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An Introduction to the VB-MAPP (Verbal Behavior – Milestones Assessment and Placement Program)

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COLORADO
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Tri-State Autism Spectrum Disorder Webinar Series



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Polling Questions

- Questions will be asked throughout the webinar
- When the poll opens on your screen respond by clicking on or filling in your answer

What is your role?

What is your role?

Administrator

Parent/Family Member

Related Service Professional

Teacher

Other

What state are you from?

What state are you from?

Colorado

Kansas

Nebraska

Other

No Vote

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Presenter Information

- Stacey Martin, MA, BCBA, LBA
- Retired from public education after 30 yrs
- Currently works for Summit Behavioral Services in Kansas City MO
 - Supervises ABA programs for 2-7 year olds
 - Provides training on how to establish intensive ABA/VB programs as well as other topics related to behavior and programming
 - Provides program consultation and support to KC area school districts



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Learner Objectives

- The learner will be introduced to the areas assessed on the VB-MAPP including a brief overview of the verbal operants
- The learner will become familiar with the components of the VB-MAPP manual and test protocol
- The learner will become familiar with the scoring procedures used on the VB-MAPP

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Learner Objectives

- The learner will be introduced to the types of assessment methods used on the VB-MAPP
- The learner will become familiar with helpful steps to take before administering the VB-MAPP
- Participants will learn how to interpret results and use them for program development

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Presentation Summary

- The VB-MAPP is both an assessment and a curriculum/program planning guide
- The VB-MAPP contains additional sections that will assist in identifying barriers to skill acquisition and determining the most appropriate instructional setting
- Scoring a VB-MAPP and assessment tips
- Using the assessment results for designing interventions

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VB-MAPP Development

Based on B.F. Skinner's analysis of verbal behavior (1957)

Developed by Dr. Mark Sundberg and published in 2008

Criterion referenced assessment that is linked to typical development

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VB-MAPP Development

Assessment includes 170 developmental language and learning milestones

Milestones at each level were identified using information from 50+ developmental charts related to language acquisition as well as other sources on child development

Field-testing and feedback were provided by SLPs, OTs, special educators, parents and others working with children with language delays

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Purpose of the VB-MAPP

Identify skills currently within the child's language and learning repertoires

Determine priorities for intervention

Identify what types of teaching strategies may be most beneficial for the child

Determine what environment will best meet the child's learning needs

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The ABC Analysis and The Verbal Operants

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The ABC Analysis

A = antecedents - this is what happens before a behavior or response

B = behavior - what the person does

C = consequences - what happens after the behavior or response

Skinner applied this analysis to how we learn to behave as speakers and listeners

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The Verbal Operants

Mand, Tact, Intraverbal and Echoic - all involve behaving as a speaker

Listener Responding, Imitation -involve responding as a listener

Additional operants include textual, copying-a-text, and transcription

The Mand

Antecedent	Behavior	Consequence
Motivation (The person is hungry and wants a cookie)	Verbal Behavior - The person says "cookie"	The person gets a cookie

Common term for a mand is a request

The mand directly benefits the speaker

The Tact

Antecedent	Behavior	Consequence
Sensory input - the person sees a cookie	Verbal Behavior - The person says "cookie"	The person is reinforced with verbal praise, a high five, etc

Common term for a tact is an expressive label
Tacts can also be done using sign language, writing, typing.

The Echoic

Antecedent	Behavior	Consequence
Verbal Stimulus (someone says "cookie")	Verbal Behavior (repeats "cookie" or approximates saying "cookie")	The person is reinforced with verbal praise, a high five, etc

Common term for an echoic is vocal imitation

The Intraverbal

Antecedent	Behavior	Consequence
Verbal Stimulus (someone says "tell me something you eat"	Verbal Behavior (person says "cookies")	The person is reinforced with verbal praise, a high five, etc

Common terms for an intraverbal include answering questions, fill-in-the-blank, word associations

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Listener Responding

Antecedent	Behavior	Consequence
Verbal Stimulus (someone says "touch cookie") and a picture of a cookie is also present	Non verbal behavior - the person touches the picture of the cookie	The person is reinforced with verbal praise, a high five, etc

Common terms for listener responding are receptive language or following directions

