



FIRSTPATH
AUTISM



Lesson Guide

35. Community Safety Skills – Situations/Decision Making



Overview

Teaches:	The identification of safe behavior and conduct while out in the community. This lesson can be taught receptively (via touch) and expressively (speech/Sign Language/PECs).
Before beginning:	Readiness/cooperation skills, following instructions, action words, simple statements, and basic WH questions skills (What; How; Why; When; Where) should be established. The child is expected to have mastered Community Safety and Rules Signs lesson prior to 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:	To help the child be safer while out in the community.
Materials needed:	Sequencing cards/visual stories of specific scenarios and flashcards of various responses.
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. Present a visual scenario; for example: Story pictures depicting Mary walking outside with her parents when she sees a friend down the street that she wants to play with.
2. Present 3 different responses to the situation (2 incorrect; 1 correct).
3. Ask the child "Touch (or 'Give Me') what Mary should do."
4. Wait 3-5 seconds for child to respond
5. Provide feedback on how the child responded:
 - Correct Response:** enthusiastic praise and/or give the child his/her chosen reinforcer
 - Incorrect or No Response:** corrective feedback, model or prompt of correct response
6. Record data.
7. Begin again at step 1.



Examples include:

Correct response	Incorrect response	No response
<p>Teacher presents visual story of Mary walking with her parents when she sees a friend down the street she wants to play with. Teacher presents 3 different response cards.</p> <p>Teacher: "Touch/Give me what Mary should do."</p> <p>Child: Touches/gives the card showing Mary walking with parents to talk to her friend.</p> <p>Teacher: "Yes! Mary should walk with her parents to talk to her friend! Good job!"</p> <p>(delivers reinforcer).</p>	<p>Teacher presents visual story of Mary walking with her parents when she sees a friend down the street she wants to play with. Teacher presents 3 different response cards.</p> <p>Teacher: "Touch/Give me what Mary should do."</p> <p>Child: Touches/gives the card showing Mary running away from parents.</p> <p>Teacher: "Mary should wait and walk with her parents" (while touching/pointing to appropriate response card).</p> <p>Do not deliver reinforcer. Restart the teaching cycle.</p>	<p>Teacher presents visual story of Mary walking with her parents when she sees a friend down the street she wants to play with. Teacher presents 3 different response cards.</p> <p>Teacher: "Touch/Give me what Mary should do."</p> <p>Child: (no response)</p> <p>Teacher: "You need to touch/give me the card with Mary waiting and walking with her parents" (while touching/ pointing to appropriate response card).</p> <p>Do not deliver reinforcer. Restart the teaching cycle.</p>

Expressive Response

1. Present a visual scenario; for example: Story pictures depicting Mary walking outside with her parents when she sees a friend down the street that she wants to play with. Response cards are not used for expressive responses unless needed as a visual prompt.
2. Ask child: "What should Mary do?"
3. Wait 3-5 seconds for child to respond
4. Provide feedback on how the child responded:

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

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

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



Examples include:

Correct response	Incorrect response	No response
Teacher presents visual story of Mary walking with her parents when she sees a friend down the street she wants to play with. Teacher: "What should Mary do?" Child: "Wait and walk with her parents." Teacher: "Yes! Good job!" (delivers reinforcer).	Teacher presents visual story of Mary walking with her parents when she sees a friend down the street she wants to play with. Teacher: "What should Mary do?" Child: "Run to see her friend." Teacher: "Mary should wait and walk with her parents." Do not deliver reinforcer. Restart the teaching cycle.	Teacher presents visual story of Mary walking with her parents when she sees a friend down the street she wants to play with. Teacher: "What should Mary do?" Child: (no response) Teacher: "Mary should wait and walk with her parents." Do not deliver reinforcer. Restart the teaching cycle.

TYPICAL ORDER OF LEARNING TARGETS:

- Receptive labeling of appropriate responses according to community scenarios
 (Can be done via sequencing cards/visual stories and response cards: "Touch" or "Give me" what person should do)
 - Walk, don't run
 - Ask parent permission before leaving parent's side
 - When to stay in own yard
 - Following community safety/rules signs
 - Leave strange animals alone

(add to this list based on typical community scenarios where safety is a concern)
- Expressive labeling of appropriate responses according to community scenarios
 (Can be done via sequencing cards/visual stories: "What should (name of person) do?")
 - (use same list as above)*



3. Expressive labeling of child's own response according to community scenarios (Can be done as above, but now ask "What should you do?")
 - *(use same list as above)*