Expressive Language: Expressive Labeling – Single Nouns

Student will learn to expressively label pictures of nouns from multiple categories.

🎨 Suggested Materials

LB1 Language Builder: Picture Nouns Cards

✷ LB1 001-301

LB4 Language Builder: Picture Nouns 2 Cards

✷ LB4 001-174

Student:

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

Monday	Tuesday	Wednesday	Thursday	Friday

◎ IEP Goals

1. [Student] will expressively identify picture cards depicting [##] single nouns shown to them 1 at a time, when asked by an instructor to identify the picture in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

▦ Notes

888-501-8880 | stageslearning.com

STAGES® learning

aris™
LANGUAGE BUILDER®
Academic Readiness Intervention System

888-501-8880 | languagebuilder.com/aris

Expressive Language: Expressive Labeling – Single Nouns

🔍 Lesson Focus

Student will learn to expressively label pictures of nouns from multiple categories.

📁 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.

✂ Preparation

Pull appropriate target photo noun cards from the LB1 Language Builder: Picture Nouns Box or LB4 Language Builder: Picture Nouns 2 Box.

📋 Procedures

Start with 1 easy-to-identify noun from the LB1 Language Builder: Picture Nouns Box, such as **Ball.**

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Place or hold 1 noun card in front of the student.
4. Ask the student: "What is this?"
5. Prompt if necessary.
6. Wait for student to say the correct noun.
7. Reinforce the student.

☑ Prerequisites

The prerequisite for *Expressive Labeling – Single Nouns* is:

★ **Lesson 19:** *Receptive Labeling – 2D Picture Nouns*

⭐ Standards

Head Start

★ IT-LC 8

★ IT-LC 11

Common Core

★ N/A

ABLLS-R

★ G2

VB MAPP

★ T 5-M

★ T 6-M

📖 Record Keeping

Data Sheet

★ *Vocabulary-Based Lessons*

Home Communication Sheet

★ *Emerging & Maintaining Vocabulary*

Why Do We Teach This?

This activity is a core component of the ARIS curriculum. Expressively labeling a wide variety of noun labels helps the student build a vocabulary that forms a critical platform from which later lessons will grow.

Lesson Progression

- Begin with nouns from LB1 Language Builder: Picture Nouns.
  - » Introduce 1 noun at a time.
    - › If the student is verbal, they should initially answer by verbalizing the correct label in a single word, "**Chair**."
    - › If the student communicates through sign language or some other method of non-vocal communication, such as an augmented communication device, PECS, etc., they can express their answer via the appropriate means.
  - » When the student can correctly identify 1 noun, several trials in a row, introduce distractors in between trials.
    - Start by using a few trials of non-verbal imitation as a distractor. For example:
    - "What is it?" — "**Chair**." — "Good job. It's a **Chair**!"
    - "Do this." (As you clap your hands) — "Great **Clapping**!"
    - "Do this." (As you raise your arms) — "Great work. That's **Raising Your Arms**!"
    - "What is it?" — "**Chair**." — "You're right! It's a **Chair**!"
  - » When the student can correctly identify 1 noun with distractor trials in between, introduce a 2nd noun using the same procedure.
  - » When the student can identify the 2nd noun consistently, begin alternating randomly between the 2 nouns, keeping the distractor trials in between at first, then fade the distractor trials and randomly rotate asking the sudent to label the 2 different nouns.
  - » Make sure to use random rotation when you present the nouns to ensure the student isn't simply memorizing the order and is indeed visually and verbally identifying the noun.
  - » Continue introducing new noun cards, following the above procedure, to expand the the student's vocabulary knowledge as much as possible.
- Move on to nouns from LB Language Builder: Picture Nouns 2 and incorporate these images into the student's vocabulary list following the same procedure described above.

Generalization

Once the student has mastered expressively labeling nouns:

- Have the student practice expressively labeling nouns with another staff member.
- Have the student practice expressively labeling nouns in settings outside of the classroom.
- Move on to **Lesson 33** and **Lesson 34** which will ask the student to identify nouns in books and in the environment, and thus aid in generalization.
- Use the *Emerging & Maintaining Vocabulary Home Communication Sheet* to communicate to parents and home staff which nouns the student is learning to expressively label so they can try at home or in other environments outside of school.

Whole-Child Lesson Ideas

Noun Maze

Hang up string across the room. Place the target noun cards in a sheet protector with holes (one card in each sheet protector.) Hang the cards along the string. Instruct the student, "Look for **Apple**." Or, point to a card, and ask the student, "What is this?" Have the student walk alongside the string of cards, searching for the target noun or verbally labeling the nouns. You can hang up more than one string, so it looks more like a "maze."

Prompting

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

1. Point to the card.
2. Say the 1st sound of the label to give the student a hint of the word.
3. Look at the student and mouth the word, making sure they focus on your mouth.
4. Model the full expressive label for the student.
5. Say the word in syllables, placing more emphasis on the ones the student has more difficulty pronouncing.
6. Repeat the word several times until the student makes approximation.

Next Steps

Once the student can expressively identify nouns from LB1 Language Builder: Picture Nouns and LB4 Language Builder Picture Nouns 2, move on to:

- ★ **Lesson 31:** *Expressive Labeling – Colors*
- ★ **Lesson 91:** *Expressive Labeling – 2D Shapess*
- ★ **Lesson 30:** *Expressive Labeling – Occupations & Community Helpers*
- ★ **Lesson 33:** *Expressive Labeling – in Books*
- ★ **Lesson 34:** *Expressive Labeling – in Environment*
- ★ **Lesson 29:** *Expressive Labeling – Multi-Noun*

You may work on **Lesson 28:** *Expressive Labeling – Familiar People* simultaneously with this lesson.

Vocabulary-Based Lessons
DATA SHEET

aris™

STAGES learning

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										