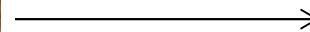


## ⑥ Labeling

**Labeling: Student labels item with spoken word, or higher abstract level of visual representation.**

This is the beginning of application and use. The earliest applied use for symbols is labeling. Once the student reliably can demonstrate recognition of a stimulus through labeling, he needs to move towards more sophisticated language applications of requesting and commenting.

- *Recognition:* Student is able to recognize that a visual represents an entity or concept
- *Requesting:* Student is able to use a visual to request an item or as a guide
- *Commenting:* Student is able to use a visual as a semantic link to comment on events, or as a referent to events that are not in the student's immediate environment



In response to the photo of the dog, student labels it "dog"

**Note:** Monarch's Visual Representation Assessment, which was developed with Dr. Howard Shane from Boston's Children's Hospital, and is administered by Monarch Speech/Language Pathologists, is significantly more structured and involved than the scenario above. This is merely presented for illustrative purposes, to give you a high-level understanding.