



# Online Course & Community

## Member Workbook



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Welcome to the Online Course and Community with Dr. Mary Barbera

Please use this workbook to help you keep track of your program documents and your child or client's progress! You can either print this workbook out or save it to your computer to use!

This course will provide you with a step-by-step system for helping kids of all ages who are not yet conversational and/or have significant deficits in self-care skills with or without problem behaviors.

Once you log in and start watching the modules in the course and join the Face-book Community, you will also be able to watch other videos included in your member-ship that might be helpful.

Below is a spot to fill in your credentials!

Log in to: [members.marybarbera.com](https://members.marybarbera.com)

Username: (User name is the email address you used to purchase the course)

Password:



# Toddler & Preschooler Course Checklist

MaryBarbera.com

Person Completing the Checklist: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Child's Date of Birth: \_\_\_\_\_

Date Beginning Checklist: \_\_\_\_\_

Module	Resource	Date of Initial Completion	60+ Days After Initial Completion
0	Language Sample (15, 30, or 60 min)		
0	1-2 Minute Video (Child playing alone)		
0	1-2 minute Video (Child engaging with an adult)		
1	BECA Digital Assessment	Date: _____ Overall Score: _____ Self-Care Score: _____ Language & Learning Score: _____ Problem Behavior Score: _____	Date: _____ Overall Score: _____ Self-Care Score: _____ Language & Learning Score: _____ Problem Behavior Score: _____
1	1-Page Plan		
2	Problem Behavior Case Study Template		
4	Self-Care Checklist		
Bonus Video Vault	Intraverbal Subtest (if child is talking)	Date: _____ Score: _____	Date: _____ Score: _____
	Additional Notes/Observations:		

# Welcome to Module 0

Please complete the following:

\_\_\_\_\_ Watch module 0

\_\_\_\_\_ Print out or save and start completing the course checklist

\_\_\_\_\_ Complete baseline language sample

\_\_\_\_\_ Record (2) 1-minute videos (alone and engaged)

\_\_\_\_\_ Start gathering materials



# The Barbera Method™

By Dr. Mary Barbera

## STEP 1: Assess

- ▶ Age / milestones / developmental gap / medical dx / delays / services / meds
- ▶ Digital assessment
  - ▶ Language sample / word list
  - ▶ Baseline videos
  - ▶ Self care checklist
  - ▶ Intraverbal subtest (if talking)
  - ▶ VB-MAPP (w/ pro help)

## STEP 2: Plan

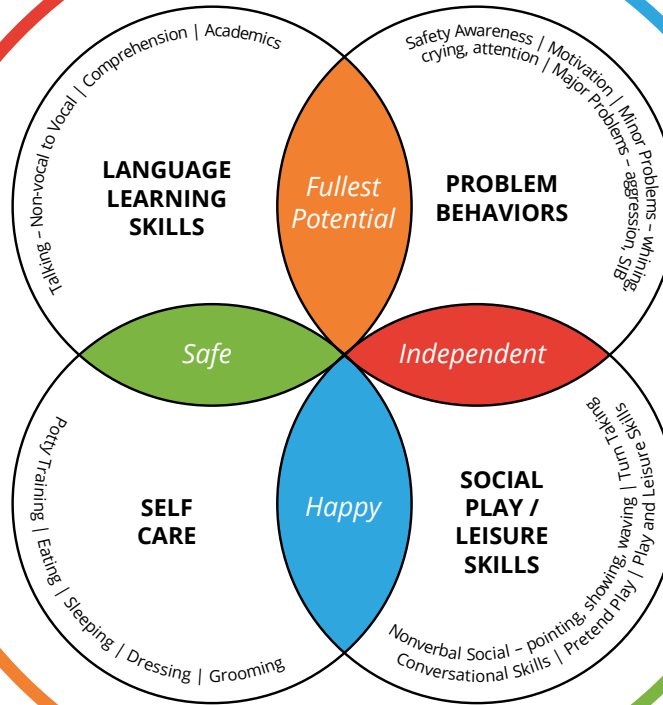
- ▶ 1 page plan (based on digital assessment)
- ▶ Document strengths / needs / priorities
- ▶ Review + Revise goals as needed
- ▶ Gather materials - choose dedicated learning area

## STEP 3: Teach

## STEP 4: Evaluate

- ▶ Update language sample, word lists and videos
- ▶ Use calendar system
  - ▶ ABC data
- ▶ Rate and partial interval data
  - ▶ Probe and skill acquisition data
- ▶ Update assessment, plan and goals as needed

- ▶ Home, school, community
- ▶ Child friendly and positive
- ▶ Focus on motivation and pairing
- ▶ 95% focus on preventing problem behaviors
  - ▶ VB-MAPP Programming
    - ▶ Errorless Teaching
    - ▶ Parent is captain of the ship



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Download this resource [here](#).



# Getting Started Homework

by Dr. Mary Barbera

## Homework Assignment 1:

Set a timer for 15 min, 30 min, or 60 min and write down any sounds, words or phrases your child says during that time.

### Sample Data

60 minutes	15 minutes	30 minutes
No words or sounds heard.	Ba ba ba (reaching for bottle) Oo Ah Ma ma (picture of mom)	Slide Push me I want swing Go (ready, set, ___) Open Mommy go in

## Homework Assignment 2:

Record Video (professionals will need permission):

- 1-2 minutes of the child alone, playing, watching TV
- 1-2 minutes of the child engaging with you and any toys/materials at a table or on the floor

**Name: Child 1 DOB: 09/15/XX Age: \_\_\_ yrs \_\_\_ mo**  
**1 hour - 09/15/XX, 12-1 PM Family Room**  
No words or sounds heard.

**Name: Child 2 DOB: 03/20/XX Age: \_\_\_ yrs \_\_\_ mo**  
**15 minutes - 06/16/XX, 8:30-8:45 AM Kitchen**  
Ba ba ba, *while reaching for bottle*  
Ooo  
Ahh  
Mama, *when shown picture of Mom*

**Name: Child 3 DOB: 05/14/XX Age: \_\_\_ yrs \_\_\_ mo**  
**30 minutes - 09/17/XX, 2:00-2:30 PM Outside**  
Slide  
Push me  
I want swing  
Go, with prompting of “ready, set, \_\_\_”  
Open  
Mommy go in

Download this resource [here](#).



# Language Sample Form

by Dr. Mary Barbera

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_yrs \_\_\_mo

Date : \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Name of Person Recording Data: \_\_\_\_\_

Date : \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Name of Person Recording Data: \_\_\_\_\_

Date : \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Name of Person Recording Data: \_\_\_\_\_

Download this resource [here](#).



## Barbera Method™ Materials Checklist

- ✓ Child-sized table and chair(s)
- ✓ Reinforcing items (edibles, drink, an electronic device, bubbles, etc.)
- ✓ A shoebox with a large slit cut in the top so that it's easy for your child to put flashcards and pictures through it
- ✓ Two identical packs of first word flashcards
- ✓ Two duplicate sets of pictures of family members and favorite items (Mom, Dad, juice, tablet, etc.)
- ✓ Mr. Potato Head, keeping all the parts in a separate clear bag
- ✓ Three or more inset puzzles
- ✓ Simple cause-and-effect toys such as a hammer and balls, pop-up toys, or toys with parts that can go in or down
- ✓ A first word book and simple books with pictures and up to one sentence per page
- ✓ Two duplicate sets of six identical items (toy cars, spoons, cups, bowls, small dolls, etc.)



