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SPED 785

M3: Assignment: VB-MAPP Case Study

Master Scoring Form Questions

1. One of the nice things about this assessment is the visual nature of the assessment results. What level is Tonya currently functioning at? What do we expect with typical development of these skills? How is Tonya's development different?

Tonya is currently functioning mostly in Level 1 with a few skills in Level 2. She has big gaps in some of her Level 1 skills and some Milestone Areas are stronger than others. In typical development of these skills we would expect them to be learned consecutive from the bottom of the scoring sheet up without the splintering of skills that we see on Tonya’s scoring form. Tonya seems to have some higher-level skills in some Milestone Areas where she is lacking simpler skills. For example, in her VPMTS area she scored 0 on the first skill but has some half point skills in Level 2. In typical development we would expect those initial VPMTS skills to be filled in as well. We would also want to see skills developing relatively similarly across the levels. Tonya shows clear areas of strength and weakness when we would hope to see the skills developing evenly.

1. In your opinion, what is the biggest area of weakness for Tonya? What is the corresponding developmental age that this level is associated with? In layman's terms, describe what skills are assessed in this area (use the VBMAPP subtest information and the Verbal Behavior Glossary to assist you).

Based on this scoring form, I would say the biggest area for weakness for Tonya is tacting followed closely by vocal. She has scored only a half point on one skill in the Tact area and half a point on two skills in the Vocal area. Level 1 is associated with typical development from 0 to 18 months. The skills worked on in the Tact area are the labeling of things like objects, actions, and attributes of objects in the physical environment around the learner. For example, if a learner sees a dog and says “dog” this is an example of a tact. Common first tacts would be common things in the learner’s environment like a favorite toy, familiar family members, or household pets. Tacting can get more complex as a skill as learners start to label attributes such as colors of things or the size of something.

Multiple Assessment Results

1. These results are encouraging because Tonya has filled in a lot of missing skills in areas where she had gaps. She also has more even results across the areas within Level 1. If I were Tonya’s teacher, I would be happy with how much she has grown in the areas of Tact and Vocal. These were both areas that she needed the most growth in after the first assessment, so I would be please to see that she had improved in these areas in the time between. In the Basic Student Information, it’s shared that Tonya has limited verbal language and generally uses gestures to communicate. I would be interested to know if this is still her primary mode for communicating or if she now uses vocalizations to communicate. It also mentions that she has some behavior problems associated with relinquishing preferred items and ending preferred activities. I would expect that an increased ability to communicate would help decrease occurrences of problem behavior since Tonya could express her needs more easily. She could be taught to request for more time with activities or for breaks when she needed it. Tonya also has a strength in the Echoic area which could be used to help teach tacts and mands since she readily repeats verbal input from others.

Reflection

I enjoyed this assignment. I have conducted VBMAPP assessments before and this was good practice for interpreting results and being able to explain what deficits mean to parents. I think that having to explain how Tonya’s development was different than typical development, in this assignment, was useful practice for having to do that in the future. It helped me think through how I might explain the gaps in skills we commonly see with students with autism and how those are deficits we want to see targeted for improvement.