

# PROTOCOL

A Language and Social Skills Assessment Program  
for Children with Autism or Other Developmental Disabilities

# VB-MAPP

*Verbal Behavior Milestones  
Assessment and Placement Program*

This protocol belongs to:

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(child's name)

**Mark L. Sundberg, Ph.D.**

Preview



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Assessment and Placement Program*

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A Language and Social Skills Assessment Program  
for Children with Autism or Other Developmental Disabilities

**Mark L. Sundberg, Ph.D., BCBA**

**2008**



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4425-C Treat Blvd. Suite #210  
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# VB-MAPP Milestones Master Scoring Form

Child's name:				
Date of birth:				
Age at testing:	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

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

Preview

# 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						
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						
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						
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						
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

Preview

# Milestones Assessment: LEVEL 2 (18-30 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 demonstrate frequent and spontaneous manding primarily controlled by motivation (MOs)?**

1ST	2ND	3RD	4TH

6. Mands for 20 different missing items without prompts (except, e.g., *What do you need?*) (e.g., mands for paper when given a crayon) (E)

1ST	2ND	3RD	4TH

7. Mands for others to emit 5 different actions or missing actions needed to enjoy a desired activity (e.g., *open* to get outside, *push* when on a swing) (E)

1ST	2ND	3RD	4TH

8. Emits 5 different mands that contain 2 or more words (not including, *I want*) (e.g., *Go fast. My turn. Pour juice.*) (TO: 60 min.)

1ST	2ND	3RD	4TH

9. Spontaneously emits 15 different mands (e.g., *Let's play. Open. I want book.*) (TO: 30 min.)

1ST	2ND	3RD	4TH

10. Emits 10 new mands without specific training (e.g., spontaneously says *Where kitty go?* without formal mand training) (O)

Comments/notes:

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## TACT

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

**Does the child tact nouns and verbs?**

1ST	2ND	3RD	4TH

6. Tacts 25 items when asked, *What's that?* (e.g., *book, shoe, car, dog, hat*) (T)

1ST	2ND	3RD	4TH

7. Generalizes tacts across 3 examples of 50 items, tested or from a list of known generalizations (e.g., tacts 3 different cars) (T)

1ST	2ND	3RD	4TH

8. Tacts 10 actions when asked, for example, *What am I doing?* (e.g., *jumping, sleeping, eating*) (T)

1ST	2ND	3RD	4TH

9. Tacts 50 two-component verb-noun or noun-verb combinations, tested or from a list of known two-component tacts (e.g., *washing face, Joe swinging, baby sleeping*) (T)

1ST	2ND	3RD	4TH

10. Tacts a total of 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts (T)

Comments/notes:

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Preview

# 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

Preview

# VB-MAPP Transition 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:				

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

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

Preview

# 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

Preview

# Task Analysis and Skills Tracking: LEVEL 3 (30-48 MONTHS)

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

Skill	MAND — LEVEL 3	Met
11-a	Mands to peers 5 times (O)	
11-b	Spontaneously mands for attention 5 times (e.g., <i>Teacher! Hey! Excuse me.</i> ) (O)	
11-c	The child emits 100 or more different mands in a one week period (TO: 1 week)	
11-d	Mands contain 3-word phrases 10 times (e.g., <i>Can I see?</i> ) (O)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., <i>two gummy bears</i> ) (O)	
<b>11-M</b>	<b>Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., <i>What's your name? Where do I go?</i>) (TO: 60 min.)</b>	
12-a	Mands to remove an aversive item or activity 2 times (e.g., <i>Let go. Give it back.</i> ) (E)	
12-b	Mands for others to perform a two-step action 2 times (e.g., <i>Come here and watch me.</i> ) (O)	
12-c	Says <i>please</i> and <i>thank you</i> with indirect adult verbal prompts (e.g., <i>What do you say?</i> ) (E)	
12-d	Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention saying <i>let's draw</i> , and when wanting to get out of work saying <i>let's draw</i> ) (O)	
12-e	Mands for others to participate in an activity 2 times (e.g., <i>Come play. Help dig.</i> ) (O)	
<b>12-M</b>	<b>Politely mands to stop an undesirable activity or remove any aversive MO under 5 different circumstances (e.g., <i>Please stop pushing me. No thank you. Excuse me, can you move?</i>) (E)</b>	
13-a	Spontaneously mands to use the bathroom 2 times (O)	
13-b	Mands for others to attend to his own nonverbal behavior 2 times (e.g., <i>watch me</i> ) (O)	
13-c	Mands for others to attend to some aspect of the environment 2 times (e.g., <i>Look, it's a truck.</i> ) (O)	
13-d	Mands with 2 different adjectives (e.g., <i>I want the red gummy bear.</i> ) (O)	
13-e	Mands with 2 different prepositions (e.g., <i>Put it in the house.</i> ) (O)	
13-f	Mands with 2 different adverbs (e.g., <i>Slow down.</i> ) (O)	
<b>13-M</b>	<b>Mands with 10 different adjectives, prepositions, or adverbs (e.g., <i>My crayon is broken. Don't take it out. Go fast.</i>) (TO: 60 min.)</b>	
14-a	Mands for sympathy or other emotional support 2 times (e.g., <i>He's mean.</i> ) (O)	
14-b	Mands for others to deliver a specific object to another person 2 times (e.g., <i>Give it to Sarah.</i> ) (E)	
14-c	Mands for instructions for completing a task 2 times (e.g., <i>Where does it go? How do I do it?</i> ) (O)	
14-d	Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., <i>Push the big bike fast.</i> ) (O)	
<b>14-M</b>	<b>Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., <i>You put the glue on first, then stick it. You sit here while I get a book.</i>) (O)</b>	

Comments/notes:

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