VB-MAPP Guided Notes

The VB-MAPP

The VB-MAPP is The Verbal Behavior Milestones Assessment and Placement Program. It provides a framework of developmental milestones that can help you stay on course with your teaching and programming.

The VB MAPP was developed by ____________________________.

The VB-MAPP relies heavily on B.F. Skinner’s (1957) analysis of verbal behavior, which is a functional analysis of language.

The VB-MAPP is a criterion-referenced assessment curriculum guide and skill tracking system design.

It is developmentally based and field-tested with over 60 typically developing children and over 100 children with autism.

History of the VB-MAPP

1960’s

Dr. Joseph Spradlin was the first to apply Skinner’s analysis of verbal behavior to language assessment for the developmentally disabled called the ____________________________.

1970’s

The first versions of a verbal behavior assessment program were developed at The Kalamazoo Valley Multihandicap Center (KVMC). This took place while Mark Sundberg was one of Jack Michael’s graduate students at Western Michigan University.

1980’s

Dr. A. Charles Catania, Dr. Ernest Vargas, Dr. Johnny Matson, and Dr. Steve Bruening edited and helped Mark publish the next version of the verbal behavior assessment program.

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1990’s

Dr. James W. Partington and Mark Sundberg, along with the staff from the STARS School in Danville, CA contributed to the 1998 version of the verbal behavior assessment program titled the ________________________________.

5 Components of the VB-MAPP

• Milestones Assessment
• Barriers Assessment
• Transition Assessment
• Task analysis and skills tracking
• Placement and IEP goals

Milestones Assessment tests the following skills:

• Mand
• Tact
• Echoic
• Intraverbal
• Listener responding
• Motor imitation

• Independent play
• Social and social play
• Visual perceptual and MTS
• Linguistic structure
• Group and classroom skills
• Early academics

Methods for Assessing a Skill

T - __________________________

O - __________________________

E - __________________________

TO - __________________________

Every skill can score either a 0, 1/2 point, or 1 point.
Early Echoic Skills Assessment

Also included in the VB MAPP is the Early Echoic Skills Assessment developed by Dr. Barbara E. Esch.

This assessment evaluates a child’s ability to echo or repeat vocalizations/words/phrases provided by a model.

The VB-MAPP Barriers Assessment

Includes _______ (how many?) common barriers to learning and language acquisition.

Common Barriers

- Behavior problems
- Instructional control (escape/avoidance)
- Defective mand
- Defective tact
- Defective echoic (e.g., echolalia)
- Defective motor imitation
- Defective matching-to-sample
- Defective listener repertoires (e.g., LD, LRFFC)
- Defective intraverbal
- Defective play and social skills
- Prompt dependent, long latencies
- Scrolling responses
- Defective scanning skills
- Failure to make conditional discriminations (CDs)
- Failure to generalize
- Weak or atypical MOs
- Response requirements weakens the MO
- Self-stimulation
- Articulation problems
- Obsessive-compulsive behavior
- Reinforcement dependent
- Hyperactive behavior
- Failure to attend to people/materials
- Sensory defensiveness

The VB-MAPP Barriers Assessment form uses a Likert-type scale of 0 to 4.

0 means ________________________________
1 or 2 means

3 or 4 means

The VB-MAPP Transition Assessment

The VB-MAPP Transition Assessment covers 18 assessment areas.

A identification identifies whether a child is making meaningful progress and has acquired the skills necessary for learning.

The Transition Assessment includes

- **Transition Category 1**: VB-MAPP scores and academic independence
- **Transition Category 2**: Learning patterns
- **Transition Category 3**: Self-help, spontaneity, and self direction

The VB-MAPP: Skills Task Analysis provides a further breakdown of the 16 different skill areas in the form of a checklist for skills tracking.

Curriculum placement and writing IEP goals provides specific direction for each of the 170 milestones in the Milestones Assessment as well as suggestions for IEP goals.

Conducting the Assessment

Environment: Where should I conduct the assessment?

Time: How long will the VB-MAPP take to administer?

Ceiling: Stop testing a particular skill after incorrect answers/attempts in a row.

