7/23/14						MS	
Age at testing: 1 3 yrs 2 3 4		2nd test:							
		3rd test:							
		4th test:							

Enter the score in the barriers form

	Behavior Problems	Instructional Control	Impaired Mand	Impaired Tact	Impaired Imitation	Impaired Echolic	
4	3	2	1	4	3	2	1
4	3	2	1	4	3	2	1
3	2	1		4	3	2	1
2	1			4	3	2	1
1				4	3	2	1

	Impaired VP-MTS	Impaired Listener	Impaired Intravocal	Impaired Social Skills	Prompt Dependent	Scrolling	
4	3	2	1	4	3	2	1
4	3	2	1	4	3	2	1
3	2	1		4	3	2	1
2	1			4	3	2	1
1				4	3	2	1

	Impaired Scanning	Impaired Conditional Discrimination	Failure to Generalize	Weak Motivators	Response Requirement Weakens MO	Reinforcer Dependent	
4	3	2	1	4	3	2	1
4	3	2	1	4	3	2	1
3	2	1		4	3	2	1
2	1			4	3	2	1
1				4	3	2	1

	Self-Stimulation	Impaired Articulation	Obsessive-Compulsive Behavior	Hyperactive Behavior	Failure to Make Eye Contact	Sensory Defensiveness	
4	3	2	1	4	3	2	1
4	3	2	1	4	3	2	1
3	2	1		4	3	2	1
2	1			4	3	2	1
1				4	3	2	1

### VB-MAPP Language Barriers Scoring Form

Child's name: Jacob		Key: Score		Date		Color		Tester	
Date of birth: 1/2/2010		1st test: 2/2							
Age at testing: 1 3 2 3 4		2nd test:							
		3rd test:							
		4th test:							

Enter the total score here

	Behavior Problems	Instructional Control	Impaired Mand	Impaired Tact	Impaired Echolic	Impaired Imitation	
4	3	2	1	4	3	2	1
4	3	2	1	4	3	2	1
3	2	1		4	3	2	1
2	1			4	3	2	1
1				4	3	2	1

	Impaired VP-MTS	Impaired Listener	Impaired Intravocal	Impaired Social Skills	Prompt Dependent	Scrolling	
4	3	2	1	4	3	2	1
4	3	2	1	4	3	2	1
3	2	1		4	3	2	1
2	1			4	3	2	1
1				4	3	2	1

	Impaired Scanning	Impaired Conditional Discrimination	Failure to Generalize	Weak Motivators	Response Requirement Weakens MO	Reinforcer Dependent	
4	3	2	1	4	3	2	1
4	3	2	1	4	3	2	1
3	2	1		4	3	2	1
2	1			4	3	2	1
1				4	3	2	1

	Self-Stimulation	Impaired Articulation	Obsessive-Compulsive Behavior	Hyperactive Behavior	Failure to Make Eye Contact	Sensory Defensiveness	
4	3	2	1	4	3	2	1
4	3	2	1	4	3	2	1
3	2	1		4	3	2	1
2	1			4	3	2	1
1				4	3	2	1

Many of the barriers can be detected while conducting the milestones assessment (e.g., non-compliance, scrolling)

### VB-MAPP Master Scoring Form

Child's name: Derek		Key:	Score:	Date:	Color:	Tester:
Date of birth: 1-23-03		1st test:	37			AM
Age at testing: 11 4.0 2		2nd test:				
		3rd test:				
		4th test:				

LEVEL 3

Word	Text	Listener	VP-MTS	Play	Social	Reading	Writing	LEPFC	IV	Group	Ling.	Math
10												
9												
8												
7												
6												

LEVEL 2

Word	Text	Listener	VP-MTS	Play	Social	Initiation	Etchic	LEPFC	IV	Group	Ling.
10											
9											
8											
7											
6											

