|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Assessment (2-3 weeks)** | **Yes** | **No** | **N/A** |
| 1. Assessor obtains district required consent before testing |  |  |  |
| 2. Assessor completes preference assessment before assessment and has identified items available during assessment  |  |  |  |
| 3. Assessor completes a pre-assessment interview with parents, relevant caregiver, or teacher  |  |  |  |
| 4. Assessor has age respectful materials in the kit organized by milestones/operants |  |  |  |
| 5. Assessor structures environment according to parents, relevant caregiver, or teacher report of the student’s level of instructional control (e.g. child will sit at a table, use of work system, visual schedule, reduces visual distraction, uses reinforcement system such as token system, edibles…)  |  |  |  |
| 6. Kit contains materials for assessing milestones, a Guide Book, a Protocol, Pencils, and data sheets with pre-filled stimuli/materials from the assessment kit or environment for data collection |  |  |  |
| **Assessment (3-4 weeks)** | **Yes** | **No** | **N/A** |
| 7. Assessor starts with pairing to earn instructional control before assessing. |  |  |  |
| 8. Assessor takes the student’s daily schedule into consideration when scheduling times to test (recess, lunch, bathroom breaks, etc)  |  |  |  |
| 9. Assessor continues testing each milestone until a ceiling is reached (3 consecutive milestones scoring a 0) |  |  |  |
| 10. Assessor contrives/creates opportunities * to probe for the mand throughout assessment
* to entice the mand (has items available but out of reach)
* to mand for missing items or actions
* includes mands for refusals and spontaneous mands
 |  |  |  |
| 11. Assessor mixes and varies operants during testing (begins with/intersperses easy tasks) |  |  |  |
| 12. Assessor provides reinforcement throughout testing* controls access to preferred items
* uses student’s VR schedule and intersperses easy items to reduce challenging behaviors
* opportunities for choice
 |  |  |  |
| 13. Assessor implements the student’s current work system or schedule throughout assessment |  |  |  |
| 14. Provides frequent breaks for play/leisure to prevent problem behavior * If student avoids assessment items during direct testing, assessor may represent items during play/leisure
* Assessor follows student’s lead
 |  |  |  |
| 15. Assessor meets with the team to discuss the scoring of the barriers assessment |  |  |  |
| 16. Assessor meets with the team to discuss the scoring of the transition assessment |  |  |  |
| 17. Assessment report is written in parent-friendly language (operants and other technical terms are explained) |  |  |  |
| **Program Development (1-2 weeks)** | **Yes** | **No** | **N/A** |
| 18. Assessor and team use the Kansas Essential Elements and assessment results to develop IEP goals |  |  |  |
| 19. The team develops an intervention program to address the barriers that are impacting language and learning  |  |  |  |
| 20. Programming is developed based on the VB-MAPP milestones and other assessment results |  |  |  |
| 21. VB-MAPP Master Scoring Grids are included in the program book to guide future learning targets |  |  |  |
| Notes:  | \_\_\_\_\_\_\_/21Percentage of Y’s: |

Resource: Barnes, C. S., Mellor, J. R., & Rehfeldt, R. A. (2014). Implementing the verbal behavior milestones assessment and placement program (VB-MAPP): Teaching assessment techniques. *The Analysis of Verbal Behavior*, *30*(1), 36–47. https://doi.org/10.1007/s40616-013-0004-5

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