VB-MAPP Training Handout

How to Interpret the Assessment & Select IEP Goals

Purpose

This handout is designed to be a reference sheet for you when interpreting a VB-MAPP profile. It contains helpful tips for what to look for on each scoring form, as well as advice on how to select IEP goals based on the information in each scoring form. Additionally, this handout also contains suggestions on making placement decisions based on the information included in the VB-MAPP scoring forms.

The numbered bubbles on the example scoring forms indicate the area that each point under the "*What to look for"* section is referring to

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General Information

- After the VB-MAPP has been completed for a student, most of the **important information** will be located on the **three scoring forms**: the Milestones, Barriers, and Transition

- Remember that the **Task Analyses Charts** aren't to be used necessarily for determining goals, but are to be used to **support the achievement of selected goals**

    o The Task Analyses charts provide suggestions for learning objectives that can be used to support the learning of VB-MAPP based IEP goals

- Remember that there are other sources of information that can help in developing and IEP and that the VB-MAPP should not be the only source of goals

    o OT's, SLP's, PT's, parents and others familiar with the student's abilities should also have input into what goals are selected for an IEP

<u>*What to look for*</u>

- On this form, there are four main things to make a note of:

  1. The general **Level** of the student,
  2. Any **gaps** within each skill,
  3. The student's **relative weaknesses**,
  4. The student's **relative strengths**

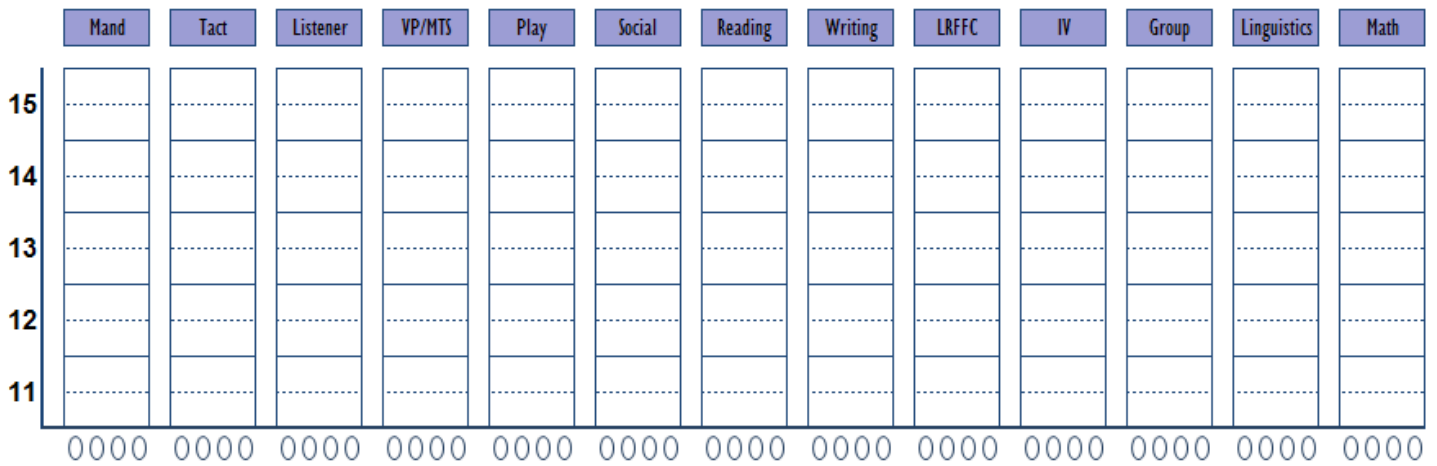<u>*Using the Milestones for an IEP*</u>

- The main goal in using the VB-MAPP to guide IEPs is to make sure that you have a student with a **balanced skill set**

- Students' relative **weaknesses** and any **gaps** that exist in a their profile should be focused on more heavily

  o For those skills where the student is **weaker**, you will want to choose **2 or 3 goals** to help get that skill in balance with the others

  o For those skills where the student is **stronger**, you still want to make progress on them. But depending on the intensity of the IEP, maybe **only 1 or 2 goals may be necessary** for the current year

  o Remember that when selecting goals, you don't have to select the next immediate Milestone, but **move 3 or 4 Milestones up** to obtain an appropriate *annual* IEP goal