For more information and resources, visit:

[MaryBarbera.com](http://MaryBarbera.com)

# Welcome to Module 1

Please complete the following:

\_\_\_\_\_ Watch module 1

\_\_\_\_\_ Complete the BECA [Digital Assessment](#)

\_\_\_\_\_ Complete the 1-page plan

\_\_\_\_\_ Take a look at the reinforcement idea form

# GLOSSARY

**ABA: Applied Behavior Analysis.** The science of changing socially significant behavior; behavioral programs for children with autism to increase language and learning skills and reduce problem behaviors.

**ADHD: Attention Deficit Hyperactivity Disorder.** A neurodevelopmental disorder, usually characterized by inattention or hyperactivity and impulsive behavior that interferes with learning or development.

**Autism or ASD: Autism Spectrum Disorder.** Developmental disorder with impairment of language and social communication skills, as well as repetitive or restrictive interests. It's a "spectrum" disorder because there is wide variation in types of symptoms, as well as severity.

**BCBA or BCBA-D.** A Board Certified Behavior Analyst has satisfied the education and experience requirements and passed a certification exam. A BCBA holds at least a master's degree, and a BCBA-D holds a doctorate degree.

**Conditional discrimination.** The ability to discriminate between similar things, such as labeling toilet paper versus paper towels or answering "who" versus "where" questions.

**Delayed echolalia.** Repeating words or phrases heard in the past and using these in a script-like fashion. Can also be called "scripting" or "stimming."

**Desensitization.** Pairing or re-pairing a setting, activity, or person with reinforcement so that a child is calm and comfortable when faced with a previously aversive situation.

**Echoic.** Repeating what someone else says. Can be immediate or delayed. One of the four elementary verbal operants as defined by Dr. B. F. Skinner in *Verbal Behavior*.

**Echoic control.** The ability to get a child to repeat words or phrases without an object or picture present. For example, a child says “ball” when you prompt, “Say ‘ball.’”

**Errorless teaching.** An instructional strategy to ensure a child always gives the correct response. All mistakes are prevented by providing a prompt immediately after the direction is given or question is asked.

**Expressive language.** Use of gestures, words, and sentences to communicate wants and needs and eventually thoughts and ideas with others. Made up of the four elementary verbal operants (mands, tacts, echoics, and intraverbals).

**Generalization.** To perform a skill under different conditions in a different way with different materials, or to a different person, and to continue to exhibit that skill over time. For example, after learning to label a picture of a cat, the child will say “cat” at the sight of a live cat.

**Hyperlexia.** The ability to read letters and words that is more advanced than would be expected for chronological age or functional language level; intense fascination with letters and numbers.

**Imitation skills.** Copying or mimicking someone else’s behavior and movements.

**Intraverbal.** Filling in blanks or answering “WH” questions; responding to someone else’s verbal behavior with no visual or other stimuli. One of the four elementary verbal operants as defined by Dr. B. F. Skinner in *Verbal Behavior*.

**Joint attention.** An important social skill that means focusing on the same item or activity with awareness that attention is being shared.

**Mand.** A request for an item, action, attention, or information. Motivation is the antecedent for a mand, and the consequence is

direct reinforcement, making the mand the most important of the four elementary verbal operants as defined by Dr. B. F. Skinner in *Verbal Behavior*.

**Matching skills.** The ability to match identical or similar items or pictures.

**M-CHAT: Modified Checklist for Autism in Toddlers.** A validated developmental screening tool for toddlers between 16 and 30 months of age. It is designed to help identify children who may benefit from additional developmental and autism evaluations.

**Multiple control.** Combining two or more operants (mands, tacts, and/or echoics) to improve learning. Multiple control is used extensively in the early learner activities within the Turn Autism Around approach so that if a child says a word, it is part mand, part tact, and part echoic.

**Operant.** A behavior defined in terms of its antecedent and consequence. For example, the antecedent of a mand is motivation, and the consequence of asking for an item is receiving the requested item. The four elementary verbal operants are mand, tact, echoic, and intraverbal.

**OT: Occupational Therapy.** A type of therapy that helps individuals with motor skills involved with everyday life, regulation of sensory processing dysfunctions, and working within teams on activities of daily living, including feeding, grooming, dressing, and potty training.

**Pairing.** The ongoing process of using a child's already established reinforcers (things he likes) to make new people, difficult materials or tasks, and unknown environments more positively reinforcing.

**Pica.** A medical and potentially life-threatening condition in which children eat inedible items such as soap, dirt, rocks, or feces. Pica requires immediate consultation with a health care provider.

**Pop out words.** Words that children say from time to time but will not say upon request.

**Prompt.** A hint or cue to help a child give the correct response. There are several types of prompts, including physical (you gently help the child move through a motion), gestural (you point to the area), imitative (you touch your head while saying “touch head”), and verbal (you add words to clarify or give a reminder).

**Receptive language.** The ability to understand and comprehend spoken language.

**Regression.** The loss of skills or language that children with autism or delays had previously.

**Reinforcement/Reinforcer.** A food, toy, other item, action, or attention, such as praise, that increases the probability that a behavior will increase in the future.

**Scripting.** Repetition of words, phrases, or lines from movies without an understanding of their meaning. Also called “delayed echolalia.”

**SIB: Self-Injurious Behavior.** A problem behavior in which a child injures himself, such as repeatedly banging his head with his fist or scratching his body. SIB requires immediate consultation with a health care provider.

**Skinner, B. F.** The founder of the experimental analysis of behavior and the author of the 1957 book *Verbal Behavior*.

**SLP: Speech and Language Pathologist.** A health care professional trained to evaluate and treat people with speech, language, communication, swallowing, or hearing disorders.

**STAT: Screening Tool for Autism in Toddlers.** An interactive screening tool developed by Dr. Wendy Stone that includes a set of 12 activities that measure a child’s social communication skills and risk for autism.

**Stimming.** Self-stimulatory behavior that usually involves repetitive movements (hand flapping, rocking, etc.), making sounds (also known as “verbal stimming”), or repeating lines from movies or things heard in the past (also known as “scripting”).

**Tact.** Labeling or naming an object, picture, adjective, location, smell, taste, noise, or feeling. One of the four elementary verbal operants as defined by Dr. B. F. Skinner in *Verbal Behavior*.

**Transfer trial.** The process of fading a prompt or transferring a skill from one operant to another, such as going from receptive identification of a body part to tacting of that same body part.

**VB-MAPP: Verbal Behavior Milestones Assessment and Placement Program.** An in-depth assessment and curriculum guide developed by Dr. Mark Sundberg and based on B. F. Skinner's analysis of verbal behavior outlined in the *Verbal Behavior* book.

**Video modeling.** An evidence-based strategy in which a video is made of someone modeling the behavior you want to increase.

