

WORKSHOP C-3

The Nuts and Bolts of Implementing a Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)

NICOLE CARLISLE, MS, BCBA

Consultant for ABA Outreach Services, ABA Outreach Services

KRISTINA INA, MEd Consultant for ABA Outreach Services, ABA Outreach Services

ABSTRACT:

The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) is a criterionreferenced assessment and curriculum guide developed for children with autism or other developmental disabilities. It is based on B.F. Skinner's (1957) Analysis of Verbal Behavior, typical developmental milestones, and behavior analysis research. The VB-MAPP consists of 170 measurable milestones balanced across 16 skill areas and three developmental levels. The VB-MAPP can be implemented in a home or school setting and identifies skills to be taught across the verbal operants, including the listener repertoires and social behavior repertoires. The results from the VB-MAPP assessment will suggest where to place a child in the verbal behavior curriculum as well as assist in developing appropriate IEP goals. Tracks: Communication/Social Skills, BACB

OBJECTIVES:

- 1. Participants will be able to identify Skinner's verbal operants: mand, tact, echoic, intraverbal, textual, textual, and transcription.
- Participants will be able to gain knowledge on the five components of the VB-MAPP: Milestones Assessment/ EESA, Transitions Assessment, Task Analysis and Skills Tracking, Barriers Assessment and Placement, and IEP Goals.
- 3. Participants will be able to gain knowledge on how to implement the VB-MAPP.
- 4. Participants will be able to gain knowledge on program development using the VB-MAPP.
- Participants will be able to gain knowledge on how to write functional and behavioral based IEP goals from the outcomes of the Milestones Assessment.

Nicole Carlisle, MS, BCBA

currently provides in-home ABA consultative services for families in the community as well as training for parents, teachers and other professionals. She has over 12 years of experience providing services to children with autism and other developmental delays in both home-based and clinical settings. She has extensive training and experience in development of Verbal Behavior Analysis programming as well as functional analysis and management of problematic behaviors. Nicole received her Master's degree in Applied Behavior Analysis from St. Cloud State University and completed an extensive practicum at the University of Kansas. Nicole has assisted in opening two clinic-based ABA programs and served as clinical director at a clinic-based program for children with autism and other developmental disabilities.

Kristina Ina, MEd

received her undergraduate degree in Psychology with a concentration on children from John Carroll University in 2007 and a Master's degree in Early Childhood Education from Cleveland State University in 2011. She has completed her coursework and supervision and will sit for the Board Certification in Behavior Analysis (BCBA) exam in May 2013. She has been providing Applied Behavior Analysis (ABA) for children with autism in home programs for five years.

Nicole Carlisle, MS, BCBA and Kristina Ina, MEd

Assessment and Development of a Verbal Behavior Program Using the VB-MAPP

June 19, 2013 Milestones Autism Spectrum Disorder Conference

Nicole Carlisle, BCBA Kristina Ina, MEd



VERBAL OPERANTS: BRIEF REVIEW

Mand

• a response that occurs in the presence of some establishing operation and is maintained by a specific reinforcer

Tact

 a response that occurs in the presence of a nonverbal stimulus that is maintained by conditioned generalized reinforcers

o Echoic

 a response that occurs in the presence of an identical verbal stimulus that is maintained by conditioned generalized reinforcers

VERBAL OPERANTS: BRIEF REVIEW

Intraverbal

• a response that occurs in the presence of a nonidentical verbal stimulus that is maintained by conditioned generalized reinforcers

Textual

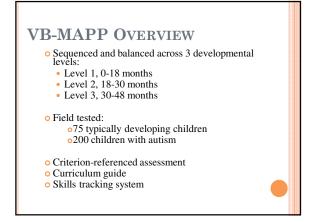
 a response that occurs in the presence of a nonidentical verbal (written) stimulus that is maintained by conditioned generalized reinforcers

Transcription

• a (written) response that occurs in the presence of a verbal (written) stimulus that is maintained by conditioned generalized reinforcers