- When choosing goals, goals should also be based on the student's current **Level**

  o Choose those that will help to **fill out and complete a Level** if the student is just beginning that Level

  o Choose those **within the beginning of the next Level** if the student is near completion of a Level

- It is important to remember that Milestones don't have to be used verbatim, but **added to** in order to ensure that the student is making as much progress within the year as possible.

  o The Milestones are just the **minimum of what normally developing children do** and children with disabilities need much more than that to be successful in the world
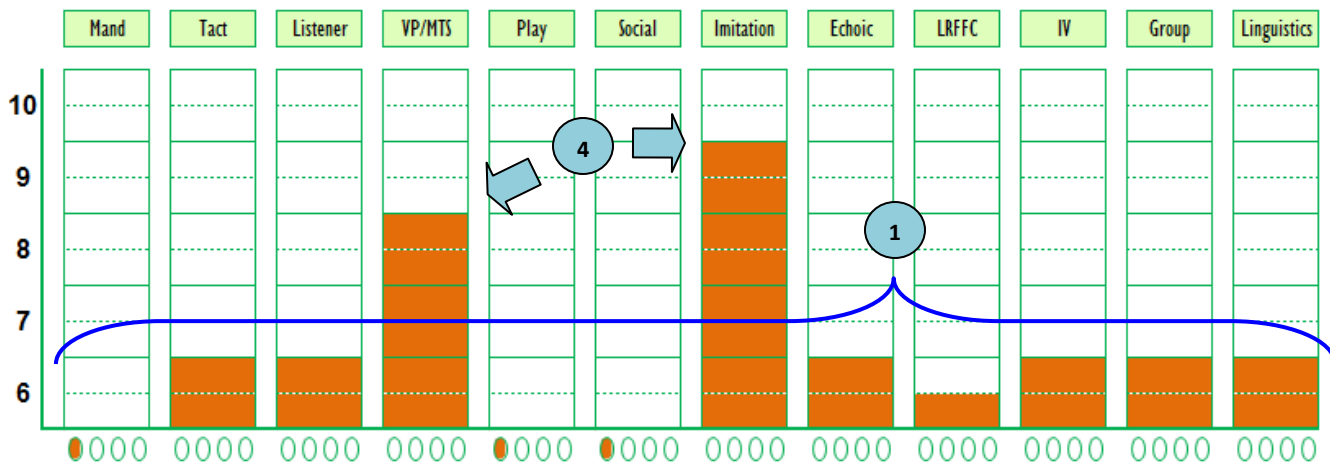
VB-MAPP Milestones Master Scoring Form

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

Key:	Score	Date	Color	Tester
1st test:				
2nd test:				
3rd test:				
4th test:				

LEVEL 3

Mand	Tact	Listener	VP/MTS	Play	Social	Reading	Writing	LRFFC	IV	Group	Linguistics	Math

