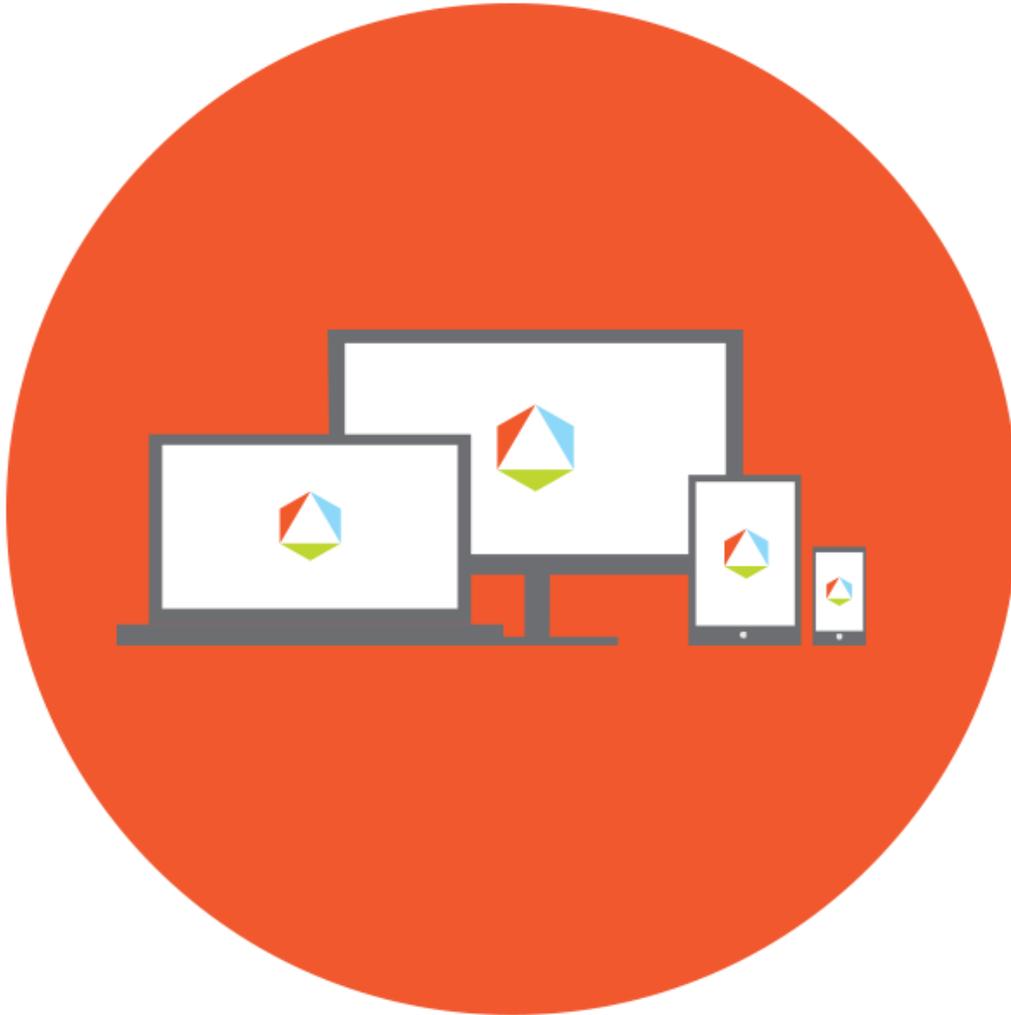




FIRSTPATH
AUTISM



Lesson Guide

11. Body Parts Identification



Overview

Teaches:	Identification of different parts of the body, both on self and others. Vocabulary can be taught either receptively (touch/physical response) or expressively (Speech, Sign, PECS).
Before beginning:	Object ID lesson; often, Color ID and Shape ID. Following are other identification skills: Actions, Body Parts, and People/Occupations, though the specific order that each of these lessons is taught will depend upon each child's individual program. If both Receptive and Expressive responses are taught, teach Receptive first, then Expressive. (Some children may be able to proceed straight to the Expressive response, based upon their other demonstrated communication abilities).
Why it's important:	Being able to identify body parts, both in general and on one's own body, facilitates participation in physical activities that incorporate body parts, such as P.E. , sports, and other games; it is also critical in being able to communicate and describe injuries/sickness/discomfort with parents, teachers, and doctors.
Materials needed:	Child's own body, dolls or figurines/action heroes, pictures, diagrams, books, flashcards.
Generalization activities:	Visits to doctor's office, playing doctor at home/peer play, reading and discussing books, science activities at school, sports activities, sing along songs ("Head, Shoulders, Knees and Toes"), Simon Says, etc.



Steps

Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Have several rewards ready and available to function as reinforcers for correct responses.
3. Have data sheets and pen/pencil ready.
4. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

NOTE: There are two ways to approach this lesson: via a touch response (receptive) or communicating the response (expressive). Both are presented below.

Receptive: Response

1. Ask the child to "Touch_____" (fill in label).
2. Wait 3-5 seconds for child to respond.
3. Provide feedback on how the child responded:
 - Correct response: enthusiastic praise and/or deliver chosen reinforce
 - Incorrect or No response: corrective feedback and/or prompt the correct response
4. Write down data
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: "Touch nose." Child: (touches nose) Teacher: "Excellent!" and gives high	Teacher: "Touch nose." Child: (touches ear) Teacher: " <u>This</u> is nose." (while	Teacher: "Touch nose." Child: (no response) Teacher: "Try again. You need to



five	touching nose) Restart the teaching cycle.	touch nose" (while touching nose)
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Expressive: **Response**

1. Ask the child "What body part?" (while pointing to specific body part)
2. Wait 3-5 seconds for child to respond
3. Provide feedback on how the child responded:
 - Correct response: enthusiastic praise and/or deliver chosen reinforcer
 - Incorrect or No response: corrective feedback and/or prompt the correct response
4. Record data.
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: "What body part?" (while pointing to nose) Child: "Nose." Teacher: "Yes! Great job" and delivers reinforcer.	Teacher: "What body part?" (while pointing to nose) Child: "Ear." Teacher: "Oops-it's nose. Can you say, 'Nose'?" Restart the teaching cycle.	Teacher: "What body part?" (while pointing to nose) Child: (no response) Teacher: "This is 'nose'. Can you say, 'Nose'?" Restart the teaching cycle.

TARGETS FOR LEARNING





1. Eyes
2. Mouth
3. Arm
4. Leg
5. Hand
6. Foot
7. Back
8. Bottom
9. Stomach (or "tummy")
10. Teeth
11. Elbow
12. Hair
13. Nose
14. Cheeks
15. Chest

16. Knee
17. Head
18. Shoulder
19. Neck
20. Waist
21. Fingers
22. Toes
23. Tongue
24. Chin
25. Eyebrows
26. Forehead
27. Heel
28. Ankle
29. Hip
30. Wrist