

**Community Participation
Integrated Learning Continuum
Personal and Pedestrian Safety**

<u>Learning Areas</u>	<u>Emerging</u>	<u>Developing</u>	<u>Mastery</u>
Literacy	<ul style="list-style-type: none"> ▪ Listens carefully to spoken safety rules ▪ Responds appropriately to verbal directions, such as “Stop”, “Wait”, “Look both ways for cars”, etc. ▪ Cooperative and accepting of limits and safety rules (verbal or physical) imposed by persons of authority, to remain safe ▪ Demonstrates the ability to follow a simple picture sequence of safety rules ▪ Tolerates wearing a medical alert or identification bracelet for others to view in an emergency situation ▪ Carries identification or emergency information in a backpack or has it secured to wheelchair lap trap, for others to view in an emergency situation ▪ Orients towards or demonstrates an increased state of alertness when hearing an emergency alarm/siren ▪ Cooperative as someone provides assistance (verbally or physically) to an emergency exit or severe weather shelter ▪ Beginning to understand that there are a variety of shapes, designs and colors that are important and add meaning to our daily life – for example: a large, red, octagon sign means “Stop” ▪ Demonstrates the ability to recognize and read up to 15 community survival words or symbols 	<ul style="list-style-type: none"> ▪ Listens carefully to spoken safety rules ▪ Demonstrates the ability to follow the spoken safety rules ▪ Demonstrates the ability to recognize and read posted safety rules ▪ Demonstrates the ability to follow posted safety rules, after someone else has helped to interpret the meaning ▪ Consistently wears or carries identification or emergency information ▪ Demonstrates an understanding of how identification or emergency information can be helpful to maintain personal safety ▪ Demonstrates a state of alertness when hearing an emergency alarm/siren sound ▪ Demonstrates the ability to visually search/scan the environment to locate an emergency exit or severe weather shelter ▪ Demonstrates an understanding that community survival words, road signs, symbols, etc are important and add meaning to our daily life ▪ Demonstrates the ability to match a variety of safety and survival words & signs seen in the community to words & signs seen on flashcards, in books or on the computer ▪ Demonstrates the ability to read and apply up to 30 safety and survival words & signs that are seen in the 	<ul style="list-style-type: none"> ▪ Listens carefully to spoken safety rules ▪ Demonstrates the ability to follow the spoken safety rules, and demonstrate the ability to verbally guide another person you are with ▪ Demonstrates the ability to follow posted safety rules, by reading and implementing them independently ▪ Consistently wears or carries identification or emergency information ▪ Demonstrates an understanding of how identification or emergency information can be helpful to maintain personal safety, and be able to verbally guide peers as to the importance of carrying identification ▪ Demonstrates a state of alertness when hearing an emergency alarm/siren ▪ Demonstrates the ability to quickly locate an emergency exit or severe weather shelter ▪ Demonstrates an understanding of, and the ability to interpret, a variety of community survival words, road signs, symbols, etc. ▪ Identifies all safety and survival words & signs that are seen in the community, to safety and survival words & signs seen on flashcards, in books or on the computer ▪ Demonstrates the ability to read and apply 30 or more safety and survival

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	<ul style="list-style-type: none"> ▪ Listens carefully while someone else helps us to understand and interpret the meaning of community survival words or symbols 	<p style="text-align: center;">community</p>	<p>words & signs that are seen in the community</p> <ul style="list-style-type: none"> ▪ Demonstrates an understanding that most personal and pedestrian safety rules are similar in other countries or cultures, and there are many universal safety signs
<p>Communication</p>	<ul style="list-style-type: none"> ▪ Demonstrates appropriate interactions with others while in the community – eye contact, gesture “Hello” or smile when greeted by others, use of appropriate volume with vocalizations, keep hands to self ▪ Uses communication mode (informal or formal) to let a familiar or “trusted” person know you need help ▪ Uses communication mode (informal or formal) to tell someone your name in an emergency situation, or guide them to wear they can find your personal/emergency information ▪ Uses communication mode (informal or formal) to avoid unwanted interactions with strangers (look away, yell, push away) 	<ul style="list-style-type: none"> ▪ Demonstrates appropriate interactions with others while in the community – eye contact, use of appropriate volume, language and tone while speaking with others, respectful of others personal space ▪ Uses communication to let a familiar or “trusted” person know you need help ▪ Uses communication to let a less familiar person (e.g., store personnel, community helper) know that you need help ▪ With the assistance of a familiar person, uses clarification strategies if someone unfamiliar is having difficulty understanding his/her message ▪ Tells a 9-1-1 responder, on the phone, what their name is, and can then answer yes/no questions about the emergency ▪ Demonstrates an understanding that someone may be speaking in another language when they don’t understand the words the person is using 	<ul style="list-style-type: none"> ▪ Demonstrates appropriate interactions with others while in the community – eye contact, use of appropriate volume, language and tone while speaking with others, respectful of others personal space ▪ Uses of informal communication to indicate a message of confidence, reducing potential for vulnerability ▪ Uses communication to let a familiar or “trusted” person know you need help ▪ Uses communication to let a less familiar person (e.g. store personnel, community helper) know that you need help ▪ Uses clarification strategies if someone unfamiliar is having difficulty understanding message ▪ Can tell a 911 responder, on the phone, what their name is and can clearly indicate what the emergency is and what type of help they think is needed ▪ Inform necessary people (employer – specialized transportation) of your disability to maintain personal safety ▪ Advocates for personal safety needs at IEP meeting ▪ Demonstrates an understanding that someone may be speaking in another language