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Imitation

Antecedent	Behavior	Consequence
Non verbal stimulus (someone engages in an action)	Non verbal behavior - the person copies the action of the other person	The person is reinforced with verbal praise, a high five, etc

Common term for imitation is motor imitation

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Other Areas Assessed on the VB-MAPP

- Independent Play - ability to engage in appropriate play
- Social Behavior/Play - ability to interact with others
- Spontaneous Vocal Behavior - early vocal play and babbling
- Classroom Routines and Group Skills - ability to follow basic classroom routines and learn in a group format

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Other Areas Assessed

- Linguistic Structure– ability to use more complex language such as speaking in longer phrases/sentences, use of adjectives, adverbs, etc
- Reading, Writing, Math– ability to complete early academic tasks

Poll Question #1

The only verbal operant that directly benefits the speaker is the mand. Another name for a mand is a/an _____.

- A. Request
- B. Label
- C. Conversation
- D. Imitation

Poll Question #1 - Feedback

The only verbal operant that directly benefits the speaker is the mand. Another name for a mand is a/an _____.

A. Request

Other names for a mand include demand, command

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Components of the VB-MAPP

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- VB-MAPP Guide & Protocol
- VB-MAPP Milestones Assessment
- VB-MAPP Barriers Assessment
- VB-MAPP Transition Assessment
- VB-MAPP Task Analysis & Skills Tracking
- VB-MAPP Placement & IEP Goals

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VB MAPP Guide

- Introductory information about verbal behavior
- Definitions and examples of verbal operants
- Materials needed for assessment
- Scoring Guidelines
- Curriculum, Placement and IEP Goal suggestions for each level of the assessment

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VB MAPP Protocol

- Master Scoring Grid
- Color coded section for each Milestone level and accompanying Task Analysis
- Early Echoic Skills Assessment (EESA)
- Barriers Assessment
- Transition Assessment

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VB-MAPP Milestones Assessment

170 milestones across 3 levels

Level 1 = 0 to 18 months

Level 2 = 18 to 30 months

Level 3 = 30 to 48 months

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VB-MAPP Milestones Assessment

5 milestones per area at each level

Scored as 0, 1/2, or 1

Items are assessed by:

Direct testing (D)

Observation (O)

Either direct testing or observation (E)

Timed observation (TO)

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VB-MAPP Milestones Assessment

Level 1

- Mand
- Tact
- Listener Responding
- Visual Performance/MTS
- Play
- Social
- Imitation
- Echoic
- Vocal (Level 1 only)

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VB-MAPP Milestones Assessment Level 2

- Mand
- Tact
- Listener Responding
- Visual Performance/MTS
- Play
- Social
- Imitation
- Echoic
- LRFFC
- Intraverbal
- Group Skills
- Linguistics

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VB-MAPP Milestones Assessment Level 3


- Mand
- Tact
- Listener Responding
- Visual Performance/MTS
- Play
- Social
- Reading
- Writing
- LRFFC
- Intraverbal
- Group Skills
- Linguistics
- Math

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VB-MAPP Master Scoring Form

Visual representation of assessment results

Provides for 4 individual administrations



VB-MAPP Milestones Master 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:				

LEVEL 3

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

LEVEL 2

	Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	LB/FC	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									

4 VB-MAPP Milestones Master Scoring Form
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VB-MAPP Milestones

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

	Mand	Tact	Listener	VP/MTS
15				
14				
13				
12				
11				

	Mand	Tact	Listener	VP/MTS
10				
9				
8				
7				
6				

The circle below an area should be shaded in with the colored used for that assessment if you assessed this area but child did not earn any points for that section.

Child's name:	Study			Key	Score	Date	Color	Tester
Date of birth:	4/15			1st test	21	3/14	[diagonal lines]	SCED
Age at testing:	1;5	2;0	2;6	2nd test	55	3/24	[diagonal lines]	SCED
				3rd test	81	3/25	[diagonal lines]	SCED
				4th test			[diagonal lines]	

	Mand	Tact	Listener	VP/MTS	Play	Social	Flexing	Writing	LEFVC	IV	Group	Ling	Math
15													
14													
13													
12													
11													
10													
9													
8													
7													
6													

	Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Ethnic	LEFVC	IV	Group	Ling
10												
9												
8												
7												
6												

	Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Ethnic	Visual
5									
4									
3									
2									
1									

Milestones Assessment: LEVEL 1 (0-18 MONTHS)

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

MAND

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

1st	2nd	3rd	4th	1. Emits 2 words, signs, or PECS, but may require echolic, 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, stinky, 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:

Assessment

TOTAL SCORE: 1st 2nd 3rd 4th

TACT

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:

Assessment

TOTAL SCORE: 1st 2nd 3rd 4th

6 VB-MAPP Milestones Assessment: Level 1 Copyright © 2008 Mark L. Sundberg

Level 1
Mand &
Tact Scoring

Poll Question #2

Which of the following is a method used in assessing milestones on the VB-MAPP?

- A. Direct Testing
- B. Observation
- C. Timed observation
- D. All of the above

Poll Question #2 - Feedback

Which of the following is a method used in assessing milestones on the VB-MAPP?

D. All of the above

Items on the VB-MAPP are assessed by direct testing, observation, either direct testing or observation, or timed observation.

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VB-MAPP Barriers Assessment

Purpose is to help identify learning and language-specific deficits that might be impacting a learner's ability to make progress

Barriers are scored on a 0-4 scale

- 0= no problem
- 1= occasional problem
- 2= moderate problem
- 3= persistent problem
- 4= severe problem

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VB-MAPP Transition Assessment

Purpose is to help measure a learner's overall level of capability and assist in determining the level of instructional and environmental support that will best meet the learner's current educational needs

Transition areas are scored on a 1-5 Lykert scale

VB-MAPP Guide provides scoring criteria for each area

The higher the score the better!

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VB-MAPP Transition Assessment

18 assessment areas divided into 3 sections

VB-MAPP Scores and Academic Independence

-looks at performance on VB-MAPP and ability to work independently

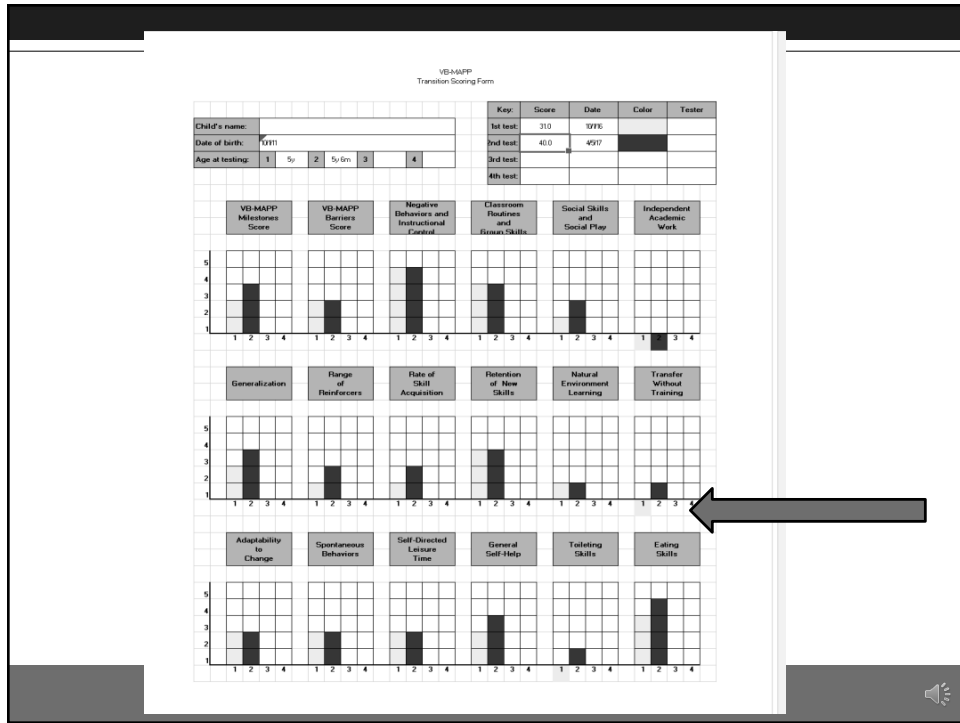
Learning Patterns

-includes skills related to generalization, rate of skill acquisition, ability to acquire skills in the natural environment and how well learner retains new skills

