

VB-MAPP Transition Assessment

Rate the Child on a Scale of 1 to 5 for Each Area

6. Works Independently on Academic Tasks

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

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 2 minutes without adult prompting to stay on task
4. Works independently on academic tasks for at least 5 minutes without adult prompting to stay on task
5. Works independently on academic tasks for at least 10 minutes without adult prompting to stay on task

7. Generalization of Skills Across Time, Settings, Behaviors, Materials, and People

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

1. Generalizes a few new skills to different people and across time, but not easily across materials
2. Generalize to new materials, but only after extensive generalization (multiple exemplar) training
3. Demonstrates spontaneous stimulus generalization in the natural environment on 10 occasions
4. Demonstrates spontaneous response generalization in the natural environment on 10 occasions
5. Consistently demonstrates both stimulus and response generalization on the first or second trial

8. Range of Items and Events that Function as Reinforcers

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

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; it is these 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

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

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

SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

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