THE VB-MAPP*: A COMPREHENSIVE AND COST EFFECTIVE TOOL FOR DEVELOPING AND MONITORING GOALS AND OBJECTIVES

Tracy Dudek & Jenifer Russell
Trinity Services, Inc.

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What is the VB-MAPP?

- Verbal Behavior-Milestones Assessment & Placement Program
  - Criterion-referenced assessment tool
  - Guides goals and objectives/benchmark development
  - Monitoring system
  - Assist in placement in appropriate educational environment
The VB-MAPP is based on:

- B.F. Skinner’s (1957) analysis of verbal behavior
- Established developmental milestones of typically developing children ages 0-4
- Research from the field of behavior analysis
Who is the VB-MAPP for?

- Designed for individuals who demonstrate language delay
  - Developmental Disabilities
  - TBI
  - Expressive/Receptive Delays

- Suggested materials and examples are written for young children

- Can be modified for any age
Who should conduct the assessment?

- Needs a basic understanding of behavior analysis
  - Terminology
  - Function of language

- Fluent in grammar conventions
What is needed for the assessment?

- VB-MAPP guide and protocol
What is needed for the assessment?

- Materials: testing items (typically everyday items used/seen in the natural environment), test booklet, timers, pencils
- Information: data sheets, mastered target lists, goal/objective progress reports
- Reinforcers: appropriate for the student, easily consumable and/or given up
- Environments: classroom with peers, separate room, playroom with & without peers, playground with peers
The VB-MAPP

5 components:
1. Milestones Assessment
2. Barriers Assessment
3. Transition Assessment
4. Curriculum Placement & Writing IEP Goals
5. Task Analysis and Skills Tracking
Milestones Assessment

- Assesses a representative sample of student’s current skills
- 170 verbal milestones across 9-13 skill areas across 3 developmental levels:
  - Level 1: 0-18 months
  - Level 2: 18-30 months
  - Level 3: 30-48 months
- Skills are measured through direct testing, timed & untimed observations, & mastered target lists
Milestones Assessment

- Mand
- Tact
- Motor Imitation
- Listener Responding
- Independent Play
- Social Behavior and Social Play
- Visual Perceptual & Matching-to-Sample
- Spontaneous Vocal Behavior
- Echoic
- Intraverbal
- Linguistic Structure
- Classroom Routines & Group Skills
- Reading
- Writing
- Listener Responding by Feature, Function & Class
- Math
Milestones Assessment

- **Mand**
  - Level 1- Child spontaneously emits (no verbal prompts) 5 mands—the desired item can be present (TO: 60 min)
  - Level 2- Mands for 20 missing items without prompts (except, e.g., *What do you need?*) (e.g., mands for paper when given a crayon) (E)
  - Level 3- Mands with 10 different adjectives, prepositions, or adverbs (e.g., *My crayon is broken. Don’t take it out. Go Fast.*) (TO: 60 min)

- **Tact**
  - Level 1- Tacts 2 reinforcing items (e.g., people, pets, characters, or other favorite objects) (T)
  - Level 2- Tacts 25 items when asked, *What’s that?* (e.g., book, shoe, car, dog, hat) (T)
  - Level 3- Has a tact vocabulary of 1000 words (nouns, verbs, adjectives, etc), tested or from an accumulated list of known tacts (T)
Listener Responding
- Level 1- Responds to hearing his own name 5 times (e.g., looks at the speaker) (T)
- Level 2- Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) (T)
- Level 3- Selects items by color and shape from an array of 6 similar stimuli, for 4 colors and 4 shapes (e.g., Find the red car. Where is the square cracker?) (T)

Visual Perception Skills and Matching-To-Sample
- Level 1- Visually attends to a toy or book for 30 seconds (not a self-stim item) (O)
- Level 2- Matches non-identical objects or non-identical pictures in a messy array of 10, for 25 items (e.g., matches a Ford truck to a Toyota truck) (T)
- Level 3- Spontaneously matches any part of an arts and crafts activity to another person’s sample 2 times (e.g., a peer colors a balloon red and the child copies the peer’s red color for his balloon) (O)
**Independent Play**
- Level 1- Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block) (TO: 30 min)
- Level 2- Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll) (E)
- Level 3- Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing) (O)

