

# Community Life: Safety Signs

Student will learn to identify important community and safety signs.

## Suggested Materials

- ★ LB4 Language Builder: Picture Nouns 2 Cards
- LB4: 175-200



## Notes

---

---

---

---

---

---

Student:

Projected activities for: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

## IEP Goals

1. When provided a field of 2-6 safety or information sign pictures, [Student] will receptively identify 26 safety signs, when asked by an instructor to point to the sign, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
2. [Student] will expressively identify 26 safety or information signs when shown safety sign pictures 1 at a time, when asked by an instructor to identify the sign, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
3. When shown safety or information sign pictures 1 at a time, [Student] will identify the meaning and common location of the sign, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
4. When presented a field of 4-6 safety or information sign pictures, and asked by an instructor to identify which sign they should look for in certain circumstances (e.g. Which sign do you look for when you need to go potty?), [Student] will state the name of the appropriate sign and find it in the field, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
5. When encountering a safety or information sign in a natural environment, [Student] will respond appropriately, in 80% of presented opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

# Community Life: Safety Signs

133 of 202

## Lesson Focus

Student will learn to identify important community and safety signs.

## Lesson Format

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

## Location

This lesson begins as an indoor, classroom setup activity in which the teacher and student are seated across from each other at a table. The lesson will eventually transfer to the natural environment when possible.

## Preparation

Pull safety sign cards from LB4 Language Builder: Picture Nouns 2 Cards.

## Procedures

### Phase I

Start with 1 easy-to-identify sign, such as a stop sign.

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Place the safety sign card on the table, or hold it up in front of the student.
4. Ask the student: "What sign is this?" or "What does this sign mean?"
5. Prompt if necessary.
6. Wait for the student to identify the safety sign.
7. Reinforce the student.

### Phase II

1. Place the safety sign card on the table, or hold it up in front of the student.
2. Ask the student questions about the sign, such as:
  - a. "Where would you see this sign?"
  - b. "What should you do when you see this sign?"
3. Prompt if necessary.
4. Wait for the student to correctly answer your question about the safety sign.
5. Reinforce the student.

## Prerequisites

*Safety Signs* may be introduced in any order within the Community Life section of the Functional Routines lesson category. Before introducing this lesson, the student must be proficient at:

- ★ **Lesson 27: Expressive Labeling – Single Nouns**

## Standards

### Head Start

- ★ N/A

### Common Core

- ★ N/A

### ABLLS-R

- ★ N/A

### VB MAPP

- ★ N/A

## Record Keeping

### Data Sheet

- ★ *Vocabulary-Based Lessons*

### Home Communication Sheet

- ★ *Emerging & Maintaining Vocabulary*



## Teacher Tip

Understanding and communicating about safety signs is a foundational step in building life skills and gaining independence. This skill will help the student take steps to keep themselves safe. This is a very important skill...not to be taken lightly. That said... if you Google "funny safety signs," you'll be in for a heck of a laugh.



## Lesson Progression

### Phase I

Teach the student to label all of the safety sign cards.

- Ask the student to identify the safety signs receptively.
  - » Introduce 1 card at a time.
    - » Give the instruction: "Find the picture of a **Stop Sign**."
  - » Work up to a field of 6 safety sign cards on the table.
  - » If you find that the student quickly grasps the safety sign labels, you may be able to move to identifying the signs expressively.
- Ask the student to identify the safety sign cards expressively.
  - » Ask the student: "What is this?" — "It is a **Stop Sign**."
  - » Introduce the cards 1 at a time, until the student knows all of the safety sign cards in LB4: Language Builder Picture Nouns 2.

### Phase II

Engage the student in a discussion about the meaning, location, and importance of various safety signs.

- Hold up a safety sign card for the student and ask them to identify and then discuss the card.
  - » "What is this?" — "It is a **Stop Sign**."
  - » "You're right! It is a **Stop Sign**."
  - » "What do you do when you see a **Stop Sign**?" — "You **Stop**."
  - » "Yes, it is important to **Stop** when you see a **Stop Sign**."
  - » "Where do you see **Stop Sign**?" — "**When You Drive**." — "Yes! Where else?" — "**At The Crosswalk**."
  - » "What color is a **Stop Sign**?" ...etc.
- Reverse the discussion and describe a scenario, asking the student which signs they would look for in certain circumstances.
  - » Place the cards on the table in a field of 4-6 and ask the student to pick the card.
    - » "If you need to **Go Potty**, which sign should you look for?"
    - » "When it is okay to **Cross The Street**, what sign will you see?"
    - » "When you want to **Leave A Building**, which sign do you look for?"
  - » Move to asking the questions without the card present.

## Generalization

Once the student has mastered identifying safety signs:

- Have the students identify safety signs in books, posters, and other media.
- Have the student identify safety signs around the school and on walks.
- Incorporate safety signs into various games, such as safety sign bingo or games at recess.
- Communicate with parents and home staff using the *Emerging & Maintaining Vocabulary Home Communication Sheet*, so they know which safety signs the student is learning and can ask the student to identify signs they see around the community.

## Whole-Child Lesson Ideas

### Interactive Journey Storytelling

Tell a story where the main character, perhaps the student, is on a long road trip. Along the way, they encounter a variety of signs. Turn all the safety sign cards face down, and ask the student to pick a card. Incorporate seeing that sign into the story. Engage in age-appropriate conversations about the sign, what you should do, and why it might be important to follow the sign. Continue the story until you reach the destination!

## Prompting

Use typical prompts for receptive and expressive labeling:

1. Point to the card.
2. Offer physical guidance to select the card receptively.
3. Give partial to full verbal prompts for expressive identification and discussion.
4. When you move to asking free-form questions about the signs, you can always have the cards handy if the student needs a reminder.

## Next Steps

*Safety Sign* is the final ARIS lesson in the Community Life subcategory of the Functional Routines lessons. Once the student is able to identify safety signs and understand their meanings and importance, you can incorporate discussion of safety signs into other aspects of their learning, such as social stories, pretend play, circle time, etc. Make sure to point out safety signs that they should recognize around the school environment.





# Vocabulary-Based Lessons

## DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Trial Types		Notes
V	Verbal	FP	Full Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Distractor Trial	
M	Model	G	Gesture	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										