

**Verbal Behavior Project
Site Review Form
Annotated with Scoring Criteria**

Site Number/Name:		Date:	
Teacher:		Staff/student ratio:	
Reviewer:			
Consultants:			
Other staff:		Pre/Post?	

	Yes	No
Classroom Organization		
1. Chart for student schedules? Must correlate with observed pattern of instruction for 2 students at 2 observational checks. <i>Any evidence of posted student schedule for day or significant portion of day. Can be on clipboard, posted on wall, but must be more than "in the teacher's head." This is not the same as children's "activity schedules." The chart must include schedule with not more than 30 minute intervals and 75% of all intervals must indicate instructional targets or procedures addressed during that interval (for instance, if more than 25% of the state "independent time," score "no" since there is not an indication of what will be taught or how). If "Intensive teaching" is on schedule, staff must also have prepared card sort or probe sheet indicating content of the IT session.</i>		
2. Chart for assignment of staff/staff schedule? Must correlate with observed pattern of instruction for one staff at 2 observational checks. <i>May be same chart as student schedule, but must include a delineation of staffing patterns: who is to do what at what time. The chart must clearly indicate who is assigned to which students and for at least 75% of the intervals what they will be teaching.</i>		
3. One or more ABA/VB cues posted? <i>Any one or more posting of any ABA or VB cue for staff. Can range from posted targets for particular children to review of count and mand procedures or definitions of verbal operants. May also include specific instructional cues for individual student programming.</i>		
4. Regular team meetings? <i>Must have some formal process: either a regularly scheduled meeting or a written procedure for how team works together. Team meeting should occur no less than once every four weeks to receive credit for this item. Teams are advised to keep record of team meetings: log of meetings is best evidence for this item although raters can also consider evidence of content covered (i.e. agendas, etc.)</i>		

Classroom environment		
5. Is the classroom neat and organized? <i>This involves a general impression: basically is the room free of clutter without a lot of stuff on the floor. Also consider the degree to which students can move easily between activities and especially the degree to which physical arrangement allows staff to monitor behavior of students.</i>		
6. Is access to reinforcers controlled by staff? <i>Must demonstrate 3 examples: such as physical changes to environment, use of sorted snacked trays, reinforcers in view but out of reach, carpenters pocket vests, etc. Additionally the adult control of reinforcers must be demonstrated for all students with mand programs in place.</i>		
7. Is seating appropriate for children? <i>Chair and table size relative to most students so that students can sit in chair with feet on the floor.</i>		
Arrangement of instructional materials, carts and instructional material		
8. Are the drawers or other storage areas for instructional materials labeled and organized in regard to ABA/VB terminology? <i>Should be in place for majority of cart drawers/other storage areas but one example is sufficient (you don't need to check every area). If the class does not have carts, are the materials for IT or other instructional formats labeled so that it is easy for instructors to discriminate which materials to use for specific lessons. This can include neat labeling of shelves in locations used for IT or other instruction.</i>		
9. Are materials readily accessible to instructor? <i>Teaching materials must be easily accessible to teaching staff while they are working directly with children; do they have materials they need for teaching when teaching? Carts are preferred, but if carts are not available, are other means of storing instructional materials readily accessible?</i>		
10. Is a card sort system in place for intensive teaching? <i>Are the materials grouped by verbal operants or ABLIS categories or by the child's individual programs? This includes evidence of a well-organized card sort system for IT and/or three dimensional teaching items arranged in containers with labels. A closet of teaching materials labeled by program is not sufficient unless it is clearly used every school day for staff to easily access instructional materials. The main thing an evaluator is looking for on this item is organized materials that's use can be easily identified by any instructor in the classroom. If staff is using pictures as primary instructional stimuli for any student, card sort system is required for scoring this item. The card sort system is not required if the rare situation no student is using picture stimuli in a classroom.</i>		