# Barbera Early Childhood Assessment (BECA)<sup>TM</sup> by Dr. Mary Barbera

## General information

Date of completion **04/02/2021**

Person completing

**Parent/Guardian**

First name of person completing assessment **RSS**

Child's first name or initials  
**EJS**

Date of birth **04/02/2019**

Age yrs **2**

Age months **0**

## Medical Information

What best describes your situation? (Select one) **I have concerns but no evaluation or therapy yet**

Does your child have any of these diagnoses? (check all that apply)

**Speech Delay**

Does your child receive any therapy or special education services currently? **NO**

Is your child on any medication?  
**NO**

Does your child have allergies?  
**NO**

Is your child on a special diet?  
**NO**

## Safety Concerns

Do you have safety awareness concerns? **YES**

If yes, check all that apply

**Wandering/Darting Away, Unaware of Cars/Traffic, Unsafe Around Water**

## Self-Care and Daily

### Living Tasks

Does your child have any eating or drinking problems listed below? **NO**

If yes, what type of eating or drinking problems?

Does your child have sleeping issues listed below? **YES**

If yes, what type of sleeping issues? **Does not sleep through the night, Does not sleep alone, Trouble falling asleep**

Does your child have any problems with using the potty/toilet listed below? (If the child is under 3 years old and you haven't

started potty training yet, please check no) **NO**

If yes, check one

Does your child have difficulty with dressing and grooming listed below? **YES**

if yes, check all that apply  
**refuses or needs total assistance with washing hands, refuses and or needs total assistance with tooth brushing**

## Language and Learning Skills

Does your child ever use any words? **YES**

If yes, approximately how many different words does your child say on a daily basis? **0-5**

If yes, does your child string 2 or more words together? **NO**

If yes, how often do you hear your child use 2 or more word phrases? **rarely**

If yes, Is your child fully conversational (back and forth exchanges with full sentences)?  
**NO**

## Requesting / Manding

Can your child ask for things he/she wants with words? **NO**

If yes, how often? **rarely**

If no, how does your child let you know what he/she wants.

**Gesture, Reaching/Pointing, Pulling /handleading, Grabbing**

## Labeling / Tacting

Can your child label things in a book or on flashcards? **NO**

## Verbal Imitation /

### Echoics

Can your child imitate words you say? **NO**

Does your child say things he/she has memorized from movies or things he/she has heard you say in the past? **NO**

## Answering Questions /

### Intraverbals

Can your child fill in the blanks to songs? **NO**

Will your child fill in the blanks to fun and/or functional phrases? **NO**

Will your child answer WH questions (with no picture or visual clues)? **NO**

## Listening / Receptive Language

Does your child respond to his/her name when you call it?

**Almost always**

If you tell your child to get his/her shoes or pick up his/her cup, does he/she follow your direction without gestures?

**Almost always**

If you tell your child to clap his/her hands or stand up will he/she do it without gestures?

**Almost always**

Will your child touch his/her body parts, for example, if you say "Touch your nose?" **YES**

## Imitation

Will your child copy your actions with toys if you tell him/her "Do this"? **YES**

Will your child copy motor movements if you tell him/her "Do this"? **YES**

## Visual / Matching

Will your child match identical objects to objects, pictures to pictures, and pictures to objects if you tell him/her to "match"?  
**YES**

Will your child complete age-appropriate puzzles? **Yes**

## Social / Play Concerns

Do you have concerns about your child's ability to socialize and/or play? **NO**

## Problem Behavior

Is your child currently able to sit at a table or on the floor and do simple tasks with an adult? **YES**

If yes, how long can they stay engaged with an adult at a table or on the floor without problem behavior? **5-15 minutes**

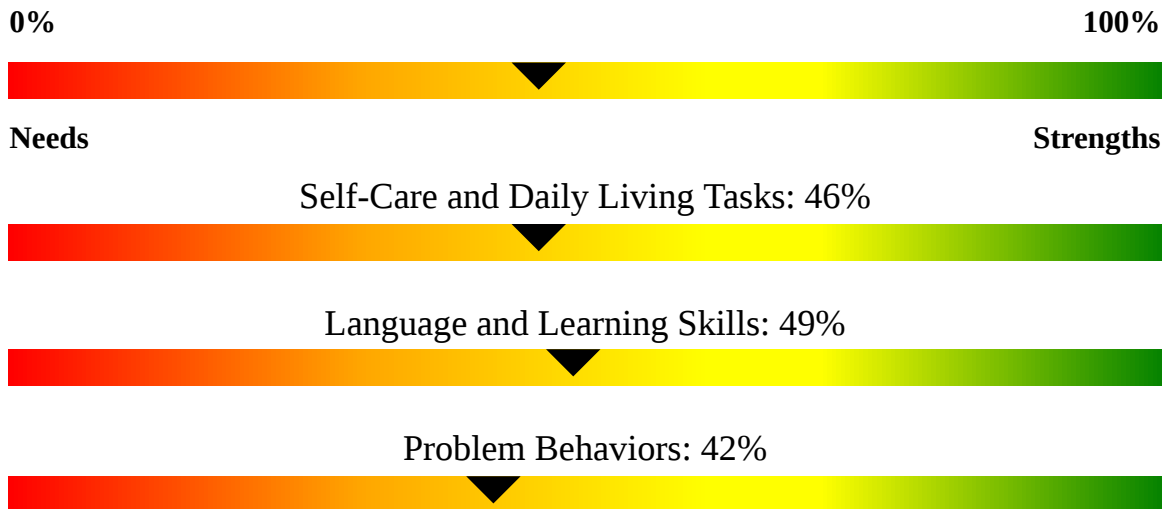
Please select any minor problem behaviors your child exhibits  
**crying, whining, inattention, refusal**  
**1**  
 How often does your child engage in minor problem behaviors throughout the day? **Sometimes**  
 Does your child engage in major problem behaviors listed below?  
**YES**  
 If yes, please select the major problem behaviors your child exhibits **eloping (darting**

**away), property destruction (throwing/dumping/swiping/tearing )**  
 If yes, when/where do major problem behaviors occur?  
**transitioning away from preferred activity, in stores, when trying to engage the child with toys/learning materials, during doctor/dentist visits, during haircuts, around pools/water**  
 If yes, how often does your child engage in major problem

behaviors? **a few times a week**  
**Resources by Dr. Mary Barbera**  
 What resources by Dr. Mary Barbera have you used? (Check all that apply) **Follow Dr. Mary Barbera on social media, Enrolled in a full course**  
 What is your number one struggle? (Select one) **Increasing Language**

# BARBERA EARLY CHILDHOOD ASSESSMENT (BECA)<sup>TM</sup> SCORES FOR EJS

OVERALL SCORE: 46%\*



**Scores closer to 100% show more strengths in those areas. Scores lower than 85% in one, two or all three areas indicate need for improvement.**

**\*\*Disclaimer\*\***

This tool is not a standardized assessment and these scores are for informational purposes only. If you are concerned about your child's delays and/or problem behaviors please contact a medical and/or behavioral professional who can assist you with further assessment. But, don't wait and worry- join us today to start turning things around at [marybarbera.com/workshop](http://marybarbera.com/workshop).



