

## VB-MAPP IEP Goals

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### VB-MAPP Level 1

**Suggested IEP Goals for Mand Level 1** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will emit at least 5 different mands with verbal prompts (e.g., “What do you want?”), but without physical, echoic, or imitative prompts.
- The child 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).
- The child will spontaneously emit at least 2 different mands per day for desired items and activities.
- The child will spontaneously emit an average of 10 or more **different** mands per day (objects can be present).
- The child will spontaneously emit an average of 100 or more **total** mands per day (objects can be present).
- The child 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?”).

**Suggested IEP Goals for Tact Level 1** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will tact at least 10 items (people, objects, or pictures) reliably on command.
- The child will spontaneously tact (no verbal prompts) at least 10 different items in a day.
- The child will tact at least 20 items (people, objects, body parts, or pictures) reliably on command.
- The child will tact at least 50 items.
- The child will tact at least 20 actions.
- The child will tact at least 50 two-component noun-verb (or verb-noun) relations.

- The child will spontaneously tact items an average of 5 times per hour.

**Suggested IEP Goals for Listener Responding Level 1** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will look at, or point to, at least 10 family members, pets, or reinforcers when named by an adult.
- The child will emit at least 4 motor actions on command.
- The child will respond to verbal reprimands such as “no,” “hot,” or “stop,” an average of 2 times per day.
- The child will select, point to, or differentially look at total of at least 25 objects, pictures, people, or body parts when named by an adult.
- The child will identify at least 50 items in a messy array of at least 8 that contains at least 3 similar stimuli.
- The child will perform at least 20 specific actions on command.
- The child will emit at least 100 two-component noun-verb (or verb-noun) responses on command.

**Suggested IEP Goals for Visual Perceptual Skills and Matching-to-Sample Level 1** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will place items in a container or form ball, stack blocks, or place rings on peg totaling at least 10 different visual motor activities.
- The child will match at least 10 identical objects or pictures to the corresponding object or picture in an array of at least 3 items.
- The child will complete at least 10 different inset puzzles.
- The child will match at least 100 identical objects or pictures in a messy array of at least 10.
- The child will match at least 100 non-identical objects or pictures in a messy array of at least 10.
- The child will sort similar colors and shapes for 10 different colors or shapes.

**Suggested IEP Goals for Independent Play Level 1** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child 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 things, pulling toys, etc., for at least 2 minutes.
- The child will spontaneously demonstrate the use of toys or objects according to their function, such as looking at and turning the 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.
- The child 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.
- The child will spontaneously engage in object play involving a sandbox, bean or rice tray, buckets and shovels, toys, or puzzles for at least 5 minutes.

**Suggested IEP Goals for Social Behavior and Social Play Level 1** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will spontaneously follow or imitate the motor behavior of a peer at least 10 times per day.
- The child will spontaneously mand to a peer at least 10 times per day.
- The child will spontaneously mand for others to attend to the same stimulus that he is attending to at least 5 times per day.
- The child will emit appropriate listener behavior when a peer is speaking at least 10 times in a single day.
- The child will spontaneously echo peers at least 10 times per day.
- The child will spontaneously respond to the mands of peers 10 times in a single day.

**Suggested IEP Goals for Motor Imitation Level 1** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will imitate at least 8 motor movements, plus 6 actions involving objects, on command.
- The child will imitate 25 or more motor movements of any type, on command.
- The child will imitate 25 two-step chains of motor behavior.
- The child will imitate at least 25 two-component functional actions.

- The child will spontaneously imitate adults or peers 10 times in one day.

**Suggested IEP Goals for Echoic Level 1** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will echo at least 5 vowels, diphthongs, or consonants on command.
- The child will echo at least 10 vowels, diphthongs, or consonants on command.
- The child will echo at least 25 vowel-consonant combinations on command.
- The child will echo at least 50 vowel-consonant combinations of 2 syllables or more, or full words on command.
- The child will spontaneously emit at least 10 different sounds, averaging at least 30 total sounds each hour.
- The child will spontaneously demonstrate varied intonation, volume, and prosody with the same sounds at least 5 times in a day.
- The child will spontaneously vocalize word approximations that include multisyllabic utterances on at least 10 occasions in a day.

### **VB-MAPP Level 2**

**Suggested IEP Goals for Mand: Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will spontaneously mand in a natural environment setting for at least 25 different items.
- The child will spontaneously mand for other individuals to emit at least 3 different specific actions in a play setting, game, or the natural environment an average of 5 times a day.
- The child will spontaneously mand at least 50 times per day with at least 3 words in a sentence.
- The child 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”).
- The child 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.

- The child will spontaneously mand at least 25 times a day with at least 8 different pronouns or adverbs.