Data Systems Note: For any site reviews completed in fall, on all items involving data, the data system must be in place for at least 10 days prior to site review to receive credit. To receive credit for data systems in the spring site review, data systems must be in place for at least six weeks and have some current data (within three days of the site review).		
11. Are program notebooks available? <i>Do all of the students have a notebook with instructional programs listed?(if not all students have notebooks credit can be given if students without notebooks are newly enrolled in the class in the past two months or functioning beyond ceiling levels of ABLLS or VB-MAP).</i>		
12. Are notebooks arranged systematically? <i>(i.e., have tabs with labels) See tabs; looking for readily identifiable organization related to ABA, VB, ABLLS, VB-MAPP. If arranged by the student's IEP the organization must reflect a data-driven approach.</i>		
13. Are programs balanced and appropriate? (must have 2/2 below)		
A. Include at least 3 verbal operants? <i>Tacts, mand, intraverbal, echoics but for early learners may include manding and two programs such as match to sample and listener responding programs?)</i>		
B. Programs listed are consistent with compiled data and with VB assessment levels.		
14. Is there behavior data for at least one child, which includes a definite count of a behavior targeted for reduction? (i.e., frequency count of problem behavior preferred but can also include a consistently recorded ABC format.) <i>At least for one child including a definite count of some behavior targeted for reduction (can include behavior card, ABC data, frequency count or a sampling technique used daily). If no behavior problems are present in class and this report is consistent with reviewer observations (i.e. no behavior problems observed during site review) this item can be omitted from calculating the percentage of implementation score.</i>		
15. Is there an FBA on file? And does it state a functional hypothesis? <i>At least one FBA on record in the classroom: FBA can be based on descriptive data but must state a functional hypothesis. The functional hypothesis must be stated in behavioral terms (measurability of dependent and independent variables is the key dimension. If no behavior problems are present in class and this report is consistent with reviewer observations during site review note that this item can be omitted from calculating the percentage of implementation score.</i>		
16. Is there mand data related to mand acquisition? (cold probe) <i>Cold probe for mands being acquired for all students. For this item to be scored yes there must be some mand data for all students receiving mand training. For classes with higher functioning students, mand data needs to be reflective of advanced manding skills such as manding for information, manding under control of MO, manding in conversations, use of autoclitics in manding etc.</i>		

17. Is there mand data related to mand frequency? <i>Some rate/frequency data for hourly or daily mands. Rate data can be for either the entire school session or for specified mand lessons or activities (sample). For classes with higher functioning students, mand data needs to be reflective of frequency of advanced manding such as manding for information, manding under control of MO, manding in conversations, use of autoclitics in manding etc.</i>		
18. Data discriminative stimuli for instructional behavior? <i>At least 3 examples of data being used to guide instruction for at least 75% of students must be evidenced. This can include any evidence that teaching decisions are based on data. Examples include graphs with phase change lines, probe data indicating that after a set number of correct responding, new items were introduced, tables indicating change in level on any changing criterion programs, systematic altering of VR with increased instructional control, etc.</i>		
19. Are there 3 or more graphs for 75% of the students? <i>Data must be graphed on at least a weekly basis. Only graphs currently being updated can be considered for credit on this item (evidence of historical graphing is insufficient). "Updated" is evidenced by two data points having been recorded during the last 10 days.</i>		
20. Are sections A-I of the ABLLS or is the entire VB-MAPP Assessment completed for at least 75% of the students or are other quantitative evidence based curricular measures completed? <i>Completed on at least 75% of the students (ABLLS first page only: sections A through I). If any curricula, other than the ABLLS or VB-MAPP, is used the curricula must relate directly to teaching processes used in the classroom and allow instructional targets to be derived for relevant skills in the area of verbal behavior.</i>		
21. Is there data on any other curriculum (i.e. Language for Learning, sequenced handwriting curriculum, etc.) <i>Data can include unit test; record of individual student's performance within curricula; curricula noted should be used at least twice weekly; data should be quantitative: anecdotal data are not sufficient. This item can be omitted from calculation of percent implemented if student functional levels suggest other curricula is not needed and/or appropriate.</i>		

	yes	no
Consultation/Training Process		
22. Is there a system of training of ABA/VB content that includes a manual or regular meetings? <i>Is there a manual or any evidence of formal training that occurs at intervals of at least every month? Can include evidence that a particular staff member is responsible for training. Can also include regular training sessions. Trainings must focus on ABA/VB content. This does not include large group trainings occurring off site.</i>		

23. Has the consultant provided guided practice in the classroom? <i>Can be described by interview; but needs to be clear that staff practice directly with consultant.</i>		
24. Is teaching behavior defined in set procedures? Does consultant focus on the teaching behavior of the staff? <i>Consultation focuses on what teaching staff does with students. Of concern are the particular teaching behaviors. Some evidence of procedural descriptions needs to be in place such as clear consultation notes and/or written descriptions or printouts of instructional procedures for specific programming.</i>		
25. Concern for treatment integrity? Has the consultant taken data on teaching procedures? <i>Evidence that the consultant or staff under the guidance of the consultant checks to see if staff are following procedures; must include at least some written documentation for at least one teaching program. Examples may include transcription, mand treatment integrity checks or written procedural treatment checklists.</i>		