15
14
13
12
11

0000 0000 0000 0000 0000 0000 0000 0000 0000 0000 0000 0000 0000

LEVEL 2

Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	LRFFC	IV	Group	Linguistics

10
9
8
7
6

4

1

0000 0000 0000 0000 0000 0000 0000 0000 0000 0000 0000 0000

LEVEL 1

Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	Vocal

5
4
3
2
1

3   3   2

0000 0000 0000 0000 0000 0000 0000 0000 0000

How to Interpret the Assessment
Presentation Handout
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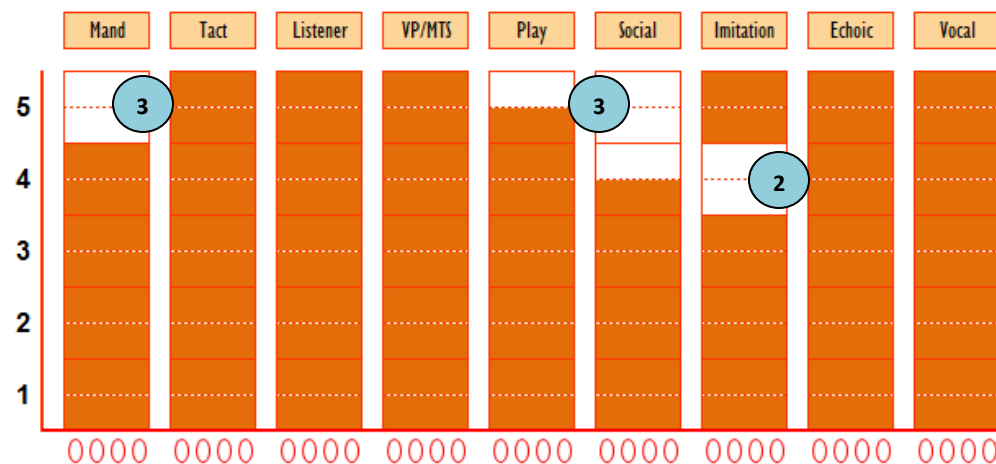
Barriers Scoring Form

What to look for

- On this form, there are mainly two things to look for:

  1. Any barrier that is given a score of **3 or 4** is considered a **persistent** or **severe problem**

  2. Any barrier that is given a score of **2 or 1** is considered a **moderate** or **occasional problem**

Using the Barriers for an IEP

- Because significant Barriers can present a problem for *multiple* academic objectives, it is important to **set IEP goals to reduce** those that are **persistent** and **severe**

  o Making these a priority will pave the way for the achievement of the student's Milestones

- Barriers that are identified as **moderate** or **occasional** may **not** necessarily need an IEP goal assigned to them,

  o But they are important to know and pay attention to so that you can **prevent them from getting worse**

- Knowing the moderate and occasional barriers will help in:

  o **Differentiating instruction** for the student's specific needs
    - *It lets you know where the students weak points are and therefore where extra accommodations may need to be made*