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Math & Science	<ul style="list-style-type: none"> ▪ Demonstrates a basic awareness that numbers have value ▪ Demonstrates an awareness that the numbers 9-1-1 are important ▪ Demonstrates an awareness that money has value and should be kept in a safe place ▪ Accepts guidance from others to keep money safe (in backpack, waist pack, wallet, pocket or purse) ▪ Tolerates and wears clothing that is chosen by an adult – appropriate for the weather ▪ Should weather conditions change throughout the day, accepts of a change of clothing that may need to occur ▪ Accepts redirection from others to remain indoors when weather conditions are unsafe ▪ Remains calm and accepts direction or guidance from others in an emergency situation (severe weather, fire, etc.) ▪ Accepts guidance from others to stay away from hazards (downed power line, thin ice, pond, etc.) ▪ Demonstrates the ability to refrain from reaching out and touching strange dogs – to reduce the risk of being bit ▪ Shows recognition of “Mr. Yuk” ▪ Does not put unfamiliar items in mouth (potentially could be poisonous or a choking hazard) ▪ Only takes medicine when given by a caregiver or medical personnel 	<ul style="list-style-type: none"> ▪ Demonstrates the ability to recognize & identify numbers from 1 – 10 ▪ Uses number recognition to travel between floors in a building, with supervision ▪ Uses number recognition so that a 7-digit phone number can be dialed, by matching the number to a visual model ▪ Demonstrates an understanding of what is safe/unsafe amount of money to take out in the community ▪ Consistently keeps money in a safe place (backpack, waist pack, wallet, pocket or purse) ▪ Understands vulnerability to others taking your valuables and has the person accompanying them assist them to be responsible for their belongings ▪ Identifies a “trusted” individual to assist them with money handling and exchange ▪ Matches time, to a visual model, to know when community locations are open/closed (to avoid being alone outside of a location) ▪ Has a basic understanding regarding the passage of time for community outings: daylight and nighttime ▪ Assists with selection of clothing that is appropriate for the weather and wears it, weather conditions may change, makes appropriate clothing adjustments ▪ Demonstrates an understanding of what could happen if weather becomes severe, and what safety precautions should be taken 	<ul style="list-style-type: none"> ▪ Demonstrate the ability to recognize & identify numbers from 1 – 100 ▪ Use number recognition to travel independently between floors in a building ▪ Uses number recognition so that a 7 or 10 digit phone number can be dialed, either from memory or from a visual model ▪ Carries a safe amount of money while in the community or uses a bank debit card ▪ Consistently keeps money in a safe place (backpack, waist pack, wallet, pocket or purse) ▪ Takes responsibility for keeping personal belongings safe ... puts wallet in pocket, waist pack, back pack – does not set down or leave personal belongings unattended ▪ Demonstrates time telling skills (digital and ordinal), to know when community locations are open/closed (to avoid being alone outside of a location) ▪ Demonstrate an understanding of total distance to be traveled, is it manageable (healthy, safe, does time allow it) ▪ Selects clothing to wear that is appropriate for the weather and wears it consistently ▪ Demonstrates an understanding that weather conditions can change throughout the day, and adjustments in clothing may need to occur ▪ Takes responsibility to stay in a safe location if the weather conditions may be unsafe (understand that smoke, fire, lightening and strong winds can
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		<p>(understand that smoke, fire, lightening and strong winds can hurt you)</p> <ul style="list-style-type: none"> ▪ Understands that certain hazards can be very dangerous – downed power lines, thin ice, pond, etc. and stays away from them ▪ Demonstrates a basic understanding that strange or unfamiliar dogs can bite unexpectedly, refrains from petting the dog or moving away in a quick manner ▪ Says “NO” to drugs ▪ Demonstrates an understanding of common poisons and stays away from them 	<p>hurt you)</p> <ul style="list-style-type: none"> ▪ Understands that certain hazards can be very dangerous – downed power lines, thin ice, pond, etc and stays away from them ▪ Understands that stray or unfamiliar dogs can react unexpectedly and bite The dog could have rabies or cause a severe cut that would require medical attention, refrains from petting the dog or moving away in a quick manner ▪ Says “NO” to drugs ▪ Understands that there are common and uncommon poisons - demonstrates an understanding that exposure to or consumption of a poison can make you very ill or can be life threatening – stays away from them and encourages friends to do so also
<p>Social Studies</p>	<ul style="list-style-type: none"> ▪ With guidance from an adult, demonstrates appropriate interactions with others – polite, maintains appropriate volume, keeps hands and legs to self, respects others personal space and belongings, etc. ▪ Tolerates staying with an adult and/or group of people while in the community ▪ Tolerates guidance/redirection from others to maneuver safely within various environments to avoid injury to self and others ▪ Basic understanding that there are many community helpers ▪ Demonstrate the ability to identify various community helpers by pointing to appropriate pictures of them 	<ul style="list-style-type: none"> ▪ Following an adult’s positive role modeling, demonstrates an understanding that you need to interact appropriately with others - there are social rules for behavior and personal responsibility ▪ Does not wander off from adult or group of people while in the community ▪ With minimal guidance from an adult, maneuvers safely within various environments to avoid injury to self and others ▪ Demonstrates an understanding that there are community helpers who can assist you, they can be someone unfamiliar to you, but will have identification ▪ States how community helpers can 	<ul style="list-style-type: none"> ▪ Understands and demonstrates that you need to interact appropriately with others – there are social rules for behaviors and personal responsibility – is a role model for friends while in the community ▪ If leaving an adult or group to explore something on their own, they inform others that they are going to do that and agree on a time to meet again ▪ Demonstrates an understanding that there are a variety of community helpers that can assist you – and can state which helper might be best suited for a particular emergency, based on their job role/responsibility ▪ States 5 examples of what an emergency versus a non-emergency is ▪ Identifies the safest route to travel to a

