

## How to Interpret the VB-MAPP and Write IEP Goals: Levels 2 & 3

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### VB-MAPP: Level 2

**Level 2**

*Interpreting the Level 2 Assessment: Curriculum Placement and Writing IEP Goals*

Figure 9-1  
Sample VB-MAPP Milestones Assessment for a child scoring in Level 2.

**VB-MAPP Milestones Master Scoring Form**

Milestone	Observed	Score	Notes
Receptive vocabulary (e.g., "yes", "no", "more", "all done")	15	15	
Expressive vocabulary (e.g., "yes", "no", "more", "all done")	15	15	

**Level 2**

Milestone	Observed	Score	Notes
15			
14			
13			
12			
11			

**Level 3**

Milestone	Observed	Score	Notes
10			
9			
8			
7			
6			

**Level 4**

Milestone	Observed	Score	Notes
5			
4			
3			
2			
1			

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### Steps to Beginning an Intervention Program: Level 2

- The focus of the intervention program at this point should be on systematically expanding a child's language and social skills in a variety of ways
- The following general targets should form the core of the language intervention program:
  - Expanding the size and scope of the mand, tact, and listener (LD) repertoires (by teaching more nouns, verbs, adjectives, etc.)
  - Developing two- and three-component verbal and nonverbal antecedents and responses (i.e., sentences)

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### Steps to Beginning an Intervention Program: Level 2

- Beginning listener responding by function, feature, and class (LRFFC)
- Beginning intraverbal training
- Developing social and verbal interactions with peers
- Developing group and classrooms skills
- Learning in less restrictive settings (e.g., natural environment, group settings, play, and arts and crafts)
- Discussion: Review Milestones, Suggested IEP goals, and the Task Analysis

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### Steps to Beginning an Intervention Program: Level 2

- The specific aspects of a child's IEP and intervention program will depend on an analysis of all the child's VB-MAPP Milestones scores (including the barriers)
- The assessor should analyze the scores in each of the skill areas and their relation to the child's performance in other skill areas
- Are the mand, tact, and LD scores fairly close to each other (balanced), or is one significantly higher than another?

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### Steps to Beginning an Intervention Program: Level 2

- The assessor should identify the strengths and weaknesses of the skills, and determine if there are particular strengths in one area that can be of special benefit to a child, or weaknesses that need to be a larger part of the intervention program
- For example, a child may have a strong tact repertoire, but a limited mand repertoire and the existing tacts can be used to develop and balance out the mand repertoire
- See the Sample IEP goals for Christy in the Guide pp. 173

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### Developing an Intervention Program for a Child in Level 2

- An intervention program for a child scoring in Level 2 is much more complicated than a Level 1 program in several ways
- For example, in Level 1 the primary goals are straightforward. The child must learn the basic mand, tact, LD, imitative, echoic, and matching repertoires, as well as some beginning play and social skills
- The teaching procedures are relatively clear, and supported by an abundant body of basic and applied research (e.g., Sautter & LeBlanc, 2006; Brady, Saunders, & Spradlin, 1994; Kabina, 2008)

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### Developing an Intervention Program for a Child in Level 2

- Many children move rapidly through Level 1 targets, but may stagnate and fail to move past beginning skills
- This learning plateau is common for many children, as demonstrated by the sizeable number of children who fail to acquire a functional intraverbal repertoire, advanced manding, or meaningful social behavior
- The move beyond nouns and verbs and basic mands and tacts quickly becomes complicated (e.g., noun-verb combinations, LRFFC, intraverbals, and verbal and nonverbal social interaction)

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### The Basic Framework of the Verbal Behavior Curriculum

- Establishing individual words in a verbal repertoire
- Nouns (e.g., "airplane")
- Mands (generalized) (Could be verbs, e.g., "go")
- Tacts (generalized)
- Matching-to-sample (identical & nonidentical)
- Array development:
  - size (get to large messy arrays ASAP)
  - similar stimuli
  - scenes
  - natural environment
  - generalized

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## The Basic Framework of the Verbal Behavior Curriculum