  o **Prioritizing academic goals** for the student
    - *If there is a barrier and a lower corresponding Milestone score (like a low tact milestone score when there is a defective tact barrier), then you can make sure to make that goal a priority for the year*
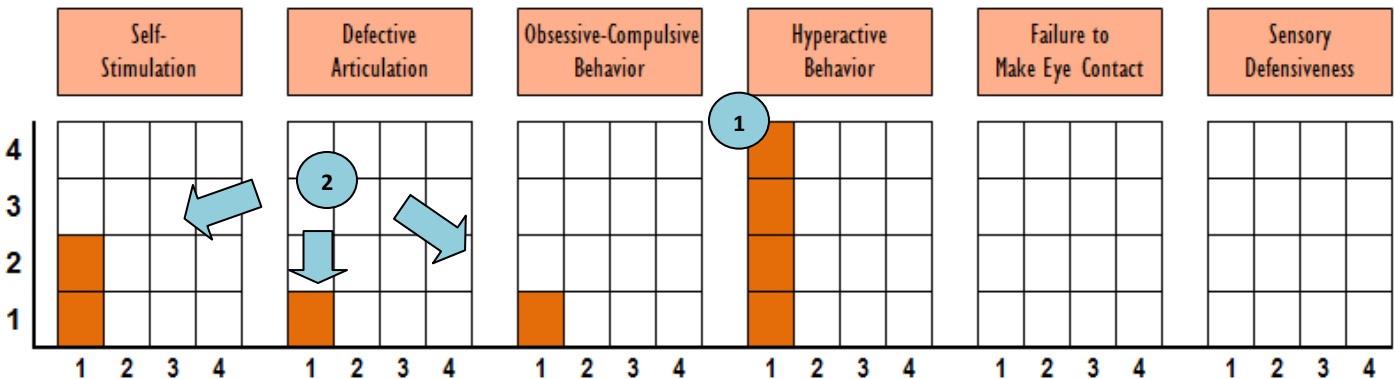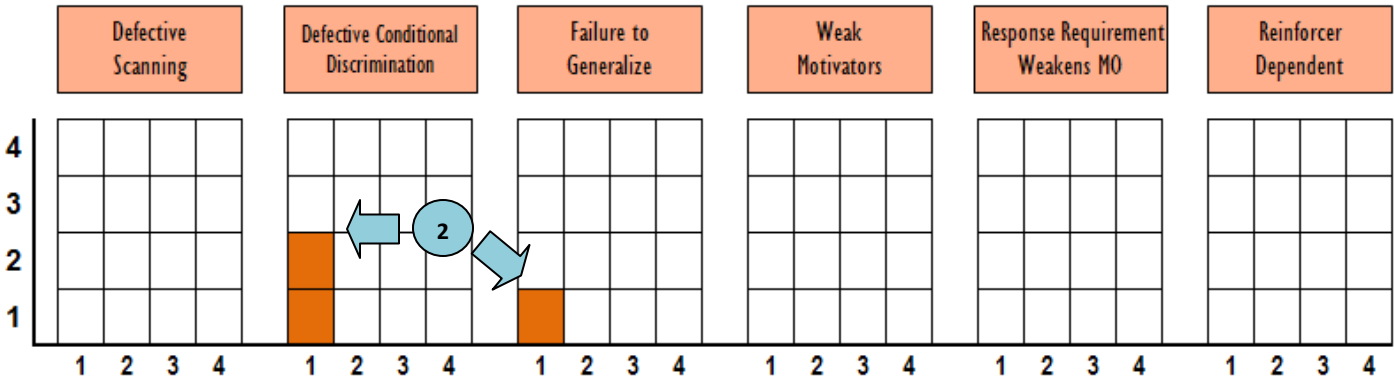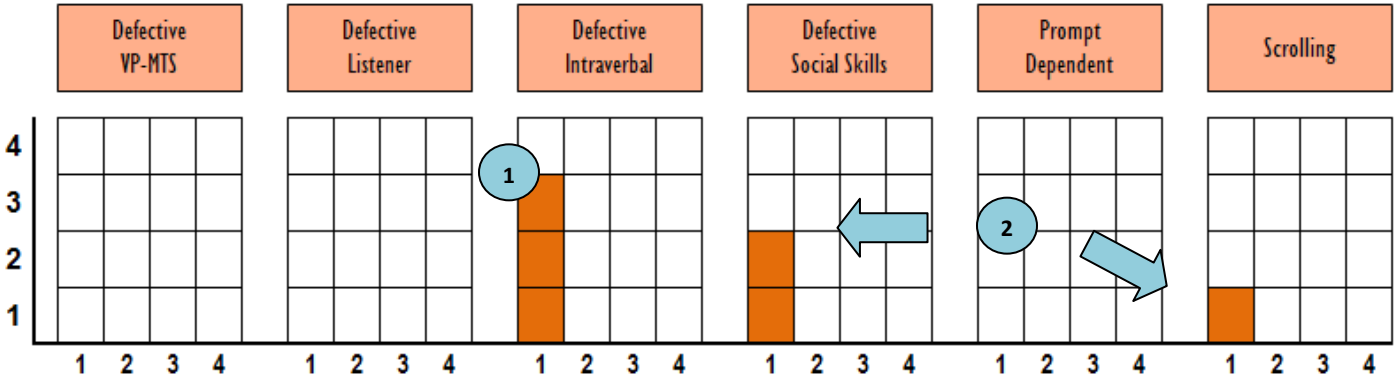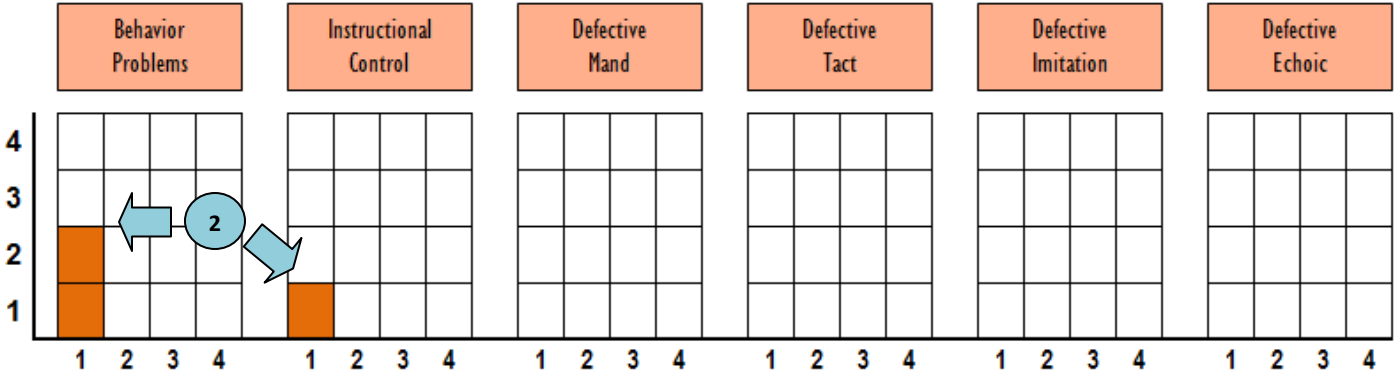
VB-MAPP Barriers Scoring Form

