

VB-MAPP Barriers Assessment

0 = No problem; 1 = Occasional problem; 2 = Moderate problem; 3 = Persistent problem 4 = Severe problem

1. Negative Behaviors

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

0. Does not demonstrate any significant negative behaviors
1. Engages in some minor negative behaviors weekly, but recovery is quick
2. Emits a variety of minor negative behaviors daily (e.g., crying, verbal refusal, falling to the floor)
3. Emits more severe negative behavior daily (e.g., tantrums, throwing things, property destruction)
4. Often emits severe negative behavior that is a danger to himself or others (e.g., aggression, self-injury)

2. Instructional Control (Escape and Avoidance of Instructional Demands)

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

0. Typically cooperative with adult instructions and demands
1. Some demands will evoke minor noncompliant behavior, but recovery is quick
2. Emits noncompliant behavior a few times a day, with minor tantrums, or other minor behaviors
3. Emits noncompliant behavior several times a day, with longer tantrums and more severe behaviors
4. Noncompliant behavior dominates the child's day, negative behaviors can be severe and dangerous

3. Absent, Weak, or Defective Mand Repertoire

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

0. The mand repertoire is growing consistently and is in proportion with the other Milestones
1. Mands occur, echoics are strong, but the tact and listener skills (LDs) Milestone scores are higher than the mand
2. Mands are limited to a small set of consumable reinforcers, despite strong tacts, LDs, and echoic skills
3. Mands are very limited, are prompt bound, are rote, scrolling occurs, responses do not match the motivating operations (MOs), negative behaviors function as mands, excessive or inappropriate mands occur
4. No effective mands, associated negative behaviors, same problems in #3 above may occur

4. Absent, Weak, or Defective Tact Repertoire

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

0. The tact repertoire is growing consistently and is in proportion with the other Milestones
1. Tacts occur, echoics are strong, but listener skills (LDs) markedly outnumber tacts
2. Tact errors occur, strong echoic and LDs, tacts are prompt bound or scrolled, maintenance required
3. Many tact errors occur, echoic and LDs are strong, stuck at nouns and verbs, rote tacts, single word tacts despite multiple-word LDs, no spontaneity, fails to generalize
4. Minimal tact skills despite strong echoic and LDs, many failed attempts at teaching tacts

5. Absent, Weak, or Defective Motor Imitation

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

0. The motor imitation repertoire is growing consistently and is in proportion with the other Milestones
1. Motor imitation occurs, but the scores are lower than those on the other Milestone skills
2. Imitation doesn't easily generalize, is inappropriate, or there is a dependence on imitative prompts
3. Imitation is prompt bound physically or verbally, weak MOs to imitate, has abilities in other areas
4. Has no imitation skills, or does have imitation skills but they never occur in any functional way