

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?

<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	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., <i>cracker, book</i>) (E)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					2. Emits 4 different mands without prompts (except <i>What do you want?</i>) — the desired item can be present (e.g., <i>music, slinky, ball</i>) (T)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					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)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	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						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					5. Emits 10 different mands without prompts (except, <i>What do you want?</i>) — the desired item can be present (e.g., <i>apple, swing, car, juice</i>) (E)
1ST	2ND	3RD	4TH						

Comments/notes:

TACT

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

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

<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					1. Tacts 2 items (e.g., people, pets, characters, or favorite objects) (T)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					2. Tacts any 4 items (e.g., people, pets, characters, or other objects) (T)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					3. Tacts 6 non-reinforcing items (e.g., <i>shoe, hat, spoon, car, cup, bed</i>) (T)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					4. Spontaneously tacts (no verbal prompts) 2 different items (TO: 60 min.)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					5. Tacts 10 items (e.g., common objects, people, body parts, or pictures) (T)
1ST	2ND	3RD	4TH						

Comments/notes:

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:

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:

Milestones Assessment: LEVEL 3 (30-48 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 mand for information, mand with different parts of speech, and give directions to others?

<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					11. Spontaneously mands for different verbal information using a WH question word 5 times (e.g., <i>What's your name? Where do I go?</i>) (TO: 60 min.)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					12. 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)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					13. 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.)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					14. 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)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					15. Mands for others to attend to his own intraverbal behavior 5 times (e.g., <i>Listen to me... I'll tell you... Here's what happened... I'm telling the story...</i>) (O)
1ST	2ND	3RD	4TH						

Comments/notes:

TACT

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child emit a wide variety of tacts, and do they contain several different parts of speech?

<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					11. Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., <i>What color is the refrigerator? What shape is the valentine? What do you do with the ball?</i>) (This is part tact and part intraverbal.) (T)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					12. Tacts 4 different prepositions (e.g., <i>in, out, on, under</i>) and 4 pronouns (e.g., <i>I, you, me, mine</i>) (E)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					13. Tacts 4 different adjectives, excluding colors and shapes (e.g., <i>big, little, long, short</i>) and 4 adverbs (e.g., <i>fast, slow, quietly, gently</i>) (E)
1ST	2ND	3RD	4TH						
<table border="1"> <thead> <tr> <th>1ST</th> <th>2ND</th> <th>3RD</th> <th>4TH</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1ST	2ND	3RD	4TH					14. Tacts with complete sentences containing 4 or more words, 20 times (E)
1ST	2ND	3RD	4TH						
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1ST	2ND	3RD	4TH						

Comments/notes:

CHAPTER 4

Milestones Scoring Instructions: Level 2

This chapter contains the specific instructions for administering Level 2 of the VB-MAPP Milestones Assessment. There are four new skills areas added to Level 2: Listener Responding by Function, Feature, and Class (LRFFC), Intraverbal, Classroom Routines and Group Skills, and Linguistic Structure. These areas were not included in Level 1 because most typically developing 18 month children have not acquired them yet. In addition, they should be avoided as part of the curriculum for a child with language delays whose scores fall primarily in Level 1. It is hoped that by presenting these skills in Level 2 it makes it clearer what skills to focus on for a child scoring in each of the levels. One skill area, Spontaneous Vocal Behavior, is not included in Level 2 because it is less of a target area for a child who has acquired echoic behavior. As a reminder, the four methods of assessing a specific skill are: 1) formal testing (T), 2) observation (O), 3) either observation or testing (E), and 4) a timed observation (TO).