Self-help, Spontaneity, Self-direction

-assesses learners level of play skills, self-help skills, and ability to adapt to change

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VB-MAPP Task Analysis

Corresponding Task Analysis for 14 out of the 16 skill areas on the Milestones Assessment

Scored in the same fashion as the milestones

Not required for completing a VB-MAPP assessment

Helpful tool for programming

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:				

Mand	Tact	Listener	VP-HIS	Play	Social	Imitation	Ethnic	Vocal
5-M 5-a 5-b 5-c 5-d 5-e	5-M 5-a 5-b 5-c 5-d 5-e	5-M 5-a 5-b 5-c 5-d 5-e	5-M 5-a 5-b 5-c 5-d 5-e	5-M 5-a 5-b 5-c 5-d 5-e	5-M 5-a 5-b 5-c 5-d 5-e	5-M 5-a 5-b 5-c 5-d 5-e	5-M 5-a 5-b 5-c 5-d 5-e	5-M 5-a 5-b 5-c 5-d 5-e
4-M 4-a 4-b 4-c 4-d 4-e	4-M 4-a 4-b 4-c 4-d 4-e	4-M 4-a 4-b 4-c 4-d 4-e	4-M 4-a 4-b 4-c 4-d 4-e	4-M 4-a 4-b 4-c 4-d 4-e	4-M 4-a 4-b 4-c 4-d 4-e	4-M 4-a 4-b 4-c 4-d 4-e	4-M 4-a 4-b 4-c 4-d 4-e	4-M 4-a 4-b 4-c 4-d 4-e
3-M 3-a 3-b 3-c 3-d 3-e	3-M 3-a 3-b 3-c 3-d 3-e	3-M 3-a 3-b 3-c 3-d 3-e	3-M 3-a 3-b 3-c 3-d 3-e	3-M 3-a 3-b 3-c 3-d 3-e	3-M 3-a 3-b 3-c 3-d 3-e	3-M 3-a 3-b 3-c 3-d 3-e	3-M 3-a 3-b 3-c 3-d 3-e	3-M 3-a 3-b 3-c 3-d 3-e
2-M 2-a 2-b 2-c 2-d 2-e	2-M 2-a 2-b 2-c 2-d 2-e	2-M 2-a 2-b 2-c 2-d 2-e	2-M 2-a 2-b 2-c 2-d 2-e	2-M 2-a 2-b 2-c 2-d 2-e	2-M 2-a 2-b 2-c 2-d 2-e	2-M 2-a 2-b 2-c 2-d 2-e	2-M 2-a 2-b 2-c 2-d 2-e	2-M 2-a 2-b 2-c 2-d 2-e
1-M 1-a 1-b 1-c 1-d 1-e	1-M 1-a 1-b 1-c 1-d 1-e	1-M 1-a 1-b 1-c 1-d 1-e	1-M 1-a 1-b 1-c 1-d 1-e	1-M 1-a 1-b 1-c 1-d 1-e	1-M 1-a 1-b 1-c 1-d 1-e	1-M 1-a 1-b 1-c 1-d 1-e	1-M 1-a 1-b 1-c 1-d 1-e	1-M 1-a 1-b 1-c 1-d 1-e

Level 1 Task Analysis Skills Tracking Grid

Copyright © 2008 Mark L. Sundberg VB-MAPP Task Analysis and Skills Tracking Chart: Level I 35

Poll Question #3

True or False

Completion of the VB-MAPP Task Analysis is required when giving the VB-MAPP.

A. True

B. False

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Poll Question #3 - Feedback

Completion of the VB-MAPP Task Analysis is required when giving administering the VB-MAPP.

False

While completion of the task analysis is NOT required when giving the VB-MAPP, it is often helpful when identifying program targets and goals.

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VB-MAPP Master Scoring Form

Excel version of the VB-MAPP Scoring Form is available at

<http://www.avbpress.com/updates-and-downloads.html>

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Administering the VB-MAPP

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Who Can Give the VB-MAPP?

SLPs, Special Education Teachers, OTs

Parents can be present and provide information for scoring items based on observation

Basic understanding of principles of behavior and verbal behavior is needed

Important to establish rapport with the child prior to any direct testing

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Materials Needed for Assessment

Guide provides list of needed materials

Kits are available for purchase but you may also create an assessment kit from materials you already have

Extremely helpful to have materials organized before beginning assessment!!

