

BEHP 1026

Graphs and Figures

on the 'echo' is processed rather than by a used by Copeland. rms, knowledge of sing and modifying retarded children in cumstances will un- the integration of perimental inquiry, d, those considered

of the dyad: a method dlysis in psychiatric in- . 21, 1958, 249-258.

W. G., and MATARAZZO, on chronograph as an ive measurement of in- ring interviews. *J. Psy-* 7.

LIN, J. E., and MABEL, g retarded children as elative language skills. *col.*, 63, 1961, 402-410.

Appendix A

Test Booklet, Parsons Language Sample

Name _____ Birthdate _____ Date _____

Key

- ✓ = appropriate
- ✗ = inappropriate
- ⊗ = unintelligible
- = no response

1. *Tact*: The examiner shows the child each object or picture one at a time. Upon presenting each item the examiner will say, 'What is it?' or 'What do you call it?' If the child does not respond the examiner repeats the question. The examiner accepts and rates any response given by the child. After the child has responded, the examiner says, 'Good' or indicates approval to the child, then hands the child the toy for inspection. As soon as possible the examiner retrieves the object and proceeds to the next item. Responses are rated according to the above key.

	Vocal Rating	Correct responses
(Real Objects)	1. Ball	Ball
	2. Cup	Cup
	3. Telephone	Phone or telephone
	4. Spoon	Spoon
	5. Pencil	Pencil
	6. Wrench	Wrench
	7. C Clamp	Clamp or C clamp
(Miniature Objects)	8. Duck	Duck
	9. Car	Auto, car, or automobile
	10. Chair	Chair
	11. Table	Table
	12. Screwdriver	Screwdriver
	13. Pliers	Pliers
	14. Bottle Brush	Brush or bottle brush
(Pictorial Pictures)	15. Motherly type woman	Mother, lady, or woman
	16. Kitten	Cat, kitty, kitten, or kitty cat
	17. Apple	Apple
	18. Drum	Drum

2. *Echoic*: Prior to administering each item the examiner makes certain he has the child's attention. This is necessary since the examiner says the word and numbers only ONCE. If any item is passed, the following two items must be administered in each section. After three consecutive failures in first section of the echoic test, discontinue that section and proceed to the next section. Correct response consists of repetition of the stimulus presented.

	Vocal Rating
Section A	
1. Say 'ball.'	
2. Say 'skate.'	
3. Say 'cowboy.'	
4. Say 'playhouse.'	
5. Say 'Give me one.'	
6. Say 'The cat is black.'	
7. Say 'Bob made a box for his cat.'	
8. Say 'My sister wants Daddy to buy her a big doll.'	
9. Say 'At night we went to see a movie at the theater.'	
10. Say 'In the summertime the little children like to eat black walnut ice cream.'	
Section B.	
1. Say '2'	
2. Say '1'	
3. Say '3-9'	
4. Say '1-4'	
5. Say '4-9-3'	
6. Say '4-6-3'	
7. Say '9-7-6-8'	
8. Say '2-8-1-3'	
9. Say '5-4-8-7-1'	
10. Say '3-9-6-7-1'	
11. Say '1-7-9-3-2-5'	
12. Say '1-5-8-9-3-7'	
<i>Mand</i> item #2 The examiner pounds a peg in the pegboard, then he hands the board to the child and says, 'You do it.' The examiner retains the mallet. A mand response is recorded if the child requests the mallet vocally.	

(Comprehension continued)

Directions	Gesture	Correct Response
13. (Gesture only.) The examiner points first to the cup then to the car and holds his upward palm. Credit is given if the child places both objects in the examiner's hand.		
14. (Vocal only.) The examiner says, 'Put the spoon in the purse; put the car on the floor.' Credit is given if task is completed according to the above sequence.		
15. (Vocal AND gesture.) The examiner says, 'Put the chair in the cup' (while pointing to the chair then the cup) then, 'Put the spoon beside the purse' (while pointing first at the spoon then at a spot to the right of the purse). Credit is given if command is followed in sequence.		
<p><i>Mand item #4</i></p> <p>The examiner reaches in the drawer (obtains three buttons) then puts his closed hand in front of the child and says, 'Guess how many buttons I have in my hand?' If the subject guesses, examiner will put the buttons back in the drawer and wait for 30 seconds. A response is recorded if the subject indicates in some way that he wants feedback on his rightness or wrongness. The guess is not scored; however, the demand for feedback is.</p>		<p>Vocal</p> <p>Vocal—A vocal request to know how many buttons were in the examiner's hand.</p> <p>Gesture—Any gestural request for feedback.</p>
16. (Vocal only.) The examiner says, 'Give me the car, place the spoon under the chair, then put the purse on the floor.' Directions must be followed in sequence for credit.		Execution of the command.
17. (Vocal only.) The examiner says, 'Put the car in the purse, put the spoon on the floor, and put the cup to your mouth.' Directions must be followed in sequence for credit.		Execution of the command.
18. (Vocal only.) The examiner says, 'Look at the light, open the door, and put the cup to the right of the purse.' Directions must be followed in sequence for credit.		Execution of the command.

88 *Language Studies of Mentally Retarded Children*

5. *Intraverbal:* Prior to asking the child the question, the examiner makes sure he has the child's attention. Each item may be read twice. Read each item exactly as it is written.

	Vocal	Correct Response
1. What do we do when we are hungry?		Supper, get meal, tell aide, go to the dining room, or dinner.
2. Why do we have houses?		Live in, shelter, keep warm, or keep dry.
3. Why do we have stoves?		Keep warm or cook on.
4. Why do we have books?		Read.
5. Why do we have clothes?		Wear or keep warm.
6. Why do we have beds?		Sleep.
7. Before we go outside we put on our coats and _____.		Any article of clothing except coat or jacket.
8. The flag is red, white, and _____.		Blue.
9. The color of an apple is _____.		Red.
10. We go to church on _____.		Sunday or the bus.
11. Santa Claus comes on _____.		Sled, Christmas, or Christmas Eve.
12. We wear shoes and socks on our _____.		Feet.
13. We smoke _____.		Cigars, cigarettes, tobacco, or pipe.
14. Sister is a girl, brother is a _____.		Boy.
15. A lemon is sour, sugar is _____.		Sweet.
16. A car goes on the ground, an airplane goes in the _____.		Sky, air.
17. A mile is long, an inch is _____.		Small or short.
18. A chair is made of wood, a window is made of _____.		Glass.
19. Snow is _____.		White, cold, water, wet, or made of rain.
20. You kick with your foot, you throw with your _____.		Arm or hand.
21. We smile when we are happy, we cry when we are _____.		Sad or unhappy.
22. My Daddy's sister is my _____.		Aunt.
23. My Daddy's brother is my _____.		Uncle.

VB-MAPP Milestones Master Scoring Form

Child's name:					
Date of birth:					
Age at testing:	<table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; width: 20px; text-align: center;">1</td> <td style="border: 1px solid black; width: 20px; text-align: center;">2</td> <td style="border: 1px solid black; width: 20px; text-align: center;">3</td> <td style="border: 1px solid black; width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
1	2	3	4		

Key:	Score	Date	Color	Tester
1ST TEST:				
2ND TEST:				
3RD TEST:				
4TH TEST:				

LEVEL 3

	Mand	Tact	Listener	VP/MTS	Play	Social	Reading	Writing	LRFFC	IV	Group	Linguistics	Math
15													
14													
13													
12													
11													
	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000

LEVEL 2

	Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	LRFFC	IV	Group	Linguistics
10												
9												
8												
7												
6												
	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000

LEVEL 1

	Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	Vocal
5									
4									
3									
2									
1									
	0000	0000	0000	0000	0000	0000	0000	0000	0000

Figure 2-1

A filled-out sample of the Milestones Master Scoring form.

VB-MAPP Milestones Master Scoring Form

Child's name:	Elizabeth				
Date of birth:	6/30/05				
Age at testing:	1	3 yrs.	2	3	4

Key:	Score	Date	Color	Tester
1ST TEST:	52	6/1/08		MS
2ND TEST:				
3RD TEST:				
4TH TEST:				

LEVEL 3

	Mand	Tact	Listener	VP/MTS	Play	Social	Reading	Writing	LRFFC	IV	Group	Linguistics	Math
15													
14													
13													
12													
11													

LEVEL 2

	Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	LRFFC	IV	Group	Linguistics
10												
9												
8												
7												
6												

LEVEL 1

	Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	Vocal
5									
4									
3									
2									
1									

Milestones Assessment: LEVEL I (0-18 MONTHS)

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

MAND

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

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

1ST	2ND	3RD	4TH

1. Emits 2 words, signs, or PECS, but may require echoic, imitative, or other prompts but no physical prompts (e.g., *cracker, book*) (E)

1ST	2ND	3RD	4TH

2. Emits 4 different mands without prompts (except *What do you want?*) — the desired item can be present (e.g., *music, slinky, ball*) (T)

1ST	2ND	3RD	4TH

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)

1ST	2ND	3RD	4TH

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

1ST	2ND	3RD	4TH

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:

TACT

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child tact people, objects, body parts, or pictures?

1ST	2ND	3RD	4TH

1. Tacts 2 reinforcing items (e.g., *people, pets, characters, or favorite objects*) (T)

1ST	2ND	3RD	4TH

2. Tacts any 4 items (e.g., *people, pets, characters, or other objects*) (T)

1ST	2ND	3RD	4TH

3. Tacts 6 non-reinforcing items (e.g., *shoe, hat, spoon, car, cup, bed*) (T)

1ST	2ND	3RD	4TH

4. Spontaneously tacts (no verbal prompts) 2 different items (O)

1ST	2ND	3RD	4TH

5. Tacts 10 items (e.g., *common objects, people, body parts, or pictures*) (T)

Comments/notes:

General Administration Guidelines

Figure 2-1

A sample of a filled-out assessment form for Level 1 tacting.

TACT		ASSESSMENT					
		1ST	2ND	3RD	4TH		
		TOTAL SCORE:		4½			
Does the child tact people, objects, body parts, or pictures?							
1ST	2ND	3RD	4TH	1. Tacts 2 reinforcing items (e.g., people, pets, characters, or favorite objects) (T)			
1							
1ST	2ND	3RD	4TH	2. Tacts any 4 items (e.g., people, pets, characters, or other objects) (T)			
1							
1ST	2ND	3RD	4TH	3. Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) (T)			
1							
1ST	2ND	3RD	4TH	4. Spontaneously tacts (no verbal prompts) 2 different items (O)			
1							
1ST	2ND	3RD	4TH	5. Tacts 10 items (e.g., common objects, people, body parts, or pictures) (T)			
½							
Comments/notes:							

The next task is to fill in the Master Form using a different color for each administration of the VB-MAPP Milestones Assessment (see Figure 2-2). The data from each individual item should be transferred to the Master Skills Scoring Form by coloring in the appropriate box with the color designated for that administration of the VB-MAPP (e.g., all boxes for the first administration might be filled in with yellow). If the score is 1, fill in the whole box, if the score is ½ fill in the bottom half of the box and leave the top half of the scoring box blank, if the score is 0 leave the whole box blank. Note that some earlier skills might be scored as 0 or ½ while later skills are scored as a 1 (splinter skills). Thus, the scoring is individually completed for each box, that is, it is *not* a cumulative score. There is a circle below each section for each administration that can be used to indicate that the skill was tested, even though the child did not obtain any points for that section. An Excel version of Milestones Master Scoring Form is available on the AVB Press web site (www.avbpress.com/VB-MAPP.com), which may make coloring in the form and sharing a child's data between home and school more convenient.