LEVEL 1

Word	Text	Listener	VP-MTS	Play	Social	Initiation	Etchic	Vocal
5								
4								
3								
2								
1								

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### VB-MAPP Language Barriers Scoring Form

Child's name: Derek		Key:	Score:	Date:	Color:	Tester:
Date of birth: 1-23-03		1st test:	29	7/20/14		SM
Age at testing: 11 4.0 2 3 4		2nd test:				
		3rd test:				
		4th test:				

Behavior Problems	Instructional Control	Impaired Mand	Impaired Text	Impaired Etchic	Impaired Initiation
4					
3					
2					
1					

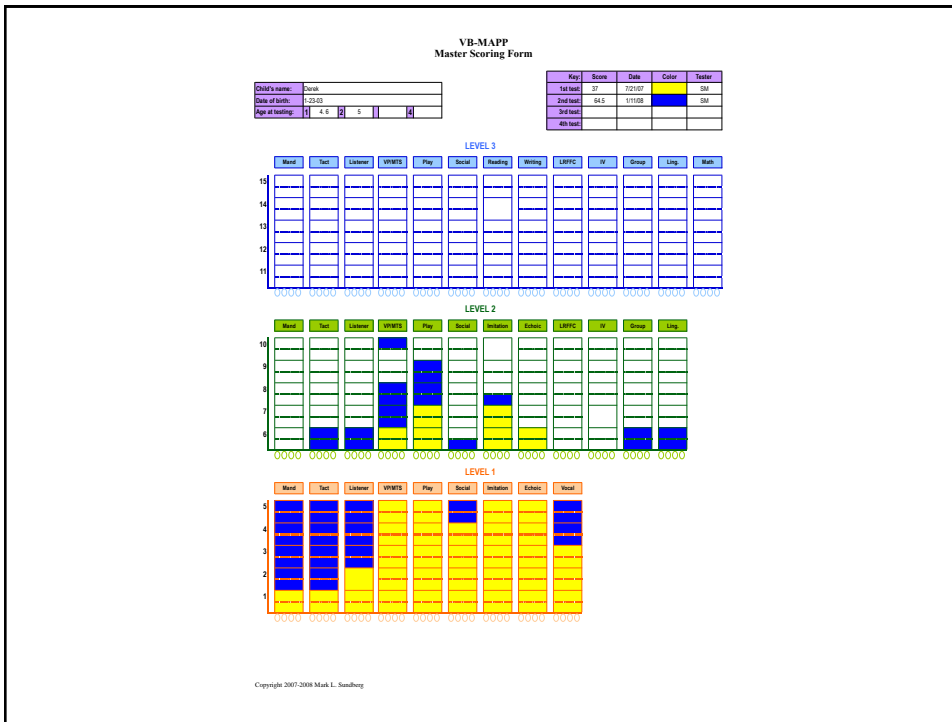
Impaired VP-MTS	Impaired Listener	Impaired Intra-verbal	Impaired Social Skills	Prompt Dependent	Scrolling
4					
3					
2					
1					

Impaired Scanning	Impaired Conditional Discrimination	Failure to Generalize	Weak Motivators	Response Requirement Weakness MO	Reinforcer Dependent
4					
3					
2					
1					

Self Stimulation	Impaired Articulation	Obsessive-Compulsive Behavior	Hyperactive Behavior	Failure to Make Eye Contact	Sensory Defensiveness
4					
3					
2					
1					



# The VB-MAPP Transition Assessment

- A common goal for many educators and parents of children with special needs is to integrate the child into a mainstream setting
- There are many different levels of integration and the Transition Assessment was designed to identify the skills that increase the probability that a child will be successful in a less restrictive setting
- No single skill will be a good determiner of success, but a collective body of skills can help educators and parents make decisions
- The VB-MAPP Transition Assessment provides a tool to help determine if a child has the necessary prerequisite skills to learn in a less restrictive classroom environment
- There are 18 skill areas on the Transition Assessment

