

Receptive Language: Receptive Body Parts

Students will learn to receptively identify 20 basic body parts labels, first by pointing to their own body, then by using pictures of body parts.

Suggested Materials

- LB4 Language Builder: Picture Nouns 2
- ★ LB4 001-020
- ★ Blank distractor cards



Notes

Student:

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

Monday	Tuesday	Wednesday	Thursday	Friday

Receptive Language: Receptive Body Parts

Lesson Focus

Students will learn to receptively identify 20 basic body parts labels, first by pointing to their own body, then by using pictures of body parts.

Lesson Format

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

Location

This lesson is intended as in indoor, classroom setup activity. Phase I requires teacher and student seated directly across from each other. Phase II requires teacher and student seated at a table.

Preparation

- Phase I: Requires no materials or preparation.
- Phase II: Pull target cards from LB4 Language Builder: Picture Nouns 2 Box

Procedures

Phase I

Start with one easy to identify body part. Head, nose, or stomach (tummy, if you prefer) are usually the easiest.

1. Sit in a chair or on the floor facing the student.
2. Make sure you have the student's attention.
3. Give the instruction: "Touch your **Eyes**."
4. Prompt if necessary.
5. Wait for the student to touch the correct body part.
6. Reinforce the student.

Once the student has mastered a body part, move through the rest of the body parts which are pictured on cards LB4 001-020, one at a time, following typical methods for introducing new words.

Phase II

After the student can receptively identify body parts on themselves, use the Body Parts Cards from the LB4 Language Builder: Nouns 2 Set to let the student identify pictures of 20 body parts.

1. Sit at a table facing the student.
2. Make sure you have the student's attention.
3. Place a Body Parts Card in front of the student.
4. Give the instruction "Find the **Nose** picture" or "Touch the picture of the **Ears**" or "Give me the **Hand** card."
5. Prompt if necessary.
6. Wait for the student to touch or give you the correct body part picture.
7. Reinforce the student as appropriate.

Once the student has mastered a body part picture, move through the rest of the 20 Body Parts Cards, one at a time, following typical methods for introducing new target words.

Prerequisites

The prerequisites for *Receptive Body Parts* include:

- ★ **Lesson 8:** *Non-verbal Imitation*

Phase II may be easier if your student has been introduced to:

- ★ **Lesson 19:** *Receptive 2D Picture Noun Labeling*

Some students do better learning to identify nouns in pictures. Others may do better with more personal images like body parts. Use your judgment of the student to determine which order to introduce these lessons

Standards

Head Start

- ★ IT-LC 7
- ★ IT-LC 11

Common Core

- ★ N/A

ABLLS-R

- ★ C15
- ★ C21

VB-Mapp

- ★ LR 4-c

Record Keeping

Data Sheet

- ★ *Vocabulary-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Vocabulary*



Teacher Tip

If the student is having a hard time concentrating, and not offering many opportunities for reinforcement, try switching to a high-energy mastered activity, such as non-verbal imitation, so you have an opportunity to reinforce the student for correct answers.

Lesson Progression

Before starting this lesson, the student should be able to touch basic body parts in response to non-verbal imitation commands.

- Start with Phase I. Introduce 1 body part at a time until the student has mastered all 20 body parts in LB4 Language Builder: Picture Nouns 2.
- To increase the possibility of initial correct responses, use non-verbal imitation as a prompt each time you introduce a new body part. Depending on the student's success on this first trial, increase or decrease the level of prompting as appropriate.
- When the student can identify all 20 body parts on their own body, introduce Phase II, identifying body parts with photos. Introduce one body part photo at a time.
- Follow this progression:
 - » 1 photo only.
 - » 1 photo vs. blank distractor card.
 - » 2 photos, 3 photos, 4 photos, 5 photos, 6 photos.
 - » Select body parts photo from messy array.
- Continue until the student can receptively identify all 20 body parts using photos.
- As the student gains mastery over basic body parts, you can use *"Head, Shoulders, Knees and Toes"* as a fun alternative to the rote lesson format.

Generalization

Once the student has mastered a few body parts in a 1:1 lesson setting:

- Ask the student to identify those body part in different settings. For example, at recess sing *"Head, Shoulders, Knees and Toes"* with the student.
- Refer clearly to known body parts during functional routines such as wiping nose or washing hands.
- Use the *Emerging & Maintaining Vocabulary Home Communication Sheet* to communicate to parents and home staff about the student's progress so they can help receptively identify body parts with the student at home.

Whole-Child Lesson Ideas

Head, Shoulders, Knees & Toes

As soon as the student has sufficiently mastered the words **Head, Shoulders, Knees, Toes, Eyes, Ears, Mouth, and Nose**, you can introduce these body parts in the form of the well-known children's song. This will add a fun twist to the student's therapy, as well as teach a socially appropriate circle-time song they can do with peers.

Teaching the song to the student can be accomplished using chaining:

1. Ask the student to touch their **"Head"** and reinforce their correct response.
2. Ask the student to touch their **"Head and Shoulders"** and reinforce their correct response.
3. Ask the student to touch their **"Head, Shoulders, Knees"** and reinforce their correct response.
4. Work your way through the series, adding a body part at each step. As you get up to 3 or 4 parts, you can start to use the intonation and melody of the song.

The student may initially need you to reinforce them after each step in the chain. If so, work to fade the reinforcement in intensity and duration. For example, at first, they may need a "Good job" and some sort of physical reinforcement after **"Head"** and before **"Shoulders."** You can work to fade that to a quick smile and nod and then go quickly into shoulders. Eventually, work out the formal reinforcement. The fun and movement of the song and accompanying gestures will become reinforcing.

Once the student can do the song 1:1 with the instructor, bring in one additional peer who already knows the song. Add additional peers until the student can participate in the song during circle time.

Prompting

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

Phase I

1. Glance toward the specific body part.
2. Use a picture to cue the student to point to their own body part.
3. Point at the specific body part on yourself.
4. Point at the specific body part on another individual.
5. Point at the specific body part on a doll.
6. Point at the specific body part on the student.
7. Take the student's hand and physically guide it to the body part.

Phase II

1. Glance toward the specific picture.
2. Point at the specific body part on yourself, another individual or doll.
3. Point to the specific picture.
4. Remove some other pictures from the table so there are fewer distractors.
5. Remove all other pictures from the table except the target.
6. Take the student's hand and physically guide it to the body part.

Next Steps

Once the student can receptively identify all 20 body parts, move to:

- ★ **Lesson 26:** *Expressive Body Parts Labeling*

Incorporate the *Head, Shoulders, Knees and Toes* song into:

- ★ **Lesson 82:** *Circle Time*
- ★ **Lesson 72:** *Participation in Group Songs with Actions*





Vocabulary-Based Lessons

DATA SHEET

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Trial Types		Notes
V	Verbal	P	Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Discrete Trial	
M	Model	G	Glance	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										