The Early Echoic Skills Assessment

Early Echoic Skills Assessment (EESA)

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

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 (½ point)
 Blank = no response, incorrect vowels, or missing syllables (0 points)

TOTAL RAW SCORE: (Groups 1-5)	ASSESSMENT			
	1ST	2ND	3RD	4TH

Group 1: Simple and reduplicated syllables

Targets: vowels, diphthongs, consonants p, b, m, n, h, w

Probe: t

- | | | | | |
|-------------------------------|----------------------------------|--------------------------------|------------------------------|--------------------------------|
| <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 |

Sub-total Group 1	ASSESSMENT			
	1ST	2ND	3RD	4TH

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-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"/> daddy |
| <input type="checkbox"/> yucky | <input type="checkbox"/> mommy | <input type="checkbox"/> pokey | <input type="checkbox"/> puppy | <input type="checkbox"/> hot dog |

Sub-total Group 2	ASSESSMENT			
	1ST	2ND	3RD	4TH

Group 3: 3-syllable combinations

- | | | | | |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> tubby toy | <input type="checkbox"/> potato | <input type="checkbox"/> do high five | <input type="checkbox"/> tiny pan | <input type="checkbox"/> how many |
| <input type="checkbox"/> banana | <input type="checkbox"/> go bye bye | <input type="checkbox"/> oh foo-ey | <input type="checkbox"/> peek a boo | <input type="checkbox"/> potty time |
| <input type="checkbox"/> fee fi foe | <input type="checkbox"/> fat doggy | <input type="checkbox"/> binky boo | <input type="checkbox"/> teddy bear | <input type="checkbox"/> giddy-up |
| <input type="checkbox"/> yummy food | <input type="checkbox"/> goofy goat | <input type="checkbox"/> one cookie | <input type="checkbox"/> doggy bone | <input type="checkbox"/> wet mitten |
| <input type="checkbox"/> daddy up | <input type="checkbox"/> hey me too | <input type="checkbox"/> open up | <input type="checkbox"/> funny king | <input type="checkbox"/> teepee 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 |

Sub-total Group 3	ASSESSMENT			
	1ST	2ND	3RD	4TH

Group 4: Prosody: spoken phrases (Model: Emphasize syllables in **bold italics**)

X = emphasis on correct syllables (1 point)
 / = emphasis on non-target syllables (½ point)
 Blank = monotone response (no emphasis) (0 points)

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

Sub-total Group 4	ASSESSMENT			
	1ST	2ND	3RD	4TH

Group 5: Prosody: other contexts

X = response correct or nearly so (1 point)
 Blank = response does not closely match model (0 points)

- Pitch**
- Echoes pitch variations in 1-2 lines of a familiar song Echoes continuous warble (fire truck 00-00-00-00)
- Loudness**
- Echoes whispering Echoes quiet/loud voice (bye-bye vs. **BYE-BYE**)
- Duration**
- Sustains *ahh* for 3 seconds, echoically

Sub-total Group 5	ASSESSMENT			
	1ST	2ND	3RD	4TH

VB-MAPP Barriers Scoring Form

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

Key:	Score	Date	Color	Tester
1ST TEST:				
2ND TEST:				
3RD TEST:				
4TH TEST:				

	Behavior Problems	Instructional Control	Defective Mand	Defective Tact	Defective Echoic	Defective Imitation																								
4	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> </table>																													
3																														
2																														
1																														
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4																								
	Defective VP-MTS	Defective Listener	Defective Intraverbal	Defective Social Skills	Prompt Dependent	Scrolling																								
4	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> </table>																													
3																														
2																														
1																														
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4																								
	Defective Scanning	Defective Conditional Discrimination	Failure to Generalize	Weak Motivators	Response Requirement Weakens MO	Reinforcer Dependent																								
4	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> </table>																													
3																														
2																														
1																														
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4																								
	Self-Stimulation	Defective Articulation	Obsessive-Compulsive Behavior	Hyperactive Behavior	Failure to Make Eye Contact	Sensory Defensiveness																								
4	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td><td style="width: 16.6%; height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td><td style="height: 25px;"></td></tr> </table>																													
3																														
2																														
1																														
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4																								

VB-MAPP Barriers Assessment

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

1. Negative Behaviors

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

- 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:

ASSESSMENT			
1ST	2ND	3RD	4TH

- 0. Typically cooperative with adult instructions and demands
- 1. Some demands will evoke minor noncompliant behavior, 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 Defective Mand Repertoire

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

- 0. The mand repertoire is growing consistently and is in proportion with the other Milestones
- 1. Mands occur, echoics 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 echoic skills
- 3. Mands are very limited, are prompt bound, are 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 Defective Tact Repertoire

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

- 0. The tact repertoire is growing consistently and is in proportion with the other Milestones
- 1. Tacts occur, echoics are strong, but listener skills (LDs) markedly outnumber tacts
- 2. Tact errors occur, strong echoic and LDs, tacts are prompt bound or scrolled, maintenance required
- 3. Many tact errors occur, echoic 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 echoic and LDs, many failed attempts at teaching tacts

5. Absent, Weak, or Defective Motor Imitation

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

- 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

VB-MAPP Master Scoring Form

Child's name	Derek
Date of birth	1-23-03 (4 years, 6 months)

Key:	Score	Date	Color	Tester
1st test:	37	7-21-07		SR
2nd test:				
3rd test:				

LEVEL 3

	Mand	Tact	Listener	VP/MTS	Play	Social	Writing	Reading	LRFFC	IV	Group	Ling.	Math
15													
14													
13													
12													
11													

LEVEL 2

	Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	LRFFC	IV	Group/CR	Ling.
10												
9												
8												
7												
6												

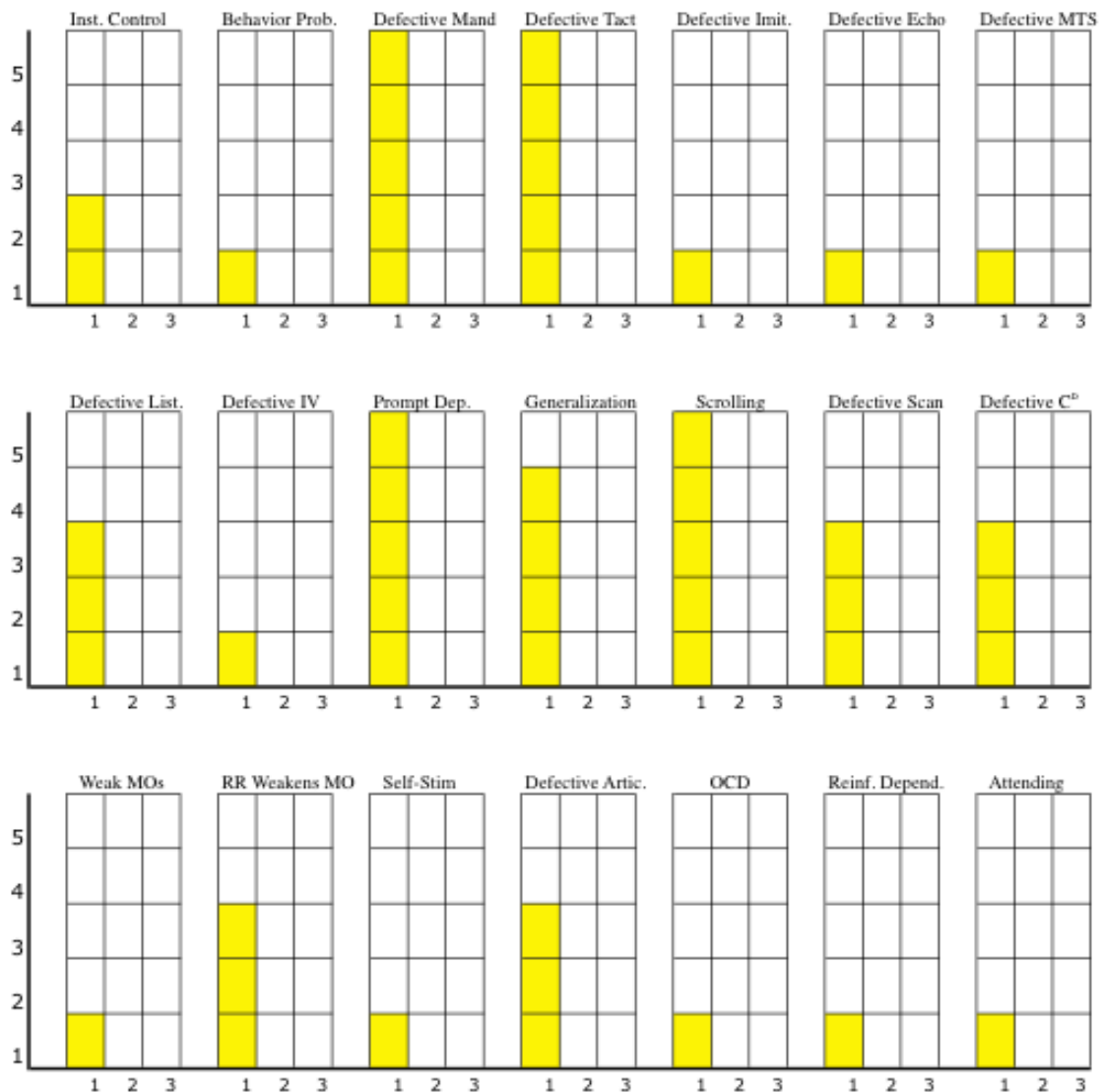
LEVEL 1

	Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	Vocal
5									
4									
3									
2									
1									

Derek's VB-MAPP Language Acquisition Barriers Scoring Form

Child's name:	Derek
Date of birth:	1-22-03

Key	Date	Color	Tester
1st Asses.	7-3-07		SR
2nd Asses.			
3rd Asses.			



VB-MAPP Master Scoring Form

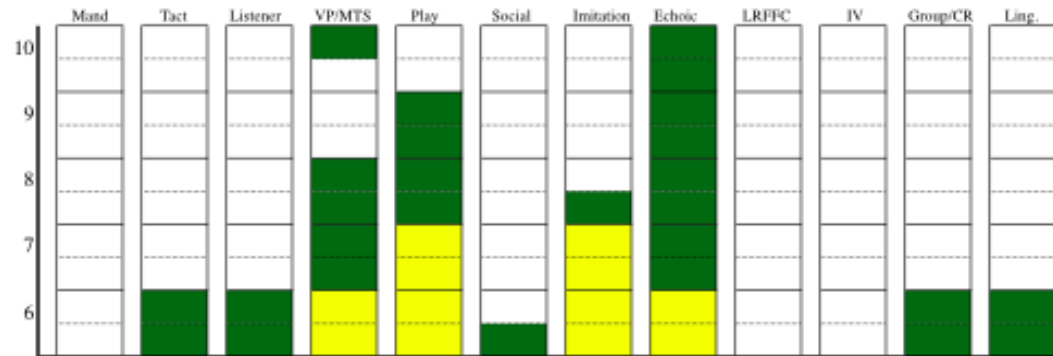
Child's name	Derek
Date of birth	1-23-03 (4 years, 6 months)

Key:	Score	Date	Color	Tester
1st test:	37	7-21-07		SR
2nd test:	64.5	1-11-08		ER
3rd test:				

