

## Behavior Analysis in Language Development Programs for Students with Autism



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## The Importance of Language and Social Behavior



- The primary focus of an intervention program for children with special needs usually should be on the development of effective language and social skills, and the reduction of negative behaviors
- There clearly are several other areas in need, such as self-care, visual motor skills, academics, fine and gross motor, etc., but language and social skills, as well as barriers to learning are typically the most significant deficits, and careful training is the key to the most significant gains

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## Assessment of an Individual Child's Needs



- Our first task is to identify the existing skills of each child
- Our next task is to identify the language, social, behavioral, and learning barriers that are preventing more rapid learning
- The failure to conduct an appropriate assessment results in one of the biggest problems in programs that serve children with autism: **An inappropriate curriculum**
- We need a tool that is easy to use and will provide teachers, parents, and staff with the necessary information to develop an appropriate intervention program

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## A Behavioral Approach to Language

- Behavioral psychology has a lot to offer those who work with children with autism
- Basic teaching procedures and methodology derived from Applied Behavior Analysis (e.g., prompting, fading, shaping, chaining, reinforcement, extinction)
- These procedures and methods have a solid research foundation that can be easily found in over 1500 empirical studies that have been conducted over the past 60 years
- The functional analysis of behavior (e.g., aggression, SIB)
- Skinner's functional analysis of verbal behavior (1957)

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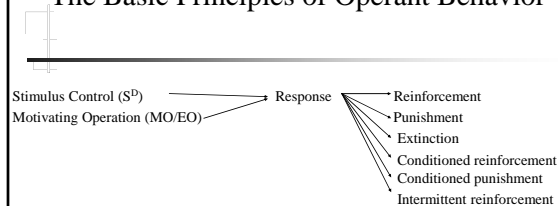
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## A Functional Analysis of Verbal Behavior: The Basic Principles of Operant Behavior



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## Major Components of a Behaviorally Based Intervention Program

- The procedures and concepts derived from applied behavior analysis (ABA)
- A language assessment and language curriculum based on Skinner's (1957) analysis of verbal behavior
- The developmental norms demonstrated by typical children

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## The Behavioral Classification of Language (Skinner, 1957)

- **Mand:** Asking for reinforcers. Asking for “shoes” because you want your shoes
- **Tact:** Naming or identifying objects, actions, events, etc. Saying “shoes” because you see your shoes
- **Listener:** Following instructions or complying with the mands of others. Touching a picture of shoes when asked “Touch the shoes”
- **Echoic:** Repeating what is heard. Saying “shoes” after someone else says “shoes”

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## The Behavioral Classification of Language

- **Intraverbal:** Answering questions or having conversations where your words are controlled by other words. Saying “shoes” because someone else says “What do you need to put on your feet?”
- **Imitation:** Copying someone’s motor movements (as they relate to sign language)
- **Copying-a-text:** Writing “shoes” because someone else writes “shoes”
- **Textual:** Reading words. Saying “shoes” because you see the written word “shoes”
- **Transcription:** Writing and spelling words spoken to you. Writing “shoes” because you hear “shoes” spoken

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## Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP

- Based on Skinner’s (1957) analysis of verbal behavior
- Based on typical language development milestones
- An assessment should probe a representative sample of a repertoire
- Typical verbal milestones provide the frame for the sample
- By identifying milestones, as opposed to a whole task analysis, the focus can be sharper, the direction clearer
- Milestones can help to avoid focusing on minor steps, and targeting skills for intervention that are developmentally inappropriate

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Verbal Behavior Milestones Assessment  
and Placement Program:  
The VB-MAPP

- Field test data from approximately 75 typically developing children
- Field test data from over 200 children with autism
- Based on the body of empirical research that provides the foundation of Behavior Analysis
- Based on the empirical research on Skinner's analysis of verbal behavior

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Verbal Behavior Milestones Assessment  
and Placement Program:  
The VB-MAPP

- There are five components of the VB-MAPP
- The **VB-MAPP: Milestones Assessment** contains 170 verbal behavior milestones across 3 developmental levels (0-18 months, 18-30 months, 30-48 months) and 16 different verbal operants and related skills
- The **VB MAPP: Barriers Assessment** examines 24 common learning and language barriers faced by children with autism
- The **VB MAPP: Transition Assessment** evaluates a child's ability to learn in a less restrictive educational environment across 18 different skills

