

Crossing the Street

Objective: To teach students to safely cross streets in various community settings

Setting and Materials

Setting:

1. Simulated instruction: Special education classroom
2. Community instruction:
3. Follow-up assessments were conducted on seven community streets including:
 - a) A 4-way intersection
 - b) Mall
 - c) Bus station
 - d) Market 1
 - e) Market 2
 - f) Public Library
 - g) Grocery store

Materials:

1. For simulated instruction:
 - a) “Street” (made with two parallel strips of masking tape on the classroom floor)
 - b) “Curb”
2. For community instruction:
 - a) One community site

Content Taught

Each student was taught to cross community streets safely by following a 6-step task analysis.

Verbal and Natural Prompts	Student Response
“Cross the street.”	Student approaches curb.
Student reaches curb.	Student stops.
Student standing still.	Student looks left for traffic.
No traffic to left for one block.	Student looks right for traffic. *
No traffic to right for one block.	Student looks left for traffic.*
No traffic to left for one block.	Student walks across street within five seconds per lane.

* Student may repeat steps 3-5 as long as necessary; correct response is only recorded for the first completion of sequence.

Teaching Procedures

For community training, field-test task analysis to ensure that it is applicable to community streets in local area. For simulated training, create a simulated “street” in special education classroom.

Use these steps in simulated and community training sessions.

1. Tell students that you will teach them how to cross streets on their own.
2. Tell students, "Cross the street."
3. Throughout instruction, provide a controlling prompt to students to ensure correct completion of steps that are vital to continuing the steps in the sequence such as assessing traffic.
4. Provide descriptive praise for each step completed correctly.
5. Guide students through the entire sequence of steps during to the first training session.
6. For each subsequent training session, add a 1 second delay before providing the controlling prompt up to a 5 second delay.
7. When a student completes all steps with 100% accuracy for the first time, stop providing descriptive praise for each step. At this point, provide descriptive praise for approximately every third correctly performed step until a student completes all steps with 100% accuracy for two sessions given this reinforcement schedule. At this point, provide descriptive praise at the end of the sequence only when a student completes all steps in the entire sequence.
8. Evaluate students' ability to cross streets in seven community settings listed above.

Evaluation

Collect student performance data on the number of steps completed correctly.

Lesson Plan Based on:

Collins, B. C., Stinson, D. M., & Land, L. (1993). A comparison of in vivo and simulation prior to in vivo instruction in teaching generalized safety skills. *Education and Training in Mental Retardation*, 28, 128-142.

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