VB-MAPP Transition Scoring Form

Enter the child's personal and other information here

Child's name:	Sophie A.		
Date of birth:	7/1/11		
Age at testing:	1	3 yrs	2
	3	4	

Enter a score using a 1-5 likert scale

Key:	Score	Date	Color	Tester
1st TEST:		7/23/14		MS
2nd TEST:				
3rd TEST:				
4th TEST:				

VB-MAPP VBestness Score	VB-MAPP Barriers Score	Negative Behaviors and Instructional Control	Classroom Routines Group Skills	Social Skills and Social Play	Independent Academic Work
5					
4					
3					
2					
1					
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Generalization	Range of Reinforcers	Rate of Skill Acquisition	Retention of New Skills	Natural Environment Learning	Transfer Without Training
5					
4					
3					
2					
1					
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Adaptability to Change	Spontaneous Behaviors	Self-Directed Leisure Time	General Self-Help	Talking Skills	Ending Skills
5					
4					
3					
2					
1					
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

### VB-MAPP Transition Assessment

Rate the Child on a Scale of 1 to 5 for Each Area

General criteria for scoring each of the 18 transition items can be found on pages 31-34 in the Protocol

More detailed instructions can be found in the VB-MAPP Guide, Chapter 7

Enter the score here

**6. Works Independently on Academic Tasks** SCORE: 

1st	2nd	3rd	4th

1. Works independently on academic tasks for at least 30 seconds with no more than 1 adult prompt
2. Works independently on academic tasks for at least 1 minute with no more than 1 adult prompt
3. Works independently on academic tasks for at least 2 minutes without adult prompting to stay on task
4. Works independently on academic tasks for at least 5 minutes without adult prompting to stay on task
5. Works independently on academic tasks for at least 10 minutes without adult prompting to stay on task

**7. Generalization of Skills Across Time, Settings, Behaviors, Materials, and People** SCORE: 

1st	2nd	3rd	4th

1. Generalizes a few new skills to different people and across time, but not easily across materials
2. Generalize to new materials, but only after extensive generalization (multiple exemplar) training
3. Demonstrates spontaneous stimulus generalization in the natural environment on 10 occasions
4. Demonstrates spontaneous response generalization in the natural environment on 10 occasions
5. Consistently demonstrates both stimulus and response generalization on the first or second trial

**8. Range of Items and Events that Function as Reinforcers** SCORE: 

1st	2nd	3rd	4th
	3		

1. Reinforcers are frequent and mainly edibles, liquids, and physical contact (unlearned motivators)
2. Reinforcers are tangible, sensory, or manipulative such as toys, cause-and-effect objects, music, dolls
3. Reinforcers are social (e.g., attention), peer mediated (e.g., games), related to specific places (e.g., parks, stores), and less frequent; it is these learned reinforcers that are mainly used for teaching
4. Reinforcers are intermittent, social, automatic, and involve a wide range of items and activities
5. Reinforcers are intermittent, social, age appropriate, varied, and involve verbal information and change frequently

**9. Rate of Acquisition of New Skills** SCORE: 

1st	2nd	3rd	4th

1. Typically requires two or more weeks of training sessions and hundreds of trials to acquire a new skill
2. Requires at least one week of training sessions and 100 or more trials to acquire a new target skill
3. Acquires several new target skills a week averaging less than 50 training trials
4. Acquires several new target skills a week averaging less than 25 training trials
5. Consistently acquires new target skills daily averaging 3 trials or less

**10. Retention of New Skills** SCORE: 

1st	2nd	3rd	4th

1. Retains a new skill for at least 10 minutes after it has been scored as correct in a teaching session
2. Retains a new skill for at least 1 hour after it has been scored as correct in a teaching session
3. Retains a new skill for 24 hours after it has been scored as correct with 5 or less maintenance trials
4. Retains acquired skills after a 24-hour period without maintenance trials
5. Typically retains acquired skills for at least 1 week without maintenance trials