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Verbal Behavior Milestones Assessment  
and Placement Program:  
The VB-MAPP

- The **VB-MAPP: Skills Task Analysis and Tracking** provides a further breakdown of the different skill areas in the form of a checklist for skills tracking
- The **VB-MAPP: Placement and IEP Goals** provides recommendations for program development for children based on their VB-MAPP profiles, and their specific scores for each of the 170 milestones and the 24 Barriers. In addition, over 200 IEP objectives directly linked to the skills and barriers assessments, and a verbal behavior intervention program are provided

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## Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP Skills Assessment

- The 16 skills assessed on the VB-MAPP include:
- The elementary verbal operants (e.g., echoic, mand, tact, intraverbal)
- The listener skills
- Vocal output
- Independent play
- Social skills and social play
- Visual perceptual skills and matching-to-sample
- Grammatical and syntactical skills
- Group and classroom skills
- Beginning academic skills

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## Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP Skills Assessment

- The milestones are broken into three developmental levels (**see Skills Form**)
- Level 1: 0-18 months
- Level 2: 18-30 months
- Level 3: 30-48 months
- The scores for each skill are approximately balanced across each level
- There are 5 items and 5 possible points for each skill area (e.g., level 1, tact)
- There are four boxes in all sections for four separate administrations  
(**See Tact Assessment Form Sample**)
- Each of the 170 items is scored 0, 1, or 1/2 based on the criteria in the VB-MAPP instruction manual
- Looking for the operant level; If the skill is below the operant level score quickly and move on, if it is close to the operant level, test it

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VB-MAPP Milestones Master Scoring Form														
<b>Child's name:</b> _____ <b>Date of birth:</b> ____/____/____ <b>Age at testing:</b> <u>1</u> <u>2</u> <u>3</u> <u>4</u>										<b>Key:</b> Score    Date    Color    Tester Use icon    Use icon    Use icon    Use icon    Use icon Use icon    Use icon    Use icon    Use icon    Use icon				
<b>LEVEL 3</b>														
	Mand	Tact	Listener	VBMS	Play	Social	Reading	Writing	VBMS	M	Group	Ungrouped	Path	
15														
14														
13														
12														
11														
<b>LEVEL 2</b>														
	Mand	Tact	Listener	VBMS	Play	Social	Initiation	Reinforc	VBMS	M	Group	Ungrouped		
10														
9														
8														
7														
6														
<b>LEVEL 1</b>														
	Mand	Tact	Listener	VBMS	Play	Social	Initiation	Reinforc	VBMS					
5														
4														
3														
2														
1														

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Figure 2-1  
A filled-out sample of the Milestones Master Scoring form.

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**Milestones Assessment: LEVEL I (0-18 MONTHS)**

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

MEND		TOTAL SCORE		Assessment
<p><b>Does the child use words, signs, or pictures to ask for desired items or activities?</b></p> <ul style="list-style-type: none"> <li>1. Enacts 2 words, signs, or PICTS that may require exhibit, imitative, or other prompts but not phrase prompts (e.g., exhibit hand) (C)</li> <li>2. Enacts 4 different words without prompts (except What do you want?) – the desired item can be present (e.g., want, please, thank you) (D)</li> <li>3. Generates 4 means across 2 phrases, 1 settings, and 2 different examples of a behavior (e.g., words) besides from the item and social and/or verbal label of a item (enact) (E)</li> <li>4. Spontaneously asks (no verbal) prompts 2 times – the desired item can be present (C/D or E)</li> <li>5. Enacts 10 different words without prompts (except, What do you want?) – the desired item can be present (e.g., apply, want, can, just) (E)</li> </ul>				
Comments/notes:				

