

STREET AND TRAVEL SAFETY

Cross the Street

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Stop at the curb.”

“Listen.”

“Look left, right, left.”

“Walk, don’t run.”

MORNING TEACHER **Teach it**

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER **Use it somewhere else**

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER **Why it matters, and the hard version**

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA **Prompt in the moment, then fade**

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL **Notice it out loud, and check the system**

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student stops at the curb without a reminder.
Student looks both ways, not just once.
Student walks rather than runs across.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

Social Skills Program • Street and Travel Safety • All-day plan



STREET AND TRAVEL SAFETY

Walk Safely With a Group

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Stay with the group.”

“Stop at the corner.”

“Inside, away from the road.”

“Tell me first.”

MORNING TEACHER

Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER

Why it matters, and the hard version

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA

Prompt in the moment, then fade

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL

Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student stays within the group without reminders.
Student stops at corners automatically.
Student tells staff before leaving the group.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

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STREET AND TRAVEL SAFETY

If You Get Lost

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Stop where you are.”

“Find someone working.”

“Stay still — we will find you.”

“Show your card.”

MORNING TEACHER

Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER

Why it matters, and the hard version

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA

Prompt in the moment, then fade

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL

Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student stops instead of searching.
Student approaches a worker rather than any adult.
Student carries and can produce his card.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

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STREET AND TRAVEL SAFETY

Tell a Safe Helper From a Stranger

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

"Is that person working?."

"No thank you."

"Walk toward a shop."

"You never have to be polite about this."

MORNING TEACHER **Teach it**

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER **Use it somewhere else**

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER **Why it matters, and the hard version**

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA **Prompt in the moment, then fade**

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL **Notice it out loud, and check the system**

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student identifies workers as helpers.
Student says the response without prompting.
Student moves toward a safe place rather than freezing.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

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STREET AND TRAVEL SAFETY

Carry Your Information

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Where is your card?.”

“Show me before we go.”

“Say your full name.”

MORNING TEACHER

Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER

Why it matters, and the hard version

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA

Prompt in the moment, then fade

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL

Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student has his card on every trip.
Student produces it when asked.
Student says his full name clearly.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

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