- Listener discriminations (“receptive language”)
- Array development:
  - Size (get to large messy arrays ASAP)
  - similar stimuli
  - scenes
  - natural environment
  - generalized
- Verbs (generalized)
- Two component “sentences” Nouns, verbs, adjectives, etc.
- Mand-mand: One antecedent, two words (“go fast”)
- Mand-mand: Two antecedents, two words (“Airplane, Woody)

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## The Basic Framework of the Verbal Behavior Curriculum

- Noun-noun combinations
- Listener-listener (generalized)
- Tact-tact (generalized)
- Noun-verb combinations (generalized)
- LRFFC (What flies in the sky?") (array management)
- Intraverbal (What flies in the sky?")
- Adjective-noun
- Preposition-noun
- Adverb-verb
- Pronoun-noun
- Three component, etc. (pronoun-adjective-noun)

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## Staff Skills: Level 2

- Staff must be able to implement several complicated procedures such as:
  - Taking known tacts and LDs and moving them into LRFFC and intraverbal frames
  - Contriving and capturing motivation in order to move manding beyond consumable and tangible reinforcers
  - Arranging for teaching situations where a child must attend to more than one target stimulus and emit more than one response (e.g., sentences)
  - Teaching the different parts of speech such as prepositions, adjectives, adverbs, pronouns

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## Staff Skills: Level 2

- In addition, teaching needs to include:
- Procedures for generalization
- Spontaneity
- Transfer between the verbal operants
- Social and verbal interaction with peers
- The use of newly acquired skills in a functional and meaningful way in the child's day-to-day natural environment
- The creation of a "language based environment" including the home (e.g., siblings, outings, peers, etc).

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## Complexities in Level 2

- Level 2 presents more potential barriers, pitfalls, and linguistic traps that must be removed or, better yet, avoided (e.g., rote responding)
- The placement suggestions for each milestone and the general IEP goals are designed to provide a curriculum progression (a "road map") that can help guide the program
- Two major complexities (and teaching needs) of Level 2:
- The visual array related to MTS, LD, and LRFFC)
- Verbal stimulus control related to LD, LRFFC, and especially Intraverbal (separate powerpoints—too detailed for today, but I've presented earlier versions of them to Kinark before)

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## Developing an Intervention Program for a Child in Level 2

VB-MAPP  
Master Scoring Form

Child's Name: \_\_\_\_\_  
Date of Birth: 11/1/04

Level	Receptive	Expressive	Reading	Writing	Spelling	Grammar	Pragmatics	Fluency	Comprehension	Application	Transfer
LEVEL 3											
LEVEL 2											
LEVEL 1											

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## Developing an Intervention Program for a Child in Level 2




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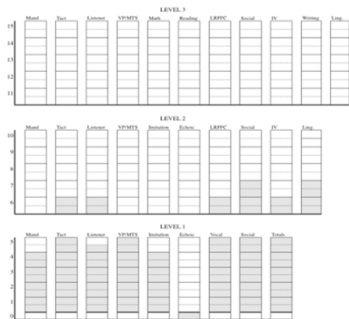
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The Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP Scoring Form




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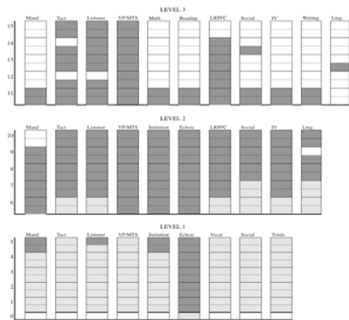
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The Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP Scoring Form




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**VB-MAPP**  
**Skills Scoring Form**

Child's Name: [ ] [ ] [ ] [ ] [ ] [ ]		Age: [ ] [ ] [ ] [ ] [ ] [ ]	Score: [ ] [ ] [ ] [ ] [ ] [ ]	Date: [ ] [ ] [ ] [ ] [ ] [ ]	Center: [ ] [ ] [ ] [ ] [ ] [ ]	Teacher: [ ] [ ] [ ] [ ] [ ] [ ]
Date of Birth: [ ] [ ] [ ] [ ] [ ] [ ]		Referral: [ ] [ ] [ ] [ ] [ ] [ ]	Referral: [ ] [ ] [ ] [ ] [ ] [ ]	Referral: [ ] [ ] [ ] [ ] [ ] [ ]	Referral: [ ] [ ] [ ] [ ] [ ] [ ]	Referral: [ ] [ ] [ ] [ ] [ ] [ ]

