

The following chart explains the different terms used within the VB-MAPP.				
ABA Terminology	What is it?	What it means	Example	How to encourage/teach this
Mand	Requests for items, actions or information	<i>Demanding</i>, asking to receive or avoid something Only operant (reason for communicating) that <i>directly</i> benefits the child, therefore often taught first.	• Child wants a cookie and says “cookie”. • Child wants a cookie and points to/exchanges a related picture.	• Have some items slightly out of reach to encourage children to ask for them rather than freely available • Making items seem super enticing/motivating such as starting to play with them yourself, funny noises, putting into a surprise bag etc.
Tact	Label	Saying the name of an item/action/descriptor etc. with the item/experience physically present	• Child sees a picture of a cookie and says “cookie”. • Child smells cookies baking and says “cookie”. • Child answers “What is this?” with “cookie”	• Looking through picture books, naming items for them and then pausing at one to see if they will name it. • Lifting items such as toy animals/picture cards right next to your mouth and giving the label so they relate the label to the picture closely.
Listener response	Receptive language (understanding)	Following spoken directions	• “Show me the cookie”	• Making the instructions simple and clear without too much language to encourage success

				When asking children to do things like clapping hands or stamping feet – try to remember not to do the action along with the instruction as they might just copy what you’re doing instead of listening to the spoken instruction.
Visual Perception and Matching to Sample (VP-MTS)	Understanding items by their visual properties	Paying attention to items based on how they look visually and starting to match/sort items on instruction.	“Match this” “Give me the same” - Completing puzzles	- Start with completely identical objects before moving to pictures. - Make sure that the items you use are good examples and different to each other such as making sure that the ‘cow’ you’re using doesn’t look similar to the black and white dog also on offer at early stages. - Starting with peg puzzles and moving up slowly to piece puzzles
Intraverbal	- Answering a question - Spoken fill-in-the-blank	Answering a question, completing a fill in, without the item physically present	- Child says “cookie” in response to “What’s your favourite food?” - Child says “cookie” in response to “you eat a...”	- Singing songs and leaving a word at the end blank for your child to fill in such as twinkle twinkle little.... - Action games such as row row your boat can help

				build motivation to fill in the missing words.
Echoic	Vocal imitation/repeating	Imitating what someone else says	Adult says “cookie”, child says “cookie”	- For children at an early stage of speaking – reward any early attempts at echoing your sounds/words and try and keep it fun! - Using a mirror can be useful too
Listener Responding by Feature, function, class (LRFFC) (receptive or expressive)	Refining vocabulary learnt into more categories	<i>Features</i> – parts of items, descriptions <i>Function</i> – use of item/purpose <i>Class</i> - category	- Cookie: <i>Features</i> – round, crunchy <i>Function</i> – eat it <i>Class</i> – food, snack	Providing an environment of ‘active narration’ for example, at the dinner table talking about your knife and fork and that you can eat with them, they’re made of metal and that they’re cutlery. Encouraging the family to also point out other things in the room made from metal too, other utensils on the table such as your spoon etc.