

Expressive Language: Expressive Labeling by Function

Student will learn to expressively label an object or person by function.

Suggested Materials

Phase I

- ★ LB7 Language Builder: 3D-2D Matching Kit: Foods
- ★ LB8 Language Builder: 3D-2D Matching Kit: Animals
- ★ LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects
- ★ LB10 Language Builder: 3D-2D Matching Kit: Vehicles

Phase II

- ★ LB1 Language Builder: Picture Noun Cards
- ★ LB2 Language Builder: Occupation Cards
- ★ LB4 Language Builder: Picture Nouns 2
- ★ Some examples of Language Builder cards that clearly depict objects that have easily identifiable functions:
 - Cup (drink)
 - Fork/Spoon (eat)
 - Knife (cut food)
 - Crayon (color)
 - Scissors (cut)
 - Toys (play)
 - Bed/Pillow (sleep)
- Chair (sit)
- Towel (dry hands)
- Tissue (blow nose)
- Broom (sweep)
- Ball (bounce/throw)
- Toothbrush (brush teeth)
- Toilet/Toilet Paper (go potty)
- Soap (wash hands)
- Hammer/Nail (build)
- Baseball/Bat/Glove (play baseball)
- Car/Boat/Train (ride in)
- Airplane/Helicopter (fly in)
- Food (eat)
- Hat (wear on your head)
- Gloves (wear on your hands)
- Shirt (wear)



Student:

Projected activities for: ___/___/___ to ___/___/___

Monday	Tuesday	Wednesday	Thursday	Friday

IEP Goals

1. [Student] will expressively identify [#] 3D objects by the function of the object (e.g. You eat with it), shown to them 1 at a time, when asked by an instructor to identify the picture by the feature, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
2. [Student] will expressively identify [#] picture cards by the function of the object (e.g. You eat with it), shown to them 1 at a time, when asked by an instructor to identify the picture by the feature, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
3. [Student] will expressively identify objects in their environment by the functions of the objects, in 80% of presented opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

Notes

Expressive Language: Expressive Labeling by Function

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Lesson Focus

Student will learn to expressively label an object or person by function.

Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor, classroom setup activity in which the teacher and student are seated across from each other at a table. The lesson will expand into the natural environment when appropriate.

Preparation

Phase I

Pull target objects from:

- LB6 Language Builder: Blocks
- LB7 Language Builder: 3D-2D Matching Kit: Foods
- LB8 Language Builder: 3D-2D Matching Kit: Animals
- LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects
- LB10 Language Builder: 3D-2D Matching Kit: Vehicles

Phase II

Pull cards from:

- LB1 Language Builder: Picture Noun Cards
- LB2 Language Builder: Occupations
- LB4 Language Builder: Picture Nouns 2
- LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects

Phase III

Go to an area of the classroom or playground where you can easily see many objects the student can identify by their function.

Procedures

When you do this activity, only use items or people for which the student knows the label. Use the item's label in the questions.

1. Sit facing the student. Make sure you have their attention.
2. Hold up an object or picture and start a conversation with the student about the object:
 - a. "What is it?" — "It is a **Bicycle**."
 - b. "You're right! What do you do with a **Bicycle**?"
 - c. "You **Ride** a **Bicycle**."
 - d. "Yes! You do **Ride** a **Bicycle**! Good job!"
 - e. "What is this?" — "It is an **Apple**."
 - f. "Great job! What is an **Apple** for?" ...etc.
3. Prompt responses if necessary.
4. Reinforce as appropriate.

Prerequisites

Expressive Labeling by Function is an intermediate activity. The prerequisites include:

- ★ **Lesson 27:** *Expressive Labeling - Single Nouns*
- ★ **Lesson 109:** *Receptive Labeling - Functions*

You may choose to do **Lesson 112 - Lesson 114** simultaneously or in any order.

Standards

Head Start

- ★ P-LC 6

Common Core

- ★ N/A

ABLIS-R

- ★ G15

VB MAPP

- ★ LRFFC 8-a

Record Keeping

Data Sheet

- ★ *Vocabulary-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Vocabulary*



Teacher Tip

Role-playing games are a great way to review labeling by function. During playtime, mime using various common objects. For example, you can pretend to race cars with the student, asking them about a car's function.