# Barbera Method™ Planning Form

by Dr. Mary Barbera

Child's Name: Everett Date of Birth: 04/02/20XX Date Form Completed: 04/03/20XX  
Age: X years X months

Strengths	Needs
<p>Not a picky eater/drinks from an open cup</p> <p>Has a few clearly articulated words</p> <p>Strong receptive language</p> <p>Follows multiple step directions</p> <p>Is able to imitate (motor and object)</p> <p>Matches at age appropriate level</p> <p>No play or social concerns</p>	<p>Safety (water, traffic, darting away)</p> <p>Does not sleep through the night/has trouble falling asleep</p> <p>Struggles to dress, wash hands, brush teeth and not yet potty training</p> <p>Has only a few pop out words, does not request (mand) or label (tact), does not echo or answer questions</p> <p>Crying, whining and refusal daily</p> <p>Throwing, hitting, eloping daily</p>
<p style="text-align: center;">Plan</p> <p>Keep safe (stroller, hold hand)</p> <p>Work on stop and stay with me</p> <p>1 word x 3 strategy</p> <p>Shush and Give</p> <p>Pair Early Learner Materials and Table Time</p> <p>Pair doctor, dentist and haircuts</p> <p>Sit on the potty throughout the day</p> <p>Complete a hand-washing task analysis</p> <p>Keep a list of all new words heard</p>	



# Barbera Method™ Planning Form

by Dr. Mary Barbera

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date Form Completed: \_\_\_\_\_  
Age: \_\_\_\_\_ years \_\_\_\_\_ months

Strengths	Needs
Plan	



## Reinforcer Idea Form

Dr. Mary Barbera

Edibles	Toys/Activities	Electronics	Social Games
Small pieces/bites of favorite foods	Spinning tops	Nursery rhyme songs played from parent phone	Tickles
Vegetables	Wind-up toys	Shows on the TV	Peek-a-Boo
Applesauce	Coin Pig	Shows on a portable DVD player	Ah-choo game: Pretend to sneeze or put something on your head, sneeze, have it fall off
Fruits	Bubble soap/bucket with straws: Bucket of water with a drop of dish soap and straws to blow bubbles	iPad apps: Peek-a-Boo Barn, Balloon Pop, Preschool Matching, Fischer Price First Words, Make a Scene	Spaghetti arms: Gently take the child's hands and say spaaaaa (ghetti) as you move their arms up and down
Candy	Spinning gears toy		Praise
Cookies	Puppets		Silly faces
Pretzels	Sound books		
Crackers	Stickers		
Chips	Stamps		
Pepperoni	Plastic eggs with surprises inside (stickers, favorite figures, etc.)		
Pickles	Jack in the box		
Pudding	Bubbles		
Sips of favorite drink	Pull back cars		
Juice	Playdoh		
Water	Drawing a picture for the child		
Milk	Water play		
Lemonade	Hammer and pegs		

You do not need to buy a ton of new items. Anything your child enjoys can work as reinforcement.

# Welcome to Module 2

Please complete the following:

\_\_\_\_\_ Watch module 2

\_\_\_\_\_ Complete the problem behavior case study template



## ABC (Antecedent, Behavior, Consequence) Chart Sample

by Dr. Mary Barbera

<b>Date/Time</b>	<b>Activity</b>	<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence</b>
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that may have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior
12/1 10:00am	Snack time	Said no when Joe asked for banana	Joe fell out of his chair and screamed for 10 minutes	Ignored, transitioned to playtime once calm
12/1 10:30am	Puzzle	Joe could not get the puzzle piece to go in	Cried and threw the puzzle piece	Mom approached and helped put the piece in
12/2 1:00pm	Nap time	Put Joe in his crib and walked out	Joe began crying and hitting his head on the crib	Went back into the room and rubbed back until he fell asleep
12/3 10:30am	Stacking toy with brother	Brother took colored ring	Hit brother on leg	Removed from toy and given a different activity
12/3 5:00pm	Watching TV with brother	Mom left the room	Cried and yelled	Mom came back into room and sat on couch
12/4 9:00am	Breakfast	Eating breakfast	Threw food on floor	Removed from highchair and food put away



## ABC (Antecedent, Behavior, Consequence) Chart Form

by Dr. Mary Barbera

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that may have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior



Child's Name or Initials: Everett

Child's Age: 3

**The Barbera Method™ Digital Assessment Scores**

Self-Care Skills: 46

Language and Learning: 49

Problem Behavior: 42

Overall Score: 46

Everett is a 3 year-old who can speak in short sentences (describe language ability) and when frustrated he will hit people (describe overall behavioral issues). The biggest behavioral issue occurs when the child is told no they can't have something or do something they want to (time, location, trigger/antecedent). Usually the child will hit the person who said no or would not allow access to wanted item (describe what the behavior looks like). At this point Mom/adult (person involved) usually says "no, thank you." (describe what the person involved usually says or does/ consequence) to make the behavior stop and get the child to calm down. This behavior occurs 3-5x/day (describe pattern, frequency of the behavior (30x/day, 3x/wk) and/or duration problem behavior lasts 2 minutes or 20 minutes).

**Time/Activity When Behavior Occurs:**

When the child is tired/frustrated/angry and told no.

**Antecedent (What happens right before the problem behavior occurs?):**

The child is told no they can't have or do something they want

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**Behavior (Describe what the behavior looks like in detail):**

The child will open hand strike the person who says no or doesn't let them have what he wants.

**Consequence (What happens right after the problem behavior occurs?):**

The adult involved says, “no thank you or that's not nice.”

**Hypothesis of function(s)? Circle all that apply:**

Escape from Demands       Attention       Access to Tangibles   
Self-Stimulatory       Pain/Medical Issue

**What preventative strategies would you consider using?:**

8 + to 1 - , Not letting child see things they can't have, Try to ensure the child is well rested

**What reactive strategies would you consider using?**

Planned ignoring (not talking to the child when hitting or directly after)

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Child's Name or Initials: \_\_\_\_\_

Child's Age: \_\_\_\_\_

**The Barbera Method™ Digital Assessment Scores**

Self-Care Skills: \_\_\_\_\_

Language and Learning: \_\_\_\_\_

Problem Behavior: \_\_\_\_\_

Overall Score: \_\_\_\_\_

\_\_\_\_\_ is a \_\_\_\_\_ year-old who \_\_\_\_\_ (describe language ability) and \_\_\_\_\_ (describe overall behavioral issues). The biggest behavioral issue occurs when the child is \_\_\_\_\_ (time, location, trigger/antecedent). Usually the child will \_\_\_\_\_ (describe what the behavior looks like). At this point \_\_\_\_\_ (person involved) usually \_\_\_\_\_ (describe what the person involved usually says or does/ consequence) to make the behavior stop and get the child to calm down. This behavior occurs \_\_\_\_\_ (describe pattern, frequency of the behavior (30x/day, 3x/wk) and/or duration problem behavior lasts 2 minutes or 20 minutes).

**Time/Activity When Behavior Occurs:**

**Antecedent (What happens right before the problem behavior occurs?):**

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**Behavior (Describe what the behavior looks like in detail):**

**Consequence (What happens right after the problem behavior occurs?):**

**Hypothesis of function(s)? Circle all that apply:**

Escape from Demands       Attention       Access to Tangibles   
Self-Stimulatory       Pain/Medical Issue

**What preventative strategies would you consider using?:**

**What reactive strategies would you consider using?**

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- Use a paper calendar and pencil.
- Write down problem behaviors from your ABC data sheets.
- Keep track of any any new medical or behavioral treatments (in red pen).
- If sleep is a concern, track sleep patterns on the calendar.
- Bring the calendar to any doctor's appointment and school meetings to review so adjustments to medications or interventions can be made.