VB-MAPP OVERVIEW

- Developed for children with autism or other developmental disabilities
- Based on B.F. Skinner's analysis of verbal behavior, typical developmental milestones and behavior analysis research
- Suggested milestones were selected and sequenced from over 50 developmental charts
- Milestones mark a significant marker in
- development, rather than focusing on task analysis •Looking for level of linguistic competence equal to peers
- Probes a representative sample of child's language repertoire



Nicole Carlisle, MS, BCBA and Kristina Ina, MEd

VB-MAPP OVERVIEW

- Assessment can be conducted with any languagedelayed individual, regardless of age or diagnosis
- No standardized training required for evaluator
- No time limit
- o Direct assessment, observation and parent/teacher report
- o Can be conducted in classroom, home, community
- No specific sequential order of assessment
 - Work with child's MO
- No standardized materials
- o Assess child's operant level/baseline level of skills

VB-MAPP COMPONENTS

- VB-MAPP Milestones Assessment
- o VB-MAPP Barriers Assessment
- o VB-MAPP Transition Assessment
- VB-MAPP Task Analysis and Skills Tracking
- o VB-MAPP Placement and IEP Goals

VB-MAPP MILESTONES ASSESSMENT ASSESSMENT FORMAT Capture child's MO Multiple milestones can be assessed simultaneously Track problem behavior exhibited Present variety of mastered and new skills Plan to transition to different locations Present demands using a Mixed VB Format

VB-MAPP

Milestones Assessment

ASSESSMENT FORMAT

- o Reinforcement
- · Provide non-contingent reinforcement
- Provide abundant reinforcement for correct, independent responses
- Task demands may be presented 2-3 times
- Observe parent and child interactions
- Track vocalizations/words/sentences
- o Use least to most prompting procedures
- o Plan peer interactions

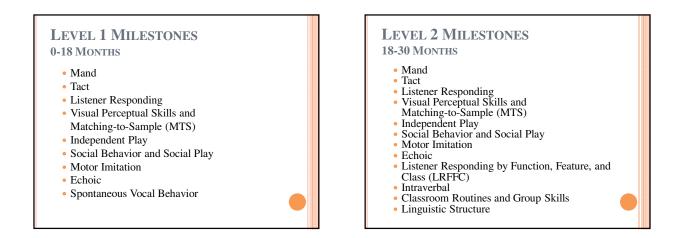
VB-MAPP Milestones Assessment

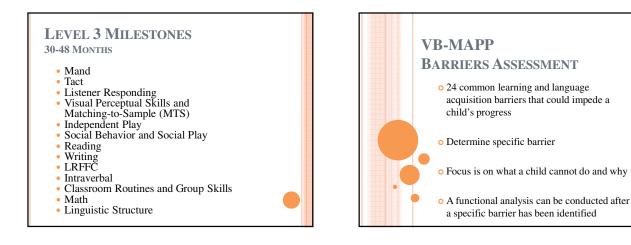
- METHODS OF MEASUREMENT
- Formal Testing (T)
- Observation (O)
- Either formal testing or observation (E)
- Timed observation (TO)

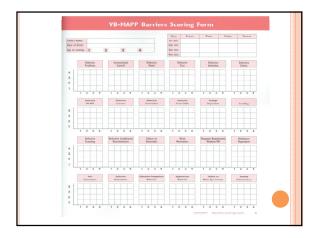
SCORING

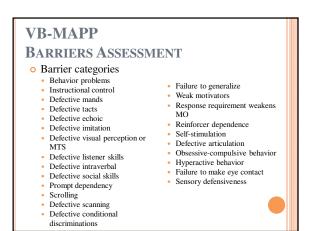
- \circ 0 = Milestone not exhibited by child or item not tested
- $\circ \frac{1}{2}$ = Milestone criteria specifically stated for each skill
- 1 = Milestone criteria specifically stated for each skill