What materials do I need to conduct the assessment?

Who can conduct the assessment?

Tips for the Tester

- Gather a reinforcer survey.
- Establish rapport with the child.
• Maintain control of the test items and reinforcers.
• Reinforce all correct responses.
• Reinforce desirable behavior.
• Use both preferred items and novel items.
• Smile when you praise—give the child a reason to look at you.
• Choose reinforcing activities and items for testing that are strong and typical for the child’s age.
• When testing, follow the child’s motivation.
• Use materials that are either gender neutral or specific to the child’s gender.
• Use an appropriate level of enthusiasm.
• Allow time for mini breaks.
• When giving mini breaks, don’t allow the child to play with the most powerful reinforcers.
• Acknowledge and respond to appropriate spontaneous vocalizations and gestures.
• Keep the process interesting and pair yourself with reinforcers.
• Intersperse known tasks with more challenging tasks.
• Occasionally provide free (non-contingent) reinforcers.
• Avoid excessive cuing or prompting when conducting the assessment.
• Give the child three to five seconds to respond.
• Repeat the question or task two or three times, if necessary.
• Use least to most prompting procedures to assess the child’s skill level.
• Always end a testing period or session with a correct response so that it concludes on a positive note.

Virtual VB-MAPP

Example 1:

Marissa Milestones Assessment Section 1, Question 1-Manding

Did the child emit four different mands without prompts (except “What do you want?”) The desired item can be present.
0 – Child does not engage in target behavior.

0.5 – Child emits three mands.

1 – Child emits four mands for different reinforcers without an echoic prompt. The item can be present.

**Example 2:**

Kailee Milestones Assessment Section 3 – Visual Perceptual and MTS

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**Did the child spontaneously match any part of an arts and crafts activity to another person’s sample 2 times (e.g., a peer colors a balloon red and the child copies the peer’s red color for his balloon)?**

0 – Child did not demonstrate activity.

0.5 – Child spontaneously matched any part of an arts and crafts activity once to an adult or peer’s sample.

1 – Child spontaneously matched any part of an arts and crafts activity twice to an adult or peer’s sample.

**Example 3:**

Iza Milestones Assessment Section 2 – Manding to Peers

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**Did the child spontaneously mand to peers within five times (e.g., “My turn,” “Push me,” “Look!” “Come.”) (TO: 60 MIN)?**

0 – Child did not engage in the target behavior.
0.5 – Child spontaneously mands to peers two times during the observation.

1 – Child Spontaneously mands to peers five times during observation.

**Example 4:**

David Barriers Assessment – Hyperactivity

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not excessively hyper compared to typically developing peers and attends to tasks without difficulty.</td>
</tr>
<tr>
<td>1</td>
<td>Occasionally emits hyperactive behavior or fails to attend, but the behaviors are not disruptive to learning or daily activities.</td>
</tr>
<tr>
<td>2</td>
<td>Moves around the environment frequently, restless, difficulty attending to tasks, and learning is disrupted.</td>
</tr>
<tr>
<td>3</td>
<td>Often difficult to control the hyperactive behavior, may not wait in lines, sit calmly, or stay on task longer than a couple of minutes--requires frequent prompting.</td>
</tr>
<tr>
<td>4</td>
<td>Constantly “on the go,” fidgety, impulsive, climbs or jumps on furniture, may talk excessively, difficult to keep engaged in any academic or social activity, and learning is seriously affected.</td>
</tr>
</tbody>
</table>

**Example 5:**

Reese Transition Assessment – Overall Scores on Milestones Assessment

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores 0 to 25</td>
<td></td>
</tr>
<tr>
<td>26 to 50</td>
<td></td>
</tr>
<tr>
<td>51 to 100</td>
<td></td>
</tr>
<tr>
<td>101 to 135</td>
<td></td>
</tr>
</tbody>
</table>

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4. Scores 136 to 170 on the milestones assessment

**What do I do with the results?**

Page 147 in the back of the guide provides three sections corresponding to each level of the milestones assessment with some generic suggestions for IEP goals.