



FIRSTPATH
AUTISM



Lesson Guide

34. Community Safety – Safety Rules & Signs



Overview

Teaches:	The names/labels of typical safety and community rules signs. Vocabulary can be taught either receptively (touch/physical response) and expressively (speech/Sign Language/PECs).
Before beginning:	Readiness/cooperation skills should be established. Following Instructions is usually taught prior to this lesson, but may be taught at the same time as this lesson. Typically, receptive labeling (response by touching) is usually mastered prior to introducing expressive labeling (response by speech/Sign Language/PECs).
Why it's important:	This is a beginning skill in developing more complex community safety skills and aids in building safety when out in the community.
Materials needed:	Flashcards/photos/miniature objects of the labels to be taught.
Generalization activities:	Use mastered items to engage in activities such as role play regarding community activities and in game play. Community outings will be useful to generalize from structured lessons to community locations.



Steps

Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Have several reinforcers and highly preferred items ready and available; make sure a reinforcer assessment has been completed so the child is motivated to earn and learn!
3. Have materials and data collection ready.
4. Have lesson materials prepared and available.
5. 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) and via a speech/Sign Language/PECs response (expressive). Both are presented below.

Receptive: Touch/Physical Response

1. Ask the child to "Touch_____ " (fill in label of safety sign picture/object).
2. Wait 3-5 seconds for child to respond
3. Provide feedback on how the child responded:
 - Correct response:** enthusiastic praise and/or give the child his chosen reinforcer
 - Incorrect or No response:** corrective feedback, model or prompt of correct response
4. Record data.
5. Begin again at step 1.



Examples include:

Correct response	Incorrect response	No response
Teacher: "Touch stop sign." Child: (touches stop sign) Teacher: "Excellent!" and delivers reinforcer.	Teacher: "Touch stop sign." Child: (touches green stoplight) Teacher: "This is stop sign" (while touching stop sign) Do not deliver reinforcer. Restart the teaching cycle.	Teacher: "Touch stop sign." Child: (no response) Teacher: "You need to touch stop sign" (while touching stop sign) Do not deliver reinforcer. Restart the teaching cycle.

Expressive Response

1. Ask the child "What is this?" (while holding up or pointing to item)
2. Wait 3-5 seconds for child to respond
3. Provide feedback on how the child responded:

Correct response: enthusiastic praise and/or give the child his chosen reinforcer

Incorrect or No response: corrective feedback, model or prompt of correct response

4. Record data.
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: "What is this?" (while holding up stop sign card/object) Child: "Stop sign." Teacher: "Yes! Great job!" and	Teacher: "What is this?" (while holding up stop sign card/object) Child: "Cat." Teacher: "It's a stop sign. Say 'stop'"	Teacher: "What is this?" (while holding up stop sign card/object) Child: (no response) Teacher: "This is stop sign. Say



delivers reinforcer.	sign'. Do not deliver reinforcer. Restart the teaching cycle.	'stop sign'. Do not deliver reinforcer. Restart the teaching cycle.
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TYPICAL ORDER OF LEARNING TARGETS:

1. Objects lesson (using 3D reproductions of items)
 - Stop Sign
 - Green Traffic Light
 - No Walking Traffic Light
 - Walking Traffic Light
 - Bike Lane Sign
 - No Trespassing Sign
 - Quiet Please Sign
 - *(add to this list based on what the child will regularly observe)*
2. Use 2D representations (flashcards; photos) of same items listed in #1 above.