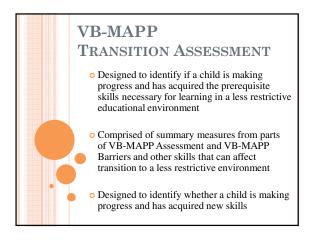


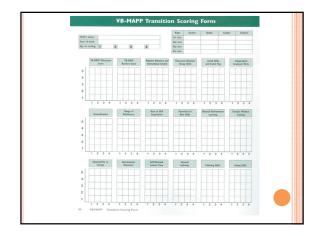
Nicole Carlisle, MS, BCBA and Kristina Ina, MEd

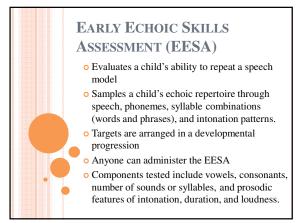
BARRIERS ASSESSMENT

EXAMPLE

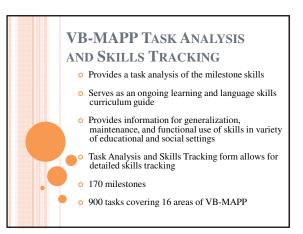
- Failure to make conditional discriminations (C^Ds)
 1. Makes conditional discriminations at a level that is in balance with his Milestone scores
 - 2. Has trouble when the C^D requires more effort or attending (large arrays, scenes, similar stimuli)
 - 3. Limited progress on tasks that involve verbal C^Ds
 - (LD, LRFFC, IV), but good progress in other areas
 4. Fails at most tasks that involve C^Ds (except MTS),
 - emits negative behavior, history of failed attempts 5. Does not make C^Ds, but can do simple
 - discriminations (single mands, echoics, tacts, imitations)



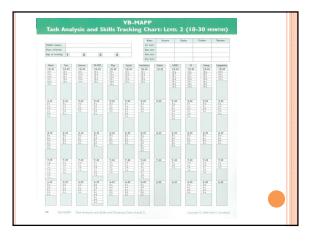




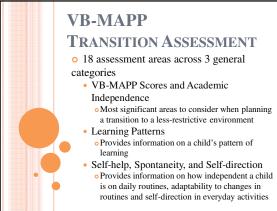


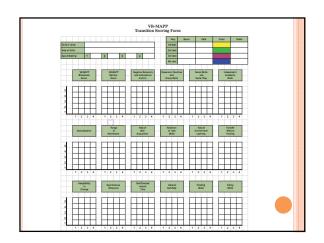


Chihi's na	-					Key		re	Date	Celor	Tester
Date of bi	rth:					ZHD T	st				
Age at ter	unp 1	2	3	4		3eo 11 4me 11					
Hand S-H S-U S-U S-U S-U S-U S-U S-U S-U S-U S-U	7ant 3-11 5-1 5-0 5-0 5-0	5-11 	10-HIS 	Fig. 2-11 3-1 3-1 3-1 3-1 3-1 3-1 3-1 3-1 3-1	Sold S-H S-R S-R C-	S-H S-S S S S S S S S	Eslauk 3-H	S-H			
4.H. 44 14 14 14 14 14 14 14 14	4.M 63 64	431 11 12 12	4.H 15 15	4.H 17 17 17 17 17 17	4.H 64 65 65 65	4.00 41 45 45 40	4.14	4.84			
3-H 12 14 14	3-H	3-H 12 14 14 14	3-H.	3-H 1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1	3-14. 14. 14. 3 a	3-H 12 14 15	эн	Эн			
2-M 24 24 24 24 23	2-11	2-M 13	2-M 32 23 23	2011 34 34 35 35 25	2-14 32 23 23	2-H 3A 23	<u>2-M</u>	2-М			
1-H 14 14 14	1.H	1-11	1-M 10 10	1-M 1-d 1-z 1-b 1-a	1-M 1-(1-) 1-1	1-M 13	1-M	I-M			