**Suggested IEP Goals for Tact: Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will tact at least 50 two-component noun-verb (or verb-noun) combinations.
- The child will spontaneously tact items an average of 5 times per hour.
- The child will tact a total of at least 150 nouns and/or verbs (or other parts of speech).
- The child will tact at least 5 different colors and 5 different shapes.
- The child will tact 20 different adjectives.
- The child will tact 6 different prepositions.
- The child will tact at least 50 three-component nonverbal combinations (e.g., adjective-noun-verb, subject-verb-noun, etc).

**Suggested IEP Goals for Listener Responding: Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will perform at least 20 specific actions on command.
- The child will LD 25 different actions in the natural environment.
- The child will emit at least 100 two-component noun-verb (or verb-noun) responses on command.
- The child will go to 10 different natural settings and retrieve or point to at least 5 different items from each setting (50 total tasks).
- The child will select or point to 10 different colors or shapes from a large array containing similar items.
- The child will select or point to 20 different adjectives from a large array containing similar items.
- The child will select or point to 6 different prepositions from a large array containing similar comparisons.

- The child will select or point to at least 50 three-component nonverbal combinations (e.g., adjective-noun-verb, subject-verb-noun, etc.).
- The child will select or point to at least 250 items in a book, picture scene, or natural environment.

**Suggested IEP Goals for Visual Perceptual Skills and Matching-to-Sample: Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will match at least 200 non-identical objects or pictures in an array of least 10 with at least 3 similar stimuli in the array.
- The child will match at least 25 different items that are associated to each other.
- The child 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.
- The child will complete 50 different block designs, parquetry, shape puzzles, or similar tasks that contain at least 6 different items.
- The child will continue 25 different patterns or sequences that have at least three different components.
- The child 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.

**Suggested IEP Goals for Independent Play: Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child 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.
- The child 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.
- The child will repeat a gross motor play behavior to obtain a better effect for 5 activities.
- The child will assemble toys that have multiple parts for 10 different sets of materials.

**Suggested IEP Goals for Social Behavior and Social Play: Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will spontaneously mand to peers at least 50 times per day.
- The child will spontaneously respond to the mands from peers 25 times in a single day.
- The child will engage in cooperative, constructive, or physical play activities with peers lasting at least 5 minutes.
- The child 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.
- The child will take turns and share reinforcers with peers without prompts at least 5 times in a day.

**Suggested IEP Goals for Motor Imitation: Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will imitate 5 novel actions in a 15-second fluency test.
- The child will imitate at least 25 three-step sequences of activities.
- The child 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.
- The child will imitate any new movement on the first trial for 25 movements (a generalized imitative repertoire).

**Suggested IEP Goals for Echoic: Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will echo at least 50 vowel-consonant combinations of 2 syllables or more, or two-word phrases on command.
- The child will echo at least 100 vowel-consonant combinations of 3 syllables or more on command.

**Suggested IEP Goals for Listener Responding by Function, Feature, and Class (LRFFC): Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will select the correct item from an array of at least 8 given 25 different song fill-ins, animal sounds, or eat and drink classifications.

- The child 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.
- The child 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.
- The child 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.
- The child will select 10 correct items in a one-minute period from an array of at least 8 and with similar stimuli.

**Suggested IEP Goals for Intraverbal: Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will intraverbally respond to 25 different song fill-in-the-blanks, animal sounds, or fun fill-in verbal stimuli.
- The child will be able to provide correct verbal responses to 100 different fill-in-the-blank questions involving nouns and verbs.
- The child will be able to correctly answer 100 different “what” questions involving nouns and verbs.
- The child will be able to correctly provide the function or class for 100 nouns, and provide the noun given 100 functions or classes.
- The child will be able to correctly answer 50 different “where” questions.
- The child will be able to correctly answer 25 different “who” questions.
- The child will be able to correctly answer at least 3 different questions about 25 different objects shown to him.
- The child will identify 25 different classes when given at least three members of that class.

**Suggested IEP Goals for Classroom Routines and Group Skills: Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will put away personal items, line up, and come to a table with only 1 verbal prompt.
- The child 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 S<sup>D</sup>s.



- The child will transition between classroom activities with no more than 1 gestural and/or 1 verbal prompt.
- The child will respond to 5 different group instructions or questions without direct prompts in a group of 3 or more children.
- The child will use the toilet and wash his hands with only verbal prompts.

**Suggested IEP Goals for Linguistic Structure: Level 2** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will emit at least different 25 two-word utterances per day.
- The child will be able to correctly use the plural form for 25 nouns.
- The child will correctly emit the appropriate tense marker for past and future at least 20 times a day.
- The child will emit phrases and sentences that contain an average of 3 words.
- The child 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).

### **VB-MAPP LEVEL 3**

**Suggested IEP Goals for Mand Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child 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”).
- The child will spontaneously mand for others to attend to his story, verbal description of events, or other intraverbal behavior at least 10 times a day.
- The child 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.