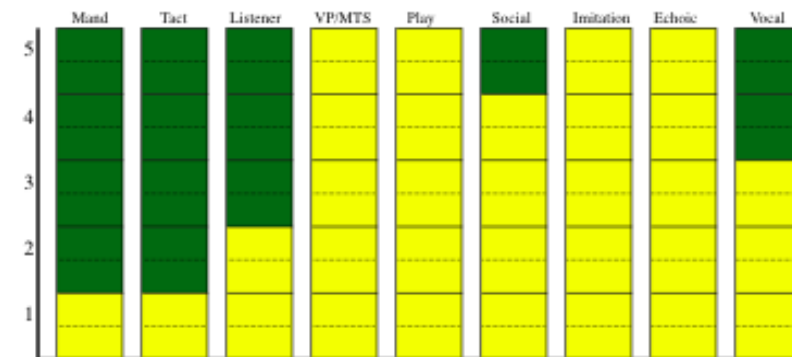
LEVEL 3



LEVEL 2



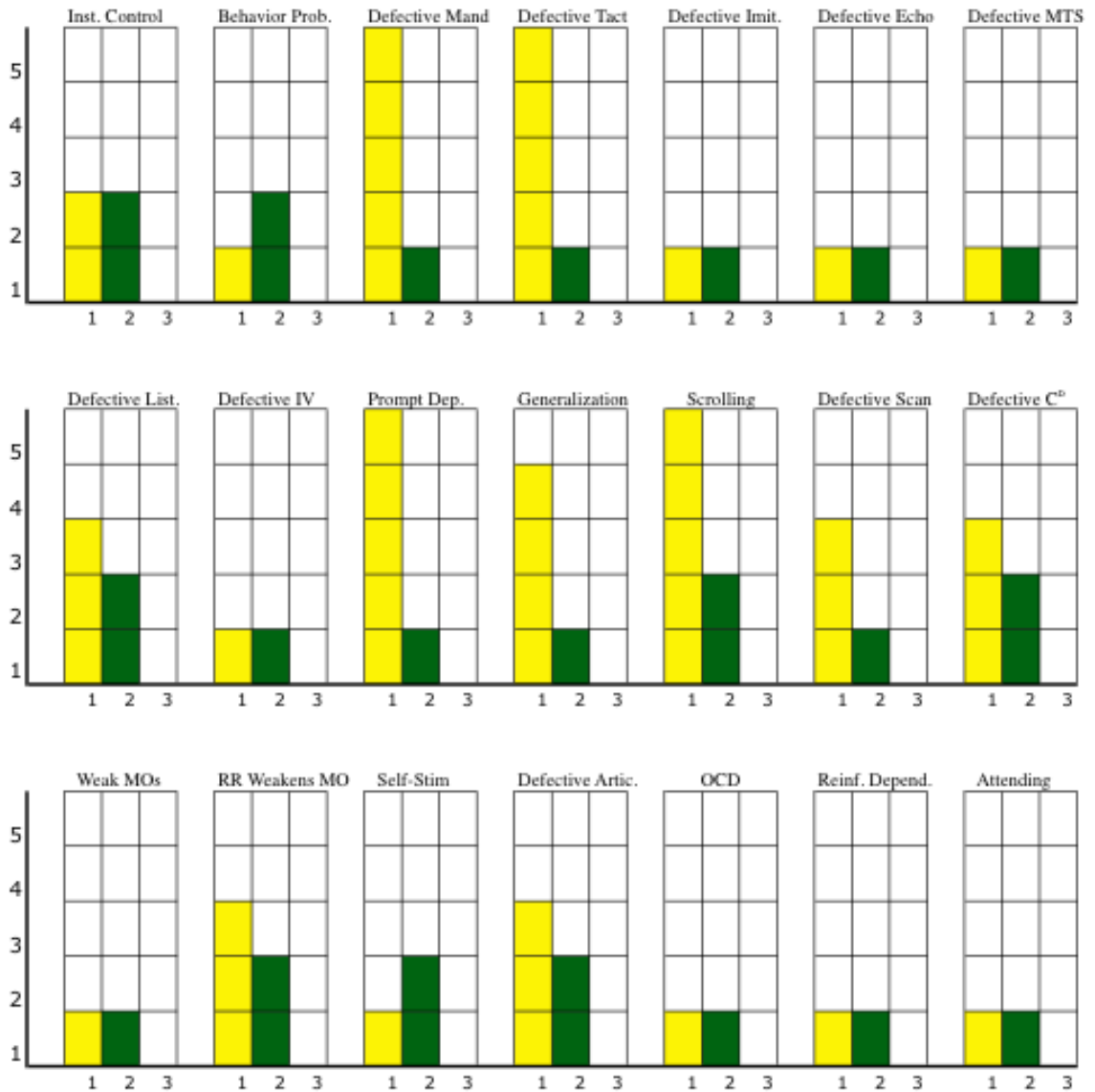
LEVEL 1



Derek's VB-MAPP Language Acquisition Barriers Scoring Form

Child's name:	Derek
Date of birth:	1-22-03

Key	Date	Color	Tester
1st Asses.	7-3-07		SR
2nd Asses.	1-11-08		ER
3rd Asses.			



VB-MAPP Transition Scoring Form

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

Key:	Score	Date	Color	Tester
1 ST TEST:				
2 ND TEST:				
3 RD TEST:				
4 TH 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	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
4	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
3	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
2	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
1	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
	1 2 3 4	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	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
4	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
3	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
2	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
1	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
	1 2 3 4	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	Toileting Skills	Eating Skills																								
5	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
4	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
3	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
2	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
1	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td></tr></table>				
	1 2 3 4	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

1. VB-MAPP Milestones Assessment Score

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Scores 0 to 25 on the Milestones Assessment
2. Scores 26 to 50 on the Milestones Assessment
3. Scores 51 to 100 on the Milestones Assessment
4. Scores 101 to 135 on the Milestones Assessment
5. Scores 136 to 170 on the Milestones Assessment

2. Overall VB-MAPP Barriers Assessment Score

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Scores 56 to 96 on the Barriers Assessment
2. Scores 31 to 55 on the Barriers Assessment
3. Scores 21 to 30 on the Barriers Assessment
4. Scores 11 to 20 on the Barriers Assessment
5. Scores 0 to 10 on the Barriers Assessment

3. VB-MAPP Barriers Assessment Score on Negative Behaviors and Instructional Control

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. A total score of 6 or 7 on negative behaviors and instructional control on the Barriers Assessment
2. A total score of 5 on negative behaviors and instructional control on the Barriers Assessment
3. A total score of 3 or 4 on negative behaviors and instructional control on the Barriers Assessment
4. A total score of 2 on negative behaviors and instructional control on the Barriers Assessment
5. The child has no behavioral issues, demonstrated by a score of 0 or 1 on Barriers Assessment

4. VB-MAPP Milestones Assessment Score on Classroom Routines and Group Skills

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Scores 2 points on classroom routines and group skills in the Milestones Assessment
2. Scores 3 to 4 points on classroom routines and group skills in the Milestones Assessment
3. Scores 5 to 7 points on classroom routines and group skills in the Milestones Assessment
4. Scores 8 to 9 points on classroom routines and group skills in the Milestones Assessment
5. Scores 10 points on the classroom routines and group skills in the Milestones Assessment

5. VB-MAPP Milestones Assessment Score on Social Behavior and Social Play

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Scores 2 or 3 points on social behavior and social play in the Milestones Assessment
2. Scores 4 or 5 points on social behavior and social play in the Milestones Assessment
3. Scores 6 to 9 points on social behavior and social play in the Milestones Assessment
4. Scores 10 to 12 points on social behavior and social play in the Milestones Assessment
5. Scores 13 to 15 points on social behavior and social play in the Milestones Assessment

VB-MAPP Transition Assessment

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

6. Works Independently on Academic Tasks

SCORE:

ASSESSMENT			
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:

ASSESSMENT			
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:

ASSESSMENT			
1ST	2ND	3RD	4TH

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:

ASSESSMENT			
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 5 trials or less

10. Retention of New Skills

SCORE:

ASSESSMENT			
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

VB-MAPP Transition Assessment

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

11. Learning from the Natural Environment

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Acquires 2 new motor skills in the natural environment without intensive teaching
2. Acquires 5 new mands or tacts in the natural environment without intensive teaching
3. Acquires 25 new mands or tacts in the natural environment without intensive teaching
4. Acquires 25 new intraverbals in the natural environment without intensive teaching
5. Easily and consistently learns new skills daily in a natural or group setting without intensive teaching

12. Demonstrates Transfer Between the Verbal Operants Without Training

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Demonstrates echoic to mand or tact transfer for 2 verbal responses with 2 or less transfer trials
2. Demonstrates echoic to mand or tact transfer for 5 verbal responses without transfer trials
3. Demonstrates tact to mand transfer for 10 verbal responses without training
4. Demonstrates tact to intraverbal transfer for 10 topics or events without training
5. Demonstrates transfer daily, involving advanced parts of speech, and all speaker and listener skills

13. Adaptability to Change

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Adapts to some minor changes with verbal preparation, but may demonstrate some negative behavior
2. Accepts minor changes, shows considerable distress, requires substantial preparation for change
3. Becomes annoyed and complains about changes, may perseverate, but ultimately goes with the change
4. Adapts to change quickly and without negative behaviors, but shows signs of minor distress
5. The child handles change in routine well, and ignores or copes with other distractions and changes

14. Spontaneous Behaviors

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Emits some behaviors spontaneously, but most language and social skills are prompted
2. Emits many behaviors spontaneously, but they are mostly nonverbal behavior
3. Spontaneously (no verbal prompts) mands and tacts several times a day
4. Spontaneously emits mand, tact, intraverbal, and verbal social behavior several times a day
5. Emits appropriate spontaneous behaviors across most of the 16 areas of the Milestones Assessment

15. Self-directed Play and Leisure Skills:VB-MAPP Milestones Assessment Scores on Independent Play

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Scores 3 points on independent play in the Milestones Assessment
2. Scores 5 points on independent play in the Milestones Assessment
3. Scores 8 points on independent play in the Milestones Assessment
4. Scores 11 points on independent play in the Milestones Assessment
5. Scores 14 points on independent play in the Milestones Assessment

VB-MAPP Transition Assessment

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

16. General Self-help Skills

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. No independent self-help, but does not engage in negative behaviors when adults provide personal care
2. Requires verbal or physical prompts to complete most self-help tasks
3. Requires mostly verbal prompts, but will attempt approximations to several self-help tasks
4. Initiates some self-help tasks and usually attempts approximations, but still requires verbal prompting
5. Is motivated, initiates approximations for most skills, and generalizes, but may need verbal prompts

17. Toileting Skills

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Still wears a diaper, but demonstrates toilet training readiness (e.g., dry periods, sits still for 2 mins.)
2. Toilet training has begun, will occasionally urinate when seated on the toilet, but still wears a diaper
3. Daytime bladder trained, uses pull ups, has occasional accidents, needs prompts and assistance to complete the toileting routine
4. Both bladder and bowel trained, but needs prompts and assistance to complete the toileting routine
5. Initiates or mands to use the bathroom and independently completes all steps of the toileting routine

18. Eating Skills

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Demonstrates some independent eating, but requires many physical prompts to eat, often a messy eater
2. Independently eats finger food, but requires adult arrangement of food, verbal prompting, and clean up
3. Independently get food from his lunchbox, eats finger food, but requires adult verbal prompting to eat
4. Independently use a spoon, eats without prompts, makes a minimal mess, needs prompts to clean up
5. Independently gets food items, eats, and uses utensils, cleans up independently, or with 1 verbal prompt

Task Analysis and Skills Tracking: LEVEL I (0-18 MONTHS)