# JAN

SUN	MON	TUE	WED	THU	FRI	SAT
	01 7:30 am Headache Ibuprofen given	02 Allergy shot	03	04	05	06
07 Late bedtime: 10 pm	08	09	10 4 am woke up crying / SIB SIB - Ibuprofen	11	12 Late bedtime: 11:30 pm	13
14	15 2 pm, slight agitation	16	17 Dr. M appt.	18	19	20
21 Dr. H appt. Sinus Infection Antibiotic Day 1	22 Antibx Day 2	23 Antibx Day 3	24 Antibx Day 4	25 Antibx Day 5	26	27
28	29	30	31			

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# Welcome to Module 3

Please complete the following:

\_\_\_\_\_ Watch module 3

\_\_\_\_\_ Record up to (4) 2-minute videos (pairing the table/table time with early learner materials)

## Elementary Verbal Operants

Mand = request

Tact = label

Intraverbal = conversation, answering a question, responding when someone else talks

Echoic = repeating what someone else says

Receptive or Listener Responding = following directions

### Expressive Language Ability/Age Equivalent

1. Mands
2. Tacts
3. Intraverbal
4. Echoic

### Receptive Language Ability/Age Equivalent (No Spoken Words Needed)

1. Listener Responding
2. Imitation
3. Matching

**My Toddler Has 10 Words**

Asks for “milk” in bed Mand

Says “push” when she is on the swing

Calls me “mama” when I walk in the room Tact

Says “Big Bird” when Sesame Street comes on TV

Says “go” when I say Ready, Set .. Intraverbal

Says “Buzz Lightyear to the Rescue” in the bathtub Delayed Echolalia

## Verbal Operants

Verbal Operant	Antecedent	Behavior	Consequence
Mand	Motivative Operation (wants cookie)	Verbal behavior (says “cookie”)	Direct reinforcement (gets cookie)
Tact	Sensory Stimuli (sees or smells cookie)	Verbal behavior (says “cookie”)	Non-specific reinforcement (gets praised, for instance)
Intraverbal	Verbal stimulus (someone says: “What do you eat?”)	Verbal behavior (says “cookie”)	Non-specific reinforcement (gets praised, for instance)
Echoic	Verbal Stimulus (someone says “cookie”)	Verbal behavior: repeats all or part of antecedent (says “cookie”)	Non-specific reinforcement (gets praised, for instance)
Receptive (actually not a verbal operant)	Verbal stimulus (someone says “touch cooke”)*	Non-verbal behavior (child touches cookie)	Non-specific reinforcement (gets praised, for instance)



- Find a box with a lid large enough to cut a slit into. A large shoebox with a non-detachable lid is my favorite.

- Use a set of pictures or flashcards that include things such as people the child knows, favorite items or toys, or things the child uses in their daily life.



- Be sure the picture has only one item for the child to identify. Eliminate any pictures or flashcards that have more than two syllables or items the child is not likely to be familiar with.

- Sit diagonally from the child at the table and show the child the picture and repeat the item or person's name up to three times.



- Prompt the child to put the picture in the shoebox.

## Video Resource



Click to the Shoe Box Guide and video:

<https://members.marybarbera.com/wp-content/uploads/New-2024-Shoebox-Program-v2.pdf>

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<https://www.marybarbera.com/>

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Mr. Potato Head is used as a beginning step to teaching body parts. To use Mr. Potato Head:



Have all the pieces to Mr. Potato Head in your lap.

Say the word for each piece up to three times as you give the piece to the child to put in.



You may need to take the child's hand and gently help them push the piece in.

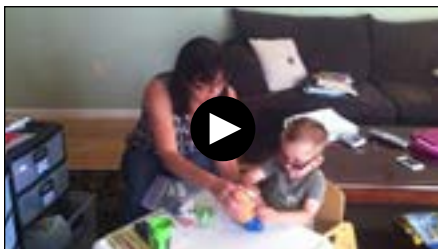
## Troubleshooting

If the child doesn't know where to put the piece, tap where you'd like them to put it.

If the child does not like Mr. Potato Head, you can try having a fully built Mr. Potato Head on the table with just one piece missing. Complete Mr. Potato Head with the one missing piece and put the toy away.



## Video Resource



Click to the Potato Head Guide and Video

<https://members.marybarbera.com/wp-content/uploads/New-2024-Potato-Head-Program-v2.pdf>

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The purpose of this program is to expose a child to more language while teaching a common leisure activity.



- Have the puzzle pieces with you, on your lap or in a bag/bin.

- Say the name of the puzzle piece up to three times as you give it to the child.



- The child may not repeat the words. That's okay! But if they do, hand the puzzle piece over as soon as they repeat to reinforce quickly, even if you haven't said the word three times.

## Troubleshooting

You may need to help the child put the puzzle piece in by gently guiding hand over hand. Make sure the child can feel the piece click in. You may also need to use a fully completed puzzle with just one piece missing if the child struggles to enjoy puzzles. Give the child the missing piece and clean up the puzzle. You can leave more pieces missing the next time.



## Video Resource



Click to the Puzzle Program Guide and Video

<https://members.marybarbera.com/wp-content/uploads/New-2024-Puzzle-Program-v2.pdf>

**Tip:** Try to get puzzles with common words. Only use ABC's, number or shape puzzles if the child has an interest and may be more likely to repeat these words.

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Teaching song fill-ins is the first step to building the repertoire needed to begin answering questions, and it's fun!

To teach song fill-ins:

- Pick basic toddler/preschool songs that are repetitive. Examples are: Old Mcdonald, Twinkle Twinkle, Row Row Your Boat, Wheels on the Bus.
- Be animated while singing and doing actions.
- Sing the song in the same order every time so the child can anticipate what words might come next to fill in.
- After singing the song many times, begin to pause at predictable places. "Twinkle, twinkle little..."
- Pause for a second or two to see if the child says "star." If they do, continue singing.
- If they don't, fill in star for them and continue singing.

## Troubleshooting

If a child does not like the songs you may need to only sing one verse of Old Mcdonald or part of Twinkle Twinkle at the beginning. You can slowly start to increase the time you sing.

---

### Video Resource

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Click to the Song Fill-In Guide and Video

<https://members.marybarbera.com/wp-content/uploads/New-2024-Puzzle-Program-v2.pdf>

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- Bring 3-5 reinforcements to the table.
- Bring materials such as a shoebox, puzzles, Mr. Potato Head and cause and effect toys to the table.
- Sit with your child at the table.
- Begin by being fun. Start with using the reinforcers to get the child happy. Play peek a boo, offer snacks, keep the TV playing.
- Slowly begin to introduce one demand such as one picture card, one puzzle piece, one potato head piece etc. followed by reinforcement.

## Tips

It is ok to do one shoebox picture, switch to potato head and then introduce a cause and effect toy. Switching materials can keep the child engaged at the beginning.