Lesson Progression

When you do this activity, only use items for which the student knows the label. You will work to help the student understand the difference between the identity of an object and the description of the object's function.

Phase I

- Start with 1 3D object.
 - Hold up the object and start a conversation with the student about the object:
 - "What is it?" — "It is a **Fork**."
 - "You're right! What do you do with a **Fork**?"
 - "You **Eat** with a **Fork**."
 - Ask the student the question a few times in a row. If they get the answer correct, introduce a few expressive labeling distractor trials:
 - "What is it?" — "It is a **Fork**."
 - "You're right! What do you do with a **Fork**?" — "You **Eat** with a **Fork**."
 - "What is this?" — "It is an **Apple**."
 - "Great job! What is this?" — "It is a **Dog**."
 - "You're right! It is a **Dog**!"
 - "What is this?" — "It is a **Fork**."
 - "Yes! What do you do with a **Fork**?" — "You **Eat** with a **Fork**."
- When the student can correctly identify the function of the **Fork** with distractor trials in between, move on to a second object, such as **Bed**.
- Follow the same procedure above. When the student can identify the function of the **Bed** with distractor trials in between, begin to rotate, asking the function of the **Fork** and the **Bed**.
 - "What is it?" — "It is a **Fork**."
 - "You're right! What do you do with a **Fork**?" — "You **Eat** with a **Fork**."
 - "Very good! What is this?" — "It is a **Bed**."
 - "You're right! What do you do with a **Bed**?" — "You **Sleep** in a **Bed**."
- Initially, ask the student to label the object preceding each function question. Then, you can randomly rotate in "What is it?" questions with function questions, to make sure the student differentiates a name from a function.
 - "What do you do with this?" — "You **Drink** from it."
 - "What do you do with this?" — "You **Sit** in it."
 - "What is this?" — "It is a **Bird**."
 - "What do you do with this?" — "You **Bounce** it."
- Continue to add in more objects and more functions. See the front of the lesson folder for some suggested function questions.

Phase II

- Follow the procedures above using picture cards.

Phase III

- Ask the student to identify the functions of things in their environment.

Generalization

As the student's expressive labeling by function skills progress:

- Have the student practice labeling cards and objects by function with another staff member and in different locations in the classroom.
- Incorporate function labeling into the student's daily activities by asking them to identify the function of things found in the classroom and during playtime. For example, you can say: "Let's grab your backpack. What do you use your backpack for?"
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Vocabulary Home Communication Sheet*, so parents know the various objects for which the student can identify the function. They can then encourage students to tell them the functions of items at home or in other environments outside of school.

Whole-Child Lesson Ideas

What's This For? Role-Play

Gather common target objects that fit within a theme. To eat dinner, for example, you would need chairs, utensils, cups, bowls, plates, table, etc. Give the student a scenario that would be familiar, such as eating pizza for dinner at home. As you role-play, pretend to be confused as to the function of each item. You can say: "I'm so thirsty. I'd love to drink some water, but what is this for?" Hold up the cup in your hand, and ask the student. Allow the student to answer, and continue the role-play until you've addressed all the target objects.

Prompting

Suggested prompt ideas, in general from least to most intrusive:

- Point to the object to help the student focus.
- When possible, show the student another picture card that depicts a function. For example, when asking the function of a cup, if the student has trouble, you can show them the picture of **Drinking** from LB11 Language Builder: Verbs & Action Words Cards.
- If possible, model an action that depicts the function of the item.
- Model an exaggerated version of the initial sound.
- Model full vocalization of the function.

Next Steps

Once the student can expressively label by function, move on to:

- ★ **Lesson 114:** *Expressive Labeling - Classification*

You may choose to do **Lesson 112 - 114** simultaneously or in any order.



Vocabulary-Based Lessons

DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Trial Types		Notes
V	Verbal	FP	Full Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Distractor Trial	
M	Model	G	Gesture	RR	Random Rotation	
PM	Partial Model	L	Location	REV	Review	

Words Practiced	MT	DT	RR	REV	Words Practiced	MT	DT	RR	REV	Distractors

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____ Staff Initials: _____ Notes: _____
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										