TACT		TOTAL SCORE:																																									
		<table border="1"> <tr> <td>Assessment</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> </table>		Assessment		1		2		3		4		5																													
Assessment																																											
1																																											
2																																											
3																																											
4																																											
5																																											
<p><b>Does the child tact people, objects, body parts, or pictures?</b></p>																																											
<table border="1"> <tr><td>100</td><td>200</td><td>300</td><td>400</td></tr> <tr><td>50</td><td>150</td><td>250</td><td>350</td></tr> <tr><td>0</td><td>100</td><td>200</td><td>300</td></tr> <tr><td>5</td><td>15</td><td>25</td><td>35</td></tr> <tr><td>0</td><td>10</td><td>20</td><td>30</td></tr> <tr><td>5</td><td>15</td><td>25</td><td>35</td></tr> <tr><td>0</td><td>10</td><td>20</td><td>30</td></tr> <tr><td>5</td><td>15</td><td>25</td><td>35</td></tr> <tr><td>0</td><td>10</td><td>20</td><td>30</td></tr> <tr><td>5</td><td>15</td><td>25</td><td>35</td></tr> </table>	100	200	300	400	50	150	250	350	0	100	200	300	5	15	25	35	0	10	20	30	5	15	25	35	0	10	20	30	5	15	25	35	0	10	20	30	5	15	25	35	<p>1. Tacts 2 reinforcing items (e.g., people, pets, characters, or favorite objects) (T)</p> <p>2. Tacts any 4 items (e.g., people, pets, characters, or other objects) (T)</p> <p>3. Tacts 6 non-reinforcing items (e.g., wheel, hot, spoon, car, cup, bed) (T)</p> <p>4. Spontaneously tacts (no verbal prompts) 2 different items (D)</p> <p>5. Tacts 10 items (e.g., common objects, people, body parts, or pictures) (T)</p>		
100	200	300	400																																								
50	150	250	350																																								
0	100	200	300																																								
5	15	25	35																																								
0	10	20	30																																								
5	15	25	35																																								
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5	15	25	35																																								
0	10	20	30																																								
5	15	25	35																																								
<p>Comments/notes:</p>																																											

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## General Administration Guidelines

Figure 2-1  
A sample of a filled-out assessment form for Level 1 tacting.

TACT		TOTAL SCORE:	
40	40	40	40

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

1. Tact 2 reinforcing items (e.g., people, pets, characters, or favorite objects) **(T)**  
☐ 000 ☐ 001 ☐ 010 ☐ 011 ☐ 100 ☐ 101 ☐ 110 ☐ 111
2. Tact any 4 items (e.g., people, pets, characters, or other objects) **(T)**  
☐ 000 ☐ 001 ☐ 010 ☐ 011 ☐ 100 ☐ 101 ☐ 110 ☐ 111
3. Tact 4 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bird) **(T)**  
☐ 000 ☐ 001 ☐ 010 ☐ 011 ☐ 100 ☐ 101 ☐ 110 ☐ 111
4. Spontaneously tacts (no verbal prompting) 2 different items **(B)**  
☐ 000 ☐ 001 ☐ 010 ☐ 011 ☐ 100 ☐ 101 ☐ 110 ☐ 111
5. Tact 12 items (e.g., common objects, people, body parts, or pictures) **(T)**  
☐ 000 ☐ 001 ☐ 010 ☐ 011 ☐ 100 ☐ 101 ☐ 110 ☐ 111

Comments/notes

The next task is to fill in the Master Form using a *different color* for each administration of the VB-MAPP Milestones Assessment (see Figure 2-2). The data from each individual item should be transferred to the Master Skills Scoring Form by *coloring* in the appropriate box with the color designated for that administration of the VB-MAPP (e.g., all boxes for the first administration should be filled in with yellow). If the score is 1, fill in the whole box, if the score is 5 fill in the bottom half of the box and leave the top half of the scoring box blank, if the score is 0 leave the whole box blank. Note that some earlier skills might be scored as 0 or 1 while later skills are scored as a 1 (splitter skills). Thus, the scoring is individually completed for each task, that is, it is not a cumulative score. There is a circle below each section for each administration that can be used to indicate that the skill was tested, even though the child did not obtain any points for that section.

For more information on how to use the Master Skills Scoring Form is available on the NVB Press web site ([www.nvbpspress.com/VB-MAPP.html](http://www.nvbpspress.com/VB-MAPP.html)), which will make coloring in the form and sharing a child's data between home and school more convenient.