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

Skill	MAND — LEVEL I	Met
1-a	Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times (O)	
1-b	Moves close to a reinforcing item to indicate the presence of an MO 2 times (O)	
1-c	Pulls an adult to get access to a reinforcing item 2 times (O)	
1-d	Points or gestures towards a reinforcer in order to obtain it 2 times (O)	
1-M	Emits 2 words, signs, or PECS, but may require echoic, imitative, or other prompts but no physical prompts (e.g., cracker, book) (E)	
2-a	Points to 2 different reinforcers in order to obtain them 2 times (E)	
2-b	Nods or says yes or no when offered a reinforcer 2 times (not an early target) (E)	
2-c	Emits 2 different mands without echoic prompts — can be with verbal or object prompts (E)	
2-d	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts (O)	
2-e	Generalizes 2 known mands across 2 different people and 2 settings (E)	
2-M	Emits 4 different mands without prompts (except <i>What do you want?</i>) — the desired item can be present (e.g., music, slinky, ball) (T)	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present (O)	
3-b	Emits 10 mands without echoic or imitative prompts — can be with verbal or object prompts (O)	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) (E)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts (E)	
3-M	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-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) (O)	
4-b	Emits 2 mands without an object present — can be with <i>What do you want?</i> (O)	
4-c	Emits 2 mands without verbal prompts — can be with object prompts (O)	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day (O)	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g., no) (E)	
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present (TO: 60 min.)	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) (E)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt (E)	
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times (O)	
5-d	Acquires a new mand in less than 20 training trials (T)	
5-e	Continues to emit a mand 2 times if the reinforcer is not delivered (persistence) (E)	
5-M	Emits 10 different mands without prompts (except, <i>What do you want?</i>) — the desired item can be present (e.g., apple, swing, car, juice) (E)	

VB-MAPP

Task Analysis and Skills Tracking Chart: LEVEL I (0-18 MONTHS)

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

Key:	Score	Date	Color	Tester
1ST TEST:				
2ND TEST:				
3RD TEST:				
4TH TEST:				

Hand	Tact	Listener	VP-MTS	Play	Social	Imitation	Echoic	Vocal
5-M	5-M	5-M	5-M	5-M	5-M	5-M	5-M	5-M
5-e	5-c	5-e	5-e	5-l	5-c	5-a		
5-d	5-b	5-d	5-d	5-e	5-b	5-c		
5-c	5-a	5-c	5-c	5-d	5-a	5-b		
5-b		5-b	5-b	5-c		5-a		
5-a		5-a	5-a	5-a				
4-M	4-M	4-M	4-M	4-M	4-M	4-M	4-M	4-M
4-e	4-b	4-e	4-b	4-e	4-d	4-d		
4-d	4-a	4-d	4-a	4-d	4-c	4-c		
4-c		4-c		4-c	4-b	4-b		
4-b		4-b		4-b	4-a	4-a		
4-a		4-a		4-a				
3-M	3-M	3-M	3-M	3-M	3-M	3-M	3-M	3-M
3-d	3-b	3-l	3-b	3-e	3-c	3-d		
3-c	3-a	3-e	3-a	3-d	3-b	3-c		
3-b		3-d		3-c	3-a	3-b		
3-a		3-b		3-a		3-a		
		3-a						
2-M	2-M	2-M	2-M	2-M	2-M	2-M	2-M	2-M
2-e		2-a	2-c	2-d	2-c	2-b		
2-d			2-b	2-c	2-b	2-a		
2-c			2-a	2-a	2-a			
2-b								
2-a								
1-M	1-M	1-M	1-M	1-M	1-M	1-M	1-M	1-M
1-d	1-a	1-a	1-b	1-d	1-c	1-b		
1-c			1-a	1-c	1-b	1-a		
1-b				1-b				
1-a				1-a				

TACT 4-M	Spontaneously tacts (no verbal prompts) 2 different items.
---------------------	---

Many children with language delays have difficulty reaching this milestone. Often, this is because of a long history of tacts that are partly controlled by an adult's verbal prompt to tact, and the delivery of contrived reinforcers. However, if a child can tact a couple of items without verbal prompts, this type of tacting should be further strengthened, but with caution because at a certain point excessive unprompted tacting becomes inappropriate.

TACT 5-M	Tacts 10 items (e.g., common objects, people, body parts, or pictures). (T)
---------------------	--

A child who reaches this milestone should have an intensive tacting program that focuses on 1) increasing the size of the tact repertoire, 2) generalization to a wider variety of stimuli, 3) fluency activities, 4) spontaneity, and 5) beginning to tact a few actions. As before, tacting should occur frequently throughout each day with a focus on growth and generalization. It is also important to make sure the LDs are progressing at a rate commensurate with tacting. In general, new tacts and LDs should be introduced and taught at the same time (although there are exceptions for some children).

Suggested IEP Goals for Tact Level 1 (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will tact at least 10 items (people, objects, or pictures) reliably on command.
- The child will spontaneously tact (no verbal prompts) at least 10 different items in a day.
- The child will tact at least 20 items (people, objects, body parts, or pictures) reliably on command.
- The child will tact at least 50 items.
- The child will tact at least 20 actions.
- The child will tact at least 50 two-component noun-verb (or verb-noun) relations.
- The child will spontaneously tact items an average of 5 times per hour.

LISTENER RESPONDING – LEVEL 1

LISTENER 0-M	Zero score
-------------------------	-------------------

If a child fails to receive any points on the listener scale, listener training should be part of his immediate intervention program. The intervention strategy for a child who does not attend to speech should involve procedures that make speech sounds conditioned reinforcers (Sundberg, in preparation; Sundberg & Partington, 1998) and discriminative stimuli (S^Ds). For example, pairing words with strong forms of reinforcement can often make sounds reinforcing, and differential reinforcement of attending to speech sounds can establish them as S^Ds for looking.

VB-MAPP Skills Scoring Form

3

Child's name	Tony
Date of birth	11-25-03

Key:	Score	Date	Color	Tester
1st test:	6.5	12-4-07		SM
2nd test:				
3rd test:				

LEVEL 3

	Mand	Tact	Listener	VP/MTS	Math	Reading	Writing	Social/play	LRFFC	IV	Group	Ling.
15												
14												
13												
12												
11												

LEVEL 2

	Mand	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	LRFFC	IV	Group/CR	Ling.
10												
9												
8												
7												
6												

LEVEL 1

	Mand	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	Vocal
5									
4									
3									
2									
1									

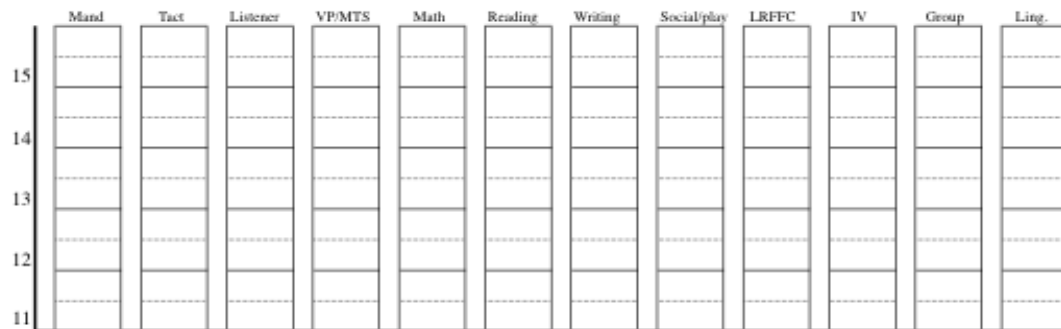
VB-MAPP Skills Scoring Form

3

Child's name	Tony
Date of birth	11-25-03

Key:	Score	Date	Color	Tester
1st test:	6.5	12-4-07		SM/MS
2nd test:	9.5	5-8-07		SM/MS
3rd test:				

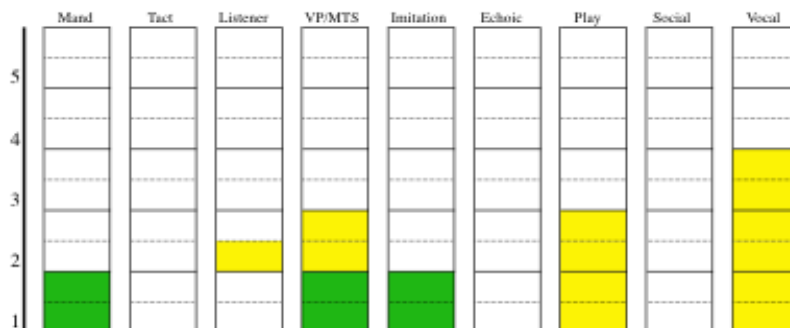
LEVEL 3



LEVEL 2



LEVEL 1



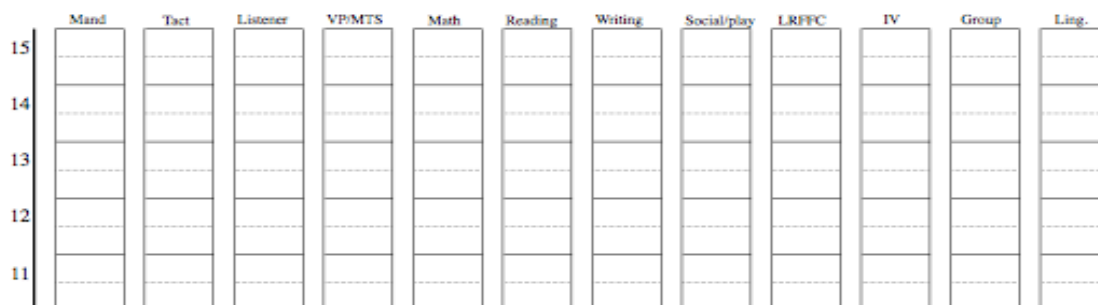
VB-MAPP Master Scoring Form

3

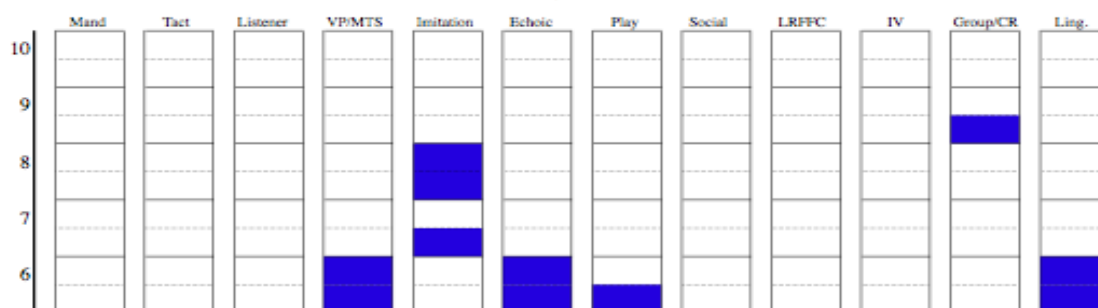
Child's name	Tommy
Date of birth	11-25-03

Key:	Score	Date	Color	Tester
1st test:	6.5	12-4-07		
2nd test:	9.5	5-8-07		
3rd test:	30.5	1/10/08		

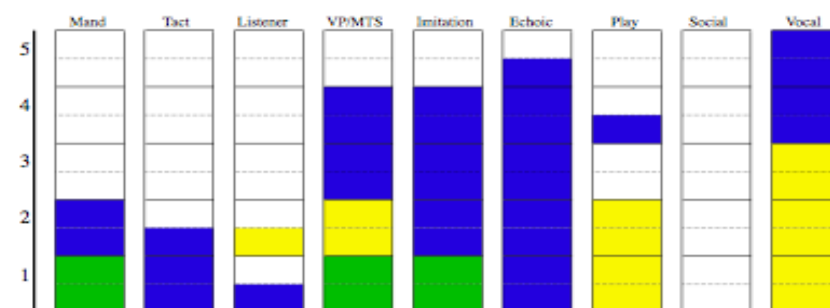
LEVEL 3



LEVEL 2



LEVEL 1



VB-MAPP Skills Scoring Form

Child's Name:	Annabrooke
Date of Birth:	3-23-99

Key:	Score	Date	Color	Tester
1st test:	8.5	9-21-06		CS
2nd test:				
3rd test:				

