

Classroom Lesson Simulation: Crossing the Street

This lesson teaches students the safety and life skills of crossing the street. Schedule this activity two or three times per week at a consistent location. Select an individual (either student/adult or staff/volunteer) to act as the crosswalk signal (if appropriate for your community). Select individual(s) to manipulate a remote control car or pretend to be a car. Students should participate in activities such as: locating the crosswalk, reading the crosswalk signal, waiting for the signal to turn to walk, identifying that it's safe to cross the street, determining if there is enough time to walk, and remaining in the crosswalk while walking across the street.

Lesson Set-Up	Visual Supports	Reinforcement Available
<ul style="list-style-type: none"> Identify a location in the classroom or school to set up a crosswalk and street signs. Create a crosswalk in the classroom using tape or orange cones. Have two copies of the Walk and Don't Walk signs available (optional based on community crosswalks). Identify individuals to hold the crosswalk signals and drive the remote control car or car boxes (use the picture choice icons for individuals to choose this task). Remote control car or car pictures attached to boxes. Identify a person to be the "driver" of the remote control car or car boxes. Place chairs near the crosswalk as a waiting area for students. 	<ul style="list-style-type: none"> <i>Crossing the Street</i> Visual Strip Walk and Don't Walk signs Crosswalk Safety Invitation Turn Taking - Essential/Intermediate Turn Taking - Advanced Car Pictures Street Signs First/Then Clean-up Sign Choice Wheel and Picture Choices 	<ul style="list-style-type: none"> Token Board First/Then Visual Social Reinforcement

Teaching Ideas

Lesson Steps	Essential	Intermediate	Advanced
Students transition to the crossing the street simulation. Determine a consistent time for the activity (i.e., Monday/Wednesday morning crosswalk practice).	Provide a transition (picture) schedule and match picture to activity location.	Provide a transition schedule (picture/written) to identify location of the activity.	Provide an "invitation" to a lesson on crosswalk safety (write or email information about event) to identify time and location.
Students identify the location of the crosswalk and take a seat to wait their turn.	Place a preferred object on chair to assist the student in identifying a place to sit.	Provide multiple open seats and a direction to the student to "Find a seat." Provide choice wheel and picture choices for student to identify their role in the simulation.	Provide less chairs than needed and tell the student to "Sit down and wait for your turn to practice crossing the street." Encourage him/her to ask for another chair, or go to the location where extra chairs are stored and return with a chair.
Student identifies his/her turn and begins the crossing the street simulation.	Show the student a turn taking visual and say "It's your turn."	Provide the student with a turn taking visual and a direction to "Go to the crosswalk when it's your turn."	Provide the student with a turn taking list and a direction to "Cross the street when it's your turn." On occasion, have another student take the student's turn and encourage an appropriate response.


