

# VB-MAPP Training Handout

## *An Overview of the Assessment*

### ***Purpose***

This handout is designed to help us to establish a framework for understanding the VB-MAPP assessment as well as to provide an overview of the assessment so that we can gain a better understanding of its value as an educational tool.

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### *What are our goals as educators?*

- Determine **where the student is**
- Determine where the **student needs to go**
- **Teach** the student
- **Check** to see if you made it

### *What can result from the failure to conduct an appropriate assessment?*

#### **An inappropriate curriculum**

### *What is the VB-MAPP?*

- A skills assessment for students based on **Skinner's analysis of verbal behavior** (1957)
- The assessment looks at students' **development of typical language** and learning milestones (through age 4) across verbal components
- The assessment also analyzes students' **common language** and **learning barriers**
- It evaluates the student's **ability to learn in a less restrictive educational environment** through a transition assessment
- Finally, it provides a developmentally appropriate curriculum sequence for the student once the assessment has been done

*If you like this, then please see my other VB-MAPP training materials at [www.stevencelmer.com](http://www.stevencelmer.com)*

### Language and Learning Milestones

- There are **170** milestones across 3 different learning levels
- **0 – 18** months (*Level 1*)
- **18 – 30** months (*Level 2*)
- **30 – 48** months (*Level 3*)
- These milestones are developmentally matched across these learning levels
- Across these developmental levels, there are **16** skills that are assessed such as:
  - o Elementary verbal components (*mand, tact, intraverbal, echoic, listener*)
  - o Independent play, Social play
  - o Visual perceptual, and Matching-to-sample
  - o Beginning academic skills (*reading, writing, spelling, math*)
  - o Grammatical and syntactical skills

### Language and Learning Barriers

- While it is important to know what a student can do – it’s also important to know what they **can’t do** as well
- Sometimes the elimination of a **single** barrier can improve **multiple** academic skills
- For some students, the focus of an educational program may not be academic achievement, but more so **removing** a particular persistent barrier
- The assessment analyzes **24** barriers to learning such as:
  - o Behavior problems
  - o Instructional control
  - o Impaired verbal components
  - o Weak motivation
  - o Failure to generalize
  - o Hyperactivity
  - o Prompt dependency
  - o Defective scanning

### Transition Assessment

- Analyzes the skills needed to increase the **probability** that the student can successfully learn from a less restrictive setting
- No single skill on this assessment is a single determiner of success, but the collective body of skills can help educators and parents make educational decisions
- This assessment looks at various items such as:
  - o Reinforcer range
  - o Ability to learn in the natural environment
  - o Ability to complete independent work
  - o General self-help skills
  - o Rate of acquisition
  - o Eating skills
  - o Ability to retain new skills
  - o Toileting skills

### Task Analysis (Curriculum Guide)

- While the milestones can be considered to be the **floors** of a building, the task analysis can be said to be the **steps** in between those floors
- The task analysis form allows for more detailed **skills tracking**
- It also works to build a and not just individual skills

### Conclusion

- The VB-MAPP has a variety of tools to help in many areas of education:
  - o Skills Assessment
  - o Learning Barriers Assessment
  - o IEP Goal Selection
  - o Program Placement Decisions
  - o Curriculum Development