

VB-MAPP Training Handout

How to Complete the Assessment

Purpose

This handout is designed to be a reference sheet for you when completing a VB-MAPP assessment. It includes reminders on how to fill out the protocol and some tips for administration.

The numbered bubbles below indicate the area that each point is referring to.

General Information

- The VB-MAPP protocol consists of four components
 - o The Milestones Assessment
 - o The Barriers Assessment
 - o The Transition Assessment
 - o The Task Analyses (for levels 1-3)
 - A complete assessment consists of completing the **Milestones, Barriers, and Transition** components
 - The **Task Analyses** are not part of the periodic assessment, but are designed to be used throughout the year as a **guide** for choosing skill objectives to work towards
 - Each protocol has room for **four separate assessments**
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Tips for Completing the Assessment

- Before sitting down with a student, make sure to do a “**pre-scoring**”
 - o Walk yourself through each of the milestones, and write in any scores that you **are sure** the student can or can't do
 - o **Make a note** by those milestones that you are unsure about so that you can go back and physically test those later
- When completing the assessment, especially for the first few times, keep the **guide available** to reference
 - o This helps in knowing what a ½-point score is on the milestones assessment
 - o This is also particularly helpful when scoring the Barriers and Transition assessments because it provides more background for the criteria in each section

If you like this, then please see my other VB-MAPP training materials at www.stevencelmer.com

Milestones Assessment

- For each skill there are 5 separate milestones within each level
- Scoring for each Milestone is either 0, ½, or 1
 - The criteria for a 1 point score is in the protocol
 - The criteria for a ½ point score is located in the VB-MAPP Guide
- Upon completing a Milestone within a level, the score is added up and placed in the “Assessment” box in the upper right-hand corner

MAND					ASSESSMENT				
					TOTAL SCORE				
Does the child use words, signs, or pictures to ask for desired items or activities?					3				
1st	2nd	3rd	4th	1. 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. ² 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. 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)					
				4. ⁴ Spontaneously emits (no verbal prompts) 5 mands - the desired item can be present (TO: 60 min.)					
				5. ⁵ 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)					
Comments/notes:									

Milestones Scoring Form

- Make sure to locate the correct skill to color in
- Remember that the numbers go from 1-5 **starting at the bottom** (*don't worry, I forgot that the first time too*)
- For a score of ½, fill in only to the dotted line
- For a score of 1, fill in the entire box
- If you assessed an entire skill section, and the score was 0, fill in the corresponding bubble at the bottom to indicate that you looked at the skill, but that the student was not able to perform any of the skills

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

EESA – Echoic Subtest

The purpose of this subtest is to evaluate the student’s ability to repeat a speech model. It looks at articulation, prosody, intonation, and various syllable combinations to ensure that the student can easily be understood

General Instructions

- Ask the student to say the item (say “hop”). Omit the word “say” if the student repeats it
- Give up to **three** trials, scoring the best response, if the initial response is inaccurate or absent.

1. Write in an “X” for each response where all sounds are correct
2. Write in an “/” if the response is recognizable, but has **incorrect or missing consonants**, or **extra syllables**
3. Leave the boxes blank if there is **no response**, an **incorrect vowel**, or **deleted syllables**
4. Count all of the points for each group and write in the score for that section at the right
 - a. X’s count as 1 point
 - b. /’s count as ½ point

Group 1: Simple and reduplicated syllables

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

Probe: t

1	<input checked="" type="checkbox"/> ah	<input type="checkbox"/> bye bye	<input type="checkbox"/> one	<input type="checkbox"/> moo	<input type="checkbox"/> we
2	<input checked="" type="checkbox"/> wow	<input type="checkbox"/> hop	<input type="checkbox"/> my	<input type="checkbox"/> up	<input type="checkbox"/> boy
3	<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	4 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

Barriers Assessment

1. For each section, read through the criteria, starting from 0
2. Select the criteria that best fits the student's typical, daily behavior and write that at the upper right of that section

1. Negative Behaviors

SCORE: **2**

ASSESSMENT			
1st	2nd	3rd	4th
3			

1

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)

