# VB-MAPP Language Milestones, Barriers and EESA Assessment

Name: Tinker Bell

Date of Birth: Jan 01, 2011

Age: 6

Assessment Date: 4/7/2017

Report Date: Apr 07, 2017

Assessor: BCBA BCBA

# General Information

Tinker is a [[Describe the student to include observed disposition, gender, age, diagnosis and where and with whom the student resides. Also include when and how the students diagnosis was made, what treatments have been prescribed previously and where that treatment took place. Provide additional background information as necessary so the reader understands the history of the student. Also describe behavioral issues and any other background information that you feel is needed]].

The current report presents the results of an assessment of Tinker's language, learning, and social skills, as well as behavioral barriers that are interfering with the student's ability to learn more advanced skills. The assessment tool used was the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) (Sundberg, 2008). This assessment program is based upon Applied Behavior Analysis with a focus on Skinner's (1957) analysis of verbal behavior. The VB-MAPP can help identify a student's strengths and weaknesses across a variety of critical skills. The assessment also makes it easy to compare and contrast the child's skills with those of typically developing children. Tinker's performance in each of the domains tested will be presented, followed by an analysis of barriers that are affecting Tinker's ability to learn. The report will (1) present the results of the VB-MAPP Milestones Assessment, (2) present the results of the VB-MAPP Barriers Assessment, (3) suggest intervention priorities and a program designed to teach Tinker more effective language, learning, and social skills, (4) suggest direction for an intervention program designed to ameliorate or remove the student's barriers to learning, and (5) suggest specific IEP goals.

The VB-MAPP breaks language and related skills down into 16 different skill areas (or domains) and looks at the phonemes, words, phrases, and sentences that a child might use, as well as identifying the conditions under which a child might emit those words.

For example, Tinker [[Cite examples of student's strengths and weaknesses across the sixteen domains]].

The value of using an assessment tool based on a functional analysis of language (Skinner, 1957) is that we often find that a child has words in their vocabulary in one domain, but not another (e.g., can echo but cannot ask).

By assessing the occurrence of language under these various circumstances (functions) a more effective and individualized intervention program that directly targets a child's primary language needs can be developed. The following language skills and instructional issues were relevant for Tinker and will be addressed in this report.

# Results from the VB-MAPP Assessment

## Overall score of 5.5

Tinker's overall score on the VB-MAPP Milestones Assessment fell in the Level 1 range as indicated by a score of 5.5 out of a possible score of 170.

In general, if a child scores primarily in the Level 1 area, the focus of the intervention should be on establishing the following six basic language and related skills: mands, echoics, motor imitation, listener discriminations (LDs), tacts, and visual perceptual and matching skills. Play and social skills are also important and should be a major part of the intervention, as well as increasing spontaneous vocalizations. It is important to note that there are a variety of other skills that a child may need to learn, such as fine motor, gross motor, self-help, and toileting skills, and if appropriate these should be added to the overall intervention program. The teaching style for a child scoring in Level 1 may be more of an intensive teaching format that involves a high number of teaching trials with carefully arranged contingencies (i.e., prompting, fading, careful shaping, transfer of stimulus control, use of the motivating operation (MO), differential reinforcement, etc.), and careful measurement of progress. However, for some children, a more loose teaching strategy such as natural environment training may also be effective, but the learning goals remain the same. Ultimately, a combination of both teaching strategies will be necessary.

[[Provide a one or two sentence statement about strengths or weaknesses and overall distribution of the student and their developmental age.]]

A specific analysis of Tinker's performance in each domain will be presented, followed by suggestions for an intervention plan and IEP goals.

## Manding (asking or protesting) 0

Tinker received a score of 0 in Manding. Gaps in manding repertoire were identified at <No Gaps>.

[[If applicable, write a few sentences summarizing the situation with respect to mands, why Tinker received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

If a child fails to receive a full point on the mand scale, then significant efforts are necessary to establish this important linguistic skill. In general, specific forms of reinforcement need to be identified along with the relevant MOs (i.e., what makes these items valuable). Next, a target response form needs to be selected (vocal, signs, or pictures), and the basic transfer procedures involving prompting, fading, and differential reinforcement need to be implemented (e.g., Hall & Sundberg, 1987; Sundberg & Partington, 1998; Sweeney-Kerwin, Carbone, O'Brien, Zecchin, & Janecky, 2007). The decision to use augmentative communication may involve a number of factors and the reader is referred to the previous section for more information on that topic. This child may also have elevated scores on several of the barrier measures, such as response requirements that weaken the motivators, instructional control, behavior problems, or weak MOs in general. Part of the intervention program will need to address these problems as well, but the overall program should be based on a more careful and detailed individual analysis of this child by a qualified professional."

