

**VB-MAPP Assessment Procedures
By Learner Level**

“Top-Down” Assessment:

Prior to assessment, student seems: “conversational;” able to respond to most questions; able to follow most directions (including multi-step directions); able to mand to fulfill basic wants and needs; asks questions; shows generalized matching and motor imitation skills

What to Test	Where to Find It	How to Administer it
Intraverbal Subtest	Additional subtest found on resource file.	<ol style="list-style-type: none"> 1. Read the phrase/question to the student. 2. Record the student’s exact response.
LRFFC Subtest	Additional subtest found on resource file.	<ol style="list-style-type: none"> 1. Put cards out in a messy array. 2. Read the phrase/question to the student. 3. Record +/-
Tacting Prepositions	Scoring Supplement Appendix p. 54	<ol style="list-style-type: none"> 1. Hold 1 item in relation to another. 2. Ask, “Where’s the _____?” <i>Correct response must have whole prepositional phrase.</i> 3. Record +/- under “Tact”
Tacting Pronouns	Scoring Supplement Appendix p. 54	<ol style="list-style-type: none"> 1. Ask a student a who question. (“Who has the _____?”) 2. Record +/- under “Tact”
Tacting Adjectives	Scoring Supplement Appendix p. 54	<ol style="list-style-type: none"> 1. For most adjectives, you will need 2 examples that are <i>identical except for the property you are assessing</i> (e.g., short and long straw) 2. Present both examples at the same time if possible. 3. Ask a question to evoke the response (e.g. “What size?”). OR say, “I have 2 _____(straws). This one is..., but this one is...” 4. Record +/- under “Tact”
Tacting Adverbs	Scoring Supplement Appendix p. 54	<ol style="list-style-type: none"> 1. Perform an action in 2 ways. 2. Narrate as you go. Ex: “I can talk in 2 ways. I CAN TALK LIKE THIS (loud). And I can talk like this (quiet).” 3. Perform the action each way again, and ask the student “How am I _____ing now?” 4. Record +/- under “Tact”
Tacting Ongoing Actions	<ul style="list-style-type: none"> • Scoring Supplement Appendix p. 52-53 • Assess at least 50! 	<ol style="list-style-type: none"> 1. Perform an action or show a video of someone performing an action. 2. Ask “What am I (he/she) doing?” <i>Correct response must have –ing</i> 3. Record +/- under “Tact Ongoing” (note 2+ word tacts)
3-step Motor Imitations (2-step if needed)	Scoring Supplement Appendix p. 57 (or 56)	<p>“Do this” (model imitation) <i>Student must wait until teacher models all 3 steps.</i></p>
Fine Motor Imitation	Scoring Supplement Appendix p. 56	<p>“Do this” (model imitation)</p>
Sorting Items into Categories Without a Model	Scoring Supplement (VP/MTS milestone 14)	<ol style="list-style-type: none"> 1. Prepare materials by pulling picture cards or real items—5 different items from each of 5 different categories (e.g., 5 animals, 5 clothing, etc). 2. Hand the student the whole stack of mixed cards or the pile of items and say, “Sort these.” 3. Record correct responses in the Scoring Supplement
Manding Levels 2 and 3	Scoring Supplement	Record what you observe or have observed. You cannot use the prompt “What do you want?”

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Reading, Writing, Math	Scoring Supplement	Either direct testing, or based on past assessments (like curriculum assessments)
Social Skills, Play, Group-All	Scoring Supplement	Based on general observation
“Spot Check” tacts as LRs	<ul style="list-style-type: none"> • Known tacts above • Scoring Supplement Appendix 	<ol style="list-style-type: none"> 1. Select a handful of <u>correct</u> tacts in each area that you assessed above. 2. Ask the student to follow a direction to perform that task. <i>Always test LRs <u>after</u> you assessed the tact!</i>

“Middle-Up” Assessment:

Prior to assessment, student seems: able to label several items and pictures (but not 200+ and may struggle with labeling parts/features); able to demonstrate some motor imitation skills (but may struggle with difficult imitations); able to follow several 1-step directions (but may struggle with multi-step); may be able to label some ongoing actions (but not 50+); might have some basic mand skills; struggles with answering questions fluently and flexibly.

Note: Continue assessment to higher milestones if student fluently demonstrates the assessed skill.