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	<ul style="list-style-type: none"> ▪ Matches a picture of a community helper to the accessories or transportation that are needed for their job ▪ Basic understanding of strangers – can correctly indicate (point, eye point) photos of a family member or friend OR a stranger (unfamiliar person) when asked to do so ▪ Basic understanding of “Good Touch/Bad Touch” – gently hugs a family member or friend and pushes someone away if they touch them roughly or somewhere that is private ▪ Is cooperative while riding in vehicles with others – leaves seat belt on, keeps hands and legs to self, appropriate volume 	<p>assist you</p> <ul style="list-style-type: none"> ▪ States 2 examples of what an emergency versus a non-emergency is ▪ Stranger awareness – can state a definition for what are a stranger, an acquaintance and a friend ▪ Demonstrates through role-play that they would “Run, Yell and Tell” if a stranger continued to interact with them or tried to grab them ▪ Demonstrates an understanding of “Good Touch/Bad Touch” by giving 3 examples of each ▪ Is cooperative while riding in vehicles and while walking with others – leave seat belt on, keeps hands and legs to self, appropriate volume, refrain from talking to the driver ▪ Recognizes that people can have differences, and that those differences do not make them a bad person 	<p>variety of destinations: noting landmarks, crossings, best time of day to travel, etc., to decrease vulnerability</p> <ul style="list-style-type: none"> ▪ Demonstrates through role-play that they would “Run, Yell and Tell” if a stranger continued to interact with them or tried to grab them ▪ Demonstrates a thorough understanding of “Good Touch /Bad Touch” by giving several examples of each and by stating that they know who to report inappropriate touch to ▪ Is cooperative while riding in vehicles and while walking with others – leave seat belt on, keeps hands and legs to self, appropriate volume, refrain from talking to the driver, unless providing directions to the driver if they need clarification regarding directions ▪ Recognizes that people can have differences, and those differences do not make them a bad person
<p>Personal Resource Management</p>	<ul style="list-style-type: none"> ▪ Demonstrates awareness that a store (etc.) is either open or closed -based on whether the door is locked or unlocked and whether the store is light or dark inside ▪ Cooperative and patient while a trusted person helps to efficiently and safely locate desired item or destination ▪ Demonstrates the ability to pick up a pay phone and dial “0” for an emergency ▪ Looks at the correct restroom symbol (Men or Women) to indicate which restroom their attendant should help them enter 	<ul style="list-style-type: none"> ▪ Demonstrates the ability to locate signs posted that indicate what time stores (etc) open and close ▪ Understands that you can access “personal shoppers” to help you find desired merchandise and/or destinations ▪ Demonstrates knowledge that maps/directions can assist you in locating merchandise/destinations ▪ Carries exact amount of change so that a phone call can be made ▪ Demonstrates the ability to complete a phone call from a pay phone ▪ Demonstrates the ability to identify a problem and finds a “trusted” adult to help solve it 	<ul style="list-style-type: none"> ▪ Demonstrates the ability to locate signs posted that indicate what time stores (etc.) open and close ▪ Understands that there are customer service areas or information desks to gain information from ▪ Follows a store or mall directory or map to efficiently and safely find desired items or destinations ▪ Carries change so a phone call can be made ▪ Demonstrates the ability to complete a phone call from either a pay phone or a cell phone ▪ Demonstrates the ability to identify a problem and is able to come up with at least two solutions to try, to resolve