Nicole Carlisle, MS, BCBA and Kristina Ina, MEd

DEVELOPING A VB PROGRAM

oAdditional program features

- Play-based assessments
- Rapid Intensive Teaching Trials (ITT) and Natural Environment Training (NET) transitions
- Frequent peer interaction opportunities
- PLAY, PLAY, PLAY!!!!!
- Mixed VB Teaching Format
- Parent Training

MIXED VB TEACHING FORMAT

- o Interspersed trial teaching
- Mixed mastered & acquisition skills
- Quick pace of instruction
- o Systematic manipulation of instructional stimuli
 - Gradual increase of array size and complexity
 - Multiple exemplar training

MIXED VB FORMAT INTENSIVE TEACHING TRIALS (ITT)

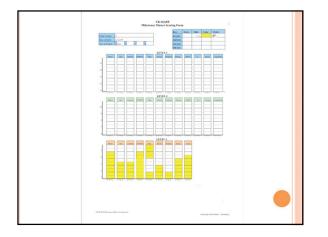
- Imitation: gross motor, fine motor, oral motor, object manipulation
- o Listener discrimination (receptive language)
- o Matching-to-sample pictures and objects
- Tact: pictures, objects, actions, etc.
- o Intraverbal: songs, fill-ins, associations
- o Transfer of control
- echoic \rightarrow mand, mand \rightarrow tact, MTS \rightarrow LD \rightarrow tact \rightarrow IV
- Play skills
- Pre-academic skills

Echoics

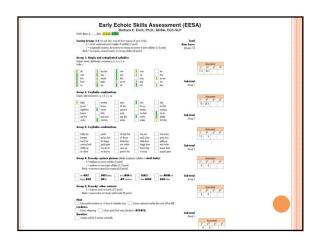
SOCIAL BEHAVIOR NET

- o Peer-to-peer manding
- •Peer imitation: motor and vocal
- oListener behavior (mands, intraverbals)
- •Parallel, cooperative, and sociodramatic play



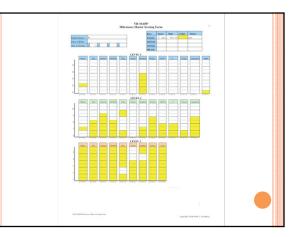


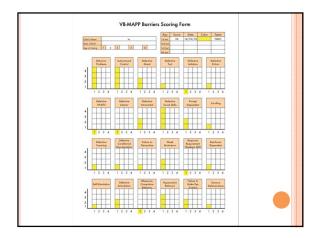
		Key:	Score	Date	Color	Tester	
Ohifs Name A Date of Birth 12/5/05 Age of Testing 1 5.1 2 2	4	20100	_	1/1/11		<u>A</u>	
		at we	_				
Bahavior Instructional Problems Control	Defective Mond	Date Te	dine 1	Defective Imitation		Defective Echoic	
4							
2		-	-	-			
1234 1234	1 2 3 4	_	_	1 2 3	4 1	2 3 4	
Defective VP-MTS Listener	Defective Introverbal	Defe Social	dive Skills	Prompt Depender		Scruling	
3					ΗĿ		
2			+		+		
1234 1234	1 2 3 4	1 2	3 4	1 2 3		2 3 4	
Defective Scenning Defective Conditional Discrimination	Failure to Generalize	Wa	ak ators	Response Requireme Wepkers N		Rainforcer Dependent	
3			=				
2			+		H		
1 2 3 4 1 2 3 4	1234	1 2	3 4	1 2 3		2 3 4	
Self Stimulation Articulation	Obsessive Compulsive Behgvior	Hyper Behr	active rvior	Pallure M Moke Eyr Contact	•	Seroory elensiveness	
3			=		ĦÞ		
			-	123	HE	234	