32 VB-MAPP Transition Assessment

### VB-MAPP Transition Scoring Form

Child's name: <b>Sophie A.</b>		Key: Score	Date	Color	Tester
Date of birth: <b>7/1/11</b>		1st TEST:	<b>7/23/14</b>		<b>MS</b>
Age at testing: <b>1</b> yrs <b>3</b> mos <b>4</b> days		2nd TEST:			
		3rd TEST:			
		4th TEST:			

VB-MAPP Milestones Score	VB-MAPP Barriers Score	Negative Behaviors and Instructional Control	Classroom Routines Group Skills	Social Skills and Social Play	Independent Academic Work
5					
4					
3					
2					
1					

Generalization	Range of Reinforcers	Rate of Skill Acquisition	Retention of New Skills	Natural Environment Learning	Transfer Without Training
5					
4					
3					
2					
1					

Adaptability to Change	Spontaneous Behaviors	Self-Directed Leisure Time	General Self-help	Toileting Skills	Eating Skills
5					
4					
3					
2					
1					

Enter the score in the transition form

VB-MAPP  
Transition Scoring Form

Child's name: <input type="text"/>		Key: <input type="text"/>		Score: <input type="text"/>		Date: <input type="text"/>		Color: <input type="text"/>		Teacher: <input type="text"/>	
Date of birth: <input type="text"/>		1st test: <input type="text"/>		2nd test: <input type="text"/>		3rd test: <input type="text"/>		4th test: <input type="text"/>			
Age at testing: <input type="text"/>											

VB-MAPP Milestones Score	VB-MAPP Barriers Score	Negative Behaviors and Instructional Control	Classroom Routines and Group Skills	Social Skills and Social Play	Independent Academic Work
Generalization	Range of Reinforcers	Rate of Skill Acquisition	Retention of New Skills	Natural Environment Learning	Transfer Without Training
Adaptability to Change	Spontaneous Behaviors	Self-Directed Leisure Time	General Self-Help	Talking Skills	Eating Skills

Enter the total score here

### Task Analysis and Skills Tracking: LEVEL 2 (18-30 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

This section contains over 300 tasks leading up to milestones, and over 500 additional "supporting skills" that are not directly related to a milestone but are developmentally framed by the milestones

Skill	MAND — LEVEL 2 (CONTINUED)	Met
10-a	Emits 2 new mands without training (e.g., says I want hot cocoa without training) (O)	
10-b	Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.) (O)	
10-c	Mands with an adjective 5 times — can use verbal and nonverbal prompts (O)	
10-d	Mands for information 3 times using who questions (O)	
10-e	Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) (O)	
10-f	Spontaneously mands to novel and unfamiliar people 2 times (O)	
<b>10-M</b>	<b>Emits 10 new mands without specific training (e.g., spontaneously says Where kitty go? without formal mand training) (O)</b>	
Skill	TACT — LEVEL 2	Met
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dodo) (T)	X
6-b	Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) (T)	
6-c	Acquires a new tact in less than 20 training trials (T)	
6-d	Tacts 5 items in a 15 second period (fluency) (T)	
<b>6-M</b>	<b>Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) (T)</b>	
7-a	Tacts 3 body parts (e.g., nose, eyes, mouth) (T)	
7-b	Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) (T)	
7-c	Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) (E)	
7-d	Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) (T)	
7-e	Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) (T)	
<b>7-M</b>	<b>Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations (e.g., tacts 3 different cars) (T)</b>	
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) (T)	
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) (T)	
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here? (T)	
8-d	Glances at a listener while tacting on 5 occasions (O)	
<b>8-M</b>	<b>Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) (T)</b>	
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) (T)	
9-b	Acquires a new tact in less than 15 training trials (T)	
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) (O)	
9-d	Learns 2 new tacts without direct training (e.g., untrained echolot to tact transfer) (T)	