MAND – LEVEL 2

MAND 6-M	Mands for 20 different missing items without prompts (except, e.g., <i>What do you need?</i>) (e.g., mands for paper when given a crayon). (E)
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- Objective:** To determine if a child mands for items when a part of a desired item is missing from a toy or desired activity.
- Materials:** Gather items that are reinforcing for a child that have multiple parts, such as a Play Doh set. The removal of one part of a toy will create motivation (MOs) for that part, when the entire toy is presented.
- Examples:** A child is playing with Play Doh and wants to make star shapes, but the star form has been removed. When asked, “What’s missing?” does the child ask for the missing star form? If the child likes juice and drinks it with a straw, give him a juice box without a straw and test if he mands for straw.
- 1 point score:** Give the child 1 point if he mands for 20 different missing items without prompts (other than verbal prompts such as, “What’s missing?” or “What do you need?”). It is important that the item that is missing be valuable to the child at that moment, (i.e., there must be a current MO at strength for the item).
- ½ point score:** Give the child ½ point if he mands for 10 different missing items without prompts.

Figure 7-1
A sample Transition Scoring Form.

VB-MAPP Transition Scoring Form

Child's name:	Isabella				
Date of birth:	3-27-03				
Age at testing:	1	5 yrs.	2	3	4

Key:	Score	Date	Color	Tester
1ST TEST:	53	5-03-08		MS
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	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5

Generalization		Range of Reinforcers		Rate of Skill Acquisition		Retention of New Skills		Natural Environment Learning		Transfer Without Training	
5											
4											
3											
2											
1											
	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5

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

SOCIAL 8-M	Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play).
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If the target child is now spontaneously engaging in cooperative social play that involves imitation and echoic behavior, as well as manding and perhaps some tacting, there can be an increased focus on responding to peer mands, turn taking, sharing, and beginning intraverbal behavior. Also, aspects of creative and imaginative play can be introduced allowing the child to move beyond concrete play. The child's increased ability to engage in social play with fewer adult prompts may indicate a readiness for "play dates" that may provide social interaction with peers in a looser and more natural environment. More complex social skills may still need to be established in a more structured environment.

SOCIAL 9-M	Spontaneously responds to the mands from peers 5 times (e.g., <i>Pull me in the wagon. I want the train.</i>).
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Once a child is manding to a peer and responding to the peer's mands, other more complex verbal and nonverbal interactions may naturally develop. Much of what is called "friendship" involves the delivery of reinforcers (including attention) and the removal of aversives. Manding can do this. Once a peer becomes a conditioned reinforcer, imitating his behavior becomes fun for the child and new behaviors are learned this way. Wanting to be with other children can be a fragile process, and even many typically developing children have trouble with successful social interaction because of the many complicated variables involved (i.e., the complex verbal, nonverbal, and listener skills that form the basis of effective social interaction). If a child is successful at manding for reinforcers from peers, this increases the probability that the target child will "invite" the peer to join an activity, hang out with him, or cooperate in some other social game or interaction. Specific teaching procedures to prompt and reinforce a target child to include other children in activities can be valuable in starting this important social process.

SOCIAL 10-M	Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., <i>Come on you guys. Let's dig a hole.</i>).
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This milestone represents a significant step for most children with autism or other developmental disabilities. It demonstrates that the necessary motivating variables for social interaction are operative, and are effective in evoking behaviors that can lead to further emotional and social development. Verbal behavior is an essential component of social behavior, and any opportunity to encourage children to verbally interact during social play should be taken. Once children are imitating and manding to each other, additional types of verbal interactions can be developed through social play. Narrating play activities is a type of tacting, but it may have mand and intraverbal elements as well; it is thus a complicated form of behavior that will only begin to emerge at this point, but should nevertheless be encouraged. For example, a child says, "I'm shooting webs from my hand like Spiderman" (a type of tact, but also a mand for attention). The second child may respond "Me too. Look out!" (an intraverbal and a mand). Thus, this forms the beginning of verbal exchanges on a single topic, and represents a very healthy type of social behavior. The more time that the target child spends in verbal and nonverbal interaction with peers, the higher the probability that social behavior will become more comfortable and productive for the child. A focus on cooperation to achieve a result, sharing responsibilities, turn taking, and verbal interactions using mands for information and intraverbal responses between children, will be an important component of the program at this point.