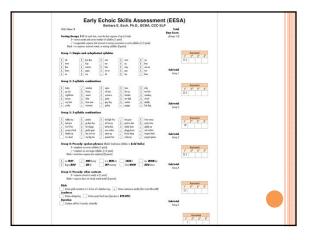


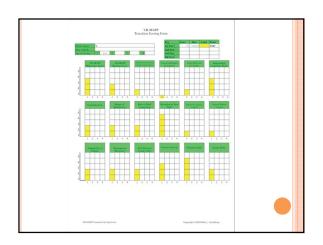
VB-MAPP	Program Name	Target Information	Monday	Tuesday	Wednesday	Thursday	Friday	
.1Mand1M	Emits 2 mands with echoic, imitative prompts	ball cracker						
LITactIM	Tacts 2 reinforcing items	ball cracker						
L1LR2M	Responds to hearing own name	2 times per session						
L1LR3d	Responds to simple verbal instructions	"Sit down"						
LIMTS4M	Places 3 items together	stacks 3 blocks						
LIMTS5M	Matches identical items	matches 2 toys on table						
L1Play2d	Repeats play bx to produce sounds	cause-and-effect toys						
LIMIIb	Imitates 1 motor movement	dancing						
LIMIIM	Imitates gross motor movements	"Do this": clap hands						
L1Ech1M	Group 1 of EESA	single sounds: ah, oo, oh						





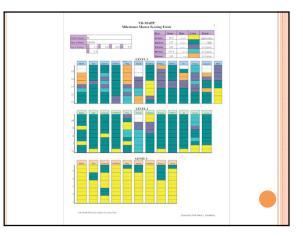




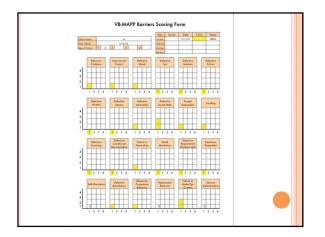


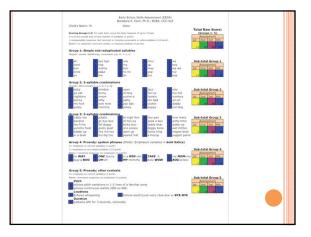
Child's N Level 2 I		Weekly Probe week of: Jan 10-14 updated: Jan 7									VR S	righ							
VB-MAPP	Program Name	Target Information	,	londa		Т	ciday		Wee	Incelar	1	harsd	av .	,	ridas				
1.2Mandfu	Spontanovasly emits manda wis object present and wis verbal prompts	5 per session																	
L2Mand6c	Mands for 5 different missing items wis prompts	celaring with no crayon																	
L2Tact9M	Tacts items when asked "What's that?"	book																	
L2LR/M	Selects the correct object	messy FOS abi: car																	
L2MTS6M	Matches identical objects	messy FO5 (b); siplate																	
L2Play6b	Independently plays with in-set pazzle for 1 minute	appropriate play for 15 seconds																	
L2Plan6e	Plays with sets of toys that have multiple parts for 2 minutes	appropriate play with train set for 15 records																	
L2Social/c	Sits with peers in a group activity w/o disruptive behavior	music time for 30 seconds	Π	Т	Π		Π	Π	Т	П			Π	Τ	Τ	П			
L2MI6	Imitates actions with objects	FO2 feed baby	Π	Т					Τ	П			Π			П			
L2Ech2M	Editoies	2 syllable words randomize																	
L2LRFFC4M	Selects item by sounds	"meow says a" cat																	
L2IV6c	Completes 5 different song fill-ins	"The wheels on the" bus							T							Π			
L2Gp7b	Puts away personal items	puts lanch bax, in refrigerator																_	
																			Ì
																			,