Comments/notes: \_\_\_\_\_

Enter a check make here when the skill is met score here

VB-MAPP Task Analysis and Skills Tracking: Level 2 45

More detailed instructions can be found in the VB-MAPP Guide, Chapter 2

Skills 6-a, 6-c, & 6-d are supporting skills; and skill 6-b is part of the milestones task analysis

Skill	TACT — LEVEL 2	Met
6-a	Tacts 4 different people, pets, or characters by their specific name (can include <i>mama</i> and <i>dada</i> ) (T)	
6-b	Tacts 2 actions when asked, for example, <i>What am I doing?</i> (e.g., <i>jumping, clapping</i> ) (T)	
6-c	Acquires a new tact in less than 20 training trials (T)	
6-d	Tacts 5 items in a 15 second period (fluency) (T)	
6-M	Tacts 25 items when asked, <i>What's that?</i> (e.g., <i>book, shoe, car, dog, hat</i> ) (T)	
7-a	Tacts 3 body parts (e.g., <i>nose, eyes, mouth</i> ) (T)	
7-b	Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) (T)	
7-c	Spontaneously emits a tact containing two words for 5 different tacts (e.g., <i>baby's crying</i> ) (E)	
7-d	Tacts 2 different actions when asked <i>What he doing?</i> (e.g., <i>drinking, swimming</i> ) (T)	
7-e	Tacts 40 items when asked <i>What's that?</i> (e.g., <i>tree, bowl, sock, crayon, apple</i> ) (T)	

**VB-MAPP**  
Task Analysis and Skills Tracking Chart: LEVEL 2 (18-30 MONTHS)

Child's name: \_\_\_\_\_  
 Date of birth: \_\_\_\_\_  
 Age at testing: 1 2 3 4

Key: Score Date Color Tester

81st test: \_\_\_\_\_  
 240 test: \_\_\_\_\_  
 360 test: \_\_\_\_\_  
 480 test: \_\_\_\_\_

Mand	Act	Listener	W-MIS	Play	Social	Imitation	Edisc	UFRF	W	Group	Language
TACT	TACT	TACT	TACT	TACT	TACT	TACT	TACT	TACT	TACT	TACT	TACT
6-a	6-a	6-a	6-a	6-a	6-a	6-a	6-a	6-a	6-a	6-a	6-a
6-b	6-b	6-b	6-b	6-b	6-b	6-b	6-b	6-b	6-b	6-b	6-b
6-c	6-c	6-c	6-c	6-c	6-c	6-c	6-c	6-c	6-c	6-c	6-c
6-d	6-d	6-d	6-d	6-d	6-d	6-d	6-d	6-d	6-d	6-d	6-d
6-M	6-M	6-M	6-M	6-M	6-M	6-M	6-M	6-M	6-M	6-M	6-M
7-a	7-a	7-a	7-a	7-a	7-a	7-a	7-a	7-a	7-a	7-a	7-a
7-b	7-b	7-b	7-b	7-b	7-b	7-b	7-b	7-b	7-b	7-b	7-b
7-c	7-c	7-c	7-c	7-c	7-c	7-c	7-c	7-c	7-c	7-c	7-c
7-d	7-d	7-d	7-d	7-d	7-d	7-d	7-d	7-d	7-d	7-d	7-d
7-e	7-e	7-e	7-e	7-e	7-e	7-e	7-e	7-e	7-e	7-e	7-e

Enter the score on the task analysis and skills tracking form

VB-MAPP  
Task Analysis Skills Tracking Chart:  
Level 2 (18-30 months)