LEVEL 3

	Mand	Tact	Listener	VP/MTS	Math	Reading	Writing	Social/pl	LRFFC	IV	Group/CR	Ling.
15												
14												
13												
12												
11												

LEVEL 2

	Mand	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	LRFFC	IV	Group/CR	Ling.
10												
9												
8												
7												
6												

LEVEL 1

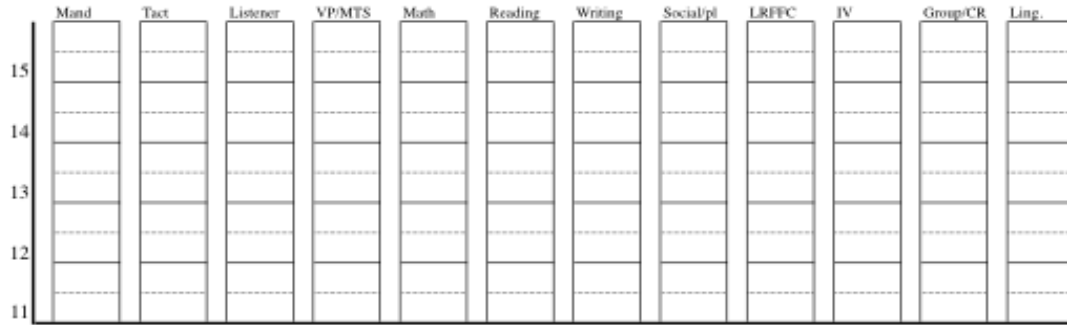
	Mand	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	Vocal
5									
4									
3									
2									
1									

VB-MAPP Skills Scoring Form

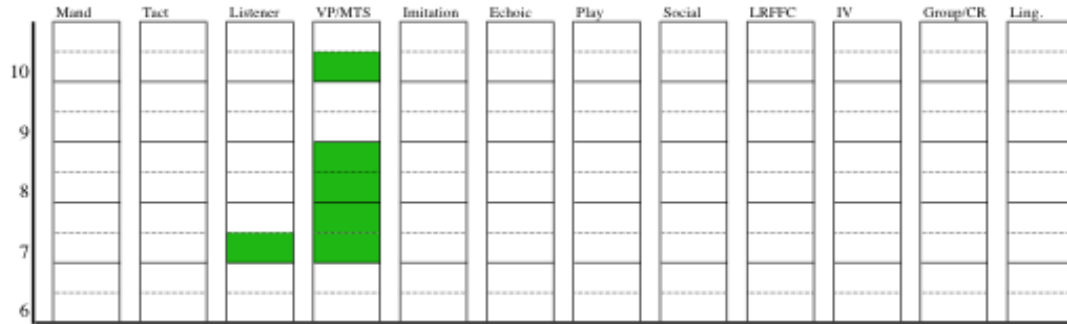
Child's Name:	Annabrooke
Date of Birth:	3-23-99

Key:	Score	Date	Color	Tester
1st test:	8.5	9-21-06		CS
2nd test:	27.5	3-15-07		CS
3rd test:				

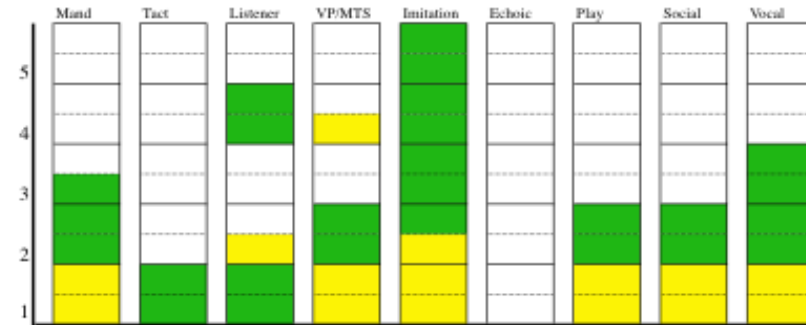
LEVEL 3



LEVEL 2



LEVEL 1



VB-MAPP Skills Scoring Form

Child's Name:	Will				
Date of Birth:	1-12-03				

Key:	Score	Date	Color	Tester
1st test:	21	9-6-06		CS
2nd test:				
3rd test:				

LEVEL 3

	Mand	Tact	Listener	VP/MTS	Math	Reading	Writing	Social/pl	LRFFC	IV	Group/CR	Ling.
15												
14												
13												
12												
11												

LEVEL 2

	Mand	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	LRFFC	IV	Group/CR	Ling.
10												
9												
8												
7												
6												

LEVEL 1

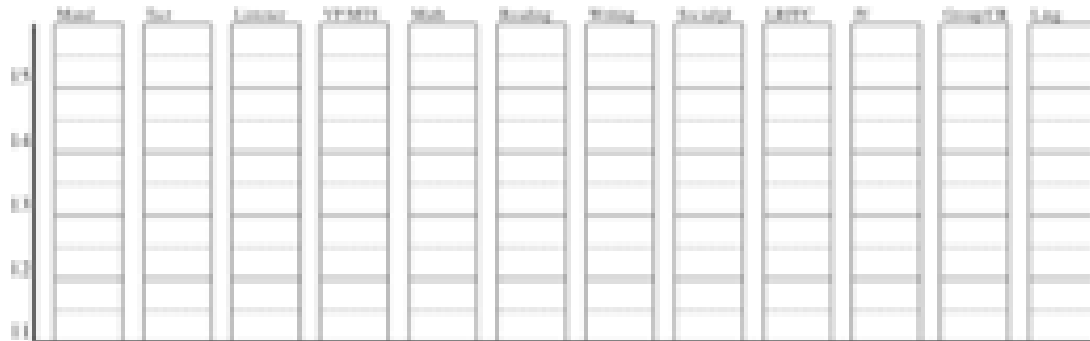
	Mand	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	Vocal
5									
4									
3									
2									
1									

VB-MAPP Skills Scoring Form

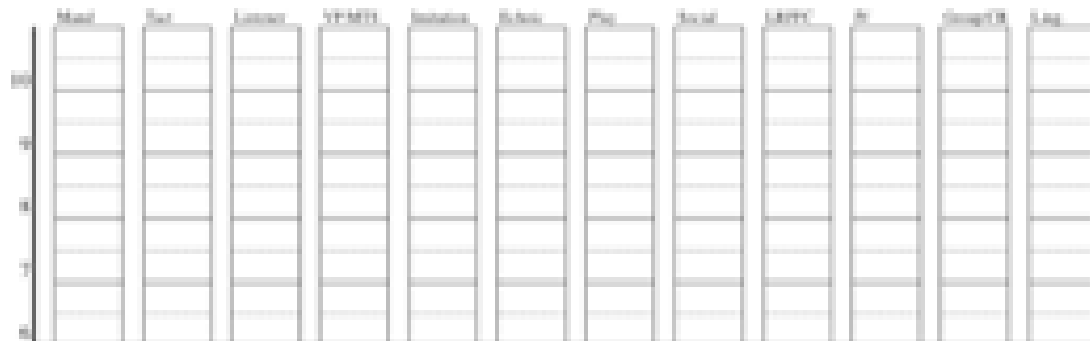
Child's Name:	Will			
Date of Birth:	1-12-07			

Key:	Score	Date	Color	Tester
1st test:	21	9-6-09		CS
2nd test:	33	4-14-07		CS
3rd test:				

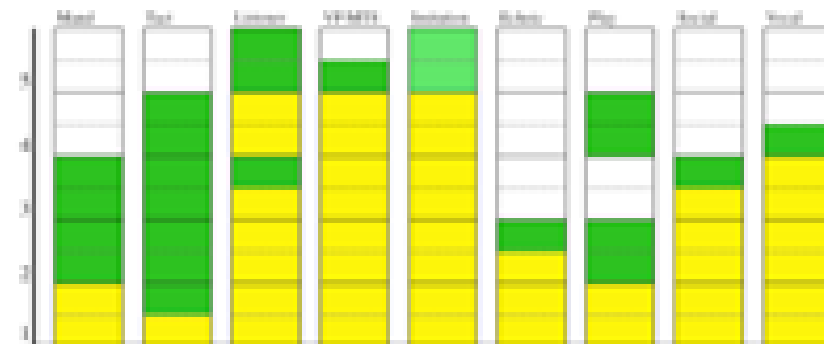
LEVEL 3



LEVEL 2



LEVEL 1



VB-MAPP Skills Scoring Form

Child's Name:	Tess
Date of Birth:	9-20-01

Key:	Score	Date	Color	Tester
1st test:	27.5	9-21-06		CS
2nd test:				
3rd test:				

LEVEL 3

	Mand	Tact	Listener	VP/MTS	Math	Reading	Writing	Social/pl	LRFFC	IV	Group/CR	Ling.
15												
14												
13												
12												
11												

LEVEL 2

	Mand	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	LRFFC	IV	Group/CR	Ling.
10												
9												
8												
7												
6												

LEVEL 1

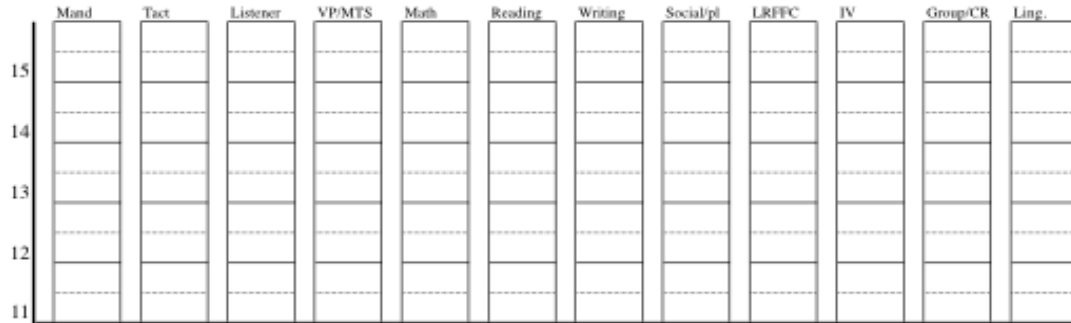
	Mand	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	Vocal
5									
4									
3									
2									
1									

VB-MAPP Skills Scoring Form

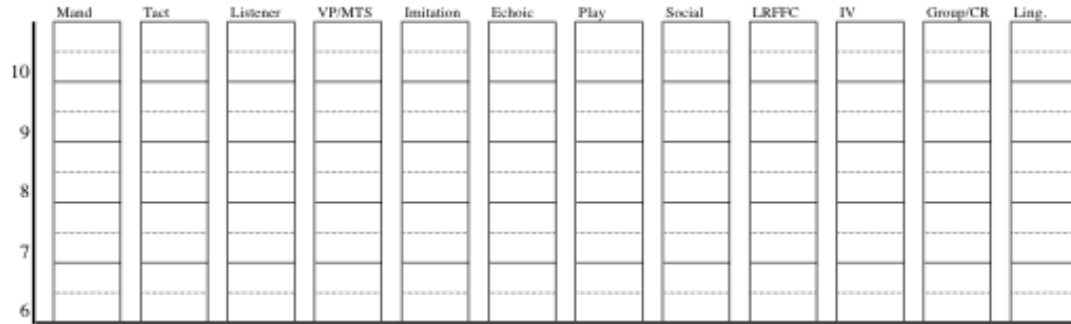
Child's Name:	Tess
Date of Birth:	9-20-01