## Tacting (naming, expressive labeling) 0

Tinker received a score of 0 in Tacting. Gaps in tacting repertoire were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to tacting and why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]] (see below)

No milestone in Tacting reached full score criteria on this assessment.

If a child fails to receive a full point on the tact scale, tact training should be part of his immediate intervention program. However, if the child also fails to score any points on the mand, then it is possible that tact training should be delayed until a couple of mands are established. If the child scores a 2 or above on the imitation or echoic scale, then it is possible that careful use of the transfer of stimulus control procedures described in Sundberg and Partington (1998) could be effective for this child. This child may also have elevated scores on several of the barrier measures, such as instructional control, behavior problems, or response requirements that weaken the motivators. As always, an individual child analysis is necessary to determine the specific components of a child's intervention program.

## Listener Skills (understanding words, receptive labeling) 0

Tinker received a score of 0 in Listener Skills. Gaps in listener skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to listening skills, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]] (see below).

No milestone in Listening Skills reached full score criteria on this assessment.

If a child fails to receive a full point on the listener scale, listener training should be part of his immediate intervention program. The intervention strategy for a child who does not attend to speech should involve procedures that make speech sounds conditioned reinforcers (Sundberg & Partington, 1998) and discriminative stimuli (SDs). For example, pairing words with strong forms of reinforcement can often make sounds reinforcing, and differential reinforcement of attending to speech sounds can establish them as SDs for looking.

## Visual perceptual skills and matching-to-sample (VP-MTS) 0

Tinker received a score of 0 in VP-MTS. Gaps in VP-MTS skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to perceptual skills, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in VP-MTS reached full score criteria on this assessment.

If a child fails to receive a full point on the VP-MTS scale, his vision should be checked. If his visual system is okay, try highly reinforcing items and move them around in front of the child (including stim-toys if they are valuable at that moment), and differentially reinforce tracking the item by giving him the reinforcer he tracks.

## Independent Play Skills 0

Tinker received a score of 0 in Independent Play Skills. Gaps in independent play skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to independent play skills, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in Independent Play Skills reached full score criteria on this assessment.

If a child fails to receive a full point on the independent play scale, efforts should begin immediately to create interest in objects and actions. Since much of "play" consists of emitting behavior that is automatically reinforcing (Vaughan & Michael, 1982), efforts should be focused on developing this type of natural reinforcement for a child. The intervention procedures should involve pairing and creating motivating operations (MOs) to increase the value of items and actions as forms of reinforcement, and differentially reinforcing successive approximations to play behavior. Ultimately, the contrived differential reinforcement needs to be reduced, allowing naturally (automatically) reinforcing behaviors to develop.

## Social Skills and Social Play 0

Tinker received a score of 0 in Social Skills and Social Play. Gaps in social skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to social skills, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in Social Skills and Social Play reached full score criteria on this assessment.

If a child fails to score a full point on the social skills scale, a trained behavior analyst should conduct a functional analysis of the potential causes of the child's behavior. Children are generally quite social, even many children with the diagnosis of autism. However, there could be variables that make interaction with other people aversive, or not reinforcing. Once a cause, or collection of causes, is identified, intervention can begin. Possible procedures might consist of attempts to make other people conditioned reinforcers by using pairing, increased reinforcement delivery, mand training, capturing and creating MOs, and the reduction of aversive control (Sundberg & Partington, 1998).

## Motor Imitation 0

Tinker received a score of 0 in Motor Imitation. Gaps in motor imitation skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to motor imitation, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in Motor Imitation reached full score criteria on this assessment.

If a child fails to receive a full point on the imitation scale, efforts should begin immediately to teach this skill. The ability to observe and imitate others is the foundation for many skills (e.g., play, social, self-help). The child should be directly taught to imitate others using physical prompts, fading, and differential reinforcement. Procedures and more detailed intervention strategies for a child who does not imitate can be found in Leaf & McEachin (1998) and Lovaas (2003).