Instruction		
26. Is staff paired as conditioned reinforcers? <i>Observe at least 5 approaches (such as moving toward or extending body part towards staff without prompts) to at least three staff (or if less than three staff present, to all staff). Approaches can include formal mands. Approaches can also include students remaining near teachers during instruction with no overt escape behaviors.</i>		
27. Instructional control? <i>Observe one student for five minutes, no significant problem behavior, and frequent responses. Frequent responding for early learners can be 6-10 responses per minute; for intermediate learners 10-20 responses per minute; and for advanced learners more than 20 responses per minute.)</i>		
Mand Training		
28. Form selection procedures (vocal, selection-based, sign) <i>Evidence that staff have made decisions regarding communication response form based on observation and/or data: use of ABLLS, VB-MAPP or BLAF is sufficient. Also acceptable is data showing lack of response to other response forms. Score this item yes in the case wherein all students appropriately use vocal response forms. Score no if teacher can not explain selection of response form, based on assessment and data.</i>		
29. Density of opportunity <i>(lots of opportunity, not just during snack: an average of at least one mand within two five minute periods for two students. Criteria must be met for all students with mand programs including advanced mand programs.</i>		
30. Shaping <i>Evidence that staff are actively and systematically shaping new mands for most students in the class; including, when appropriate, evidence of advanced mand training</i>		

31. Mand prompt system <i>Evidence that staff have in place and use procedures to fade prompts used to evoke mands; observing several instances of mand prompt fading during instruction is sufficient; data documenting such processes can also be used to score this item</i>		
32. Staff provides mand discrimination opportunities by varying reinforcers used in mand training. <i>For early learners must include minimum of two active items in session. Mand target selection for students will include multiple types of reinforcers (i.e. food, play items, physical activities, etc).</i>		
Intensive teaching: Observe a five minute session of intensive teaching. Transcribe the teaching on attached form and use the data to answer the questions below.		
33. Mixed and Varied (covering at least 3 Verbal Operants during session)		
34. Easy Hard ratio (range between 60/40 and 85/15)		
35. Prompting and transfer trials: <i>Observe errorless correction procedures. Transcription is preferred method of documenting this process. Must include regular use (more than 75% of error responses result in a prompted trial followed by a transfer trial.)</i>		
36. Errorless teaching trials. <i>Observe whether staff uses errorless teaching trials during intensive teaching. At least one zero second prompt trial needs to be observed.</i>		
37. Transfer across verbal operants <i>At least one such transfer observed, can include any use of a prompted response with multiple operant control that is transferred on the next operant to the target operant. Includes echoic to tact transfers, imitation to receptive transfers, tact to intraverbal transfers, etc.</i>		
38. Trials/min. <i>Pacing minimum six per minute for early learner, 10 for intermediate learner, 20 for advanced learners</i>		
39. Stimulus control <i>observe whether the student makes significant errors related to the verbal operant that has been manded by the instructor; this item can be scored as present if few errors are observed OR the teacher uses clear correction procedures such as transfer trials to establish the proper stimulus control. In other words, does the student emit tacts on tact trials, intraverbals on intraverbal trials and so forth?</i>		
Natural Environment Teaching		
40. NET is guided by variables related to motivation. <i>Use of MO manipulation strategies are part of this process including contriving and capturing motivation. For this item to be scored staff must attend to student's MO and capture when strong or actively provide transitive MO opportunities.</i>		
41. Evidence that NET is planned and systematic. <i>Can include NET lesson plans or other written documentation of instruction to occur outside of precisely planned IT, DI, or group lessons. Can include generalization plans (i.e. tacting in the natural environment.) Evidence for NET must be in place for 50% of students.</i>		

42. The natural environment is prepared to allow students to access learning opportunities (appropriate materials are available, reinforcers available, environment adequately 'sanitized' or 'enriched' depending on purpose of NET) <i>This item can be scored yes if evidence is present that the staff have prepared the environment for naturally occurring teaching opportunities to occur. Examples can include: placing mand items in sight but out of reach; situating materials or leisure materials that are related to teaching programs so that are accessible during NET time</i>		
43. NET data <i>Any evidence of formal quantitative data collection for NET activities. Can include frequency count of manding outside of formal mand sessions.</i>		
44. Instruction includes systematic procedures during NET <i>Can include use of errorless/error correction procedures; mand prompting procedures; model-lead-test methods; generalization data; etc.</i>		
Other instructional methods (observe actual instruction or data collection)		
45. Differential reinforcement of vocal responding, stimulus-stimulus pairing, Kaufman procedures, or other vocal training <i>Any evidence that any of these procedures are in use and used across staff. The procedures can be guided by the support SLP but must have some component of follow-through involving teacher and/or para educators. Employing the procedures in weekly SLP sessions outside of the classroom is insufficient.</i>		
46. Direct instruction (Language for Learning, Reading Mastery, etc) <i>Any use of evidence based instruction beyond use of the ABLLS/VB-MAPP. This item can be omitted from calculation of percent implemented if student functional levels suggest DI protocols are not needed and/or appropriate relative to student's functional levels (in other words all students are early or intermediate learners based on ABLLS, VB-MAPP, or other appropriate assessment.)</i>		
47. Fluency or precision based teaching (timed trials, celeration charting) <i>Must include rate data and some form of visual analysis, preferably the Standard Celeration Chart but at minimum an equal interval graph.</i>		
Group Instruction		
48. Group instruction "Groups" include two or more students. <i>Can score NA (not applicable) if not observed or if group instruction is not appropriate for the class given the functional levels of enrolled students. If NA is scored do not include in total percent implemented calculation. Must get 3/3 below to score yes. Be sure that a skill is being taught: ask teacher what they hoped student would do different as a result of the group instruction: look for direct outcomes.</i>		
A. Group responses (i.e. choral responses)		
B. Clear targets (instruction is derived from a skill sequence or curriculum)		
C. General engagement (judgment call but can be formalized through a time sample or a count of responses per minute)		