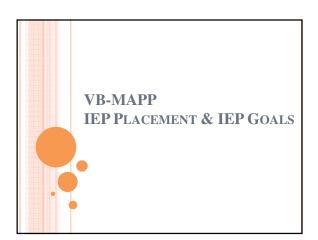


Nicole Carlisle, MS, BCBA and Kristina Ina, MEd





Child's ? Level 3 I		Weekly Probe week of: Jan 10-14 updated: Jan 7							VR Schedule: VR7 right handed										
VB-MAPP	Program Name	Target Information	М	onday	т	resday	v	Veda	sday	The	irsday		Frid	lay					
L3Mand11a	Mands to peers	I peeriedible iters/snack table																	
L3Mand11d	Mands contain 3-word phrases	20 per session		Π	Π		T	Π			Π	T	Π	Τ					
L3Tect11d	Tacts 5 categories or classes	rnix and vary items (pictures and objects) ex. look at the dog it's an <u>unimal</u>					Γ				Π	T							
L3Tact11e	Tacts 3 locations	playground			Π		Τ				Π	T	Π						
L3LR11d	Discriminates between 2 prepositions	mix and vary situations		Ħ	Ħ		t				Ħ	T	Ħ	T					
L3LR11e	Discriminates between self and others	mix and vary situations my		T			t				Π		Ħ						
L3MTS11e	Uses glue to make things stick together	glue stick shapes to paper			Π		Τ	Π			Π	Τ	Π	Τ					
L3Play11M	Spontaneously engages in pretend or imaginary play	dress up center 2 diff characters		Π	Π		T	Π			Π	T	Π	Τ					
L3Play12a	Brings an assembly activity to completion	builds a marble maze					T				Π		Π						
L3Social11b	Appropriately mands to peers to stop an undesirable behavior	1 per session		Π	Π		Τ				Π	T	Π	Τ					
L3Social11e	Mands to peers with a WH question	2 per session		П	Π		Г	Π			Π	Τ	Π						
L3Social12a	Spontaneously imitates a peer's behavior in a pretend play activity	2 per session		T	Π		t				Π	T	Π	Τ					
L3LRFFC11a	Selects members of a class	messy FO6 find 2 body parts		Π	Π						Π		Π	Τ					
L3IV11a	Completes 10 two-component fill-ins	"For breakfast you eat" eggs and cereal																	
L3IV11b	Answers 25 two-component where questions	"Where do you find your toys" in my toy box			Π		Т				Π	Τ	Π						



VB-MAPP IEP Placement & IEP Goals

- o Corresponds with 4 other VB-MAPP assessments
- Provides suggestions for IEP goals for each of the 170 milestones across Levels 1, 2, and 3, in the Milestones Assessment
- Sundberg suggest including 12 IEP goals
- Focus should be placed on communication, play skills, and social skills
- Examples of IEP goals from the Verbal Behavior Milestones Assessment and Placement Program (VB-MAP)

EXAMPLES OF LEVEL 1 IEP GOALS

- Michael will independently emit an average of 10 or more different mands per day (objects can be present) on 4 out of 5 consecutive data collection days.
- Michael will independently demonstrate the use of toys or objects according to their function such as looking at and turning pages of a book, holding a telephone to the ear, cradling a doll, brushing hair with a brush, etc., at least 10 times a day on 4 out of 5 consecutive data collection days.
- Michael will independently mand to a peer 10 times per day on 4 out of 5 consecutive data collection days.

Nicole Carlisle, MS, BCBA and Kristina Ina, MEd

EXAMPLES OF LEVEL 2 IEP GOALS

- Nathan will independently mand for other individuals to emit at least 3 different specific actions in a play setting, game, or the natural environment five times a day on 4 out of 5 consecutive data collection days.
- Nathan will independently assemble toys that have multiple parts for 10 different sets of materials on 4 out of 5 consecutive data collection days.
- Nathan will independently respond to the mands of peers 25 times in a single day on 4 out of 5 consecutive data collection days.

EXAMPLES OF LEVEL 3 IEP GOALS

- William will independently mand in the natural environment for information at least 50 times a day with at least 4 different question words (e.g., what, where, who, which, when, why, how, can, do, will, or is) on 4 out of 5 consecutive data collection days.
- William will independently engage in sustained play activities for 15 minutes without adult prompts or reinforcement on 4 out of 5 consecutive data collection days.
- William will independently intraverbally respond to questions form peers at least 20 times per day on 4 out of 5 consecutive data collection days.