**LEVEL 3**

Skill	Met	Not Met
1. MANDS		
2. TACTS		
3. LISTENERS		
4. VOCALIZATION		
5. NON-VERBAL		
6. VERBAL		
7. COMPLEX		
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**LEVEL 2**

Skill	Met	Not Met
1. MANDS		
2. TACTS		
3. LISTENERS		
4. VOCALIZATION		
5. NON-VERBAL		
6. VERBAL		
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**LEVEL 1**

Skill	Met	Not Met
1. MANDS		
2. TACTS		
3. LISTENERS		
4. VOCALIZATION		
5. NON-VERBAL		
6. VERBAL		
7. COMPLEX		
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**VB-MAPP**  
**Skills Scoring Form**

Child's Name: [ ] [ ] [ ] [ ] [ ] [ ]		Age: [ ] [ ] [ ] [ ] [ ] [ ]	Score: [ ] [ ] [ ] [ ] [ ] [ ]	Date: [ ] [ ] [ ] [ ] [ ] [ ]	Center: [ ] [ ] [ ] [ ] [ ] [ ]	Teacher: [ ] [ ] [ ] [ ] [ ] [ ]
Date of Birth: [ ] [ ] [ ] [ ] [ ] [ ]		Referral: [ ] [ ] [ ] [ ] [ ] [ ]	Referral: [ ] [ ] [ ] [ ] [ ] [ ]	Referral: [ ] [ ] [ ] [ ] [ ] [ ]	Referral: [ ] [ ] [ ] [ ] [ ] [ ]	Referral: [ ] [ ] [ ] [ ] [ ] [ ]

**LEVEL 3**

Skill	Met	Not Met
1. MANDS		
2. TACTS		
3. LISTENERS		
4. VOCALIZATION		
5. NON-VERBAL		
6. VERBAL		
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**LEVEL 2**

Skill	Met	Not Met
1. MANDS		
2. TACTS		
3. LISTENERS		
4. VOCALIZATION		
5. NON-VERBAL		
6. VERBAL		
7. COMPLEX		
8. COMPLEX		
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**LEVEL 1**

Skill	Met	Not Met
1. MANDS		
2. TACTS		
3. LISTENERS		
4. VOCALIZATION		
5. NON-VERBAL		
6. VERBAL		
7. COMPLEX		
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## Steps to Beginning an Intervention Program: Level 3

- Level 3 begins at 30 months of age for a typically developing child
- By this time a typical child has acquired hundreds of mands, tacts and listener responses (LDs), and easily learns new words daily
- Mands are spontaneous, frequent, and clearly controlled by the child's personal motivators, especially MOs that relate to verbal information (i.e., asking questions)
- These mands are constantly changing and very little formal training is necessary to develop new mands, in fact the problem at this age is often too many mands ("the terrible 2s")

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### Steps to Beginning an Intervention Program: Level 3

- Echoic and imitation skills are well established which makes teaching new words and skills easier
- The visual perceptual and matching skills are reaching the abstract level and beginning to help pave the way for a variety of academic skills
- Intraverbal skills are growing rapidly and daily, and will soon reach thousands of intraverbal connections
- Social interactions with adults and peers are a cornerstone of each day, and regularly contribute to the development of a wide variety of new skills
- New skills are acquired quickly, they generalize, occur spontaneously, transfer, and don't require maintenance trials

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### VB-MAPP: Level 3

**Level 3**

*Interpreting the Level 3 Assessment: Curriculum Placement and Writing IEP Goals*

**Figure 18-1**  
Sample VB-MAPP Milestones Assessment for a child scoring in Level 3.

**VB-MAPP Milestones Master Scoring Form**

Test Name	Level	Score	Percentile	Standard Score
Receptive	Level 3	115	92.00	325
Expressive	Level 3	115	92.00	325