## Echoic (vocal imitation) 5.5

Tinker received a score of 5.5 in Vocal Imitation. Gaps in echoic skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to echoic skills, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

The highest milestone in Echoic that reached full criteria was milestone 5.

A score of 5 on the EESA demonstrates a strong echoic repertoire for an early learner. This score should be approximately balanced with the child's other scores, that is, most scores should be at the top of Level 1 or beginning to break into Level 2. If this is the case, then training should continue in an equally balanced manner. If a child scores higher on the echoic assessment than on the mand and tact assessment, then an increase in the frequency of mand and tact training is warranted (but don't slow down echoic training). If the score of 5 on the echoic scale is lower than the other scores, then an increased effort to improve echoic behavior is warranted.

## Spontaneous Vocal Behavior 0

Tinker received a score of 0 in Spontaneous Vocal Behavior. Gaps in spontaneous vocal skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to spontaneous vocal behavior, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in Spontaneous Vocal Behavior reached full score criteria on this assessment.

A typically developing child may vocalize thousands of times a day without adult prompting. This vocal play has a significant effect on strengthening vocal muscles and allows for the ultimate development of echoic behavior. If a child does not emit any, or very few speech sounds during the day, efforts should begin immediately to increase the frequency of vocal output. The goal is to strengthen the child's vocal muscles in order to increase the probability of achieving echoic control over vocal behavior. An intervention strategy for a child who does not emit much vocal behavior should consist of a multi-pronged approach involving a variety of procedures that may increase vocal behavior. Some of the possible procedures that may increase a child's vocal output are (1) pairing, (2) use of a mand frame with vocal behavior, (3) standard echoic trials, (4), direct reinforcement of any vocalization, (5) use of augmentative communication, (6) motor imitation training, and (7) echoic trials in the context of objects and actions.

## LRFFC 0

Tinker received a score of 0 in LRFFC. Gaps in LRFFC skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to LRFFC, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in LRFFC reached full score criteria on this assessment.

## Intraverbal 0

Tinker received a score of 0 in Intraverbal. Gaps in Intraverbal skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to IV, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in IV reached full score criteria on this assessment.

## Group Skills 0

Tinker received a score of 0 in Group Skills. Gaps in group skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to group skills, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in Group Skills reached full score criteria on this assessment.

## Linguistic Skills 0

Tinker received a score of 0 in Linguistic. Gaps in Linguistics skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to linguistic skills, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in Linguistic Skills reached full score criteria on this assessment.

## Reading 0

Tinker received a score of 0 in Reading. Gaps in Reading skills were identified at <No Gaps>

[[Write a few sentences summarizing the situation with respect to reading skills, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in Reading reached full score criteria on this assessment.

## Writing 0

Tinker received a score of 0 in Writing. Gaps in writing skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to writing skills, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in Writing reached full score criteria on this assessment.

## Math 0

Tinker received a score of 0 in Math Skills. Gaps in math skills were identified at <No Gaps>.

[[Write a few sentences summarizing the situation with respect to math skills, why student received the score they did and what the priority should be: First priority, secondary priority, longer term priority. Make sure to prioritize some operants over others.]]

No milestone in Math reached full score criteria on this assessment.

# The VB-MAPP Barriers Assessment

Tinker has 0 barriers that are impeding language and skill acquisition. Tinker demonstrated elevations on 0 of the 24 barriers, with an overall score on the Barriers Assessment of 0 (out of 96 possible points). A lower score on this assessment indicates fewer barriers. [[Identify which barriers are of greatest concern and why]]. (See the VB-MAPP app iGuide section for more detail on conducting and interpreting the Barriers Assessment). Each Barrier is discussed below.

## Behavior Problems:

Tinker received a score of: 0

This barrier is not perceived to be a problem Tinker typically does not demonstrate behavior problems that impede learning or cause difficulty to those working with Tinker.

## Instructional Control Problems:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker is typically cooperative with adult instructions and demands.

## Impaired Manding:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker has an appropriate mand repertoire that is proportionate with the student's other skills on the Milestones Assessment (i.e., the mand is developmentally in balance with the student's other skills).

## Impaired Tacting Skills:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker has an appropriate tact repertoire that is proportion with Tinker other skills on the Milestones Assessment (i.e., the tact is developmentally in balance with the student's other skills).

## Impaired Motor Imitation Skills:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker's motor skills are consistently growing, are age appropriate, and are in proportion with other skills on the VP-MAPP Milestones Assessment.