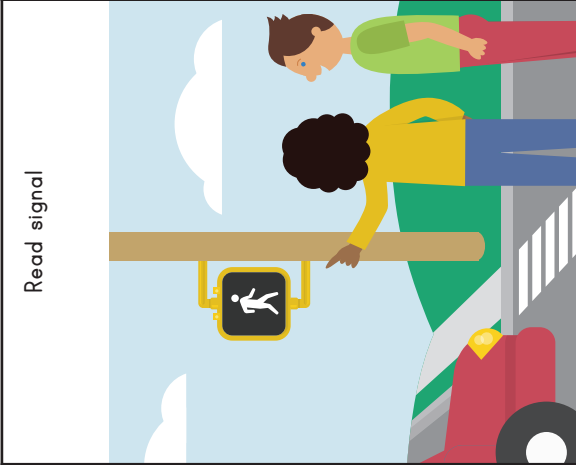


Lesson Steps	Essential	Intermediate	Advanced
<p>Student stops at the crosswalk and reads the signal (signal is optional).</p>	<p>Hold up the Don't Walk sign and say "Point to the Don't Walk signal."</p> <p>Have cars "driving" across the crosswalk either with a remote control car or boxes with pictures of cars attached.</p>	<p>Provide a two-step direction to the student, "Stop at the crosswalk and read the signal."</p> <p>Vary the signal (Walk or Don't Walk) during each simulation and have cars "driving" across the crosswalk depending on the signal.</p>	<p>Provide signs that look different based on signals in the community and have cars "driving" across the crosswalk depending on the signal.</p> <p>Have a group of people at the crosswalk talking with the student while reading the signal.</p> <p>Provide a "button" nearby the crosswalk for the student to press before the signal will change.</p>
<p>If applicable to your community, student waits until the signal turns to Walk.</p>	<p>Hold up the Walk sign and say "Point to the Walk signal."</p>	<p>The signal says "Walk" with a number between 5 and 10 below it. Gesture to the signal and ask "What does the signal say?" Provide augmentative communication device if necessary.</p> <p>Ask the student whether there is enough time to cross the street. Vary the amount of time displayed. The student should encounter a time that is determined to be unsafe to walk (e.g., 5 seconds or less).</p> <p>Gesture to the button and say "Press the button when you see the Don't Walk signal."</p> <p>Encourage the student to wait.</p>	<p>Have others at the crosswalk begin walking before the signal turns and encourage the student to wait for the signal.</p> <p>Have the signal show varying times remaining to walk. The student should encounter a time that is determined to be unsafe to walk (e.g., 5 seconds or less). Have others cross the street at "unsafe" times and encourage the student to wait for the next signal.</p> <p>Vary the length of the crosswalk, as well as, the time left to walk. Teach students that shorter distances can be crossed safely in lesser time. Shorten the crosswalks by removing some cones/tape.</p>
<p>Student looks both ways and communicates that it's safe to cross the street.</p>	<p>Say "Do this" and model looking left, right, and left again before crossing the street. Encourage the student to imitate.</p> <p>Provide augmentative communication device if needed and ask if it is safe to cross the street.</p>	<p>Provide a two-step direction to the student, "Stay in the crosswalk and stop when you get to the other side."</p>	<p>Have a "car" driving towards the crosswalk even though the signal says Walk.</p> <p>Encourage the student to wait and look left, right, and left again.</p>
<p>Student crosses the street while remaining in the crosswalk and reaches the other side of the crosswalk.</p>	<p>Say "Walk with me" and walk next to the student through the crosswalk.</p>	<p>Provide a two-step direction to the student, "Stay in the crosswalk and stop when you get to the other side."</p>	<p>Have others walking across the street with the student and encourage the student to remain within the crosswalk lines.</p>

Lesson Steps	Essential	Intermediate	Advanced
Assign an ending job for each student (put away chairs, put away materials).	Say "Do this" and model the assigned job.	Provide student with a picture schedule to complete the job.	Student signs up for preferred job.
<p>Collect data on this lesson by measuring student success on the steps of Links Routine #25 (<i>Crossing the Street</i>) or create a custom classroom routine. Student simulates all steps independently for three consecutive simulations. Generalize this simulation to community settings such as:</p> <ul style="list-style-type: none"> • The school parking lot • Crosswalks in the school neighborhood • Other crosswalks used by the student in the community • Practice using the crosswalk in small groups 			
<p>General Prompting Strategies: If the student is unable to perform the expected behavior follow the Least to Most Prompting Strategy outlined below:</p> <p>Least to Most Prompting Strategy</p> <ol style="list-style-type: none"> 1. Allow the student to complete the step independently 2. Use a gesture/visual/verbal prompt 3. Use an intermittent physical prompt 4. Use a continuous physical prompt 			

*Special thanks to Jim Sullivan, Classroom Teacher, Eugene, Oregon, for sharing his many creative teaching ideas!



Print sequence strip, cut along dotted line and laminate.

 <p>Stop and wait at the crosswalk</p>	 <p>Read signal</p>	 <p>Look for traffic</p>	 <p>Cross the street</p>
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Crossing the Street - Sequence Strip

Crossing the Street

Picture Choices