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### Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP Skills Assessment

- The total for the five items is marked on the top of each skill area
- The totals for each skill area are added for all three levels and placed on the VB-MAPP Scoring Form
- The total score on the Echoic sub-test is converted to a milestone score on the VB-MAPP form
- The specific items on the VB-MAPP have been adjusted many times based on the field-test data (**See VB-MAPP Assessment Forms**)

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### Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP Barriers Assessment

- It is important to find out what a child can do (The VB-MAPP Milestones Assessment), but also important to know what they can't do, and analyze why they can't do it
- The VB-MAPP Barriers Assessment is a tool that is designed to identify and score 24 different learning and language acquisition barriers
- Once a specific barrier has been identified, a more detailed descriptive and/or functional analysis of that problem is required
- There are many ways that a verbal repertoire or related skill can become Impaired, and an individualized analysis will be necessary to determine what the nature of the problem is for a specific child, and what intervention program might be appropriate

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### The VB-MAPP Barriers Assessment

- There are several different types of barriers that can affect learning and language development
- Strong and persistent **negative behaviors** that impede teaching and learning (e.g., non-compliance, tantrums, aggression, SIB)
- **Verbal operants** or related skills that are absent, weak, or in some way impaired (e.g., echolalia, rote intraverbals, "mands" that are really tacts)
- **Social behavior** and the speaker-listener dyad can also become impaired for a variety of reasons (e.g., limited motivation for social interaction, impaired mands, impaired listener skills)

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## The VB-MAPP Barriers Assessment

- **Fundamental barriers to learning** that must be analyzed and ameliorated (e.g., the failure to generalize, weak motivators, prompt dependency)
- **Specific behaviors** that can compete with learning (e.g., self-stimulation, hyperactive behavior, or sensory defensiveness)
- Problems related to **physical, medical, or biological barriers** that must be overcome or accounted for in some way (e.g., articulation or motor imitation errors may be due to physical limitations, matching errors may be due to visual limitations, listener errors may be related to hearing problems, poor performance may be due to illness, sleep deprivation, severe allergies, pain, etc.)

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## The VB-MAPP Barriers Assessment

- 24 Common Learning and Language Acquisition Barriers
- Behavior problems
- Instructional control (escape/avoidance)
- Impaired mand
- Impaired tact
- Impaired motor imitation
- Impaired echoic (e.g., echolalia)
- Impaired matching-to-sample
- Impaired listener repertoires (e.g., LD, LRFFC)

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## The VB-MAPP Barriers Assessment

- Common Learning and Language Acquisition Barriers
- Impaired intraverbal
- Impaired social skills
- Prompt dependency, long latencies
- Scrolling responses
- Impaired scanning skills
- Failure to make conditional discriminations (C<sup>D</sup>s)
- Failure to generalize
- Weak or atypical MOs

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## The VB-MAPP Barriers Assessment

- Common Learning and Language Acquisition Barriers

- Response requirements weakens the MO
- Reinforcer dependent
- Self-stimulation
- Articulation problems
- Obsessive-compulsive behavior
- Hyperactivity
- Failure to make eye contact
- Sensory defensiveness

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**VB-MAPP Barriers Scoring Form**

Child's name: \_\_\_\_\_  
 Date of birth: \_\_\_\_\_  
 Age at testing: 1 2 3 4

Key: Score Date Color Tester

Behavior Problems	Instructional Control	Defective Play	Defective Task	Defective Skills	Defective Initiations
4					
3					
2					
1					

Defective Imitation	Defective Imitation	Defective Imitation	Defective Imitation	Prompt Dependency	Scoring
4					
3					
2					
1					

Defective Learning	Defective Conditional Discrimination	Failure to Generalize	Weak Motivation	Response Requirement (Punishability)	Reinforcer Dependency
4					
3					
2					
1					

Self-Stimulation	Defective Articulation	Obsessive-Compulsive Behavior	Hyperactive Behavior	Failure to Make Eye Contact	Sensory Defensiveness
4					
3					
2					
1					

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## Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP Barriers Assessment