## Impaired Echoic Skills:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker's echoic skills are consistently growing, are age appropriate, and are in proportion with the other skills on the VP-MAPP Milestones Assessment.

## Impaired Perceptual and Matching-to-Sample Skills:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker's visual perception and matching-to-sample skills are growing consistently, are age appropriate, and are in proportion with other skills on the VP-MAPP Milestones Assessment.

## Impaired Listening Skills:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker's listener skills are growing consistently, are age appropriate, and are in proportion with other skills on the VB-MAPP Milestones Assessment.

## Impaired Intraverbal Skills:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker intraverbal repertoire is growing consistently and is proportion with the other skills on the VB-MAPP Milestones Assessment.

## Impaired Social Skills:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker's social skills are growing consistently and are in proportion with the other skills on the VB-MAPP Milestones Assessment.

## Prompt Dependency:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker is consistently learning new skills and does not show any signs of prompt dependency.

## Scrolling:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker does not scroll responses.

## Impaired Scanning Skills:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker typically scans a visual array on tasks that requires scanning behavior.

## Impaired Conditional Discriminations:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker makes conditional discriminations at a level that is in balance with his other Milestones scores.

## Impaired Generalization Skills:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker typically demonstrates both stimulus and response generalization at a level commensurate with his other skills.

## Impaired Motivating Operations (MOs):

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker demonstrates a wide range of age appropriate MOs, and they are predictable strong and show variation.

## Demand Weakens Motivators:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker does not typically lose interest in reinforcers when reasonable demands are made. If the demands far outpace the reinforcer, Tinker may lose interest in the reinforcer.

## Reinforcement Dependency:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker has no problem with moving to intermittent reinforcement or to social and verbal reinforcers.

## Self-Stimulation

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker does not engage in self-stimulatory or repetitive behaviors that are out of the ordinary.

## Articulation problems:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Most adults can understand Tinker's existing vocal behavior. Tinker may only have a small vocabulary of words, but his words can be understood.

## Obsessive-Compulsive Behavior:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker does not demonstrate any obsessive-compulsive behaviors that impede learning.

## Hyperactive Behavior:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker is not excessively hyperactive compared to his typically developing peers, and Tinker attends to most tasks and activities without difficulty.

## Failure to Make Eye-Contact or Attend to People:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker makes age-appropriate eye contact with others, and appropriately attends to people.

## Sensory Defensiveness:

Tinker received a score of: 0

This barrier is not perceived to be a problem. Tinker does not have any problems related to sensory stimuli.

# Overall Summary

Tinker [[include your summary here.]]

## Recommended IEP Goals

## Manding Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

* Tinker will emit at least 5 different mands with verbal prompts (e.g., "What do you want?", but without physical, echoic, or imitative prompts.
* Tinker will emit at least 10 different mands with verbal prompts (e.g., "What do you want?", but without echoic, imitative, or intraverbal prompts (for signers).
* Tinker will spontaneously emit at least 2 different mands per day for the desired items and activities.
* Tinker will spontaneously emit an average of 10 or more different mands per day (objects can be present).
* Tinker will spontaneously emit an average of 100 or more total mands per day (objects can be present).
* Tinker will mand for at least 25 different desired items that are missing without prompts (other than a verbal prompt such as "What do you need?")
* Tinker will spontaneously mand in a natural environment setting for at least 25 different items.
* Tinker will spontaneously mand for other individuals to emit at least 3 different specific actions in a play, game, or the natural environment an average of 5 times a day.
* Tinker will spontaneously mand at least 50 times per day with at least 3 words in a sentence.
* Tinker will spontaneously mand for information at least 25 times a day with at least 3 different WH questions or question words (e.g., "what", "where", "who", "when", "can", "do").
* Tinker will spontaneously mand at least 25 times a day with at least 8 different adjectives or prepositions (at least two of each) with an average of 3 words per sentence.
* Tinker will spontaneously mand at least 25 times a day with at least 8 different pronouns or adverbs.
* Tinker will spontaneously mand in the natural environment for information at least 50 times a day with at least 4 different question words (e.g., "what", "where", "who", "which", "when", "why", "how", "can", "do", "will", or "is").
* Tinker will spontaneously mand for others to attend to Tinker's story, verbal description of events, or to other intraverbal behavior at least 10 times a day.
* Tinker will spontaneously mand at least 25 times a day by telling others how to do things, put things together, take turns, follow directions, or participate in an activity, etc.

