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Monday
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Notes

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Projected activities f	Student:

Suggested Materials

vocalizations, words, and sentences.

✤ Bucket, hollow tube, or other

Attention & Imitation: Verbal Imitation Box 1: Lesson 9

Attention & Imitation: Verbal Imitation

Q Lesson Focus

Student will learn to imitate sound. Student will begin to imitate simple vocalizations modeled by the teacher and will progress to more difficult vocalizations, words, and sentences.

Lesson Format

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

Location

This lesson begins as an indoor activity that requires the teacher and student to be in the same room with little or no distractions. This activity is best started with the teacher and student sitting in chairs or on the floor, facing each other, with no table or impediment between them.

Preparation

Find a room, or a space within a room, with the least amount of distraction possible. Secure a clean copy of the *Communication-Based Lessons Data Sheet* to record:

- · Vocalizations presented for imitation.
- Number of trials presented.
- Student performance (correct, incorrect, non-responsive, or prompted response).
- Pronunciation accuracy.
- · Prompt used.
- · Any additional notes on performance or behavior.

Procedures

Verbal Imitation is a first step toward teaching spoken language to students with no language skills or students who will not speak when asked to. It is often easiest to start with very simple sounds like "**Ba**" or "**Ahh**" before moving to more complex sounds, words, and sentences.

- 1. Sit in the chair at the table or sit on the floor with the student.
- 2. Make sure you have the student's attention.
- 3. Give the instruction, "Say Ahhh." Or, simply say, "Ahhh" yourself.
- 4. If the student is able to complete the action, reinforce immediately using praise or a reinforcing object or food.
- 5. Wait for the student to imitate the vocalization.
- 6. Reinforce the student.

Once the student gains mastery, move to the "Old McDonald" song and suggested Next Step lessons to practice verbal imitation.

If you have a difficult time getting the student to imitate your vocalization, try vocalizing into a bucket, tube or microphone to create a fun sound that captures the student's attention. They may not want to imitate what they perceive as spoken language, but making a fun sound into a tube may be more enticing.

Prerequisites

Verbal Imitation is an introductory activity. The only prerequisite is:

\star Lesson 4: Come Here

If verbal imitation is particularly difficult for the student, you can start by having them imitate mouth-based actions, such as blowing, sticking their tongue out, kissing, fishlips, etc. These actions are considered non-verbal imitations. Accordingly, this lesson may be more easily accomplished if the student has mastered some actions from:

* Lesson 8: Non-Verbal Imitations

Standards

Head Start

★ P-LC 1

Common Core

★ N/A

ABLLS-R

🖈 E1

VB MAPP

★ Echoic 1 (EESA assessment)

Record Keeping

Data Sheet

★ Communication-Based Lessons

Home Communication Sheet

★ Communication Skills

Teacher Tip

Turn the tables! Children who are pre-verbal, or are just starting to talk, benefit from you imitating their vocalizations. Make a point to only imitate vocalizations or language that is appropriate in the context, and bring energy and fun to the interaction.



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D Lesson Progression

Basic Sounds

- Start with the Early Sounds vocalizations, as listed below in the Suggested Introductory Verbalizations section.
- When the student is able to imitate all of the listed Early Sounds, move to Intermediate and then Advanced Sounds.

Consonant-Vowel-Consonant

- When the student can imitate all of the sounds in the Basic Sounds list, move to the Consonant-Vowel-Consonant Imitation list.
- Work through the Early Sounds, then the Intermediate and Advanced Sounds.

Word/Phrase Imitation

- Work in order through:
- Single Words
- · 2 Word Phrases with:
 - » 2 Syllables
 - » 3 Syllables
- 3 Word Phrases
- When the student can imitate up to 3 word phrases, introduce variations in emphasis, pitch, loudness and duration.

Generalization

Once the student is able to successfully imitate a few vocalizations:

- · Have the student practice verbal imitation with another staff member.
- Elicit verbal imitation in settings outside of the 1:1 lesson setting, such as during recess, snack time, and during transitions.
- Communicate to parents and home staff on the *Communication Skills Home Communication Data Sheet* about the specific vocalizations that the student can successfully imitate on command, so they can practice and reinforce these behaviors at home.
- Make sure to continue imitating the student's vocalizations when appropriate, creating a back-and-forth exchange dynamic for verbal behavior.