- Scoring the VB-MAPP Barriers Form
- Rate the child on the VB-MAPP Barriers Assessment Form using a Likert-type scale of 0 to 4
- A score of 0 or 1 would indicate that there are no significant barriers, and a formal intervention plan may not be required.
- A score of 2, 3, or 4 would indicate that there is a barrier, that probably should be addressed as part of the intervention program
- For some children the immediate focus of the intervention program is on removing a particular barrier, rather than language instruction
- The most common immediate barriers to remove involve instructional control problems, or other behavior problems

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VB-MAPP  
Language Barriers Scoring Form

Child's name: <u>John</u>		Age: <u>36</u>	Sex: <u>Male</u>	Color: <u>Black</u>	Height: <u>40</u>
Date of birth: <u>11/2/08</u>		First name: <u>John</u>	Date: <u>11/2/08</u>		
Age in months: <u>3</u> <u>0</u> <u>2</u> <u>1</u> <u>0</u> <u>4</u>		Last name: <u>Smith</u>			

Defective Problems	Interactional Control	Defective Mand	Defective Tact	Defective Echoes	Defective Imitation
Defective Vt/Vt's	Defective Listener	Defective Invention	Defective Social Skills	General Imitation	Scripting
Defective Spelling	Defective Conventionalization	Failure to Generalize	Weak Relationships	Response Requirements	Relationship Dependence
Self-Initiation	Defective Articulation	Obsessive-Compulsive Behaviors	Aggressive Behavior	Failure to Make Eye Contact	Severe Deficiencies

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## Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP Barriers Assessment

- **Impaired Verbal Behavior**
- A descriptive functional analysis of verbal behavior (Skinner, Chap 1)
- A behavioral analysis of words, phrases, and sentences emitted by children with autism
- Same basic principles of behavior as nonverbal behavior
- What is the source of control?
- These sources of control will often reveal that what appears to be a correct response in form is actually incorrect in function
- Might not be the same source of control observed in a typically developing child (e.g., *What's your name?*)
- Each verbal operant can be susceptible to unwanted sources of control

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## Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP Barriers Assessment

- Impaired mands (*I want candy. What's that?*)
- Impaired tacts (*Bounce ball, Black car, Under table*)
- Impaired intraverbal responses (*Poopies* evoked by *What do you smell in the oven?*)
- The behavior analyst must determine what the correct source of control should be, and how that source can be established
- The functional analysis of verbal behavior is on-going
- The failure to conduct such an analysis may result in rote or impaired verbal repertoires that can become difficult to change
- This is how behavior analysis is different, **this is what we do as behavior analysts**

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**VB-MAPP**  
Master Scoring Form

Child's name: Derek  
Date of birth: 11-01-18 (at least 6 months)

Item	Score	Date	Color	Tester
1st test	17	7-21-07	SR	
2nd test				
3rd test				

**LEVEL 3**

Mean	Dev	Language	VPMTS	Play	Recall	Attention	Receptive	Expressive	PC	Discrete	Line	Block
15												
14												
13												
12												
11												
10												

**LEVEL 2**

Mean	Dev	Language	VPMTS	Play	Recall	Attention	Receptive	Expressive	PC	Discrete	Line	Block
10												
9												
8												
7												
6												

**LEVEL 1**

Mean	Dev	Language	VPMTS	Play	Recall	Attention	Receptive	Expressive	PC	Discrete	Line	Block
5												
4												
3												
2												
1												

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Child's name: Derek  
Date of birth: 11-01-18

Item	Score	Date	Color	Tester
1st test	15	11-07	SR	
2nd test				
3rd test				

Int: General    Receptive Preh    Receptive Match    Receptive Size    Receptive Shape    Receptive Echo    Receptive MTS

1 2 3    1 2 3    1 2 3    1 2 3    1 2 3    1 2 3    1 2 3

Receptive Line    Receptive IV    Concept Exp    Classification    Symbolic    Receptive Rep    Receptive C

1 2 3    1 2 3    1 2 3    1 2 3    1 2 3    1 2 3    1 2 3

Block Mts    RR Mts    Self Mts    Receptive Act    PC    Receptive Rep    Receptive

1 2 3    1 2 3    1 2 3    1 2 3    1 2 3    1 2 3    1 2 3

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Child's name: Derek  
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Item	Score	Date	Color	Tester
1st test	17	7-21-07	SR	
2nd test	15	11-07	SR	
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**LEVEL 3**