## Tacting Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

* Tinker will tact at least 10 items (people, objects, or pictures) reliably on command.
* Tinker will spontaneously tact (no verbal prompts) at least 10 different items each day.
* Tinker will tact at least 20 items (people, objects, body parts, or pictures) reliably on command,
* Tinker will tact at least 50 items.
* Tinker will tact at least 20 actions.
* Tinker will tact at least 50 two-component noun-verb (or verb-noun) relations.
* Tinker will spontaneously tact an average of 5 times per hour.
* Tinker will tact at least 50 two-component noun-verb (or verb-noun) combinations.
* Tinker will spontaneously tact items an average of 5 times per hour.
* Tinker will tact a total of at least 150 nouns and/or verbs (or other parts of speech).
* Tinker will tact at least 5 different colors and 5 different shapes.
* Tinker will tact 20 different adjectives.
* Tinker will tact 6 different prepositions.
* Tinker will tact at least 500 three-component nonverbal combinations (e.g., adjective-nounverb, subject-verb-noun, etc.).
* Tinker will tact 20 different adjectives (excluding colors and shapes) and 10 adverbs in both a formal and a natural setting.
* Tinker will tact with complete sentences containing 4 or more words 20 times per day.
* Tinker will tact specific aspects of at least 25 different items when given 4 randomly rotating verbal questions about each item (e.g., "What is this?" "Where do you find this?" "What do you do with this?").
* Tinker will tact 4 different emotions occurring within his body.
* Tinker will tact 5 common social situations.
* Tinker will tact a total of at least 1000 nonverbal stimuli (includes all nouns, verbs, adjectives, etc.).

## Listener Responding Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

* Tinker will look at, or point to, at least 10 family members, pets, or reinforcers when named by an adult.
* Tinker will emit at least 4 motor actions on command.
* Tinker will respond to verbal reprimands such as "no," "hot," or "stop," an average of 2 times per day.
* Tinker will select, point to, or differentially look at a total of at least 25 objects, pictures, people, or body parts when named by an adult.
* Tinker will identify at least 50 items in a messy array of at least 8 that contains at least 8 that contains at least 3 similar stimuli.
* Tinker will perform at least 20 specific actions on command.
* Tinker will emit at least 100 two-component noun-verb (or verb-noun) responses on command.
* Tinker will perform at least 20 specific actions on command.
* Tinker will LD 25 different actions in the natural environment.
* Tinker will emit at least 100 two-component noun-verb (or verb-noun) responses on command.
* Tinker will go to 10 different natural settings and retrieve or point to at least 5 different items from each setting (50 total tasks).
* Tinker will select or point to 10 different colors or shapes from a large array containing similar items.
* Tinker will select or point to 20 different adjectives from a large array containing similar items.
* Tinker will select or point tot 6 different prepositions from a large array containing similar comparisons.
* Tinker will select or point to at least 50 three-component nonverbal combinations (e.g., adjective-noun-verb, subject-verb-noun, etc.).
* Tinker will select or point to at least 250 items in a book, picture scene, or a natural environment.
* Tinker will discriminate as a listener among at least 100 four-component nonverbal combinations (e.g., subject-verb-adjective-noun; subject-verb-preposition-noun).
* Tinker will discriminate as a listener among 20 different adjectives (excluding colors and shapes) and 10 adverbs.
* Tinker will discriminate as a listener among 5 common social situations and 5 emotional states.
* Tinker will discriminate as a listener among a total of at least 1000 words (includes all nouns, verbs, and e=adjectives, etc.).

