

**Instructions for Conducting the VB-MAPP Intraverbal Assessment Subtest**  
**by**  
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The goal of this subtest is to identify a child's approximate operant level of intraverbal responding in order to place him/her in the most appropriate type of intraverbal intervention program. There are 8 groups of intraverbal items on this subtest. Each group contains 10 items, except groups 1 and 2 that contain two individualized supplemental items (identified on the forms as "other"). The purpose of the supplemental items is to give the child credit for an intraverbal response that s/he might be able to emit. For example, a child may not be able to intraverbally respond to some of the song fill-ins listed in Group 1 if those songs are not familiar to him/her, but s/he may be able to fill-in a different song. The "other" category is only available on the first two groups of intraverbals.

**Specific suggestions for conducting the assessment**

- Don't prompt responding in any way (this is a baseline test)
- Reinforce correct responses
- Make it fun for the child by making it seem like a game
- Don't correct or punish incorrect responses (i.e., "no")
- There is no time limit, take your time
- Spread out the assessment over a variety of activities (avoid presenting all 80 questions in a row, in one setting)
- Intersperse the test items with other verbal and nonverbal tasks (a "mixed VB" format)
- Mix up the items for each category (e.g., a song fill-in, then a "where" question)
- Repeat the question two times if necessary
- Re-phrase minor words if necessary (e.g., "What animal has stripes" can be re-phrased to "Can you tell me an animal with stripes"). Note any question changes on the form

**Scoring instructions**

- Fill in the general information at the top of the form
- Write the child's exact response in the black space to the right of the test item
- Give the child a score of either 1 (correct) or 0 (incorrect). There are no ½ scores on this test
- If a child "self-corrects" also write the first words the child says, score as 1 if he is not scrolling
- Total the score at the top of the form
- Stop the assessment after a full group receives a score of 0

**Interpreting the results of the assessment**

There are 10 possible points for each group. If a child gets the full ten points at a specific group, intervention will probably not be necessary at that group (there may be some exceptions). Note the group where the child begins to make errors. For example if a child gets a 10 on Group 1, and a 10 on Group 2, but a 6 on Group 3 ("What" questions) and a 4 on Group 4 ("Who" and "Where" questions) this would indicate intervention should begin with Groups 3 and 4, with some Group 1 and 2 type tasks interspersed for maintenance, generalization, functional use, and keeping the success rate high. Intervention should include hundreds of different intraverbals for each group. Keep in mind that a typically developing 3-year-old child can emit thousands of different intraverbal responses.