

Safety and Acceptable Social Etiquette in Community Settings

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Woodview Learning Centre

Mission Statement

"To create a positive learning environment that supports the success of every student with ASD at Woodview Learning Centre"

With our dedicated and trained staff, consultants, and parents, we provide a safe school that is challenging, accepting, and nurturing.

Our interesting and effective curriculum offers a wide range of opportunities for learning academic, social, communication, behavioural and life skills.

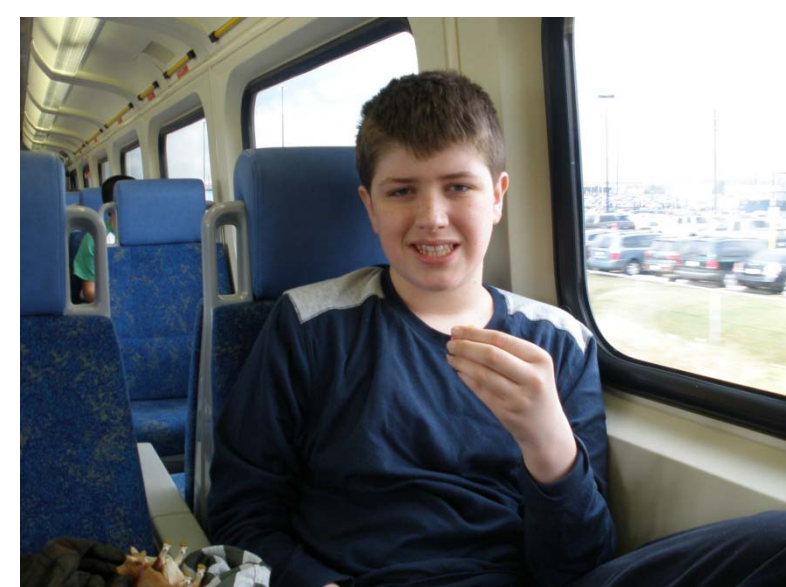
Our Beliefs and Goals

Beliefs

- All children are capable of growth and mastery of new skills
- All children learn differently, therefore all teaching is individualized
- All forms of learning are interconnected and valuable
- Education is a holistic process involving learning in all areas of an individual's life
- Education must teach problem solving skills and provide information, but within a context which is nurturing, respectful and inclusive
- Children learn from one another
- Children respond to challenges that are meaningful and achievable
- Children should have fun and learn to value themselves as part of the learning process

Goals

To promote optimal academic, social and personal functioning, according to an individualized, curriculum and program.



The Home Star Runners group consisted of 5 male clients, ages between 7 to 13 years, who function at a variety of levels depending on the task at hand. There are three learning groups at Woodview Learning Centre; the Home Star Runners function at the lowest level of the three, requiring more prompts, visual learning aids, and modified teaching methods.

Program Objectives:

- Goal 1-**The student will put into practice acceptable safety and social skills while traveling on the Go Train to Toronto. The student will independently demonstrate these learned skills 80% of the time.
- Goal 2-**The student will put into practice acceptable community safety skills while walking in the city. The student will independently demonstrate these learned skills 80% of the time.
- Goal 3-**The student will demonstrate acceptable social etiquette in a restaurant setting. The student will demonstrate these learned skills independently or with requested limited assistance 80% of the time.

Operational Definition:

Proper community safety and appropriate social skills on a Go Train = "Sitting in the assigned seat, listening to the instructions given, staying with the assigned group, engaging in independent quiet play, observing items outside the window, and talking with friends and/or teachers in an appropriate manner."

Proper community safety skills while walking in the city = "Walking on the sidewalk with the assigned group, following street signs, listening to the instructions given, looking ahead and being observant where they are walking, and walking nicely."

Appropriate social etiquette in a restaurant = "Sitting in the assigned seat, listening to the instructions given, observing items within the restaurant, trying their best to order their menu choice out loud or accepting help from an instructor, talking with friends and teachers in an appropriate manner, and help pay for their lunch by handing their money to the waitress."