Child's name:	Sophia A.																												
Date of birth:	7/1/13																												
Age at testing:	1	2	3	4																									
<table border="1"> <thead> <tr> <th>Key:</th> <th>Score</th> <th>Date</th> <th>Color</th> <th>Tester</th> </tr> </thead> <tbody> <tr> <td>1st test:</td> <td></td> <td>1/22/14</td> <td></td> <td>MS</td> </tr> <tr> <td>2nd test:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3rd test:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4th test:</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Key:	Score	Date	Color	Tester	1st test:		1/22/14		MS	2nd test:					3rd test:					4th test:				
Key:	Score	Date	Color	Tester																									
1st test:		1/22/14		MS																									
2nd test:																													
3rd test:																													
4th test:																													
Area	10M	10M	10M	10M	10M	10M	10M	10M	10M	10M	10M	10M																	
101	10a	10a	10a	10f	10a	10a		10g	10g	10g	10d	10d																	
102	10b	10c	10d	10e	10c	10c		10f	10f	10f	10c	10c																	
103	10c	10c	10c	10d	10c	10c		10a	10a	10a	10a	10a																	
104	10b	10a	10b	10c	10b	10b		10d	10d	10d	10c	10a																	
105	10a	10a	10a	10b	10a	10a		10c	10c	10c	10c	10c																	
106				10a				10b	10b	10b	10a	10a																	
107								10a	10a	10a	10a	10a																	
108								10g	10g	10g	10d	10d																	
109								10f	10f	10f	10c	10c																	
110								10e	10e	10e	10b	10b																	
111								10d	10d	10d	10a	10a																	
112								10c	10c	10c	10a	10a																	
113								10b	10b	10b	10a	10a																	
114								10a	10a	10a	10a	10a																	
115								10a	10a	10a	10a	10a																	
116								10a	10a	10a	10a	10a																	
117								10g	10g	10g	10d	10d																	
118								10f	10f	10f	10c	10c																	
119								10e	10e	10e	10b	10b																	
120								10d	10d	10d	10a	10a																	
121								10c	10c	10c	10a	10a																	
122								10b	10b	10b	10a	10a																	
123								10a	10a	10a	10a	10a																	
124								10a	10a	10a	10a	10a																	
125								10a	10a	10a	10a	10a																	
126								10a	10a	10a	10a	10a																	
127								10a	10a	10a	10a	10a																	
128								10a	10a	10a	10a	10a																	
129								10a	10a	10a	10a	10a																	
130								10a	10a	10a	10a	10a																	
131								10a	10a	10a	10a	10a																	
132								10a	10a	10a	10a	10a																	
133								10a	10a	10a	10a	10a																	
134								10a	10a	10a	10a	10a																	
135								10a	10a	10a	10a	10a																	
136								10a	10a	10a	10a	10a																	
137								10a	10a	10a	10a	10a																	
138								10a	10a	10a	10a	10a																	
139								10a	10a	10a	10a	10a																	
140								10a	10a	10a	10a	10a																	
141								10a	10a	10a	10a	10a																	
142								10a	10a	10a	10a	10a																	
143								10a	10a	10a	10a	10a																	
144								10a	10a	10a	10a	10a																	
145								10a	10a	10a	10a	10a																	
146								10a	10a	10a	10a	10a																	
147								10a	10a	10a	10a	10a																	
148								10a	10a	10a	10a	10a																	
149								10a	10a	10a	10a	10a																	
150								10a	10a	10a	10a	10a																	
151								10a	10a	10a	10a	10a																	
152								10a	10a	10a	10a	10a																	
153								10a	10a	10a	10a	10a																	
154								10a	10a	10a	10a	10a																	
155								10a	10a	10a	10a	10a																	
156								10a	10a	10a	10a	10a																	
157								10a	10a	10a	10a	10a																	
158								10a	10a	10a	10a	10a																	
159								10a	10a	10a	10a	10a																	
160								10a	10a	10a	10a	10a																	
161								10a	10a	10a	10a	10a																	
162								10a	10a	10a	10a	10a																	
163								10a	10a	10a	10a	10a																	
164								10a	10a	10a	10a	10a																	
165								10a	10a	10a	10a	10a																	
166								10a	10a	10a	10a	10a																	
167								10a	10a	10a	10a	10a																	
168								10a	10a	10a	10a	10a																	
169								10a	10a	10a	10a	10a																	
170								10a	10a	10a	10a	10a																	

## The VB-MAPP Placement and IEP Goals

- The placement section (VB-MAPP Guide, chapters 8-10) contains an interpretation and suggestions for programming for all 170 milestones
- It also contains over 200 template IEP goals covering all 170 milestones



If a child has met this milestone, what's next?