Key:	Score	Date	Color	Tester
1st test:				
2nd test:				
3rd test:				
4th test:				

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

Transition Scoring Form

What to look for

- There are essentially three sections to the form:

    1. The 1st _row_ contains information regarding **language, social, & academic levels**

    2. The 2nd _row_ contains information regarding **learning patterns**

    3. The 3rd _row_ contains information regarding **self-help skills, adaptability, & self-direction**

Using the Transition form for an IEP and Placement Decisions

- The Transition form mainly provides information regarding **appropriate program placement**

- The large range of information on the form can help point the IEP team to a **general type of program**

    - _Completely self-contained_
    - _Self-contained with some inclusion_
    - _Inclusive with pull-out_
    - _Inclusive with specific accommodations_

- It also provides information on **individual accommodations** that may be needed for specific settings

    - _Such as a student that may be able to succeed in a more inclusive setting, but will need accommodations for toileting because of a low score_

- While the Transition form does inform placement decisions, remember that **IEP goals can be selected from it too** – _(such as for self-help deficits or transition issues)_
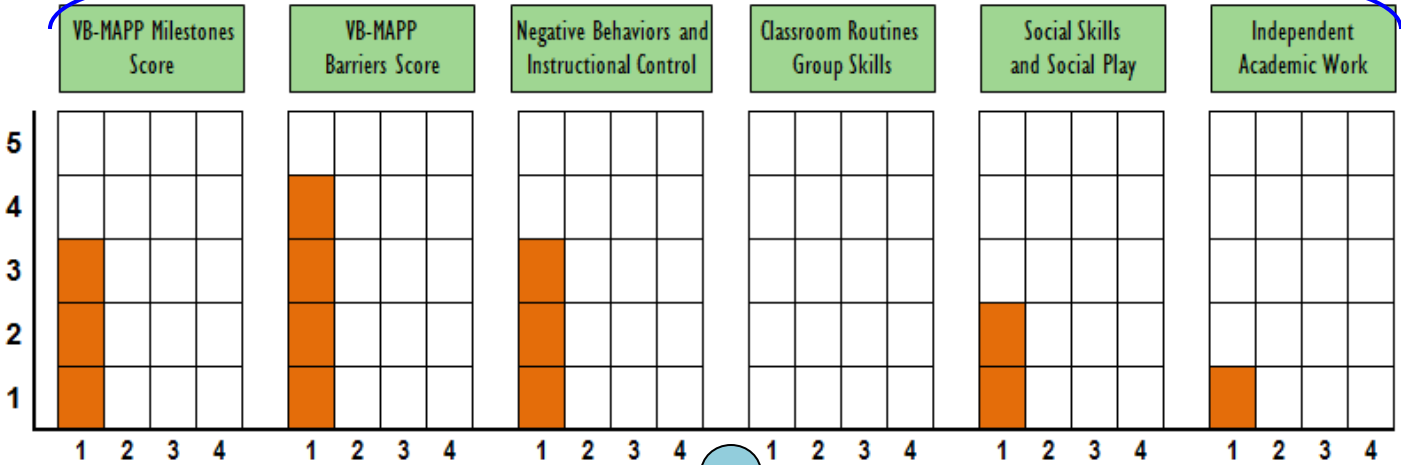
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- The 1st section of the form is the most important because it will tell us if the student's **skill level is high enough** to _keep up_ with the material that is presented in various settings

