VB-MAPP Barriers Assessment

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

### 1. Negative Behaviors

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- **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)

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- **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

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- **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

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- **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

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- **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