## SOCIAL BEHAVIOR AND SOCIAL PLAY – LEVEL 2

Contains an analysis of the skill and how it interfaces with other domains

<b>SOCIAL 6-M</b>	<b>Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy).</b>
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Suggests programming direction

Issues to consider in establishing the skill

Where to start

More cautions: potential barrier development

A child who attends to peers, imitates peers, and wants to interact with peers, but does not have the necessary verbal skills, may engage in a form of social interaction. It is important at this point in social development to begin teaching simple verbal interactions between the target child and peers. Successful interactions also decrease the likelihood of social anxiety and withdrawal. The most functional type of social behavior between children is manding. Tacts and intraverbals are important, but are more complex and come later. The child must learn four types of mand-related behaviors, two as a speaker and two as a listener. As a speaker the child needs to learn to (1) mand to a peer to obtain a reinforcer (e.g., a second person on a teeter-totter), and (2) mand to a peer to remove an aversive (e.g., not taking turns on a swing). As a listener a child must learn to (3) respond to the mands of a peer to deliver a reinforcer (e.g., get on the teeter-totter), and (4) respond to the mand of a peer to remove an aversive (e.g., get off the swing). These are complicated behaviors because they, like all mands, are controlled by motivational variables and may be complicated to identify and control. Even more complex is teaching a child to emit the socially correct behavior when the MO is strong (e.g., not to hit to get a turn on the swing, or to passively surrender a reinforcer to a peer). The easiest of these four different mand relations to teach a child is to mand for a desirable item from a peer. This often must be taught in a contrived situation, but can be easily accomplished using a manding to peers procedure. It is important when teaching this behavior to fade out adult prompting (e.g., “Ask Joe for the gummy bear”) and reinforcement (e.g., “Nice sharing!”), because the goal is for the social behavior to come under the antecedent and consequential control of the peer, not the adult. Spontaneous manding to peers will be difficult to achieve if adults continue to control the social contingencies. Additional activities that may further develop other aspects of social behavior can be found in the corresponding sections of VB-MAPP Social Behavior and Social Play Supporting Skills list.

A bank of possible IEP goals are provided for each group of 5 milestones

### Suggested IEP Goals for Social Behavior and Social Play: Level 2 (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will spontaneously mand to peers at least 25 times per day.
- The child will spontaneously respond to the mands from peers 25 times in a single day.
- The child will engage in cooperative, constructive, or physical play activities with peers lasting at least 5 minutes.
- The child will spontaneously mand to peers using questions, directions, instructions, etc. (e.g., “What’s that?” “Where is your lunch?” “Come on, get your bike”) at least an average of 25 times per day.
- The child will take turns and share reinforcers with peers without prompts at least 5 times in a day.

All 200 IEP goals can be downloaded in one Word file at [www.avbpress.com/downloads](http://www.avbpress.com/downloads)

### VB-MAPP Master Scoring Form

Child's name: <u>Carvel</u>		Key	Score	Date	Color	Tester
Date of birth: _____		1st test	17			
Age at testing: 15   12   9   6		2nd test				
		3rd test				
		4th test				

LEVEL 3

	Word	Text	Listener	VP/WTB	Play	Social	Reading	Writing	LEP/IC	TV	Group	Eng.	Math
15													
14													
13													
12													
11													