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

- The child will spontaneously mand to peers at least 25 times per day.
- The child will spontaneously respond to the mands from peers 25 times in a single day.
- The child will engage in cooperative, constructive, or physical play activities with peers lasting at least 5 minutes.
- The child will spontaneously mand to peers using questions, directions, instructions, etc. (e.g., “What’s that?” “Where is your lunch?” “Come on, get your bike”) at least an average of 25 times per day.
- The child will take turns and share reinforcers with peers without prompts at least 5 times in a day.

MOTOR IMITATION – LEVEL 2

IMITATION 6-M	Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drumstick from an array also containing a horn and a bell, and imitates an adult’s drumming).
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A child who scores at this level is learning to imitate the behavior of others, but this skill may be under the multiple control of adult verbal prompts such as “do this.” The formal teaching of imitation skills can have several valuable payoffs for a child. For example, imitation helps to teach a child to attend to the behavior of others (a major deficit for many children with autism), and can become a powerful vehicle for teaching new behaviors such as play, self-help, group responding, general compliance, and social skills. Imitation can also strengthen fine and gross motor skills, as well as promote physical fitness. The goal at this point is to encourage spontaneous imitation and imitation of others in the child’s natural play and social (group) contexts. In addition, adults should focus on increasing the number of different imitative behaviors, as well as teaching more complex imitation with objects (e.g., building a block house, tooth brushing, putting on a shoe), and functional imitation in the child’s day-to-day natural environment. Motor imitation along with vocal imitation (echoic) should be encouraged as well (e.g., pretending to be sleeping and snoring, pretending to be driving a car and saying “beep-beep”). A variety of additional activities for this level and the upcoming levels can be found in the VB-MAPP Imitation Task Analysis.

IMITATION 7-M	Imitates 20 different fine motor actions when prompted, <i>Do this</i> (e.g., wiggling fingers, pinching, making a fist, making a butterfly).
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The ability to imitate small motor movements will help set the stage for the development of a number of skills such as self-help, eating, drawing, writing, connecting things, assembling things, etc. Eventually, imitation begins to occur spontaneously and frequently, and as it does, it should become less of a formal target of the daily intervention program (as in intensive discrete trial training). For many children, acting like others becomes automatically reinforcing. In fact, the establishment of automatic reinforcement is one of the primary goals in developing both motor and vocal imitation. The reinforcers that maintain echoic and imitative behavior should gradually shift from contrived reinforcers to natural and automatic reinforcers, like in typical child development. Initially children may need to be taught to imitate others, but eventually children imitate others

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			

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			

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			

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			

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			

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 Barriers Assessment

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

1. Negative Behaviors

SCORE:

ASSESSMENT			

- 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			

- 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			

- 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			

- 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			

- 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

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)	
11-M	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.)	
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)	
12-M	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)	
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)	
13-M	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.)	
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)	
14-M	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)	

Comments/notes:

SELF-CARE CHECKLISTS

The focus of the VB-MAPP is primarily on communication and social skills. However, self-care skills are an important part of the child's growing independence. The following self-care checklists can be used for assessment and skills tracking. The list can be downloaded and printed as needed to complete your child's program. As always, the procedures derived from applied behavior analysis provide the best way to teach these skills.

DRESSING – BY ABOUT 18 MONTHS

- Pulls a hat off
- Pulls socks off
- Pulls mittens off
- Pulls shoes off (may need help with laces, buckles and velcro straps)
- Pulls coat off (may need assistance unbuttoning and unzipping)
- Pulls pants down (may need assistance unbuttoning and unzipping)
- Pulls pants up (but may need help getting pants over a diaper, and with buttoning, snapping and zipping)

DRESSING – BY ABOUT 30 MONTHS

- Unties shoe laces
- Unbuttons front buttons
- Unsnaps
- Fastens and unfastens velcro
- Unzips front zippers (smaller zippers may be difficult)
- Removes shirt (tight shirts may require assistance)
- Removes pants or skirts (may need help unzipping and unbuttoning)
- Puts on shoes (needs help discriminating right from left and tying)
- Puts on pants (may need help zipping and buttoning up)
- Adjusts clothing
- Matches own socks
- Matches own shoes
- Puts dirty clothes in a hamper