	Yes	No
Social Skills Training		
49. Social Interaction Instruction (<i>direct teaching of social skills; two of four of the following</i>) Any evidence of directly teaching the children to interact with each other, including using peer to peer mand procedures, establishing peers as conditioned reinforcers to one another ,social programs in program book, or implementation of a social skills curriculum.		
A. Peer to peer manding <i>Must be structured and implemented regularly, should also include data</i>		
B. Peers as conditioned reinforcers <i>Systematic procedures used to increase approach behavior from one student to other students.</i>		
C. Evident skills sequence <i>Includes any written or printed evidence of a skills sequence used to teach appropriate social interactions. For older students it can include specific transition plans for using VB skills in environments such as community, work place, etc. May be a formal curriculum but can include any skills checklist.</i>		
D. Play skills or leisure skills taught <i>Must include specific evidence of teaching children to play with one another at an appropriate level. Do not score this item if the instruction is simply allowing children free time in which they are near other children. Must include a reference to a social skill sequence or target level of quantification (e.g. children will comment to peers X number of times).</i>		

Behavior Interventions		
50. Problem Behavior Interventions (<i>5 of 7 items must be scored as present</i>)		
<p>NOTE: Are any students at site presenting behaviors that are targeted for reduction: Yes/ No.</p> <p><i>If no problem behaviors reported, complete this section as a review but do not include it in final percentage of implementation calculation. Be sure that the reported lack of need for problem behavior reduction is consistent with what is observed in the classroom. Only drop this item from scoring if the site reviewer does not observe any problem behavior during the review process. If problem behaviors are observed and none are reported above, note problem behaviors observed:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><i>Complete this section based on review of one student's behavior problem programming.</i></p>		

A. Target behaviors well defined <i>Behavioral definitions</i>		
B. Functional response classes identified? <i>Clear statement identifying function in relation to reinforcing variable: such as "behavior maintained by socially mediated positive reinforcement." The statement can specify the reinforcement class but should clearly suggest whether reinforcer is positive or negative, social or automatic</i>		
C. Interventions derived from and match function? <i>Interventions should be formulated to match functional response class identified above; do not score this as in place if a functional response class has not been identified.</i>		
D. Clear plan? <i>Written and include behavioral descriptions of how adults should respond to problem behavior or teach replacement behavior. In order for this to be marked yes, the teacher (and any para-educators implementing procedures) must be able to state or paraphrase the steps in the plan.</i>		
E. Treatment integrity? <i>Does the plan include some method of tracking whether it is implemented consistently?</i>		
F. Systematic staff training prior to implementing plan? <i>Any evidence of a consistent approach to making sure all relevant staff can implement plan.</i>		
G. Is intervention observed to be implemented consistently? <i>Note whether the plan as written is followed by staff when target behavior for reduction is emitted. If no opportunity exists to observe the plan being implemented, this item can be scored yes if there is treatment integrity data reflecting consistent implementation.</i>		
51. Data and graphing of target behavior/interventions? <i>Are there graphs that reflect data regarding the course frequency of behavior over time as a result of the intervention? Evidence of at least one graph for a reductive behavior intervention is sufficient. Do not score this item if item number 50 is omitted by criteria.</i>		
52. Problem Behavior Intervention Design <i>Interventions must have 3/3 scored as present. Do not score this item if item number 50 is omitted by criteria.</i>		
EO manipulation		
Teaching alternative behavior within response class?		
Extinction		

Scoring Rubric		
Total Number of Items Scored		
Total items on Site review		Total Items 52
Items Omitted by Criteria	Circle all omitted and total: 10 14 15 21 46 48 50, 51 52 Total Omitted= _____	Minus Total Omitted _____
Total Number of items scored	Subtract Total omitted from Total Items	Total Administered = _____
Total Number of items scored as "Yes"		Total scored "yes" = _____
Percent of items implemented	Divide the total number scored yes by the total number of items administered and multiply by 100.	Total scored "yes" = _____ _____ X 100 = Total Administered = _____
		SCORE <div style="border: 1px solid black; width: 100px; height: 80px; margin: 0 auto;"></div>