## Visual Perceptual Skills & Matching-to-Sample Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

* Tinker will place items in a container or form ball, stack blocks, or place rings on peg totaling at least 10 different visual motor activities.
* Tinker will match at least 10 identical objects or pictures to the corresponding object or picture in an array of at least 3 items.
* Tinker will complete at least 10 different inset puzzles.
* Tinker will match at least 100 identical objects or pictures in a messy array of at least 10.
* Tinker will match at least 100 non-identical objects or pictures in a messy array of at least 10.
* Tinker will sort similar colors and shapes for 10 different colors or shapes.
* Tinker will match at least 200 non-identical objects to pictures in an array of at least 10 with at least 3 similar stimuli in the array.
* Tinker will match at least 25 different items that are associated to each other.
* Tinker will match at least 200 non-identical objects to pictures (or vice versa) in an array of at least 10, with at least 4 similar stimuli in the array.
* Tinker will complete 50 different block designs, parquetry, shape puzzles, or similar tasks that contain at least 6 different items.
* Tinker will continue 25 different patterns or sequences that have at least three different components.
* Tinker will match 100 identical or non-identical items to the corresponding items in a scene from a picture or book, or in the natural environment.
* Tinker will complete 100 different block designs, parquetry, shape puzzles, or similar tasks that contain at least 8 different items.
* Tinker will continue 25 different patterns or sequences that have at least three different components.
* Tinker will match 300 identical or non-identical items to the corresponding items in a scene from a picture or book, or in the natural environment.
* Tinker will sort at least 5 related items from 10 different categories without a sample.
* Tinker will complete or continue 25 patterns or sequences with at least three parts.

## Independent Play Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

* Tinker will spontaneously engage in cause-and-effect play, such as dumping things out of containers, pulling items out of cabinets, pushing buttons to make sounds, stacking and knocking over blocks, pushing toys, etc., for at least 2 minutes.
* Tinker will spontaneously demonstrate the use of toys or objects according to their function, such as looking at and turning pages of a book, holding a telephone to the ear, cradling a doll, brushing hair with a brush, etc., at least 10 times a day.
* Tinker will spontaneously engage in physical play like riding a tricycle, kicking a ball, pulling a wagon, running, jumping, climbing on play structures, sliding, swinging, etc., 10 times a day.
* Tinker will spontaneously engage in object play involving a sandbox, bean or rice tray, buckets and shovels, toys, or puzzles for at least 5 minutes.
* Tinker will spontaneously engage in pretend and imaginary play (sometimes with accompanying verbal behavior), role-playing, and acting out daily routines, movies, TV shows, or favorite activities at least 10 times in a one-week period.
* Tinker will engage in arts and crafts type activities such as coloring, =drawing, painting, cutting, pasting, taping, stringing beads, play doh, etc., for at least 5 minutes.
* Tinker will repeat a gross motor play behavior to obtain a better effect for 5 minutes.
* Tinker will assemble toys that have multiple parts for 10 different sets of materials.
* Tinker will independently engage in arts and crafts type activities for 15 minutes (e.g., drawing, coloring, painting, cutting, or pasting).
* Tinker will independently engage in sustained play activities for 15 minutes without dult prompts or reinforcement (e.g., playing with an Etch-A-Sketch or playing dress-up, etc.).
* Tinker will independently draw or write in pre-academic activity books for 10 minutes (e.g., dot-to-dot, matching games, mazes, or tracing letters and numbers).

## Social Behavior and Play Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

* Tinker will spontaneously follow or imitate the motor behavior of a peer at least 10 times per day.
* Tinker will spontaneously mand to a peer at least 10 times per day.
* Tinker will spontaneously mand for others to attend to the same stimulus that Tinker is attending to at least 5 times per day.
* Tinker will emit appropriate listener behavior when a peer is speaking at least 10 times in a single day.
* Tinker will spontaneously echo peers at least 10 times per day.
* Tinker will spontaneously respond to the mands of peers 10 times in a single day.
* Tinker will spontaneously mand to peers at least 25 times per day.
* Tinker will spontaneously respond to the mands form peers 25 times in a single day.
* Tinker will engage in cooperative, constructive, or physical play activities with peers lasting at lest 5 minutes.
* Tinker will spontaneously mand to peers using questions, directions, instructions, etc. (e.g., "What's that?" "Where is your lunch?" "Come on, get your bike") at least an average of 25 times per day.
* Tinker will take turns and share reinforcers with peers without prompts at least 5 times in a day.
* Tinker will engage in cooperative, constructive, or physical play activities with peers lasting at least 15 minutes.
* Tinker will spontaneously mand to peers using questions, directions, instructions, etc. (e.g., "What's that?" "Where is your lunch?" "Come on, get your bike") at least an average of 20 times per day.
* Tinker will take turns and share reinforcers with peers without prompts at least 10 times in a day.
* Tinker will spontaneously emit at least 4 verbal exchanges with a peer an average of 10 times per day (reciprocal interactions and beginning conversations).
* Tinker will intraverbally respond to questions from peers at least 20 times per day.
* Tinker will verbally identify the activities or emotions of peers at least once per day.
* Tinker will participate in 10 age-appropriate games with peers.