Lesson Plans:

- Lesson #1** = Ordering a meal – reviewing the menu, choosing a meal, recording meal choice and cost on practice menu, take information home for parent review and signature
- Lesson #2** = Social stories – introduce, read one-on-one, ask questions throughout
- Lesson #3** = Safety symbols and signs – introduction worksheet and fill in the blank scenarios
- Lesson #4** = Specific community safety and social etiquette expectations – discussion on white board, and reassessment of baseline activity (scenarios)

Step	Instructions	Response	Reinforcement
1	Have materials ready for each lesson before children are sent to your learning area. When children are seated and ready to learn, review the reason for the lesson with them.	Children sit quietly and listen to instructions.	Verbal praise
2	Hand out materials necessary for the lesson you are working on.	Children sit quietly and receive materials	Verbal praise
3	Instruct children to put their name and date on the paper.	Children put their name and date on the paper	Verbal praise
4	Allow children to complete their specific learning activity, provide prompting only as necessary (from least to most) – if incorrect response: erase and tell them to "try again". Remember: with correct responses provide frequent verbal praise for motivation	Children work quietly on their learning activity	Verbal praise
5	When learning activity is complete, collect them from each child	Children hand in learning activity to instructor	Verbal praise
6	When learning activity is handed in to instructor, allow free play with their chosen reward item	Children engage in free play in an acceptable manner	Engagement in chosen break time activity
7	When every child has handed in their learning activity, instructor will mark them and give them a sticker	Child views sticker on their worksheet	Sticker on learning activity

Materials for Skill Acquisition

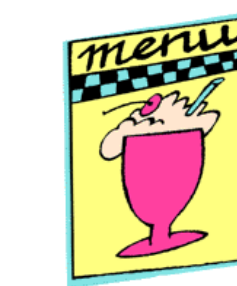


The Home Star Runners are going to Toronto on Tuesday April 21, 2009. We are going to take the Go Train with all of our friends from Woodview Learning Centre and then walk to The Old Spaghetti Factory for lunch together!

The Go Train is a mode of transportation that you can take to get places. It can be fun to ride on the Go Train if you follow all the rules and stay safe with Miss Court, Spencer, and your friends. We can quietly play with our activities that we bring for the train ride or we can look out the window at all the cool things we pass on the way.

The Old Spaghetti Factory is a fun restaurant that we are going to walk to from the Train Station for lunch. We are going to walk as a group and always stay together so that we can all enjoy our lunch together as friends.

There are lots of yummy foods we can eat at The Old Spaghetti Factory. We are going to bring our menu choices from school and order our lunch to eat. We can talk to our friends while we are sitting waiting for our food and we can look at all the cool stuff all around us too.



A menu is a book about what you can choose to order to eat in a restaurant. It can have pages full of yummy foods and drinks that you can pick for your meal.

Step #1
Using your "My Trip to Toronto" package, look at the Old Spaghetti Factory menu and select one item from each section (Appetizer-vegetable, entrée, and drink) for your meal that we are eating together with our friends on Tuesday April 21, 2009. When you have picked one item from each section with either Miss Court or Spencer, circle that item on your menu and then tell Miss Court or Spencer how much the items will cost.

Step #2
Once you have finished circling all of your menu choices and telling Miss Court or Spencer how much they will cost, write down what items you will be ordering and draw a picture of all of your items on the next page.

When I am on the Go Train...

A good student is:	A good student is not:
Listening	Walking around on the train
Sitting in my chair	Jumping on the seats
Staying with my group	Screaming or crying
Playing quietly with my activity I brought	Making silly noises or silly talk
Looking out the window at the cool things we pass	Tattling on my friends
Talking to my friends and teachers	Touching other people or things around me

If I am a good student I will get a special surprise from Miss Court and Spencer at the end of the day.

If I am not a good student I will not get a special surprise from Miss Court and Spencer at the end of the day.

When I am eating at The Old Spaghetti Factory...

A good student is:	A good student is not:
Listening	Walking around out of my chair
Sitting in my chair	Jumping on the seats
Staying with my group	Screaming or crying
Talking to friends and teachers	Making silly noises or silly talk
Looking at the cool stuff around us from our seat	Tattling on my friends
	Touching other people or things around me

If I am a good student I will get a special surprise from Miss Court and Spencer at the end of the day.

If I am not a good student I will not get a special surprise from Miss Court and Spencer at the end of the day.



Walking symbol

Information

When I am walking to The Old Spaghetti Factory...