Key:	Score	Date	Color	Tester
1st test:	27.5	9-21-06		CS
2nd test:	36	5-17-07		CS
3rd test:				

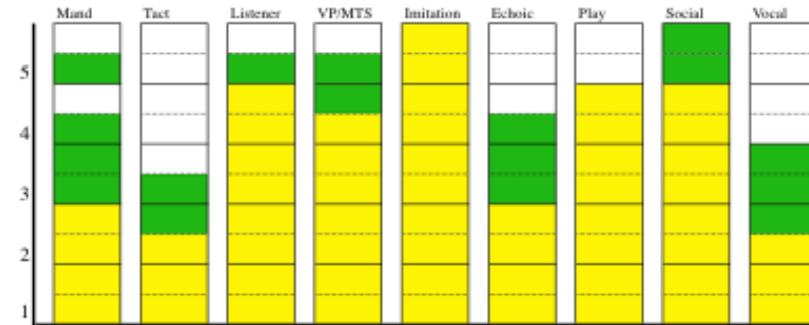
LEVEL 3



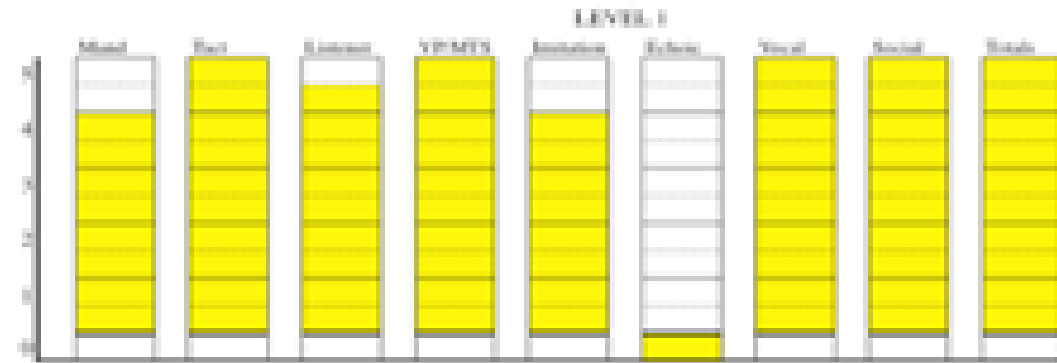
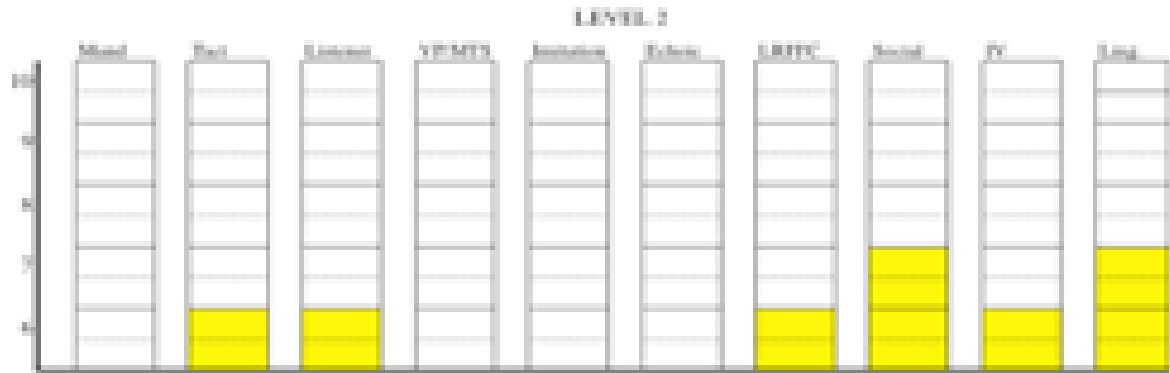
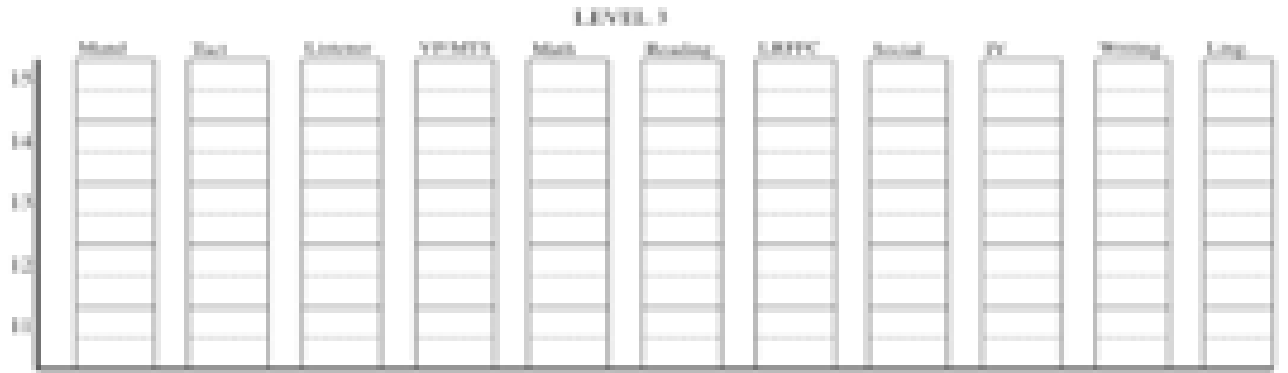
LEVEL 2



LEVEL 1

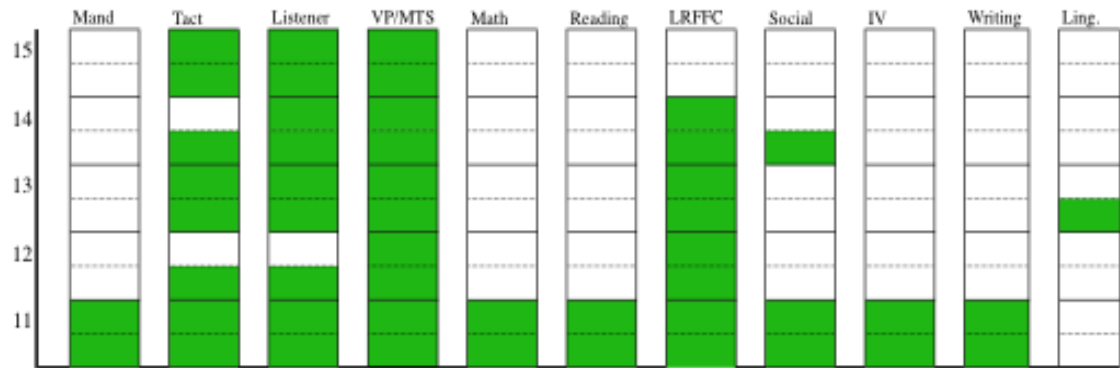


The Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP Scoring Form

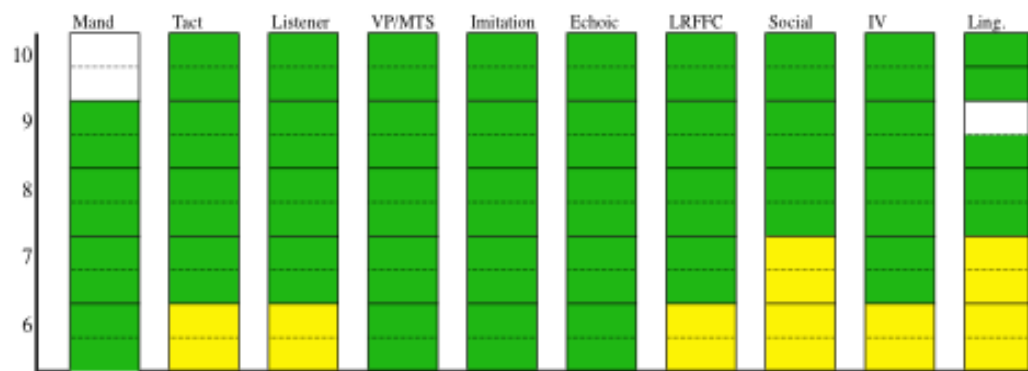


The Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP Scoring Form

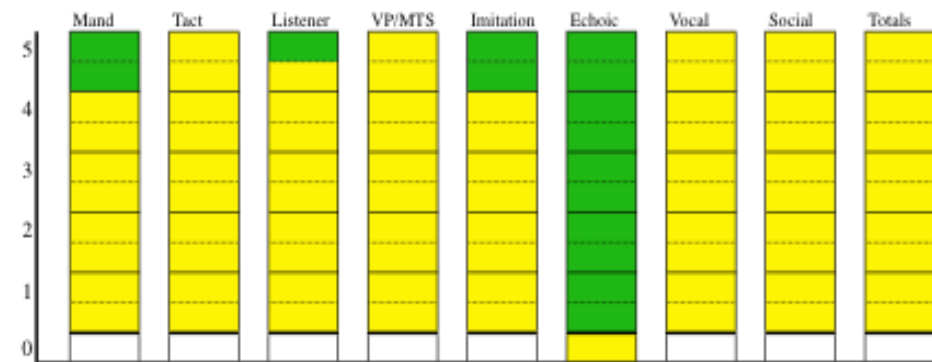
LEVEL 3



LEVEL 2



LEVEL 1



VB-MAPP Skills Scoring Form

Child's Name:	Hillell				
Date of Birth:	3-28-00				

Key:	Score	Date	Color	Tester
1st test:	59	9-12-06		CS
2nd test:				
3rd test:				

LEVEL 3

	Mand	Tact	Listener	VP/MTS	Math	Reading	Writing	Social/pl	LRFFC	IV	Group/CR	Ling.
15												
14												
13												
12												
11												

LEVEL 2

	Mand	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	LRFFC	IV	Group/CR	Ling.
10												
9												
8												
7												
6												

LEVEL 1

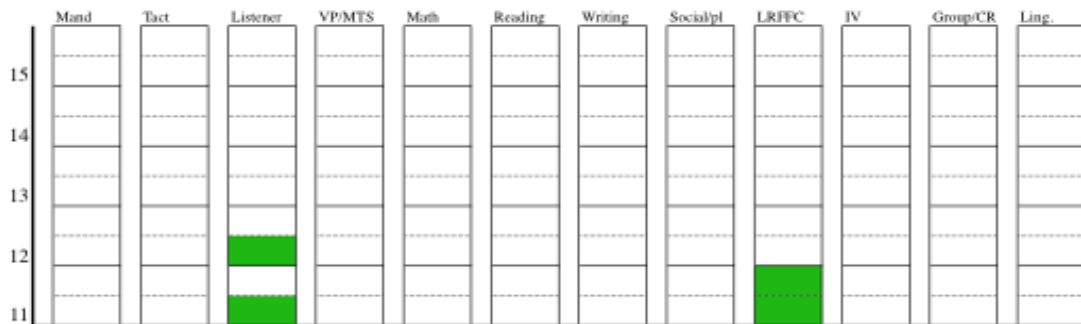
	Mand	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	Vocal
5									
4									
3									
2									
1									