## Motor Imitation Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills first from other skills areas and that the goal is to work towards having a "balanced" grid across all skill areas.]]

* Tinker will imitate at least 8 motor movements, plus 6 actions involving objects, on command.
* Tinker will imitate 25 or more motor movements of any type, on command.
* Tinker will imitate 25 two-step chains of motor behavior.
* Tinker will imitate at least 25 two-component functional actions.
* Tinker will spontaneously imitate adults or peers 10 times in one day.
* Tinker will imitate 5 novel actions in a 15-second fluency test.
* Tinker will imitate at least 25 three-step sequences of activities.
* Tinker will spontaneously imitate others in order to produce a matching outcome in a non-structured pretend activity, play setting, or other natural environment setting, for at least 5 different activities.
* Tinker will imitate any new movement on the first trial for 25 movements (a generalized imitative repertoire).

## Echoic Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

* Tinker will echo at least 5 vowels, diphthongs, or consonants on command.
* Tinker will echo at least 10 vowels, diphthongs, or consonants on command.
* Tinker will echo at least 25 vowel-consonant combinations on command.
* Tinker will echo at least 50 vowel-consonant combinations of 2 syllables or more, or full words on command.
* Tinker will echo at least 50 vowel-consonant combinations of 2 syllables or more, or two word phrases on command.
* Tinker will echo at least 100 vowel-consonant combinations of 3 syllables or more on command.

## Vocal Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

* Tinker will spontaneously emit at least 10 different sounds, averaging at least 30 total sounds each hour.
* Tinker will spontaneously demonstrate varied intonation, volume, and prosody with the same sounds at least 5 times in a day.
* Tinker will spontaneously vocalize word approximations that include multisyllabic utterances on at least 10 occasions in a day.

## LRFFC Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

[[Tinker failed to meet criteria in any of the milestones in this skill area. Consider whether the student is ready to work on these IEP goals before selecting them.]]

* Tinker will select the correct item from an array of at least 8 given 25 different song fillins, animal sounds, or eat and drink classifications.
* Tinker will select the correct item from an array of at least 8 given 50 different noun-noun associations, verb-noun associations, and verb-noun WH questions.
* Tinker will select the correct item from an array of at least 8 given 100 different fill-in or WH questions involving the function, feature, or class of the items.
* Tinker will select the correct item from an array of at least 10 and with similar stimuli given 200 different fill-in or WH questions involving the function, feature, or class of items.
* Tinker will select 10 correct items in a one-minute period from an array of at least 8 and with similar stimuli.
* Tinker will select the correct item from a scene or the natural environment given 500 different WH questions involving the function, features, or class of items.
* Tinker will select the correct item from an array of at least 10 or a scene given 200 different 4-component WH questions containing adjectives, prepositions, nouns, pronouns, or verbs, involving the function, features, or class of items.
* Tinker will select multiple items from an array of at least 10 given one instruction that contains words prompting multiple items such as "all," "two," "three," or "both."
* Tinker will select the correct item from a scene or the natural environment given 1000 different WH questions involving the function, features, or class of items.

## Intraverbal Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

[[Tinker failed to meet criteria in any of the milestones in this skill area. Consider whether the student is ready to work on these IEP goals before selecting them.]]

* Tinker will be able to provide correct verbal responses to 100 different fill-in-the-blank questions involving nouns and verbs.
* Tinker will be able to correctly answer 100 different "what" questions involving nouns and verbs.
* Tinker will be able to correctly provide the function or class for 100 nouns, and provide the noun given 100 functions or classes.
* Tinker will be able to correctly answer 50 different "where" questions.
* Tinker will be able to correctly answer 25 different "who" questions.
* Tinker will be able to correctly answer at least 3 different questions about 25 different objects shown to him.
* Tinker will identify 25 different classes when given at least three members of that class.
* Tinker will be able to correctly answer at least 4 different questions about 50 different objects shown to him.
* Tinkerwill be able to describe 50 different events, videos, stories, etc., with at least 8 words.
* Tinker will be able to answer 250 different intraverbal yes-no questions.
* Tinker will be able to answer 1000 different intraverbal questions.
* Tinker will be able to answer 3 questions about a story after being read 50 different short passages from a book.
* Tinker will be able to answer 4 different WH questions about a single topic for 25 topics (e.g., "Who takes you to school?" "Where do you go to school?" "What do you take to school?").
* Tinker will be able to complete 25 different verbal sequences.
* Tinker will be able to identify 25 activities that happened in the past or will happen in the future.
* Tinker will engage in at least 5 different short "conversations" with others consisting of at least three verbal and nonverbal (LD) exchanges.