Mean	Dev	Language	VPMTS	Play	Recall	Attention	Receptive	Expressive	PC	Discrete	Line	Block
15												
14												
13												
12												
11												
10												

**LEVEL 2**

Mean	Dev	Language	VPMTS	Play	Recall	Attention	Receptive	Expressive	PC	Discrete	Line	Block
10												
9												
8												
7												
6												

**LEVEL 1**

Mean	Dev	Language	VPMTS	Play	Recall	Attention	Receptive	Expressive	PC	Discrete	Line	Block
5												
4												
3												
2												
1												

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Derek's VB-MAPP  
Language Acquisition Barriers Scoring Form

Child's name: <u>Derek</u> Date of Birth: <u>11-22-05</u>	Age: <u>5</u> Date: <u>11-22-05</u> Color: <u>Blue</u> Gender: <u>Male</u> Ref. Agency: <u>11-22-05</u> Ref. Agency: <u>11-22-05</u> Ref. Agency: <u>11-22-05</u>
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Best Control 	Receptive Pre- 	Receptive Mean 	Receptive Post 	Receptive Post 	Receptive Post 
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### The VB-MAPP: Transition Assessment

- A common goal for many educators and parents of children with special needs is to integrate the child into a mainstream setting
- There are many different levels of integration and the Transition Assessment was designed to identify the skills that increase the probability that a child will be successful in a less restrictive setting
- No single skill will be a good determiner of success, but a collective body of skills can help educators and parents make decisions
- The VB-MAPP Transition Assessment provides a tool to help determine if a child has the necessary prerequisite skills to learn in a less restrictive classroom environment
- There are 18 skill areas on the Transition Assessment

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### The VB-MAPP: Transition Assessment

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- No single skill will be a good determiner of success, but a collective body of skills can help educators and parents make decisions
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- There are 18 skill areas on the Transition Assessment

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VB-MAPP Transition Scoring Form

VB-MAPP Transition Scoring Form												
Child's name: _____ Date of birth: _____ Age at testing: <u>1</u> <u>2</u> <u>3</u> <u>4</u>					Age: _____ Sex: _____ Race: _____ Ethnicity: _____		Score: _____ Date: _____ Color: _____ Tester: _____					
VB-MAPP Milestones		VB-MAPP Receptive Skills		VB-MAPP Expressive Skills		VB-MAPP Social Skills		VB-MAPP Adaptive Skills				
1	2	3	4	1	2	3	4	1	2	3	4	
1	2	3	4	1	2	3	4	1	2	3	4	
2	3	4	5	2	3	4	5	2	3	4	5	
3	4	5	6	3	4	5	6	3	4	5	6	
4	5	6	7	4	5	6	7	4	5	6	7	
5	6	7	8	5	6	7	8	5	6	7	8	
6	7	8	9	6	7	8	9	6	7	8	9	
7	8	9	10	7	8	9	10	7	8	9	10	
8	9	10	11	8	9	10	11	8	9	10	11	
9	10	11	12	9	10	11	12	9	10	11	12	
10	11	12	13	10	11	12	13	10	11	12	13	
11	12	13	14	11	12	13	14	11	12	13	14	
12	13	14	15	12	13	14	15	12	13	14	15	
13	14	15	16	13	14	15	16	13	14	15	16	
14	15	16	17	14	15	16	17	14	15	16	17	
15	16	17	18	15	16	17	18	15	16	17	18	
16	17	18	19	16	17	18	19	16	17	18	19	
17	18	19	20	17	18	19	20	17	18	19	20	
18	19	20	21	18	19	20	21	18	19	20	21	
19	20	21	22	19	20	21	22	19	20	21	22	
20	21	22	23	20	21	22	23	20	21	22	23	
21	22	23	24	21	22	23	24	21	22	23	24	
22	23	24	25	22	23	24	25	22	23	24	25	
23	24	25	26	23	24	25	26	23	24	25	26	
24	25	26	27	24	25	26	27	24	25	26	27	
25	26	27	28	25	26	27	28	25	26	27	28	
26	27	28	29	26	27	28	29	26	27	28	29	
27	28	29	30	27	28	29	30	27	28	29	30	
28	29	30	31	28	29	30	31	28	29	30	31	
29	30	31	32	29	30	31	32	29	30	31	32	
30	31	32	33	30	31	32	33	30	31	32	33	
31	32	33	34	31	32	33	34	31	32	33	34	
32	33	34	35	32	33	34	35	32	33	34	35	
33	34	35	36	33	34	35	36	33	34	35	36	
34	35	36	37	34	35	36	37	34	35	36	37	
35	36	37	38	35	36	37	38	35	36	37	38	
36	37	38	39	36	37	38	39	36	37	38	39	
37	38	39	40	37	3							

