

Teaching Safety Skills

Objective: To teach students how to respond appropriately to potentially dangerous situations (i.e., removing and discarding broken materials safely)

Setting and Materials

Setting: classroom and/or home economics room with kitchen area

Materials:

1. Simulated broken materials (e.g., plastic cups, glasses, plates)
2. Actual broken glasses and plates
3. Common household items for dishwashing and floor cleaning
4. Access to a sink, countertop, and floor
5. Dust pan/brush
6. Broom
7. Paper towels
8. Gloves

Content Taught

Wet Sink	Countertop	Floor
<ol style="list-style-type: none"> 1. Put gloves on. 2. Use utensil to dislodge drain stopper. Allow water to drain from sink. 3. Remove unbroken items, place to side out of sink. 4. Rinse unbroken items in sink. 5. Bring trash can to sink area. 6. Grasp large pieces with hand and place in trash. 7. Remove drain stopper; empty contents in trash can. 8. Replace drain stopper. 9. Tear small piece of paper towel; push small pieces of broken materials into drain stopper with paper towel. Throw away 	<ol style="list-style-type: none"> 1. Put gloves on. 2. Retrieve dust pan. 3. Hold dust pan; place broken pieces from unbroken items into it. Place unbroken items in sink. 4. Tear piece of paper towel. Hold dust pan below counter surface; push broken pieces with paper towel into dust pan. 5. Empty dust pan into trash can. Use paper towel to wipe dust pan; throw paper towel into trash. 6. Rinse unbroken items in sink. 7. Remove drain stopper; empty contents in trash can. 8. Replace drain stopper. 	<ol style="list-style-type: none"> 1. Put gloves on. 2. Get broom, dust pan, and brush. 3. Tear small piece of paper towel and push any broken material on furniture into dust pan. 4. Empty dust pan into trash and throw away paper towel. 5. Move furniture out of area where broken material is on floor. 6. Use broom or dust brush to sweep the broken items into the dust pan. 7. Empty dust pan in trash. 8. Replace furniture. 9. Return broom, dust pan, and brush to storage area.

<p>paper towel.</p> <p>10. Remove drain stopper and empty contents into trash can. Replace drain stopper.</p> <p>11. Replace trash can.</p> <p>12. Resume dishwashing activity.</p>	<p>9. Tear piece of paper towel; push broken material into drain stopper with paper towel. Throw away paper towel.</p> <p>10. Remove drain stopper; empty contents in trash can. Replace drain stopper.</p> <p>11. Replace dust pan.</p>	
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Teaching Procedures

1. Provide a brief rationale and purpose for learning how to safely handle broken materials (e.g., to avoid injury, unnecessary hospital visits)
2. Model each step of the task analysis for the student and provide a verbal description with each step. Use simulated materials during instructional sessions until students achieve 100% unprompted correct responses to all steps of the task analysis, then introduce the student to actual broken plates and glasses.
3. Provide the student with an attentional cue and deliver a task request to the student from the task analysis. Wait 5 seconds for the student to respond.
4. If the student does not respond to the task request after 5 seconds, provide a controlling prompt to the student and wait 75 seconds for the student to complete the step. If student still performs the step incorrectly, have them wait and model the step again for the student before continuing to the next step.
5. Record the prompting level for each step of the task analysis and give verbal descriptive praise for each corrected response (e.g., “Good, you used the fork to loosen the drain stopper”).

Evaluation

Student responses can be scored using five categories (a) unprompted correct response, (b) prompted correct response, (c) unprompted errors, (d) prompted errors, and (e) no-response error.

Lesson Plan Based on:

Winterling, V., Gast, D. L., Wolery, M., & Farmer, A. (1992). Teaching safety skills to high school students with moderate disabilities. *Journal of Applied Behavior Analysis, 25*, 217-227.