## Classroom Routines and Group Skills Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

[[Tinker failed to meet criteria in any of the milestones in this skill area. Consider whether the student is ready to work on these IEP goals before selecting them]]

* Tinker will put away personal items, line up, and come to a table with only 1 verbal prompt.
* Tinker will sit in a small group for 10 minutes, attend to the teacher or material for 50% of the period, and respond to 5 teacher SDs.
* Tinker will transition between classroom activities with no more than 1 gestural and/or 1 verbal prompt.
* Tinker will respond to 5 different group instructions or questions without direct prompts in a group of 3 or more children.
* Tinker will use the toilet and wash his hands with only verbal prompts.
* Tinker will work independently for 15 minutes in a group setting, and stay on task for 75% of the period.
* Tinker will respond to 10 different group instructions or questions without direct prompts in a group of 5 or more children (e.g., "Everybody stand up." "Does anyone have a blue shirt on?").
* Tinker will acquire 1 new behavior a day in a 25-minute group-teaching format involving 5 or more children.
* Tinker will sit in a 20-minute group session involving 5 children without disruptive behaviors, and answer 10 intraverbal questions.

## Linguistic Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

[[Tinker failed to meet criteria in any of the milestones in this skill area. Consider whether the student is ready to work on these IEP goals before selecting them]]

* Tinker will emit at least 25 different two-word utterances per day.
* Tinker will be able to correctly use the plural form for 25 nouns.
* Tinker will correctly emit the appropriate tense marker for past and future at least 20 times a day.
* Tinker will emit phrases and sentences that contain an average of 3 words.
* Tinker will correctly respond to at least 10 different negation questions and situations as a listener, tacter, or intraverbal responder (at least 2 from each category).
* Tinker will demonstrate a mean-length-of-utterance (MLU) of 4 words, and most sentences are in the correct word order.
* Tinker will emit 50 different noun phrases containing at least 3 words with 2 modifiers (e.g., adjectives, prepositions, pronouns).
* Tinker will emit 50 different verb phrases containing at least 3 words with 2 modifiers (e.g., adverbs, prepositions, pronouns).
* Tinker will combine noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words.

## Reading Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

[[Tinker failed to meet criteria in any of the milestones in this skill area. Consider whether the student is ready to work on these IEP goals before selecting them.]]

* Tinker will tact and identify as a listener all 26 uppercase and lowercase letters.
* Tinker will provide the sounds made by at least 20 letters when asked to do so, and select at least 20 letters when given the sound.
* Tinker will read and identify as a listener at least 25 written words.
* Tinker will match at least 25 words to the corresponding pictures and vice versa

## Writing Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

[[Tinker failed to meet criteria in any of the milestones in this skill area. Consider whether the student is ready to work on these IEP goals before selecting them.]]

* Tinker will independently trace within 1/4 inch of the lines for 6 different geometrical shapes.
* Tinker will trace within 1/8 inch of 10 uppercase and lowercase letters of any size.
* Tinker will trace within 1/8 inch of 30 upper or lowercase letters that are less than 1 inch in size.
* Tinker will copy numbers 1-20 legibly.
* Tinker will copy all 26 uppercase and lowercase letters legibly.
* Tinker will legibly write his own name without copying it.

## Math Goals

[[Select only 1 or 2 goals and modify them as appropriate for the individual child. Remember that you focus on pre-requisite skills from other skills areas first and that the goal is to work towards having a "balanced" grid across all skill areas.]]

[[Tinker failed to meet criteria in any of the milestones in this skill area. Consider whether the student is ready to work on these IEP goals before selecting them.]]

* Tinker will rote count up to 30.
* Tinker will tact and identify as a listener the numbers 1-10.
* Tinker will demonstrate 1:1 correspondence in counting to 10.
* Tinker will match number-to-quantity, and quantity-to-number for 1-10.
* Tinker will correctly respond to listener tasks involving 10 different math concepts, such as more and less, big and little, long and short, first and last, or near and far, etc.

[[Note that there may be additional goals from other professionals such as an SLP, OT, or adaptive PE teacher and they should be entered here.]]

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