A good student is:	A good student is not:
Listening	Walking on the road
Walking nicely	Running
Staying with my group	Screaming or crying
Following street signs	Making silly noises or silly talk
Walking on the sidewalk	Tattling on my friends
Looking where we are walking	Touching other people or things around me
	Ignoring my teacher

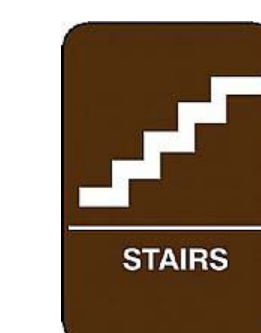
If I am a good student I will get a special surprise from Miss Court and Spencer at the end of the day.

If I am not a good student I will not get a special surprise from Miss Court and Spencer at the end of the day.

Symbols or Signs You Will See On Our Trip to Toronto

On our trip to Toronto we are going to see pictures posted to help you find what you are looking for. These pictures are called "symbols". Today we are going to learn what some of these important symbols are. When we go on our trip to Toronto we will look for these symbols...

Some Symbols or Signs You Will See On Our Trip to Toronto:



Draw the Correct Symbols or Signs:

Washroom

Stairs

Stop sign

Finish The Sentence

If I get lost from my group I go to _____.

When we are walking to The Old Spaghetti Factory, every time we are crossing the road we first look for the _____.

If I need to go upstairs or downstairs I can take the _____.

If I need to go pee I find the _____.

When I get to a _____ I must stop and look both ways for traffic before crossing with my friends.

Data Collection

Baseline/Assessment Summary:

Prior to any lessons being implemented, students were given a survey to evaluate their present knowledge on safety and acceptable social skills in community settings. Ten scenarios were presented and the students had to determine good from bad. No assistance or prompting involved. Baseline results varied; Thomas 7/10, Sean 8/10, Josh 4/10, Wesley 6/10, Richard 8/10.

# of correct responses	Thomas	Sean	Josh	Wesley	Richard
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					

Post Program Results Summary:

After lessons were implemented, students were given the same survey to evaluate their present knowledge on safety and acceptable social skills in community settings. Results varied; Thomas 10/10, Sean 10/10, Josh 8/10, Wesley 10/10, Richard 10/10.

# of correct responses	Thomas	Sean	Josh	Wesley	Richard
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					

Good vs. Bad Student Scenarios

Scenario	Good Student	Bad Student
1. When I am on the train looking out the window and I see something cool I will yell it out loud to all my friends.		
2. When I am walking to the restaurant I will stop at the stop sign and look both ways before crossing.		
3. Walking down the street I will not run in front of the group.		
4. When I am waiting for my food I will stand up and walk around.		
5. If my friend does something bad on the train I will cry or tattle on them.		
6. If I have to go to the washroom I will ask before I leave the group.		
7. If I get lost at the train station I will look for the "information" sign and show my name tag.		
8. When Miss Court or Spencer are talking to me, it is okay if I talk to my other friends or do not listen.		
9. When ordering my lunch at the restaurant I will try my best to order my whole meal, and if I need help I will just ask Miss Court or Spencer.		
10. When Miss Court and Spencer are paying for my lunch I can help them by handing them my money that my parents sent in for me.		

Score of Generalization of Skills to Community Setting

Skill	I 2 pts	P 1 pt
1. Talking in a calm voice on the train.		
2. Following street signs on the walk to the restaurant.		
3. Walking nicely with the group on the sidewalk.		
4. Sitting in their seat at the restaurant unless asked to explore the restaurant with instructor.		
5. Ignoring bad behaviour of other students.		
6. Ask to use the washroom before leaving the group.		
7. Following and obeying safety signs.		
8. Listening to instructor and/or co-op students.		
9. Ordering their lunch in a loud and clear voice.		
10. Helping pay for their lunch by handing money to the waitress.		

Generalization of Skills to Community Setting

The behaviours observed and recorded on the trip to Toronto were based on the assessment scenario worksheet. Independent completion scored 2 points and prompted completion scored 1 point. Total score of 20 was possible, results for each student as follows:

Total score	Thomas	Sean	Josh	Wesley	Richard
20					
18					
16					
14					
12					
10					
8					
6					
4					
2					
0					

Resources

Chan, J. M., & O'Reilly, M. F. (2008). A social stories intervention package for students with autism in inclusive classroom settings. *Journal of Applied Behavior Analysis*, 41(3), 405-409.

Thiemann, K. S., & Goldstein, H. (2001). Social stories, written text cues, and video feedback; effects on social communication of children with autism. *Journal of Applied Behavior Analysis*, 34(4), 425-446.