**Social Behavior and Social Play**
- Level 1- Spontaneously looks (glances) at other children 5 times (TO: 30 min)
- Level 2- Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play) (TO: 30 min)
- Level 3- Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to *What do you want to play?*) (E)
Motor Imitation
- Level 1- Spontaneously imitates the motor behaviors of others on 5 occasions (O)
- Level 2- Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a “generalized imitative repertoire”) (T)
- Level 3- N/A

Echoic
- Level 1- Scores at least a 15 on the EESA subtest (T)
- Level 2- Scores at least a 50 on the EESA subtest (at least 20 from Group 2) (T)
- Level 3- N/A
Milestones Assessment

- Spontaneous Vocal Behavior
  - Level 1- Spontaneously emits an average of 5 sounds each hour (TO: 60 min)
  - Level 2- N/A
  - Level 3- N/A

- Listener Responding By Function, Feature, and Class (LRFFC)
  - Level 1- N/A
  - Level 2- Selects the correct item from an array of 8, for 25 different LRFFC fill-in statements of any type (e.g., You sit on a …) (T)
  - Level 3- Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks (T)
Milestones Assessment

- Intraverbal
  - Level 1- N/A
  - Level 2- Provides first name when asked, *What is your name?* (T)
  - Level 3- Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals (T)

- Classroom Routines and Group Skills
  - Level 1- N/A
  - Level 2- Sits at a group snack or lunch table without negative behavior for 3 minutes (O)
  - Level 3-Uses the toilet and washes hands with only verbal prompts (E)
Milestones Assessment

- **Linguistic Structure**
  - Level 1- N/A
  - Level 2- The child’s articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted (T)
  - Level 3- Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., *Push me hard. Go up the steps*) (E)

- **Reading**
  - Level 1- N/A
  - Level 2- N/A
  - Level 3- Tacts 10 uppercase letters on command (T)
Milestones Assessment

- Writing
  - Level 1- N/A
  - Level 2- N/A
  - Level 3- Legibly spells and writes his own name without copying (T)

- Math
  - Level 1- N/A
  - Level 2- N/A
  - Level 3- Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little or little, long or short, full or empty, loud or quiet) (T)
Scoring the Milestones Assessment

- 5 items and 5 possible points for each skill area
- Each item is scored 0, ½, or 1 based on criteria in guide
- Quick Score option
Barriers Assessment

- Designed to identify barriers to learning and language acquisition
- Looks at 22 specific barriers
- Barriers identified may require intervention prior to incorporating other goals
- A more detailed descriptive and/or functional analysis of the challenging behavior is required
Barriers Assessment

- Negative Behaviors
- Instructional Control
- Defective Mand
- Defective Tact
- Defective Motor Imitation
- Defective Echoic
- Defective Matching-to-Sample
- Defective Listener Repertoires
- Reinforcement Dependent
- Obsessive-compulsive Behavior
- Hyperactivity
- Defective Intraverbals
- Defective Social Skills
- Prompt Dependent
- Scrolling Responses
- Defective Scanning Skills
- Failure to Make Conditional Discriminations
- Failure to Generalize
- Weak or Atypical Motivators
- Response Requirement Weakens Motivation
- Self-Stimulation
- Articulation Problems
- Failure to Make Eye Contact or Attend to People
- Sensory Defensiveness
1. Negative Behaviors

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)

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

0. The mand repertoire is growing consistently and is in proportion with the other Milestones
1. Mand occur, echos are strong, but the tact and listener skills (LDS) Milestone scores are higher than the mand
2. Mand are limited to a small set of consumable reinforcers, despite strong tacts, LDS, and echoic skills
3. Mand are very limited, are prompt bound, are not, 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

0. The tact repertoire is growing consistently and is in proportion with the other Milestones
1. Tacts occur, echos 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, falls to generalize
4. Minimal tact skills despite strong echoic and LDS, many failed attempts at teaching tacts

5. Absent, Weak, or Defective Motor Imitation

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
Scoring the Barriers Assessment

- Rate student using a scale of 1-5
  - 1-2 = no significant barriers
    - Formal intervention plan may not be required
  - 3-5 = there is a barrier
    - Should be addressed prior to or as part of the intervention program
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Transition Assessment

- Provides quantifiable information that can be used to determine appropriate educational placement
- Looks at 18 skill areas across 3 categories
Transition Assessment

- Overall VB-MAPP Milestones Score
- Overall Barriers Score
- Barriers Score on Negative Behaviors & Instructional Control
- Milestones Scores on Classroom Routines & Group Skills
- Milestones Scores on Social Behavior & Social Play
- Range of Reinforcers
- Rate of Skill Acquisition
- Independent Academic Work
- Generalization
- Retention of New Skills
- Natural Environment Learning
- Transfer Without Training
- Adaptability to Change
- Spontaneous Behaviors
- Self-directed Leisure Time
- General Self-Help
- Toileting Skills
- Eating Skills
6. Works Independently on Academic Tasks

1. Works independently on academic tasks for at least 30 seconds with no more than 1 adult prompt.
2. Works independently on academic tasks for at least 1 minute with no more than 1 adult prompt.
3. Works independently on academic tasks for at least 5 minutes without adult prompting to stay on task.