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		<ul style="list-style-type: none"> ▪ With assistance, locates the correct restroom to use ▪ Demonstrates the ability to determine if it would be safest for them to ride in an elevator, take the stairs or escalator 	<p>the problem</p> <ul style="list-style-type: none"> ▪ Independently locates the correct restroom ▪ Demonstrates an understanding of whether it would be quickest and/or safest for them to ride in an elevator, take the stairs or escalator ▪ Created an action plan for potential emergencies
<p>Physical Education / Recreation & Leisure</p>	<ul style="list-style-type: none"> ▪ With physical assistance from someone else, uses gross motor skills to go up and down stairs – either alternating feet, or by stepping up/down on the stair with one foot and then having the other foot follow ▪ Demonstrates the ability to go up or down a flight of 15 or less stairs, with physical assistance from someone else ▪ Non-ambulatory – allow others to push w/c; keep arms and legs close to body to prevent injury to self or others (this would include while riding in an elevator) ▪ Safely rides a 3 wheeled bike or scooter in the driveway, wearing a helmet ▪ Takes walks, with an attendant, in the immediate neighborhood, aware of strangers and safety ▪ Cooperates and accepts redirection from others to avoid hazards (pot holes, uneven surfaces, etc.) ▪ Tolerates someone putting sunscreen or mosquito repellent on them for protection, does not rub it in their eyes 	<ul style="list-style-type: none"> ▪ Using the handrail uses gross motor skills to go up and down stairs – either alternating feet, or by stepping up/down with one foot and then having the other foot follow ▪ Demonstrates the ability to go up or down a flight of 30 or less stairs, without fatiguing or tripping ▪ With physical assistance from someone else, moves toward an escalator, steps up on the first step, quickly brings the other foot up onto step, holds hand rail, and cautiously steps onto the landing at the top or bottom, without either person tripping ▪ Requests assistance to travel in unsafe situations (uneven surface, on ice, construction area, etc.) ▪ Safely rides a bike in the neighborhood using bike paths, and wearing a helmet ▪ Demonstrates proper hand signals for stop, slow, right and left turns ▪ Take walks in the neighborhood, aware of strangers and safety ▪ Demonstrates a basic understanding of what is an appropriate distance to walk or bike ▪ Safely rides a bike in a variety of community areas, with an attendant, and wearing a helmet 	<ul style="list-style-type: none"> ▪ Using the handrail uses gross motor skills to go up and down stairs by alternating feet ▪ Demonstrates the ability to go up or down a flight of 30 or less stairs, without fatiguing or tripping ▪ Independently rides an escalator – moves toward the escalator and does not hesitate, steps on the first step and quickly brings the other foot up onto the step, holds the hand rail, and cautiously steps on to the landing at the top or bottom of the escalator, does not trip ▪ Travels, without risk of injury, over a variety of surfaces (uneven surface, on ice, wet floor, etc.) ▪ Safely rides a bike in the neighborhood, using either bike paths or the biking in the street, wearing a helmet ▪ Demonstrates an understanding that bikes follow the same laws as vehicles on the road – stop, yield, bike crossing, etc. ▪ Demonstrates proper hand signals for stop, slow, right and left turns ▪ Safely participates in a walking or biking event to raise money for a specific cause ▪ Uses independent mobility for safe

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		<ul style="list-style-type: none"> ▪ Understands that it is important to use sunscreen and mosquito repellent for protection – can apply an appropriate amount with guidance from an adult ▪ Demonstrates an understanding of basic first aid for a minor emergency ▪ Demonstrates the ability to provide simple first aid for minor cuts and scrapes, by following a picture sequence 	<ul style="list-style-type: none"> travel in a variety of communities ▪ Understands how being in the best physical health possible makes the community travel/safety the best ▪ Knows how far they can walk or bike ▪ Understands that it is important to use sunscreen and mosquito repellent for protection – can apply an appropriate amount independently ▪ Gathers information about disability and/or medications, and how they can effect judgment ▪ Demonstrates a thorough understanding of basic first aid by completing a basic first aid course so that they can take care of their own simple emergencies (skinned knee, burn, finger slammed in door), and is confident to assist others who need basic first aid ▪ Designs a personal safety and first aid plan for self
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