Poor or no language skills are typical for most preschool children with autism. Language can be divided into the two components of receptive, or listener, skills and expressive, or speaker, skills. Recommendations for sequencing language instruction vary across the different behavior-analytic instructional models (Lovaas, 1981; Barbara & Rasmussen, 2007; Sundberg & Partington, 1998; Sundberg, 2008). The current study seeks to examine those recommendations using young children (aged two- to four-years) with limited vocal repertoires. For two of the three participants, there appeared to be no significant difference in the number of trials or the number of errors in learning the expressive use of words, regardless of whether or not the children had previously learned to respond receptively to those specific words. This suggests that having a receptive history provides no major benefit for expressive training. Implications for methods of learning to learn and naming are also discussed in this study.