8. Range of Items and Events that Function as Reinforcers

1. Reinforcers are frequent and mainly edibles, liquids, and physical contact: (unlearned motivators)
2. Reinforcers are tangible, sensory, or manipulative such as toys, cause-and-effect objects, music, dolls.
3. Reinforcers are social (e.g., attention), peer-mediated (e.g., games), related to specific places (e.g., parks, stores), and less frequent; they are learned reinforcers that are mainly used for teaching.
4. Reinforcers are intermittent, social, automatic, and involve a wide range of items and activities.
5. Reinforcers are intermittent, social, age-appropriate, varied, and involve verbal information and change frequently.

9. Rate of Acquisition of New Skills

1. Typically requires two or more weeks of training sessions and hundreds of trials to acquire a new skill.
2. Requires at least one week of training sessions and 100 or more trials to acquire a new target skill.
3. Acquires several new target skills a week averaging less than 50 training trials.
4. Acquires several new target skills a week averaging less than 25 training trials.
5. Consistently acquires new target skills daily averaging 5 trials or less.

10. Retention of New Skills

1. Retains a new skill for at least 10 minutes after it has been scored as correct in a teaching session.
2. Retains a new skill for at least 1 hour after it has been scored as correct in a teaching session.
3. Retains a new skill for 24 hours after it has been scored as correct with 5 or less maintenance trials.
4. Retains acquired skills after a 24-hour period without maintenance trials.
5. Typically retains acquired skills for at least 1 week without maintenance trials.
Scoring the Transition Assessment

- Rate student using a scale of 1-5
  - 1-2 = needs maximum support
    - Likely self-contained with constant support
  - 3-4 = needs moderate support
    - Likely in some mainstreamed classes with support available as needed
    - Support should begin to be faded out
  - 5 = minimal, if any, additional supports needed
    - Likely in most/all classes with typically developing peers
    - Student should be closely monitored to ensure new academic and social skills are developed at appropriate rate (similar to peers)
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**Habituation Assessment**

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**Persistence Assessment**

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**Negligible Behavior & Instructional**

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**Social Behavior & Group Skills**

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**Independent on Academic Test**

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**Skill Generalization**

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**Range of Reinforcers**

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**Acquisition Rate**

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**Skill Retention**

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**Natural Environmental Learning**

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**Transfer Between Tests**

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**Adaptability to Change**

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**Spontaneous Behavior**

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**Independent Play**

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**Self-Help Skills**

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**Toileting Skills**

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**Eating Skills**

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Curriculum Placement & Writing IEP Goals

- Provides general guidelines for how to interpret assessment results
- Overall focus of goals for each scoring level
- Types of teaching strategies that should be used for each scoring level
Task Analysis & Skills Tracking

- Breaks down the individual Milestone Skills into measurable prerequisites
- Over 1000 steps/skills supporting the 170 Milestones
- Also allows for more detailed skills tracking
## Task Analysis and Skills Tracking: LEVEL 1 (0-18 MONTHS)

(T) = Direct testing;  (O) = Observation;  (E) = Either testing or observation;  (TO) = Time observation

<table>
<thead>
<tr>
<th>Skill</th>
<th>MANO — LEVEL 1</th>
<th>Met</th>
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<tbody>
<tr>
<td>1-a</td>
<td>Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times (O)</td>
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<tr>
<td>1-b</td>
<td>Moves close to a reinforcing item to indicate the presence of an MO 2 times (O)</td>
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### MANO — LEVEL 1