**Suggested IEP Goals for Tact Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will tact 20 different adjectives (excluding colors and shapes) and 10 adverbs in both a formal and a natural setting.

- The child will tact with complete sentences containing 4 or more words 20 times per day.
- The child 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?”).
- The child will tact 4 different emotions occurring within his body.
- The child will tact 5 common social situations.
- The child will tact a total of at least 1000 nonverbal stimuli (includes all nouns, verbs, adjectives, etc.).

**Suggested IEP Goals for Listener Behavior Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will discriminate as a listener among at least 100 four-component nonverbal combinations (e.g., subject-verb-adjective-noun; subject-verb-preposition-noun).
- The child will discriminate as a listener among 20 different adjectives (excluding colors and shapes) and 10 adverbs.
- The child will discriminate as a listener among 5 common social situations and 5 emotional states.
- The child will discriminate as a listener among a total of at least 1000 words (includes all nouns, verbs, and adjectives, etc.).

**Suggested IEP Goals for Visual Perceptual Skills and Matching-to-Sample Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will complete 100 different block designs, parquetry, shape puzzles, or similar tasks that contain at least 8 different items.
- The child will continue 25 different patterns or sequences that have at least three different components.
- The child 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.
- The child will sort at least 5 related items from 10 different categories without a sample.
- The child will complete or continue 25 patterns or sequences with at least three parts.

**Suggested IEP Goals for Independent Play: Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- Independently engages in arts and crafts type activities for 15 minutes (e.g., drawing, coloring, painting, cutting, or pasting).
- Independently engages in sustained play activities for 15 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch or playing dress-up, etc.).
- Independently draws or writes in pre-academic activity books for 10 minutes (e.g., dot-to-dot, matching games, mazes, or tracing letters and numbers).

**Suggested IEP Goals for Social Behavior and Social Play: Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will engage in cooperative, constructive, or physical play activities with peers lasting at least 15 minutes.
- The child will spontaneously mand to peers using questions, directions, instructions, etc. (e.g., “What’s that?” “Where is your lunch?” “Come on, get your bike”) an average of 20 times per day.
- The child will take turns and share reinforcers with peers without prompts at least 10 times in a day.
- The child will spontaneously emit at least 4 verbal exchanges with a peer an average of 10 times per day (reciprocal interactions and beginning conversations).
- The child will intraverbally respond to questions from peers at least 20 times per day.
- The child will verbally identify the activities or emotions of peers at least once per day.
- The child will participate in 10 age-appropriate games with peers.

**Suggested IEP Goals for Reading: Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will tact and identify as a listener all 26 uppercase and lowercase letters.
- The child 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.

- The child will read and identify as a listener at least 25 written words.
- The child will match at least 25 words to the corresponding pictures and vice versa

**Suggested IEP Goals for Writing: Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

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

**Suggested IEP Goals for LRFFC: Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child 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.
- The child 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.
- The child 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.”
- The child 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.

**Suggested IEP Goals for Intraverbal: Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will be able to correctly answer at least 4 different questions about 50 different objects shown to him.
- The child will be able to describe 50 different events, videos, stories, etc., with at least 8 words.
- The child will be able to answer 250 different intraverbal yes-no questions.
- The child will be able to answer 1000 different intraverbal questions.
- The child will be able to answer 3 questions about a story after being read 50 different short passages from a book.
- The child 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?”).
- The child will be able to complete 25 different verbal sequences.
- The child will be able to identify 25 activities that happened in the past or will happen in the future.
- The child will engage in at least 5 different short “conversations” with others consisting of at least three verbal and nonverbal (LD) exchanges.

**Suggested IEP Goals for Classroom Routines and Group Skills: Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will work independently for 15 minutes in a group setting, and stay on task for 75% of the period.
- The child 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?”).
- The child will acquire 50 new behaviors in a 25-minute group-teaching format involving 5 or more children.
- The child will sit in a 20-minute group session involving 5 children without disruptive behaviors, and answers 10 intraverbal questions.

**Suggested IEP Goals for Linguistic Structure: Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will demonstrate a mean-length-of-utterance (MLU) of 4 words, and most sentences are in the correct word order.
- The child will emit 50 different noun phrases containing at least 3 words with 2 modifiers (e.g., adjectives, prepositions, pronouns).
- The child will emit 50 different verb phrases containing at least 3 words with 2 modifiers (e.g., adverbs, prepositions, pronouns).
- The child will combine noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words.

**Suggested IEP Goals for Math: Level 3** (select only 1 or 2 goals and modify them as appropriate for the individual child).

- The child will rote count up to 30.
- The child will tact and identify as a listener the numbers 1-10.
- The child will demonstrate 1:1 correspondence in counting to 10.
- The child will match number-to-quantity, and quantity-to-number for 1-10.
- The child 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.