Each child will be different. With some children you can do a few demands in a row before reinforcing where others will need constant reinforcement - such as the TV continuously playing - while you introduce the materials.

Please ask questions in the private members only Facebook group if you are struggling.

---

## Video Resource

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Click to the Table Time Guide and Video

<https://members.marybarbera.com/wp-content/uploads/New-2024-Table-Time-with-Early-Learner-Programs.pdf>

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# The Barbera Method™

Troubleshooting Problems with Table Time



Child will not sit at the table.

Do you have 3-5 powerful reinforcers at the table?

No

Yes

Review module 1 and reinforcer document. Gather 3-5 reinforcements and sanitize room.

Is the child leaving and playing with other toys?

Increase reinforcement, reduce demands, and keep all "good things" at table time.

Bring what they are escaping to, to the table.

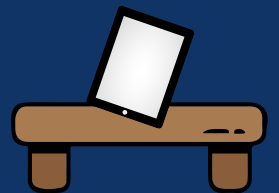
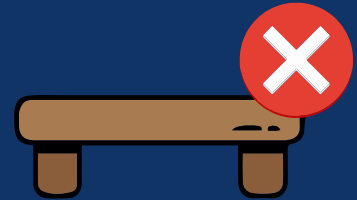
Reinforcement



Demands

Are they still leaving?

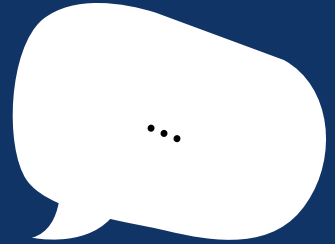
Review the reinforcer idea form in Module 1. Reassess demand/reinforcement ratio, shorten table time, and end before child starts looking elsewhere.





# The Barbera Method™

Troubleshooting Echoing



**My child has pop out words but still isn't echoing.**



**Is your child at least 18 months old?**

No



Yes



**Keep trying and keep making table time fun. Watch the echoic bonus video.**

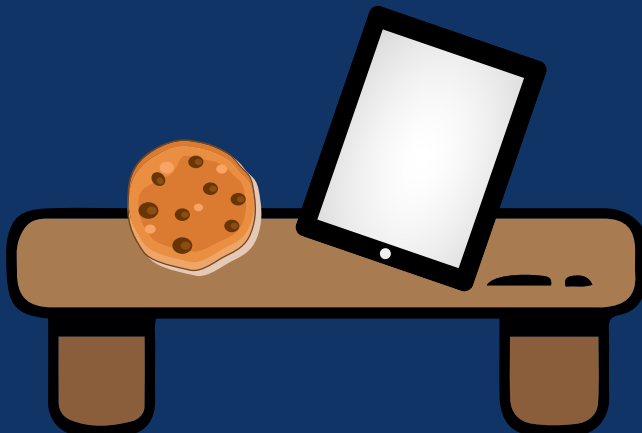


**Make sure to provide a lot of reinforcement for any attempt to make sounds and words.**

**Make pictures of the items that the child has said in the past.**



**Keep trying and watch the echoic bonus video.**





# The Barbera Method™

Troubleshooting Participation



Child will not participate in the early learner programs.

Do you have 3-5 powerful reinforcers?

Yes

No

Pair the table with reinforcers without early learner materials

Review module 1 and gather 3-5 reinforcers

Is the child crying or whining at the table?



No

Yes

Re-pair the table and materials with more or different reinforcers. Watch or review Module 5 for additional ideas.

Review the reinforcement idea form in Module 1. Reduce demands and increase reinforcement.

If there is something the child can do, start there and offer increased reinforcement.

Is the child participating?

No

Mix up materials and swap between activities. Help the child put pieces in and provide lots of reinforcement.

Reinforcement



Demands

# Welcome to Module 4

Please complete the following:

\_\_\_\_\_ Watch module 4

\_\_\_\_\_ Complete the self-care checklist

\_\_\_\_\_ Complete food list (optional)

\_\_\_\_\_ Schedule your meeting with your coach

## SELF-CARE CHECKLISTS

The focus of the VB-MAPP is primarily on communication and social skills. However, self-care skills are an important part of the child's growing independence. The following self-care checklists can be used for assessment and skills tracking. The list can be downloaded and printed as needed to complete your child's program. As always, the procedures derived from applied behavior analysis provide the best way to teach these skills.

## DRESSING – BY ABOUT 18 MONTHS

- Pulls a hat off
- Pulls socks off
- Pulls mittens off
- Pulls shoes off (may need help with laces, buckles and velcro straps)
- Pulls coat off (may need assistance unbuttoning and unzipping)
- Pulls pants down (may need assistance unbuttoning and unzipping)
- Pulls pants up (but may need help getting pants over a diaper, and with buttoning, snapping and zipping)

## DRESSING – BY ABOUT 30 MONTHS

- Unties shoe laces
- Unbuttons front buttons
- Unsnaps
- Fastens and unfastens velcro
- Unzips front zippers (smaller zippers may be difficult)
- Removes shirt (tight shirts may require assistance)
- Removes pants or skirts (may need help unzipping and unbuttoning)
- Puts on shoes (needs help discriminating right from left and tying)
- Puts on pants (may need help zipping and buttoning up)
- Adjusts clothing
- Matches own socks
- Matches own shoes
- Puts dirty clothes in a hamper

## DRESSING – BY ABOUT 48 MONTHS

- Undresses (but may need help with tight pullover clothes)
- Dresses (may need help with back buttons and zippers such as on a dress)
- Puts on coat
- Puts on socks
- Puts on pants
- Buckles and unbuckles most buckles (some may be more difficult)
- Zips and unzips front zippers
- Buttons and unbuttons front buttons
- Snaps and unsnaps front snaps
- Identifies which clothes to wear for various weather conditions
- Attempts to lace shoes
- Puts on shoes (discriminating right from left with a prompt)
- Attempts to tie shoes
- Hangs up own clothes on a hook
- Hangs up own clothes on a hanger (with assistance)
- Folds own clothes (with assistance)
- Puts clothes in drawer

## BATHING AND GROOMING – BY ABOUT 18 MONTHS

- Wipes nose with a tissue (with assistance)
- Washes hands (with assistance)
- Dries hands (with assistance)
- Attempts toothbrushing (with assistance)

## BATHING AND GROOMING – BY ABOUT 30 MONTHS

- Attempts to use a washcloth and soap while bathing (with assistance)
- Brushes teeth (with assistance)
- Washes face (with assistance)
- Dries face
- Attempts to wash hands independently
- Dries hands
- Attempts to brush hair (with assistance)

## BATHING AND GROOMING – BY ABOUT 48 MONTHS

- Wipes nose with a tissue and puts it in the trash
- Gets in and out of a bath tub with minimal assistance
- Uses a washcloth and soap when bathing
- Washes hair (with assistance, especially for longer hair)
- Dries self after a bath or shower
- Brushes teeth
- Flosses teeth (with assistance)
- Washes hands
- Washes face
- Dries both face and hands
- Hangs up towel after washing
- Brushes hair (with assistance, especially for longer hair)