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<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>2-a</td>
<td>Points to 2 different reinforcers in order to obtain them 2 times (E)</td>
</tr>
<tr>
<td>2-b</td>
<td>Nods or says yes or no when offered a reinforcer 2 times (not an early target) (E)</td>
</tr>
<tr>
<td>2-c</td>
<td>Emits 2 different mands without echoic prompts — can be with verbal or object prompts (E)</td>
</tr>
<tr>
<td>2-d</td>
<td>Emits 2 mands without echoic or imitative prompts — can be with verbal or object prompts (O)</td>
</tr>
<tr>
<td>2-e</td>
<td>Generalizes 2 known mands across 2 different people and 2 settings (E)</td>
</tr>
<tr>
<td>2-M</td>
<td>Emits 4 different mands without prompts (except What do you want?) — the desired item can be present (e.g., music, slinky, ball) (T)</td>
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<tr>
<th>Skill</th>
<th>Description</th>
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<tr>
<td>3-M</td>
<td>Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcer (e.g., mands bubbles from mom and dad, inside and outside, a red bottle and a blue bottle) (E)</td>
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<tr>
<td>4-a</td>
<td>Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) (O)</td>
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<tr>
<td>4-b</td>
<td>Emits 1 mand without an object present — can be with What do you want? (O)</td>
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<tr>
<td>4-c</td>
<td>Emits 2 mands without verbal prompts — can be with object prompts (O)</td>
</tr>
<tr>
<td>4-d</td>
<td>Mands for others to attend to the same stimulus that he is attending to 5 times per day (O)</td>
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<tr>
<td>4-e</td>
<td>Emits 1 mand to remove an undesirable item or activity (e.g., no) (E)</td>
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<tr>
<td>4-M</td>
<td>Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present (TO: 60 min.)</td>
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<tr>
<td>5-a</td>
<td>Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) (E)</td>
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<tr>
<td>5-b</td>
<td>Emits 3 different mands without verbal prompts — can be with an object prompt (E)</td>
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<tr>
<td>5-c</td>
<td>Mands contain intentions that vary and are appropriate to the current MO 2 times (O)</td>
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<tr>
<td>5-d</td>
<td>Acquires a new mand in less than 20 training trials (T)</td>
</tr>
<tr>
<td>5-e</td>
<td>Continues to emit a mand 2 times if the reinforcer is not delivered (persistence) (E)</td>
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<tr>
<td>5-M</td>
<td>Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, can, juice) (E)</td>
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</table>
How to Use the Assessment Results

- At this point 3 component assessments have been completed
  - Milestones
  - Barriers to Learning
  - Transition
- Each of the component assessments provides information that can be used in multiple sections of a student’s IEP
How to Use the Assessment Results

- Milestones Assessment + Task Analysis & Skill Tracking
  - Identifies IEP goals and objectives
  - Identifies related services that may be needed
  - Allows for monitoring of progress
How to Use the Assessment Results

- Barriers Assessment
  - Identifies if a BIP may be needed
  - Identifies IEP goals & objectives
  - Identifies needed accommodations to the learning environment
  - Allows for monitoring of progress
How to Use the Assessment Results

- Transition Assessment
  - Provides measurable skill criterion for an LRE placement
  - Assists in identifying present level of performance
  - Assists in identifying accommodations that may be needed
  - Allows for monitoring of progress
Sample Assessment
“Sammy Student”
Sample IEP Goals & Objectives
“Sammy Student”

- Sample Goal
  - Sammy will request a minimum of 4 different items using a PECS card without prompts with the item present.

- Sample Objectives
  - Sammy will point or gesture towards a minimum of 2 desired items with at least 2 people in at least 2 settings.
  - Sammy will request a minimum of 2 desired items using a PECS card without prompts with the item present with at least 2 people in at least 2 settings.

- Related Service Needed
  - SLP
Sample IEP Goals & Objectives
“Sammy Student”

- **Sample Goal**
  - Sammy will imitate a minimum of 20 motor movements of any type.

- **Sample Objectives**
  - Sammy will imitate a minimum of 5 fine motor movements with a minimum of 2 people.
  - Sammy will imitate a minimum of 5 cause and effect actions with a minimum of 3 objects with a minimum of 2 people in 2 settings.
  - Sammy will imitate a minimum of 5 motor movements performed by a minimum of 2 peers.

- **Related Service Needed**
  - PT
  - OT
Sample IEP Goals & Objectives

“Sammy Student”

- **Sample Goal**
  - Sammy will tolerate sitting at a desk and completing a minimum of 5 non-preferred activities for a minimum of 10 minutes.