VB-MAPP Skills Scoring Form

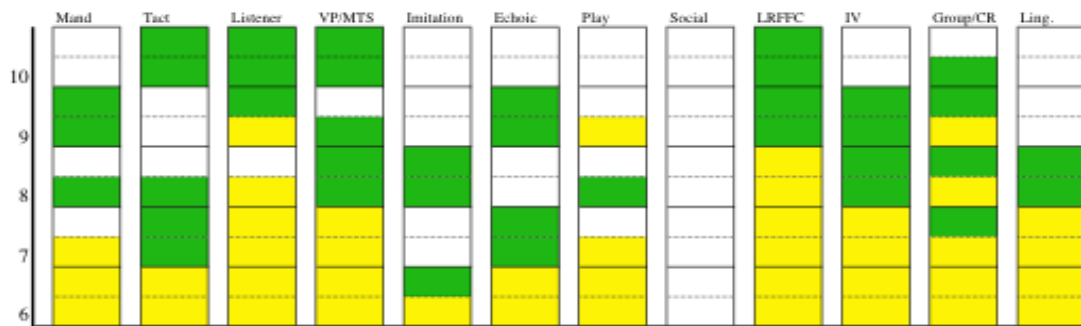
Child's Name:	Hillell				
Date of Birth:	3-28-00				

Key:	Score	Date	Color	Tester
1st test:	59	9-12-06		CS
2nd test:	82	5-12-07		C/CS
3rd test:				

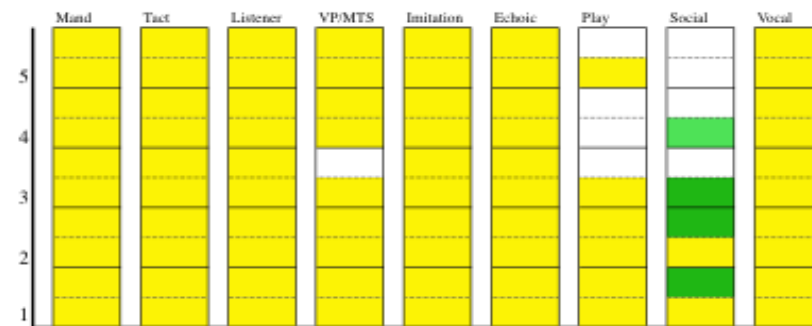
LEVEL 3



LEVEL 2



LEVEL 1



VB-MAPP Skills Scoring Form

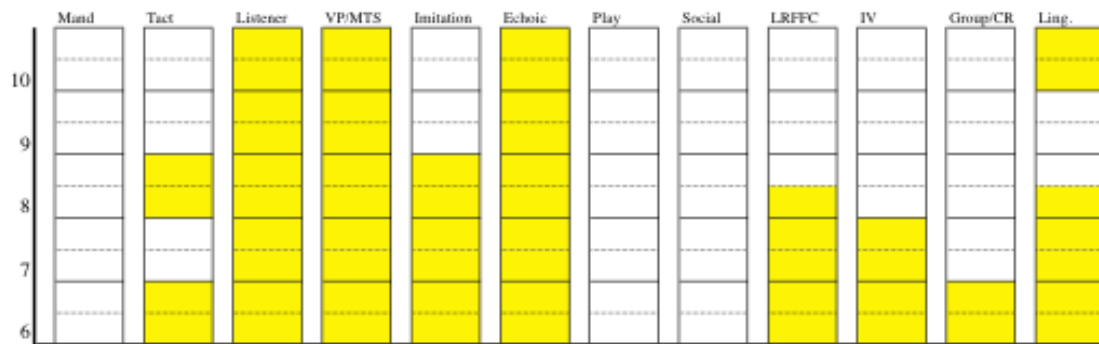
Child's Name:	Nathan				
Date of Birth:	9-8-94				

Key:	Score	Date	Color	Tester
1st test:	74.5	9-10-06		CS
2nd test:				
3rd test:				

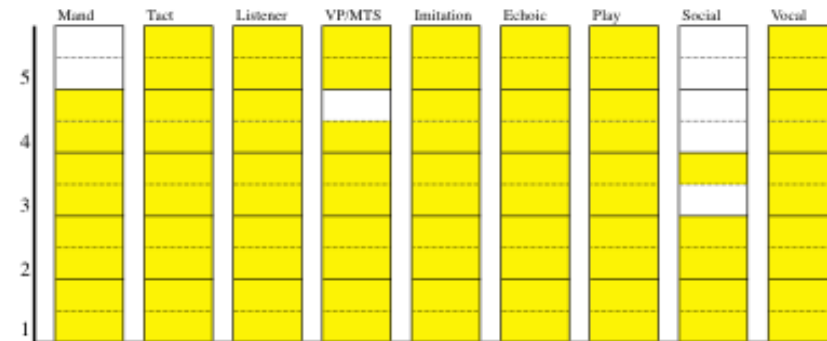
LEVEL 3



LEVEL 2



LEVEL 1

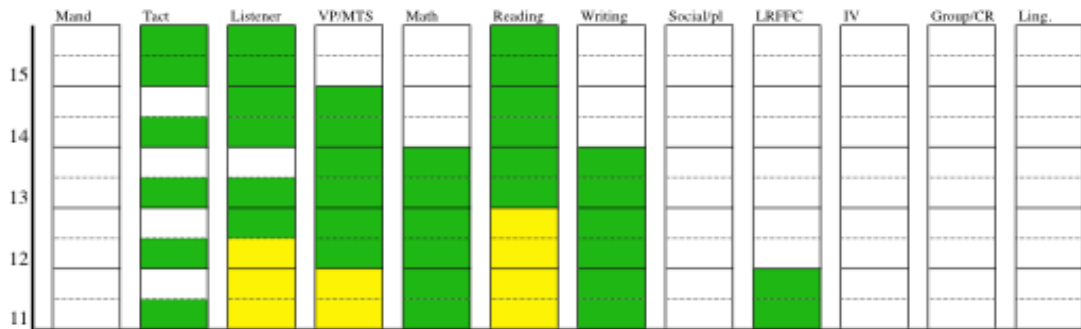


VB-MAPP Skills Scoring Form

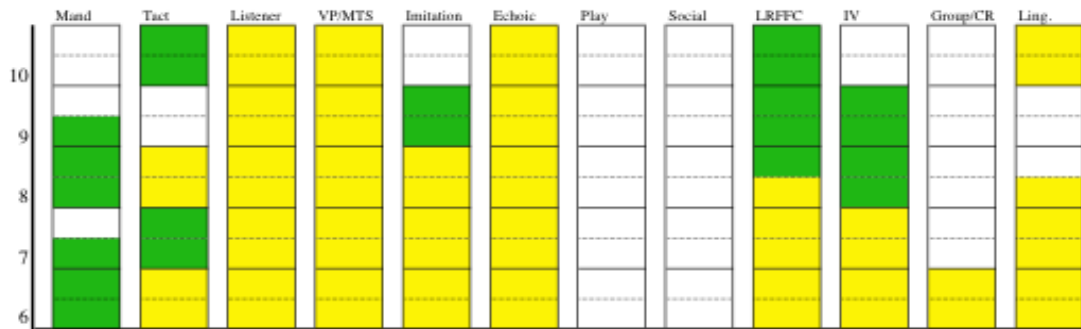
Child's Name:	Nathan				
Date of Birth:	9-8-94				

Key:	Score	Date	Color	Tester
1st test:	74.5	9-10-06		CS
2nd test:	100.5	4-16-07		CS
3rd test:				

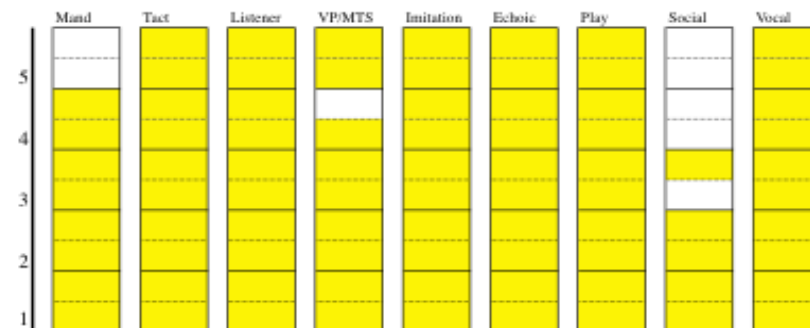
LEVEL 3



LEVEL 2



LEVEL 1

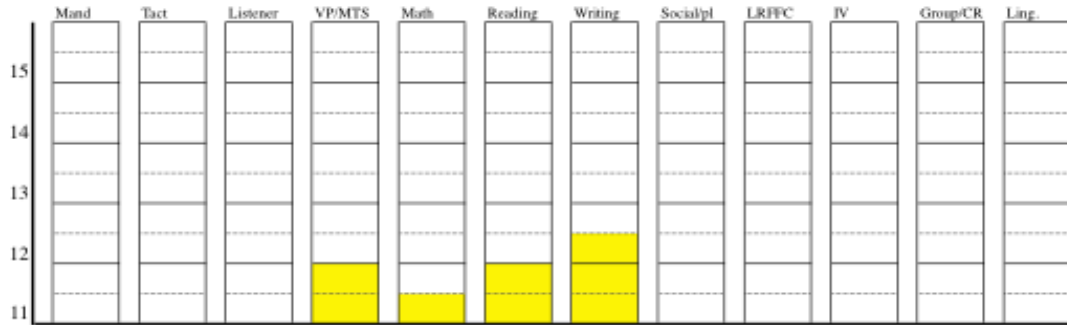


VB-MAPP Skills Scoring Form

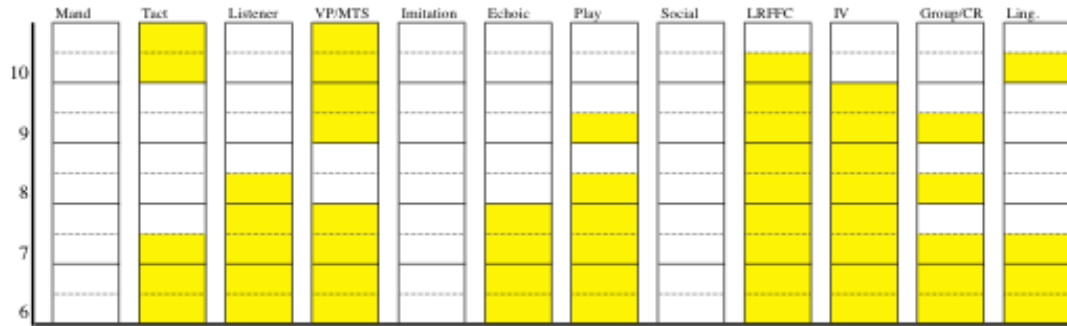
Child's Name:	Will M				
Date of Birth:	6-16-03				

Key:	Score	Date	Color	Tester
1st test:	70.5	9-2-06		CS
2nd test:				
3rd test:				