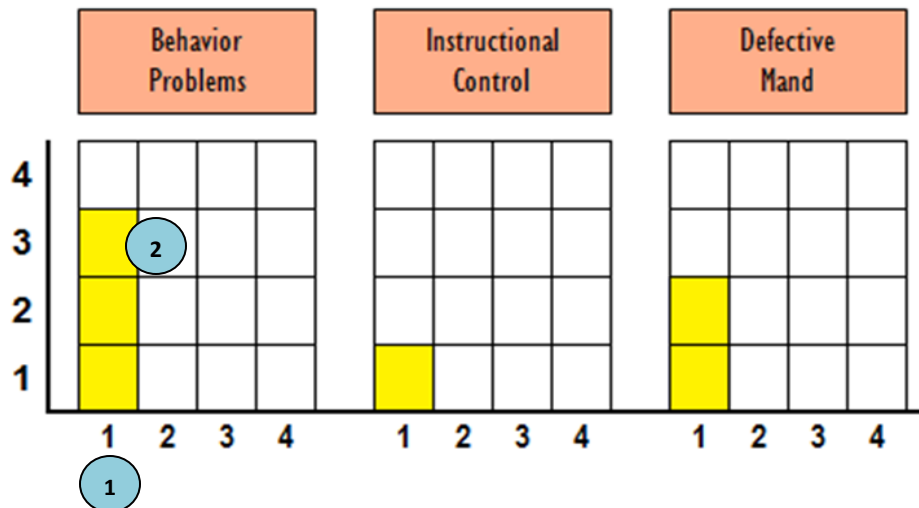
SCORE: **1**

ASSESSMENT			
1st	2nd	3rd	4th
1			

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

Barriers Scoring Form

1. Each assessment has its own column
2. Color in the boxes in the appropriate column according to the score given



Transition Assessment

This assessment usually uses the **same format as the Barriers Assessment**

1. Read through each of the criteria starting from 1
2. Select the criteria that best fits the student’s typical, daily behavior and write that at the upper right of that section
3. Some scores are taken from other parts of the VB-MAPP assessment
 - a. Simply add up the specified numbers and write in the appropriate score according to that sum

14. Spontaneous Behaviors

ASSESSMENT				
1st	2nd	3rd	4th	
3				

- 1
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**

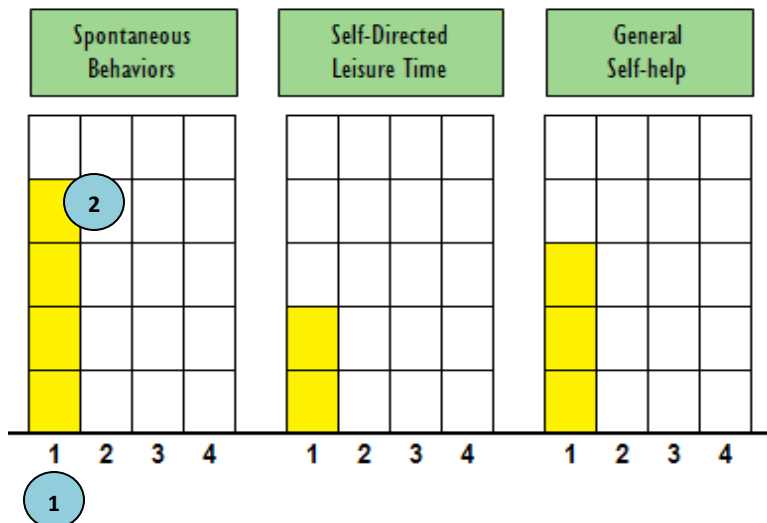
ASSESSMENT				
1st	2nd	3rd	4th	
2				

- 3
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

Transition Scoring Form

Completion of the sections here is done in exactly the **same manner as on the Barriers Scoring Form**

1. Each assessment has its own column
2. Color the boxes in the appropriate column according to the score given



Task Analysis and Skills Tracking

The Task Analysis is composed of intermediate skills that support the acquisition of the Milestones. These skills are not necessarily prerequisites for a Milestone, nor do they need to be worked on in the exact order that they are presented. Each student is different and each presents special learning abilities that may make a single skill more important or easier to learn than another

1. The first thing to do is to check the Milestones Scoring form and **transfer** the mastered Milestones to this form
2. When you find a Milestone that your student cannot perform, look at the tasks under this section and fill in the ones that your student can do
3. The tasks that are not filled out can be considered as **objectives** in that student’s curriculum

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 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, PECS, but may require echoic, imitative, or other prompts but no physical prompts (e.g., cracker, book) (E)	1 ✓
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)	3
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 What do you want?) – the desired item can be present (e.g., music, slinky, ball) (T)	2

Task Analysis and Skills Tracking Chart

- Similar to the Milestones scoring form, simply color in the boxes with the corresponding color from the last assessment

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-b	2-a			
2-b				2-a				
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				1-a				