- **Sample Objectives**
  - Sammy will sit at a desk and engage with a minimum of 5 preferred items/activities for a minimum of 5 minutes.
  - Sammy will complete a minimum of 1 non-preferred activity for 1 minute with a minimum of 2 people in 2 settings.
  - Sammy will sit at a desk and engage with a minimum of 2 non-preferred items/activities for 2 minutes.

- **Additional Support Needed**
  - BIP

- **Related Service Needed**
  - Social Worker
  - Behavior Analyst
Sample IEP Goals & Objectives
“Sammy Student”

- **Sample Goal**
  - Sammy will tolerate giving up preferred items for a minimum of 10 minutes.

- **Sample Objectives**
  - Sammy will exchange one preferred item for another preferred item upon request by a minimum of 3 people in 3 settings.
  - Sammy will exchange one preferred item for a low preference item upon request by a minimum of 3 people in 3 settings.

- **Additional Support Needed**
  - BIP

- **Related Service Needed**
  - Social Worker
  - Behavior Analyst
Sample IEP Goals & Objectives

“Sammy Student”

- **Appropriate Learning Environment**
  - Self-contained classroom

- **Sample Goal**
  - Sammy will put on his coat independently.

- **Sample Objectives**
  - Sammy will orient his coat to the correct arms independently.
  - Sammy will put his coat on independently.
  - Sammy will independently pull up the zipper on his coat after it is engaged for him.

- **Related Services**
  - OT
Sample Assessment
“Suzie Student”
Sample IEP Goals & Objectives “Suzie Student”

- **Sample Goal**
  - Suzie will make requests using adjectives, prepositions and adverbs.

- **Sample Objectives**
  - Suzie will request items using a minimum of 2 different adjectives with at least 2 people in at least 2 settings with at least 5 different items.
  - Suzie will request items using a minimum of 2 different prepositions with at least 2 people in at least 2 settings with at least 5 different items.
  - Suzie will request items using a minimum of 2 different adverbs with at least 2 people in at least 2 settings with at least 5 different items.

- **Related Service Needed**
  - SLP
Sample IEP Goals & Objectives
“Suzie Student”

- **Sample Goal**
  - Suzie will complete a minimum of 20 different block designs, shape puzzles and/or parquetry with a minimum of 8 pieces.

- **Sample Objectives**
  - Suzie will use scissors independently to cut out a minimum of 5 different patterns.
  - Suzie will independently place a minimum of 3 sets of a minimum of 3 items in order by size.
  - Suzie will imitate a minimum of 3 six piece block structures or assemble an object with a minimum of 6 parts.

- **Related Service Possibly Needed**
  - OT
Sample IEP Goals & Objectives

“Suzie Student”

- **Sample Goal**
  - Suzie will make a minimum of 25 vocal and visual discriminations upon request.

- **Sample Objectives**
  - Suzie will follow a minimum of 15 conditional directions from a minimum of 3 people in a minimum of 3 settings.
  - Suzie will locate and identify items within 5 seconds when presented in an array of a minimum of 10 similar items.

- **Related Service Needed**
  - SLP
Sample IEP Goals & Objectives
“Suzie Student”

- **Sample Goal**
  - Suzie will tolerate eating in the lunchroom for a minimum of 20 minutes.

- **Sample Objectives**
  - Suzie will tolerate sitting next to a minimum of 4 non-preferred peers for a minimum of 5 minutes in a minimum of 2 settings.
  - Suzie will tolerate listening to the school bell ring without covering her ears.

- **Additional Support Needed**
  - Peer “lunch buddy”

- **Related Service Needed**
  - Social Worker
  - Behavior Analyst
Appropriate Learning Environment
- Mainstream classroom with assistance

Sample Goal
- Suzie will follow written directions independently.

Sample Objectives
- Suzie will raise her hand and wait to be called on when she has a question.
- Suzie will follow two step written instructions independently.
- Suzie will copy homework assignments from the board to her assignment book independently.

Related Services
- Social Work
- Resource
In Summary

- VB-MAPP
  - 5 components
    - Milestones Assessment
    - Barriers Assessment
    - Transition Assessment
    - Curriculum Placement & Writing IEP Goals
    - Task Analysis and Skills Tracking
  - Assists in developing & monitoring IEP Goals and Objectives
  - Assists in identifying Additional Supports & Related Services that may be needed
  - Assists in identifying LRE
  - Allows for monitoring of progress
ANY QUESTIONS?

Contact Information

Tracy Dudek

tdudek@trinity-services.org
708.479.0028

Jenifer Russell

jrussell@trinity-services.org
815.462.4273