## FEEDING – BY ABOUT 18 MONTHS

- Eats finger foods
- Drinks from a cup by self
- Uses a spoon to scoop food
- Sucks from a straw

## FEEDING – BY ABOUT 30 MONTHS

- Uses a fork to pick up food
- Uses a napkin to wipe face and hands
- Carries own lunch box or plate to table
- Opens own lunch box
- Opens ziploc bags
- Unwraps partially opened food packaging
- Puts a straw into a juice box
- Peels a banana
- Takes off own bib

## FEEDING – BY ABOUT 48 MONTHS

- Uses the side of a fork to cut softer foods
- Uses a knife for spreading
- Uses a knife for cutting (softer foods)
- Keeps eating area reasonably clean while eating
- Unwraps most food packaging
- Opens milk or juice container
- Pours liquids into a cup or bowl (from a small pitcher or lunch thermos)
- Helps to prepare simple foods (spreading, stirring, using cookie cutters, holding a beater, measuring ingredients, pouring ingredients)
- Helps to set the table for meals
- Takes dishes to the sink
- Wipes the table with a sponge or dish towel

## TOILETING – READINESS SKILLS - BY ABOUT 24 MONTHS

- Responds to reinforcement
- Follows simple directions
- Seems uncomfortable in soiled diapers
- Remains dry for 2 hours at a time
- Bowel movements are predictable and regular
- Pulls pants down
- Pulls pants up
- Can sit still for 2 minutes at a time

## TOILETING – BY ABOUT 36 MONTHS

- Has learned a word, sign or PECS for using the toilet (e.g., potty, pee, sign for toilet)
- Wants to use the toilet
- Unbuttons, unsnaps or unzips pants
- Sits on toilet
- Urinates on toilet
- Wipes after urinating (girls)
- Defecates on toilet
- Wipes after defecating (with assistance)
- Pulls underwear up
- Pulls pants up
- Zips, snaps or buttons pants (with some assistance)
- Flushes toilet
- Washes hands (with some assistance)
- Dries hands

## TOILETING – BY ABOUT 48 MONTHS

- Aims into toilet standing (boys)
- Wipes self (girls wipe from front to back)
- Zips front zippers
- Buttons front buttons
- Snaps front snaps
- Washes and dries hands - as part of the toileting routine
- Night-time trained (may still have accidents)

Here's an example of the self-care checklist for bedtime:

Child's Name: AK DOB: 04/02/XX Start Date: 05/01/XX

Task/Goal: A will fall asleep and sleep through the night without parent support/prompting

Key: I - Independent

V - Verbal Prompt

P - Partial Physical Prompt

G - Gestural Prompt

M - Modeled Imitation

F - Full Physical Guidance

Steps: (5 words or less)	Dates																		
	5/1	5/2																	
1. sit on toilet	G	I																	
2. teeth/bath	F	P																	
3. PJ's on	P	P																	
4. get in bed	I	I																	
5. parent reads 2 books	✓	✓																	
6. music 30 min timer	✓	✓																	
7. lights off	✓	✓																	
8. time in bed	8PM	8PM																	
9. minutes to fall asleep	40	20																	
10. # wake ups	2	1																	
Parent or therapist initials	PK	PK																	

Comments:

Plan/Additional Notes: keep additional data in physical calendar  
 melatonin dosage  
 time of naps  
 time asleep \_\_\_ to wake up time \_\_\_  
 # wake up times

Self-Care Checklist



# The Barbera Method™ Self-Care Checklist

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Start Date: \_\_\_\_\_

Task/Goal: \_\_\_\_\_

Key: I - Independent

V - Verbal Prompt

P - Partial Physical Prompt

G - Gestural Prompt

M - Modeled Imitation

F - Full Physical Guidance

Steps: (5 words or less)	Dates												
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
Parent or therapist initials													

Comments:

Plan/Additional Notes:

Self-Care Checklist

# Ditch the Pacifier or Bottle

## In 6 Easy Steps

**Dr. Mary Barbera**

**RN, Ph.D, BCBA-D**



**These child-friendly strategies will help you wean from a bottle and/or pacifier in six easy steps. I am here to help!**

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1. **Assess** when your child (and you) needs the pacifier and/or bottle most (ie: at bedtime, church, in the car, etc.)
2. **Make a plan with boundaries** to wean based on your assessment. (ie. I will only feed via a bottle 4 times/day, she will only have a pacifier at nap/nighttime in the car and at church, I will only give one bottle at night when I'm at home sitting in a certain rocking chair).
3. If your child likes/has more than one bottle/pacifier, **hide or dispose** of all others (so they can't stash them or accidentally find one during non-pacifier times). Also, if you want to keep one pacifier in bedroom and one in the glove compartment of the car, that is fine, you just need to have one or two and maintain control of them.
4. If you are going to wean to just using the pacifier at nap/nighttime for instance, **create a "Binky Box"** to be stored on the high shelf in the closet that the child puts it in the morning or naptime after waking. Don't take the pacifier and hide it or make it disappear. Instead, have the child put it in the "Binky Box" or "Paci Box."
5. **Give a strongly preferred edible or toy** for giving up the pacifier and putting it into the box.
6. For bottles give the least preferred drink in the bottle and the **most preferred drink in a cup**. Also, **pair cup with highly reinforcing preferred toys** or items during non-bottle times.



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[free 10-minute digital assessment](#)

**"I am so appreciative of Dr. Barbera's work. Fantastic outcomes if properly applied!"** - program alumni



# The Barbera Method™ Food List Form (Sample)

by Dr. Mary Barbera

Name: Brentley G.

DOB: 09/25/XX

Date Completed: 10/20/XX

EASY Highly Preferred	MEDIUM Will Eat Sometimes	DIFFICULT Will Not Eat
Blueberries	Eggs	Sausage (used to be easy)
Strawberries	Plain crackers	Meat that is not chicken strips
Orange	Banana	Noddles in tomato sauce
Mac and cheese (yellow)	Pineapple	Potatoes
Fries	Mac and cheese (white)	Any vegetable
Chicken strips	Apples	Rice
PB and J sandwich	Deli turkey meat	
Sunflower butter and J SW	Rice chips	
Yogurt	Plain chips	
Donuts	Applesauce	
Ice cream	Grapes	
Candy	Mozzarella string cheese	
Chocolate cookies		
Pretzels		
Ritz cheddar crackers		
Goldfish crackers		
Oatmeal with frozen blueberries (only instant apples and cinnamon kind)		



# Welcome to Module 5

Please complete the following:

\_\_\_\_\_ Watch module 5

\_\_\_\_\_ Record up to (4) 2-minute videos (expanded table time, mealtime or play time)

\_\_\_\_\_ Intraverbal subtest (if child is talking)



The purpose of this program is to have the child match identical pictures of familiar items.



- Gather sets of identical pictures; examples include 2 pictures of mom, 2 pictures of dad, 2 pictures of elmo, 2 pictures of balls etc.

- Put 3 pictures down on the table.

- Hold the matches to the pictures in your lap.