DRESSING – BY ABOUT 48 MONTHS

- Undresses (but may need help with tight pullover clothes)
- Dresses (may need help with back buttons and zippers such as on a dress)
- Puts on coat
- Puts on socks
- Puts on pants
- Buckles and unbuckles most buckles (some may be more difficult)
- Zips and unzips front zippers
- Buttons and unbuttons front buttons
- Snaps and unsnaps front snaps
- Attempts to lace shoes
- Puts on shoes (discriminating right from left with a stimulus prompt)
- Attempts to tie shoes
- Hangs up own clothes on a hook
- Hangs up own clothes on a hanger (with assistance)
- Folds own clothes
- Puts clothes in drawer

BATHING AND GROOMING – BY ABOUT 18 MONTHS

- Wipes nose with a tissue (with assistance)
- Washes hands (with assistance)
- Dries hands (with assistance)
- Attempts toothbrushing (with assistance)

BATHING AND GROOMING – BY ABOUT 30 MONTHS

- Attempts to use a washcloth and soap while bathing (with assistance)
- Brushes teeth (with assistance)
- Washes face (with assistance)
- Dries face
- Attempts to wash hands independently
- Dries hands
- Attempts to brush hair (but needs assistance)

BATHING AND GROOMING – BY ABOUT 48 MONTHS

- Wipes nose with a tissue and puts it in the trash
- Uses a washcloth and soap when bathing
- Washes hair (with assistance for longer hair)
- Brushes teeth
- Flosses teeth (with assistance)
- Washes hands
- Washes face
- Dries both face and hands
- Hangs up towel after washing
- Brushes hair (with assistance for longer hair)

FEEDING – BY ABOUT 18 MONTHS

- Eats finger foods
- Drinks from a cup by self
- Uses a spoon to scoop food
- Sucks from a straw

FEEDING – BY ABOUT 30 MONTHS

- Uses a fork to pick up food
- Uses a napkin
- Carries own lunch box or plate to table
- Opens own lunch box
- Opens ziploc bags
- Unwraps partially opened food packaging
- Puts a straw into a juice box
- Peels a banana
- Takes off own bib

FEEDING – BY ABOUT 48 MONTHS

- Uses side of fork to cut softer foods
- Uses a knife for spreading
- Uses a knife for cutting (softer foods)
- Keeps eating area reasonably clean while eating
- Unwraps most food packaging
- Opens milk or juice container
- Pours liquids into a cup or bowl (from a small pitcher or lunch thermos)
- Helps to prepare simple foods (spreading, stirring, using cookie cutters, holding a beater, measuring ingredients, pouring ingredients)
- Helps to set the table for meals
- Takes dishes to the sink
- Wipes the table with a sponge or dish towel

TOILETING – READINESS SKILLS - BY ABOUT 24 MONTHS

- Responds to reinforcement
- Follows simple directions
- Seems uncomfortable in soiled diapers
- Remains dry for 2 hours at a time
- Bowel movements are predictable and regular
- Pulls pants down
- Pulls pants up
- Can sit still for 2 minutes at a time

TOILETING – BY ABOUT 36 MONTHS

- Has learned a word, sign or PECS for using the toilet (e.g., potty, pee, sign for toilet)
- Mands to use the toilet
- Unbuttons, unsnaps or unzips pants
- Sits on toilet
- Urinates on toilet
- Wipes after urinating (girls)
- Deficates on toilet
- Wipes after deficating (with assistance)
- Pulls underwear up
- Pulls pants up
- Zips, snaps or buttons pants (with some assistance)
- Flushes toilet
- Washes hands (with some assistance)
- Dries hands

TOILETING – BY ABOUT 48 MONTHS

- Aims into toilet standing (boys)
- Wipes self (girls wipe from front to back)
- Zips front zippers
- Buttons front buttons
- Snaps front snaps
- Washes and dries hands - as part of the toileting routine
- Night-time trained (may still have accidents)