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Pictures from Summit Behavioral Services' VB-MAPP Cabinet

Each shelf holds materials needed to assess specific level of VB-MAPP.

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LISTENER RESPONDING

TACT

VISUAL PECKER
WATER SAMPLE #5

Level 1

Materials needed for Level 1 Milestones

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MOTOR IMITATION #10

MAND #6

INDEPENDENT PLAY #10

TACT #19

TACT #9

TACT #7

TACT #7

TACT #10

Materials for Level 2

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VB-MAPP Administration

Testing environment should be selected based on child and skill area being assessed

Administration time will depend on learner's cooperation, preparedness of staff and organization of materials

VB-MAPP Administration

1st Step

Score any items for which you have reliable information regarding the learner's skill set

Example: If learner has 100+ tacts already in their repertoire, you would not need to directly assess the milestones for Level 1 Tacts

VB-MAPP Administration

Testing Sequence

Items within a skill area should be tested in order.

It is perfectly acceptable to move between skill areas.

Example: Assessor may present 2 tact items, then 1 MTS item, then 2-3 listener response items

VB-MAPP Administration

Ceiling Recommendation

General rule: if student misses 3 milestones in a row, discontinue testing within this area

Keep in mind that learners with ASD often possess splinter skills!

VB-MAPP - Testing Tips

Familiarize yourself with the VB-MAPP Guide and protocol

Identify items that may serve as reinforcers

Build rapport with the student

Intersperse known tasks during assessment

Additional tips provided in VB-MAPP Guide

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Poll Question #4

When giving the VB-MAPP, in what order should you present items?

- A. You must present every area in order and assess every item within each area in order.
- B. You can skip around between the areas and also present milestones in any order you want.
- C. You can alternate between areas, but you should present milestones within an area in the order given.

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Poll Question #4 - Feedback

When giving the VB-MAPP, in what order should you present items?

C. You can alternate between areas, but you should present milestones within an area in the order given.

You should assess individual items within skill areas in order, but you do not have to assess skill areas in any particular order.

Interpretation & IEP Goals

VB-MAPP Interpretation

1. Determine the overall level of the child
2. Identify areas of strengths and weaknesses. Consider strengths that may be used to address deficits in other areas

E.g., Initiating a sign language program might be appropriate for a child who has strong motor imitation skills but lacks echoics skills so that instruction can begin in the other repertoires.

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VB-MAPP Programming

- Complete VB-MAPP assessment
- For each skill column on the milestones portion, note gap in performance and develop an instructional program to address skill deficit (this is a general rule but there are exceptions)
- Use the Task Analysis as needed for more detailed programming needs



Example Goals from the VB-MAPP Guide

- Level 1

Mand Goal:

The learner will spontaneously emit an average of 10 or more different mands per day . . .

Tact Goal:

The learner will tact at least 50 items . . .



Example Goals from the VB-MAPP Guide

- Level 2

Listener Goal:

The learner will select or point to 20 different adjectives from a large array containing similar items . . .

Play Goal:

The learner will assemble toys that have multiple parts for 10 different sets of materials . . .



Example Goals from the VB-MAPP Guide

- Level 3

Social Goal:

The learner will take turns and share reinforcer with peers without prompts at least 10 times per day . . .

Intraverbal Goal:

The learner will be able to answer at least 4 different questions about 50 different items . . .



Conclusion

The VB-MAPP . . .

is an assessment of language and learning skills for children with autism and other developmental disabilities

provides information for program development based on assessment results

places an emphasis on function of language

assesses the learner both as speaker and listener

Conclusion

The VB-MAPP . . .

is color coded and well-organized

allows for ease of assessment

provides tools for program development, troubleshooting and identifying barriers to learning and readiness to transition to less restrictive learning environments

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Lastly,

- Be sure to visit Dr. Sundberg's websites from time to time for updates and helpful resources!
- www.avbpress.com
- www.marksundberg.com

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References

- Sundberg, Mark. (2008) *VB-MAPP: Verbal Behavior Milestones Assessment and Placement Program Guide*. Concord, CA: AVB Press.
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THANK YOU!

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