VB-MAPP

Verbal Behavior Milestones Assessment and Placement Program

WHAT IS IT?

THE VB-MAPP IS A BEHAVIORAL APPROACH TO ASSESSING LANGUAGE SKILLS BASED ON B.F. SKINNER'S ANALYSIS OF VERBAL BEHAVIOR. THIS ASSESSMENT AND CURRICULUM GUIDE IS BASED ON 170 DEVELOPMENTAL MILESTONES. IT CATEGORIZES AN INDIVIDUAL CHILD'S ABILITIES, AS WELL AS POTENTIAL LANGUAGE AND LEARNING BARRIERS THAT MAY BE HINDERING PROGRESS.

WHAT DOES THE MILESTONES ASSESSMENT MEASURE?

- **Mand** (the speaker asks for what he wants). Child says "cookie" when she wants a cookie.
- **Tact** (the speaker names something). Child points to a car and says "car".
- **Listener responding** (the listener reacts to a request from the speaker). Child hears "Clap your hands" and then claps his hands.
- **Visual perceptual skills and matching-to-sample, or VP-MTS** (matching visual stimuli). Child is given a picture and asked to find its match.
- **Independent play** (playing by herself). Child is given opportunity to play independent of others.
- **Social behavior and social play** (playing or interacting with others). Child is given the opportunity for interactions with others.
- **Motor imitation** (similar to echoic, how the speaker learns sign language). Child hears "touch your nose" and then touches his nose.
- **Echoic** (the speaker repeats what he has heard). Child hears "mama" and repeats "mama".
- **Spontaneous vocal behavior** (babbling). Child makes vocal noises without any prompting.
- **Listener responding by function, feature, and class, or LRFFC** (listener fills in the blank based on what the item does or looks like). Child hears " you eat…" and while looking at a group of pictures, selects the food item. LEVEL 2
- **Intraverbal** (the speaker responds to the words of someone else). When hearing "How old are you?" the child answers "5". LEVEL 2
- **Classroom routine and group skills** (imitating peers and following group instructions). Child lines up with peers after hearing "everyone line up". LEVEL 2
- **Linguistic structure** (words, phrases and sentence structure). LEVEL 2
- **Textual** (speaker identifies a written word). Child says "book" when she sees the word "book". LEVEL 3
- **Transcription and copying-a-text** (the speaker writes, types, or finger-spells his response to verbal input). Child hears "spell cat", writes the letters c-a-t. LEVEL 3
- **Math** (starting at level three, comparing child's skills to typically developing three- to four-year olds. LEVEL 3