Whole-Child Lesson Ideas

Slow-Mo Old McDonald

If the student has had success imitating a few verbalizations, you can transform this lesson into a more fun and natural activity by incorporating a well-known early childhood song.

- Begin singing the classic children's song "Old McDonald." Alter the typical tempo by waiting for longer periods of time in between each animal sound.
- Allow time for the student to imitate, to the best of their ability, the relevant animal sound.
- Great sounds to focus on are "Baaa" (sheep) "Mooo" (cow) and "Sssss" (snake).

Suggested Introductory Verbalizations

This list offers some suggested ideas for sounds, vocalizations, and words to use when you first start the Verbal Imitation Lesson.⁷

Prompting

Suggested prompt ideas:

- 1. Look at the student and make sure they focus on your mouth.
- 2. Model vocalization.
- 3. Use light physical prompting or touching to guide their mouth into position for the sound.
- Repeat the sound several times until the student makes approximation.
- 5. Verbal Imitation is difficult to prompt, so be sure to take every opportunity to reinforce imitations of your vocalization whenever possible.

Next Steps

The next formal lessons include:

Labeling Lessons

- * Lesson 26: Expressive Body Parts Labeling
- * Lesson 27: Expressive Noun Labeling
- ★ Lesson 28: Expressive Labeling of Familiar People

When a student can imitate vocalizations, you can prompt any expressive labeling lessons. Lessons 26, 27, and 28 are introductory expressive labeling lessons. There are many other matching, sorting, and receptive lessons that will often happen before expressive activities.

Intraverbal Lessons

- Lesson 40: Requesting Desired Object
- * Lesson 41: Requesting Help

As soon as you can use verbal imitation as a prompt, you should encourage requesting behaviors inside and outside of formal lessons.

Sound Basic S Early So		Interm	ediate Sound	ds	Advanced S	Cons	d Imitation onant-Vowel-Cons Sounds	sonant Imitatior		mediate Sounds	Advanced Sounds
Mmm Ahh Buh Eee Uh	Puh Tuh Duh Oh	Koo Keh Key Ay (A) I (eye) Zz		Sh Guh Wuh Yuh Juh Ch	Eff Fuh Vuh Lah Ruh Th	Baba Ceece Hoho Mama Papa Beebe	Me Dao Tat a Hel Na	da a ne	Byeb Juju Tuto Waw Zeez Coco	Booboo Gogo a Mumu ee	Fafa Lala Rara Veevee Lulu Vava
Word/P Single W	hrase Imi ^{/ord}	tation			2-Word Phrases –	2-Word Phrases -	3-Word Phrases	Syllable Empha	asis	Pitch	
Out In Eat On Up Cup Egg Apple Away Open Go Shoe More	Pup Bab Keys Hub Cat Flow Hea Coa Hat Litle Coo Play Nos	y s d t kie	Big Shirt Sock Want Color Tummy Fork Spoon Potty Phone Doggy Juice Bike	Water Truck Car Tree Bush Candy Window Table TV Party Wash	2 Syllables I see I want I like Want play All done Night time Too hot	3 Syllables How many Potty time Teddy bear Peek-a-boo Doggy bone Daddy up	I want play Hey me too Go bye bye My big toe 4-Word Phrases I want play	No-WAY ONE-Bunny In a MIN-ute My MOM-my Bug-a-BOO UH-oh MY mommy bow-WOW BUG-a-boo		Echos continuous oo-00-oo-00-oo) Loudness Echos whispering Echos quiet/loud Duration	

1 This list is based on the Early Echoic Skills Assessment (EESA) created by Barbara E. Esch, Ph.D, BCBA, CCC-SLP.



Communication-Based Lessons



LESSON NUMBER	LESSON TITLE	
	STUDENT'S NAME	DATE
Instructions or Stimulus Provided:		
Desired Response:		
Target Words or Utterances to Prac	tice:	
Typical Setting for Communication	:	
Each time you practice this comminformation which will be useful to	nunication activity, record notes on success of communi o other instructors practicing this communication activit	cation, behavior, pronunciation, prompting, or any other y with the student.
Date: Time:	Setting:	Instructor:
Date: Time:	Setting:	Instructor:
Date: Time:	Setting:	Instructor:

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