LEVEL 2

	Word	Text	Listener	VP/WTB	Play	Social	Reading	Writing	LEP/IC	TV	Group	Eng.	Math
10													
9													
8													
7													
6													

LEVEL 1

	Word	Text	Listener	VP/WTB	Play	Social	Reading	Writing	LEP/IC	TV	Group	Eng.	Math
5													
4													
3													
2													
1													

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### VB-MAPP Master Scoring Form

Child's name: <u>Lavin</u>		Key	Score	Date	Color	Tester
Date of birth: _____		1st test	66.5			
Age at testing: 15   12   9   6		2nd test				
		3rd test				
		4th test				

LEVEL 3

	Word	Text	Listener	VP/WTB	Play	Social	Reading	Writing	LEP/IC	TV	Group	Eng.	Math
15													
14													
13													
12													
11													

LEVEL 2

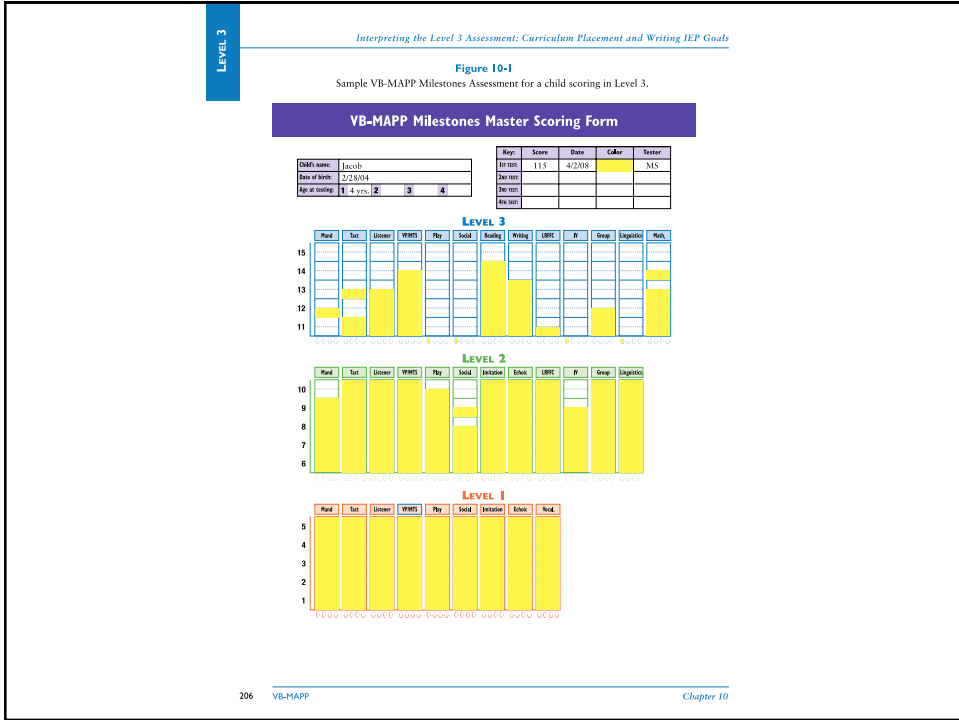
	Word	Text	Listener	VP/WTB	Play	Social	Reading	Writing	LEP/IC	TV	Group	Eng.	Math
10													
9													
8													
7													
6													

LEVEL 1

	Word	Text	Listener	VP/WTB	Play	Social	Reading	Writing	LEP/IC	TV	Group	Eng.	Math
5													
4													
3													
2													
1													

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# Conclusions

- Behavior analysis has much to offer autism assessment and treatment
- Skinner’s analysis of verbal behavior is a powerful tool
- Assessment is essential for an effective and efficient intervention program
- The VB-MAPP can provide important direction for any style of intervention program

## Conclusions

- Skinner (1978) stated
- “*Verbal Behavior*... will, I believe, prove to be my most important work” (p. 122)