What to Test	Where to Find It	How to Administer it
Tacting Pictures	<ul style="list-style-type: none"> • Language Builder Box (assess whole box) • Scoring Supplement Appendix p. 50-51 	<ol style="list-style-type: none"> 1. Ask student, “What is it?” 2. Put pictures in 2 piles—correct and incorrect 3. Record +/- under “T” on Scoring Supplement
“Spot Check” LR pictures	<ul style="list-style-type: none"> • Known Tact pictures • Scoring Supplement Appendix p. 50-51 	<ol style="list-style-type: none"> 1. Place <u>known</u> tacts on the table in a messy array of 6- 8. 2. Ask student, “Touch the ____.” 3. Assess 2-3 sets of 8 known pictures.
Tacting Body Parts	Scoring Supplement Appendix p. 52	<ol style="list-style-type: none"> 1. Point to your body part and ask, “What is this?” 2. Record +/- under “Tact”
LR Body Parts	Scoring Supplement Appendix p. 52	<ol style="list-style-type: none"> 1. Ask student, “Touch your ____” 2. Record +/- under “LD ‘Touch your’” <i>Only assess <u>after</u> you assess the tact!</i>
Tacting Ongoing Actions	<ul style="list-style-type: none"> • Scoring Supplement Appendix p. 52-53 • Assess at least 50 	<ol style="list-style-type: none"> 1. Perform an action or show a video of someone performing an action. 2. Ask “What am I (he/she) doing?” <i>Correct response must have -ing</i> 3. Record +/- under “Tact Ongoing”
LR Ongoing Actions	<ul style="list-style-type: none"> • Scoring Supplement Appendix p. 52-53 • Assess at least 50 	<ol style="list-style-type: none"> 1. Ask student to perform an action. “Show me ____ing” 2. Record +/- under “Demo Ongoing” <i>Only assess <u>after</u> you assess the tact!</i>
Motor Imitation With Objects	Scoring Supplement Appendix p. 55	<ol style="list-style-type: none"> 1. Prepare 2 sets of identical materials 2. “Do this” (model imitation) 3. Assess with only 1 object on the table and objects in an array of 3+ 4. Record +/- in “Alone” or “Array” where appropriate

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Gross Motor Imitation	Scoring Supplement Appendix p. 55	“Do this” (model imitation)
Non-Identical Match to Sample (Identical if necessary)	Scoring Supplement (VP/MTS Milestone 9)	<ol style="list-style-type: none"> 1. Set pictures out in a messy array of 10. 2. Hand student matching pictures one at a time and give direction to “match” or “put with same” 3. Record correct responses in the Scoring Supplement
Sorting by Color and Shape given a Model	Scoring Supplement (VP/MTS Milestone 7)	<ol style="list-style-type: none"> 1. Collect at least 3 different items from each of 10 color or shape categories (e.g., 3 red things, 3 triangle-shaped things, etc). You just need a <i>total</i> of 10 different colors or shapes (e.g., 7 colors, 3 shapes). 2. Prompt what you want the child to do by: setting out different colored containers to put the items in, or setting out shape pictures to place the items on, or setting out 1 example from each category, etc. 3. Give the child the whole pile of items and say, “Sort these” 4. Record correct responses in the Scoring Supplement
Manding--All	Scoring Supplement	<ol style="list-style-type: none"> 1. Record what you observe or have observed. 2. See specifications to determine if you can ask “What do you want?”
Social Skills, Play, Vocals, Group--All	Scoring Supplement	Based on general observation

“Bottom-Up” Assessment:

Prior to assessment, student shows few functional language skills. Begin assessment with Milestone 1 in each area. Use the VB-MAPP Guide for specific instructions and criteria.

What to test	Student Profile	Special Hints/Tips
Tact Level 1	Must have some minimal speech, sign language, or writing abilities	You likely will need to start assessment using objects/materials instead of pictures.
Mand Level 1	All Students	<ol style="list-style-type: none"> 1. The student gets credit for mand Milestone 1 <u>even if teacher has to prompt the mand</u> with echoic, imitation, or other non-physical prompts. 2. The student does not get credit for mand Milestone 1 if the teacher must use physical prompts.
LR Level 1	All Students	<ol style="list-style-type: none"> 1. You likely will need to start assessment of selection-based LRs using objects/materials instead of pictures. 2. If a student does not perform any LR actions without prompts, it may be beneficial to assess LR actions in context. (Example: “Put in” when given an item and a point cue).
VP/MTS Level 1	All Students	You may need to assess early milestones using toys/objects, like inset puzzles, ring stackers, identical examples of pretend food, etc.
Motor Imitation	Attempt with all students	It is sometimes easier to gain motor imitation with objects than without. (Example: You and the student both have identical cars. You tell the student “Do this” and push your car.) Attempt both with and without objects.
Echoic (EESA)	Attempt with all students	If the student does not even attempt to emit a sound after the model, you may discontinue assessment after just a few trials in Group 1.
Social Skills, Play, Vocals, Group	All Students	Based on general observation