    - _If the student's skills aren't strong enough for a proposed setting, then a different setting that would better meet the student at his level should be considered_

- The 2nd section of the form provides the most information on how successful the student might be at different **levels of inclusion**

    - _If scores are higher across these categories, the student may be more successful in more inclusive settings_

    - _If they are lower, then a more supportive setting with individualized instruction will necessary for academic success_

- This 3rd section also plays a role in determining how **restrictive** a setting is needed for a student's success, but to a _lesser extent_

    - _It focuses more on behaviors that aren't directly taught in school, but may cause a problem if they aren't in the student's skill set_

    - _The information here may not completely rule out a proposed setting, but may indicate that accommodations need to be made to allow the child to fully access that less restrictive setting_
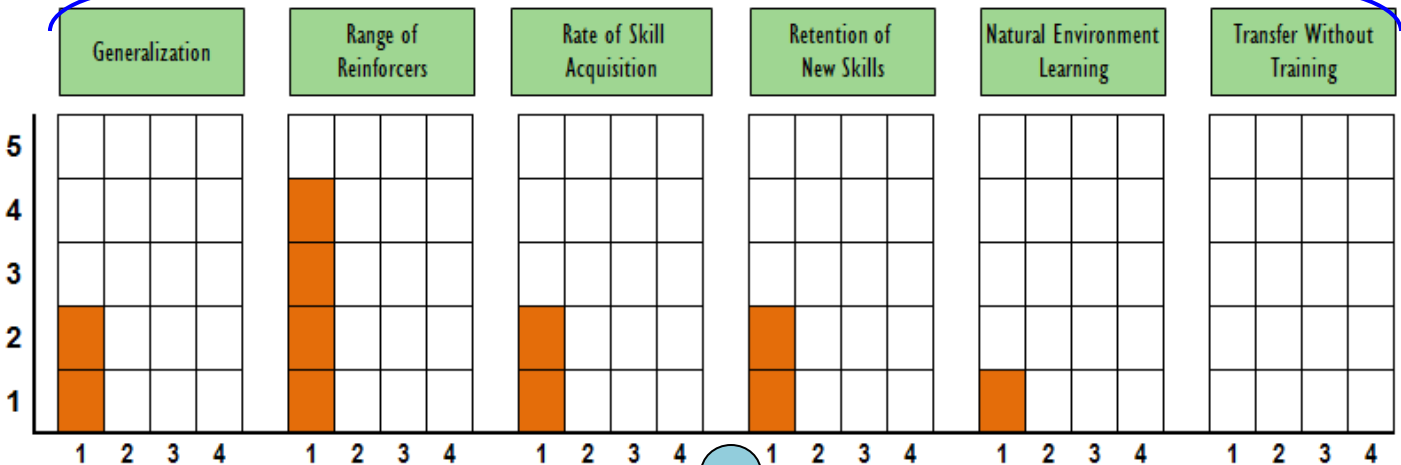
VB-MAPP Transition Scoring Form

Child's name:

Date of birth:

Age at testing: 1   2   3   4

Key:	Score	Date	Color	Tester
1st test:				
2nd test:				
3rd test:				
4th test:				

1

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

2

Generalization

Range of Reinforcers

Rate of Skill Acquisition

Retention of New Skills

Natural Environment Learning

Transfer Without Training

3

Adaptability to Change

Spontaneous Behaviors

Self-Directed Leisure Time

General Self-help

Toileting Skills

Eating Skills