

**Using a Cell phone when lost in the community**

**Objective:** To teach students to identify when they are lost in the community and how to use a cell phone to request assistance.

**Setting and Materials:**

Settings: classroom, community (grocery store, library, retail store)

Materials:

1. Cell phone
  - a. Motorola StarTAC 7790 flip-phone
  - b. Nokia 5165
2. Flashcard with preprinted phone number

**Content Taught**

Students are taught to use a cell phone to request assistance after they realize they are lost. Instruction is done utilizing a task analysis and role playing in both a classroom and community setting. Lost was defined as not being able to see the person the student was with in the community.

*Task analysis for using cell phones:*

Motorola	Nokia
1. Open bottom flap of phone	1. Press top right button to turn on the phone
2. Lift antenna	2. Hold button until the phone beeps and vibrates
3. Press top right button to turn on phone	3. Dial the number printed on the index card
4. Hold button until the phone beeps and vibrates	4. Check the number for correct input
5. Dial the number printed on the index card	5. Press the green button to send
6. Check the number for correct input	6. Put receiver to ear and listen for someone to answer the phone
7. Press the "yes" button	7. Once someone answers the phone say, "This is (student's name). I am lost"
8. Put receiver to ear and listen for someone to answer the phone	8. Listen for directions

9. Once someone answers the phone say, "This is (student's name). I am lost."	9. Verbally describe surroundings
10. Listen for directions	10. Stay put
11. Verbally describe surroundings	11. Keep phone turned "on"
12. Stay put	12. To end call, press red button
13. Keep phone turned "on"	
14. To end call, close the bottom flap of the phone	

### **Teaching Procedures**

*Pretest:*

1. Data should be collected in the classroom by the instructor.
2. Present the student with an index card that has a printed phone number.
3. Direct the student to pretend he or she is lost and to call for help.
4. Regardless of accuracy on the task, provide the student with verbal praise for working hard.

*Use the following levels of prompts, moving from least to most intrusive as needed:*

- a. Independent
- b. Verbal
- c. Verbal and gesture
- d. Verbal and model
- e. Verbal and guidance

*Phase I-class room instruction:*

1. Activities during Phase I take place in the school building with the instructor.
2. A total task presentation should be used to teach the steps of the task analysis.
3. Direct the student to pretend he or she is lost.
4. Review the definition of what it means to be lost (not being able to see the teacher in the immediate area). Model being lost.
5. Give the student a cell phone and tell them they can hold it, put it in their pocket or wear it on their belt.
6. Prompt the students to remain in their current location, visually scan the area for the teacher and when they can not see the instructor to use their cell phone for help.
7. Prompt students through operating the phone to call the phone number on a flashcard the instructor provides to the student.

8. The student should use the phone to call the number, verbally indicate he or she is lost, describe his or her surroundings and landmarks, answer questions and leave the cell phone on in case the instructor needs to call them for further directions.
9. Students should remain near the instructor during this phase.
10. Record each level of prompting that was required for the student to complete each step.
11. Note: for steps requiring the student to listen and keep the phone on, only the first four prompts of the five-level system should be used.
12. Criterion for moving onto Phase II: independent completion of 80% of the steps for three consecutive sessions.
13. Provide the student with verbal praise following each session.

*Phase II-community generalization:*

1. A second staff member should be present during this phase to assist the student if they become frightened or need assistance.
2. Role play with the student being lost in the community.
3. The instructor should remove themselves out of view of the student but remain in a spot where the student can still be observed.
4. Students should follow the same steps as during classroom instruction.
5. If the student does not initiate a phone call within five minutes the instructor should approach the student and review the steps of the task analysis.
6. If the student attempts to leave the setting, he or she should be approached by the second staff member and asked if they need assistance.
7. Data should be collected on the number of steps in the task analysis that were completed correctly.

*Phase III-community generalization to the teacher:*

1. This is the first phase where the teacher should be present.
2. The instructor should remain out of the student's view at all times unless the student does not initiate a phone call within five minutes.
3. As in phase II, students should be shadowed by a second staff member in case of emergency.
4. The same sites used during Phase II should be used for Phase III.
5. Prior to entering the site, the teacher should provide the student with a cell phone and phone number and remind the student that he or she could use it if they become lost.
6. The student should select how to carry the phone: on the belt, in the pocket or in the hand.
7. The teacher should not deliberately separate him or herself from the student each session to ensure the student does not automatically expect to get "lost".
8. During sessions where the student gets "lost" the teacher should find natural times to remove him or herself (e.g. while the student is distracted looking at videos in the electronics department)
9. If the student does not call within five minutes, the instructor should approach the student, ask if he or she is lost and prompt the student to call the teacher.
10. If the phone call is made within five minutes, the number of steps completed should be recorded.

11. After the student provides enough information over the phone, the teacher should return to the student, verbally praise the student and continue on with community-based instruction.

### **Evaluation**

Student performance data should be collected using the task analysis. Student should move from the instructional phase (Phase I) to generalization phases (Phases II and III) once they have accurately completed 80% of the steps on the task analysis for three consecutive sessions.

### **Lesson Plan Based on:**

Taber, T. A., Alberto, P. A., Hughes, M., & Seltzer, A. (2002). A strategy for students with moderate disabilities when lost in the community. *Research and Practice for Persons with Severe Disabilities*, 27, 141-152.