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## The VB-MAPP

### Task Analysis and Skills Tracking

- The milestones can be considered floors in a building, and the task analysis contains the steps between each floor
- There are 170 milestones and approximately 900 total tasks in the VB-MAPP task analysis
- The task analysis form also allows for more detailed skills tracking
- Building a whole repertoire, not just individual skills (e.g., mand, tact, M-T-S repertoires)

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30\_VABPABP - Task Analysis and Skills Training Level 1

## Task Analysis and Skills Training Level 1 (0-18 MONTHS)

(T) = Direct teaching (O) = Observation (E) = Either teaching or observation (TO) = Teamed observation

Item	Phase = LEVEL 1	Ass.
1-4	Places eye contact (gaze shift) as a demand for either reinforcement 2 times (O)	
5	Places close to a reinforcing item to indicate the presence of an PO 2 times (O)	
6	Paids to ask to get access to a reinforcing item 2 times (O)	
7-8	Prompts to gestures towards a reinforcing item to obtain 2 times (O)	
1-24	Emits 1 word(s), sign(s), or PECS sign(s) to require choice, limitation, or either prompts but no physical prompts (e.g., remove, body) (E)	
24	Prompts to 2 different reinforcers in order to obtain 2 times (E)	
2-6	Not on eye path or no when offered a reinforcer 2 times (can be with verbal prompt) (E)	
2-6	Emits 2 different demands without echolic prompts – can be with verbal or object prompts (E)	
2-6	Emits 4 demands without echolic or imitative prompts – can be with verbal or object prompts (E)	
2-6	Generates 3 correct demands across 4 different people or 2 settings (E)	
3-24	Emits 4 different demands without prompts (except What do you want?) – the desired item can be present (e.g., remove, stilt, body) (T)	
3-4	Emits 4 spontaneous mands (no verbal prompt) – the object can be present (O)	
3-4	Emits 3 mands without echolic or imitative prompts – can be with verbal or object prompts (O)	
3-4	Generates 3 mands across 4 examples of a desired item (e.g., mands stills for 4 different items) (E)	
3-4	Emits 4 different demands without echolic or imitative prompts – can be with verbal or object prompts (E)	
3-4	Generates 4 mands across 2 people, 4 settings, and 4 different examples of a reinforcing item (e.g., mands bubble bath, room and, inside, outside and outside, a red bubble, and a blue bubble) (E)	
4-4	Prompts for attention 2 times with one identifiable type of response (e.g., a tap on the arm) (O)	
4-4	Emits 2 mands without an object prompt – can be with verbal or object prompts (E)	
4-4	Emits 4 mands without verbal prompts – can be with object prompts (E)	
4-4	Prompts for object to select the item which she is responding to 2 times per day (O)	
4-4	Emits 1 mand to remove an undesirable item or activity (e.g., no) (E)	
4-24	Spontaneously emits (no verbal prompts) 2 mands – the desired item can be present (TO all mands)	
5-8	Emits 1 different mands without an object prompt – can be with a verbal prompt (e.g., remove) (E)	
5-8	Emits 3 different mands without verbal prompts – can be with an object prompt (E)	
5-8	Prompts that imitations that very old and appropriate to the current PO 2 times (O)	
5-8	Asks for a new mand to be less than 30 seconds (E)	
5-8	Continues to emit a mand 2 times if the reinforcer is not delivered 2 times per day – the desired item can be present (e.g., stilt, sign, body, and object) (E)	

30\_VABPABP - Task Analysis and Skills Training Level 1

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## Thank You!

For more information on verbal behavior  
and links to other material go to:

[www.marksundberg.com](http://www.marksundberg.com)

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