- Say the name of the item up to 3 times as you give the picture to the child to match

## Troubleshooting

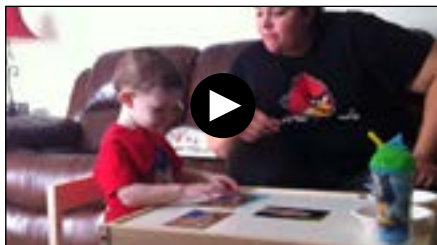
You may need to tap the place you want them to put the picture or gently take their hand and help them place the card on top of the match.



---

## Video Resource

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Click to the Matching Guide and Video

<https://members.marybarbera.com/wp-content/uploads/New-2024-Matching-with-Early-Learner-Programs-v2.pdf>

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Imitation is an important skill needed to begin teaching play skills, self-care skills and more.

## Object Imitation



- Gather 2 identical sets of items. Examples include 2 cups, 2 blocks, 2 toy cars.

- Tell the child “do this” and complete a movement with the items such as driving the car, putting blocks in the cup, tapping the block to the table.



- The child should copy the action you did with their set of objects.

## Gross Motor Imitation

- No materials are needed. Start with imitation of large, simple movements for your child.
- Tell the child “do this” and complete an action such as clapping your hands, touching your nose, or tapping the table.



- The child should copy the action.

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## Troubleshooting

At the beginning you may need to complete the action and then gently help the child complete the action. You will want to reinforce right after they complete the action.

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### Video Resource

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**Object Imitation**



**Gross Motor Imitation**



Click to the Imitation Guide and Videos

[https://members.marybarbera.com/wp-content/uploads/  
New-2024-Imitation-with-Early-Learner-Programs-v2.pdf](https://members.marybarbera.com/wp-content/uploads/New-2024-Imitation-with-Early-Learner-Programs-v2.pdf)

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The goal is to build receptive language so that the child can eventually follow basic instructions. We want to take a stronger skill, like matching, to help increase the weaker skill, like receptive language. This is merely an introduction and is covered more in-depth in the next courses.



- Lay out at least 2 cards on the table.
- Have the matches to the pictures in your lap.

- Say the item name up to 3 times as you give the picture to the child to match.



- As soon as the child matches the item say “touch (item).”

## Troubleshooting

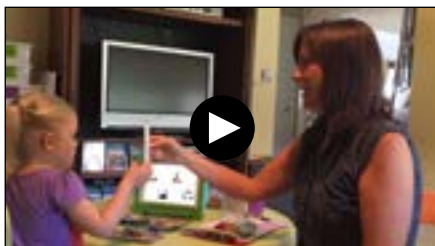
If the child does not touch the item right away you may need to tap the picture card with a point to show the child what to do.



---

## Video Resource

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Click to the Receptive Guide and Video

<https://members.marybarbera.com/wp-content/uploads/New-2024-Receptive-Language-v2.pdf>

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- Select books that are novel to the child and 1-2 sentences per page in length; weekly library visits are recommended.
- Read the book 1-2 times.
- Ask 0-2 questions per page that are at the child's level.
- If errors occur, give indirect prompts, or scale the question back to be more concrete.

## Troubleshooting

If the child has no vocal ability, ask only receptive ID questions related to the book (touch the tree, if a child is clapping in the book, tell the child “clap hands”). If the child can answer what and where questions but struggles with how and when questions, mix receptive, tact, and WH questions asking what and where.

---

### Video Resource

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Click to the Book Program Guide and Video

<https://members.marybarbera.com/wp-content/uploads/New-2024-Book-Program.pdf>

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## **Instructions for Conducting the VB-MAPP Intraverbal Assessment Subtest** by **Mark L. Sundberg**

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.

The VB-MAPP Intraverbal  
Assessment Subtest

Child's name:		Tester:
Date of birth:		Testing date (s):
Diagnosis if any:		Total score ____ (give a 0 or 1 for each item)
<b>Group 1: Animal sounds &amp; songs fill-ins)</b>	<b>Score</b>	Write the exact response given by the child
A kitty says...		
Twinkle, twinkle, little...		
Ready, set ...		
The wheels on the bus go...		
Rock-a-bye...		
A dog says...		
Peek-a...		
The itsy bitsy...		
Head, shoulders, knees and...		
Happy birthday to...		
<b>Other:</b>		
<b>Other:</b>		
<b>Total points (10 points maximum):</b>		
<b>Group 2 (Name, fill-ins, associations )</b>		
What is your name?		
You brush your...		
Shoes and...		
You ride a...		
You flush the...		
You sleep in a...		
You eat...		
One, two...		
You wash your...		
You sit on a...		
<b>Other:</b>		
<b>Other:</b>		
<b>Total points (10 points maximum):</b>		

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Group 3 (Simple What questions)	Score	Write the exact response given by the child
What can you drink?		
What can fly?		
What are some numbers?		
What can you sing?		
What's your favorite movie?		
What are some colors?		
What do you read?		
What is outside?		
What's in a kitchen?		
What are some animals?		
<b>Total points (10 points maximum):</b>		
Group 4 (Simple Who, Where, & age)		
Who is your teacher?		
Where do you wash you hands?		
Who builds a web?		
Where is the refrigerator?		
Who drives the car?		
Where do you take a bath?		
How old are you?		
Where are the trees?		
Who do you see on TV?		
Why do you use a Band-Aid?		
<b>Total points (10 points maximum):</b>		

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<b>Group 5 (Categories, function, features)</b>	<b>Score</b>	Write the exact response given by the child
What shape are wheels?		
What grows outside?		
What can sting you?		
What do you do with a sock?		
What can you push?		
What do you do with a straw?		
What do you write on?		
Can you name some body parts?		
What's something that's sharp?		
What do you wear on your head?		
<b>Total points (10 points maximum):</b>		
<b>Group 6 (adjectives, prepositions, adverbs)</b>		
What color is my shirt?		
What do you eat with?		
What's up in the sky?		
What's above a house?		
What do you smell with?		
What are some hot things?		
What grows on your head?		
What is under a boat?		
What animal has stripes?		
What color is your shirt?		
<b>Total points (10 points maximum):</b>		

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Group 7 (Multiple part questions)	Score	Write the exact response given by the child
What makes you sad?		
Name some clothing.		
Tell me something that is not a food.		
What helps a flower grow?		
When do we set the table?		
What do you do with money?		
Why do people wear glasses?		
Where do you put your dirty clothes?		
What is something you can't wear?		
What's something that is sticky?		
<b>Total points (10 points maximum):</b>		
<b>Group 8 (Multiple part questions)</b>		
What's in a balloon?		
What do you take to a birthday party?		
Where do you go if you're sick?		
Why do you wear a coat?		
What do you do before bed?		
What's your last name?		
What do you put in a sandwich?		
What musical instrument has strings?		
What do you do with an umbrella?		
Why do adults need to get gas?		
<b>Total points (10 points maximum):</b>		

# Welcome to Module 6

Please complete the following:

\_\_\_\_\_ Watch module 6

\_\_\_\_\_ Update the BECA [Digital Assessment](#)

\_\_\_\_\_ Update the 1-page plan

\_\_\_\_\_ Update baseline language sample

\_\_\_\_\_ Record 2 new 1-minute videos (alone and engaged)

\_\_\_\_\_ Update your course checklist and email it to

info@marybarbera.com to schedule your complementary coaching call.

\_\_\_\_\_ Continue all-access membership, attend unstuck