**LEVEL 3**

Test	Score	Percentile	Standard Score
Receptive	115	92.00	325
Expressive	115	92.00	325

**LEVEL 2**

Test	Score	Percentile	Standard Score
Receptive	115	92.00	325
Expressive	115	92.00	325

**LEVEL 1**

Test	Score	Percentile	Standard Score
Receptive	115	92.00	325
Expressive	115	92.00	325

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### Steps to Beginning an Intervention Program: Level 3

- The assessor should analyze the scores in each of the skill areas and their relation to the child's performance in other skill areas
- Are the mand, tact, and LD scores close to each other (balanced), or is one significantly higher than another?
- The assessor should identify the strengths and weaknesses of the skills, and determine if there are particular strengths in one area that can be of special benefit to a child, or weaknesses that need to be a larger part of the intervention program
- For example, a child may have a strong LRFFC repertoire, but a limited intraverbal repertoire. The LRFFC skills can be used to develop and balance out the intraverbal repertoire

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### Steps to Beginning an Intervention Program: Level 3

- In general, the focus of the intervention at this point should be on
- Expanding the content of what the child talks about by teaching new mands, tacts, and LD responses
- Expanding the sentence size by teaching the child how to modify basic nouns and verbs with adjectives, prepositions, pronouns, adverbs, and so on
- Developing more complex mands, such as mands for information and mands involving the different parts of speech
- Teaching intraverbal behavior (e.g., how to talk about things and events that are not present)
- Learning to use these verbal skills in socially appropriate ways

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### Steps to Beginning an Intervention Program: Level 3

- Increasing the frequency and complexity of peer and social interactions
- Expanding the child's ability to learn in a group teaching format,
- Movement toward a less restrictive educational setting, and
- Developing beginning academic skills
- In addition to these targets, there are other skills and intervention programs (e.g., self-help, fine and gross motor, independence, leisure, safety, and the reduction of language and learning barriers)
- See The sample IEP goals for Jacob (Guide p. 205)
- Review the specific Milestones in each area for the curriculum sequence. Also use the Task analysis for additional activities

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### Teaching Format: Level 3

- A child whose scores fall in Level 3 is still in need of an intensive intervention, but not in the same way that a Level 1 or Level 2 child might need an intensive intervention
- It remains important to seek a balance between DTT and NET training, since both provide unique contributions to learning, and both play a critical role in language and social development
- A carefully designed intervention program is still necessary, but 1:1 and 1:2 tabletop instructions may become less of a focus.
- This teaching format may now be used more for academic skills, independent work, generalization, expansion of known skills, and other developmentally appropriate tasks.

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### Teaching Format: Level 3

- While the natural environment teaching format can be used for developing other important language and social skills
- For example, MOs that are necessary for teaching advanced mands cannot be easily captured or contrived in a formal tabletop session
- These MOs often occur in other environments, such as during social play, arts and crafts, group activities, recess, the community, home, etc., but they still require careful teaching skills to establish
- It is usually a mistake to assume that children will simply learn advanced manding (as well as intraverbal and social behavior) by placement in a program that follows this teaching format, but does not employ the sophisticated teaching procedures necessary to establish and maintain these skills

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### Staff Skills: Level 3

- While the teaching format may be "looser," staff still need to be able to use the basic behavioral procedures of prompting, fading, chaining, differential reinforcement, and so on.
- In addition, staff must be competent in teaching advanced manding, intraverbals, academic skills, social interaction, and the many other elements of an advanced verbal and social program
- In some respects, this is some of the most difficult teaching because the curriculum is much more complicated at this level
- Also, staff must keep up with constant curriculum changes
- Variation and contact with novel items and activities is essential
- Data collection is much more complicated

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### Integration: Level 3

- Integration is an extremely important aspect of the intervention program for children scoring in Level 3, and should become a bigger part of his educational day
- A child at this level has many strong basic verbal skills, but may need more advanced models to further develop his social, mand, and intraverbal skills
- Also, he is now in a better position to benefit from the teaching format and curriculum characteristic of a less restrictive classroom placement
- See the Transition Assessment

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