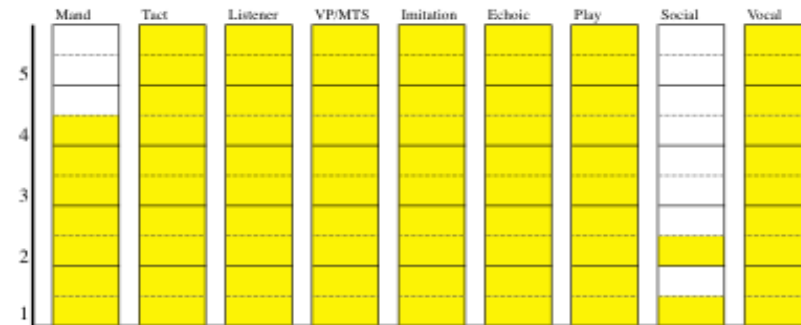
LEVEL 3



LEVEL 2



LEVEL 1

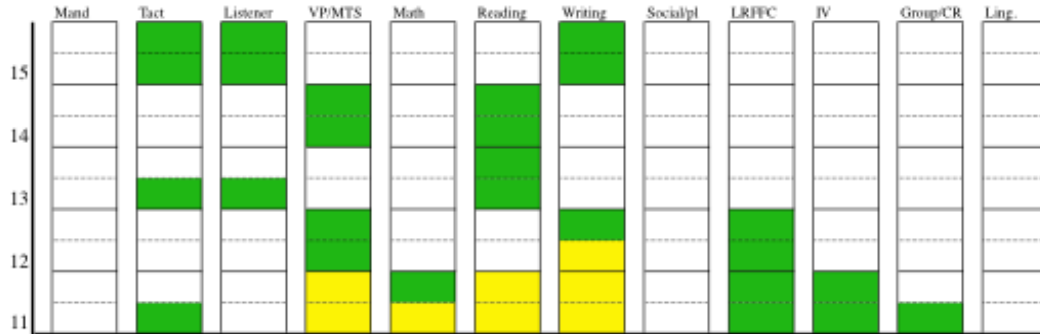


VB-MAPP Skills Scoring Form

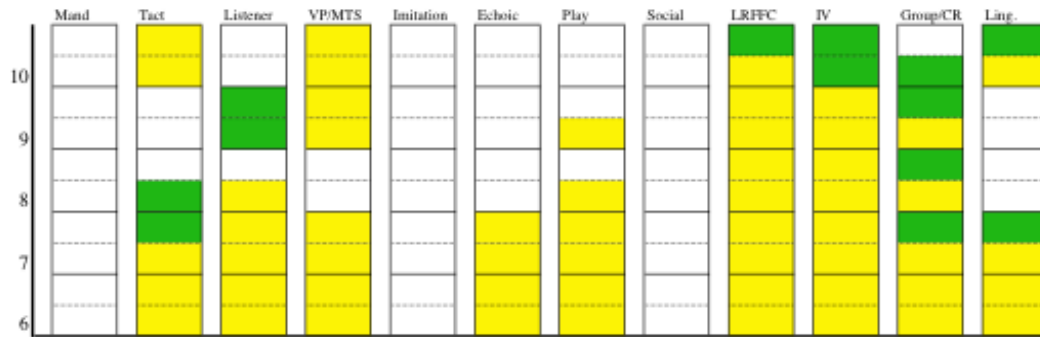
Child's Name:	Will M				
Date of Birth:	6-16-03				

Key:	Score	Date	Color	Tester
1st test:	70.5	9-2-06		CS
2nd test:	91	5-16-07		CS
3rd test:				

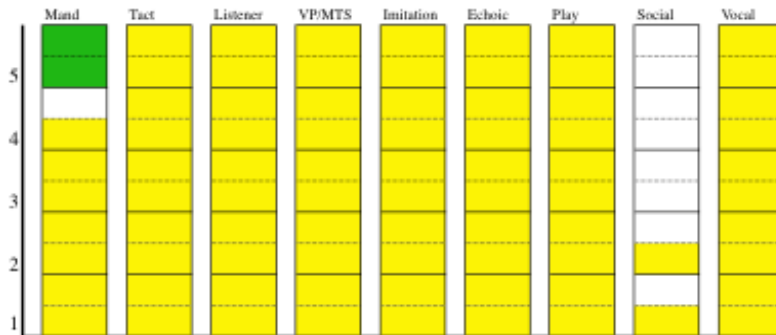
LEVEL 3



LEVEL 2



LEVEL 1



The VB-MAPP Intraverbal
Assessment Subtest

Child's name:		Tester:
Date of birth:		Testing date (s):
Diagnosis if any:		Total score ____ (give a 0 or 1 for each item)
Group 1: Animal sounds & songs fill-ins)	Score	Write the exact response given by the child
A kitty says...		
Twinkle, twinkle, little...		
Ready, set ...		
The wheels on the bus go...		
Rock-a-bye...		
A dog says...		
Peek-a...		
The itsy bitsy...		
Head, shoulders, knees and...		
Happy birthday to...		
Other:		
Other:		
Total points (10 points maximum):		
Group 2 (Name, fill-ins, associations)		
What is your name?		
You brush your...		
Shoes and...		
You ride a...		
You flush the...		
You sleep in a...		
You eat...		
One, two...		
You wash your...		
You sit on a...		
Other:		
Other:		
Total points (10 points maximum):		

The VB-MAPP Intra-verbal
Assessment Subtest

Group 3 (Simple What questions)	Score	Write the exact response given by the child
What can you drink?		
What can fly?		
What are some numbers?		
What can you sing?		
What's your favorite movie?		
What are some colors?		
What do you read?		
What is outside?		
What's in a kitchen?		
What are some animals?		
Total points (10 points maximum):		
Group 4 (Simple Who, Where, & age)		
Who is your teacher?		
Where do you wash your hands?		
Who builds a web?		
Where is the refrigerator?		
Who drives the car?		
Where do you take a bath?		
How old are you?		
Where are the trees?		
Who do you see on TV?		
Why do you use a Band-Aid?		
Total points (10 points maximum):		

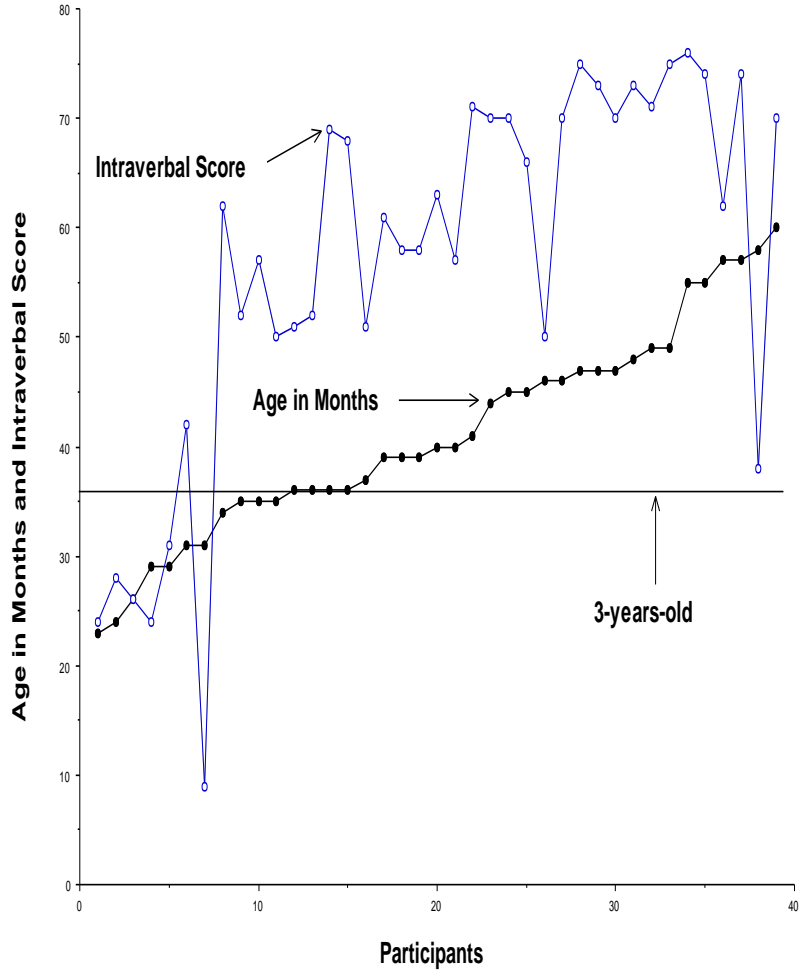
The VB-MAPP Intraverbal
Assessment Subtest

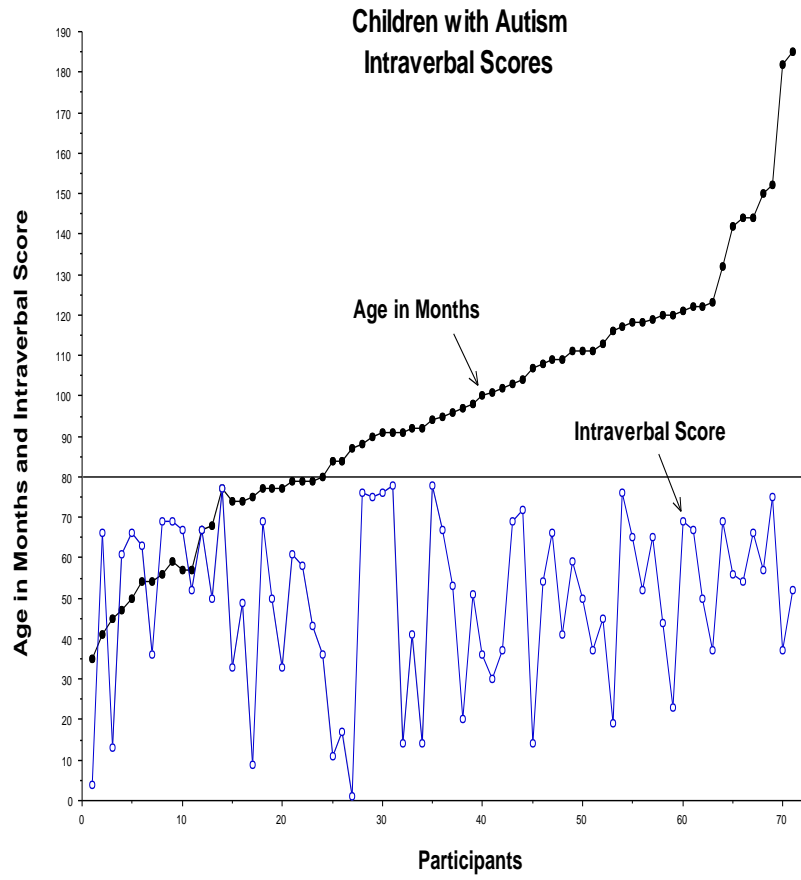
Group 5 (Categories, function, features)	Score	Write the exact response given by the child
What shape are wheels?		
What grows outside?		
What can sting you?		
What do you do with a sock?		
What can you push?		
What do you do with a straw?		
What do you write on?		
Can you name some body parts?		
What's something that's sharp?		
What do you wear on your head?		
Total points (10 points maximum):		
Group 6 (adjectives, prepositions, adverbs)		
What color is my shirt?		
What do you eat with?		
What's up in the sky?		
What's above a house?		
What do you smell with?		
What are some hot things?		
What grows on your head?		
What is under a boat?		
What animal has stripes?		
What color is your shirt?		
Total points (10 points maximum):		

The VB-MAPP Intraverbal
Assessment Subtest

Group 7 (Multiple part questions)	Score	Write the exact response given by the child
What makes you sad?		
Name some clothing.		
Tell me something that is not a food.		
What helps a flower grow?		
When do we set the table?		
What do you do with money?		
Why do people wear glasses?		
Where do you put your dirty clothes?		
What is something you can't wear?		
What's something that is sticky?		
Total points (10 points maximum):		
Group 8 (Multiple part questions)		
What's in a balloon?		
What do you take to a birthday party?		
Where do you go if you're sick?		
Why do you wear a coat?		
What do you do before bed?		
What's your last name?		
What do you put in a sandwich?		
What musical instrument has strings?		
What do you do with an umbrella?		
Why do adults need to get gas?		
Total points (10 points maximum):		

Typically Developing Children Intraverbal Scores





Typically Developing Children Intraverbal Scores

